Collective Impact for Children & Youth Baseline Report

Collective Results

UNC Charlotte Urban Institute

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Executive Summary

In the fall of 2011, United Way of Central Carolinas opted to adopt a Collective Impact model to move from the loosely coordinated series of investments of prior years to a more concentrated and purposeful funding and supervision model. This decision emerged from a series of research projects stretching across 18 months, including the Community Needs Assessment conducted by the UNC Charlotte Urban Institute. This study identified education as the greatest need in the region, which led United Way to select education of children and youth as the focus of its initial efforts in Collective Impact.

Thanks to a generous grant from the Wells Fargo Foundation, United Way launched the Collective Impact for Children & Youth project in the spring of 2012— a 10-year project, involving 16 United Way-supported agencies (listed below) that provide education related services to children from preschool through high school. The ultimate goal of this initiative is to increase the graduation rate for at-risk, low-performing students served by this group of agencies.

Academic Workgroup	Early Learning Workgroup	Enrichment Workgroup
• A Child's Place • Ada Jenkins Center • Communities In Schools • Right Moves for Youth • The Urban League • YMCA • YWCA	• Care Ring • Charlotte Speech & Hearing Center • Child Care Resources, Inc. • Council for Children's Rights • The Learning Collaborative	• Big Brothers Big Sisters of Greater Charlotte • Boy Scouts, Mecklenburg County Council • Girl Scouts, Hornets' Nest Council • Boys & Girls Clubs of Greater Charlotte

United Way commissioned the UNC Charlotte Urban Institute (the Institute) to coordinate and maintain a shared measurement system for the Collective Impact initiative. This has included assisting the partner agencies in a long-term outcome evaluation and housing selected shared data in the Institute for Social Capital (ISC) community database.

In this first year of the project, the primary focus was on designing and implementing a shared measurement system. During this time, the Institute consulted with and provided technical assistance to each partner agency to enhance the agency's data collection. Also in this first year, the Institute utilized CMS demographic information and performance indicators from the ISC community database to provide a snapshot of the children and youth being served by these partner agencies. This snapshot establishes a baseline of school performance indicators for participants in the academic year before they started the program(s) they are in.

Agencies submitted a list of participants who received services between March (the start of the project) and September 2012. The list was matched against the ISC database, using name and date-of-birth. For those participants with matching records in the database, their CMS records for the *academic year prior to entering the program* were pulled into a dataset and de-identified. The dataset was approved by the ISC Data Quality Review Committee and analyzed by Institute researchers.

Key Findings

The study included a collective total of 8,571 unique participants. The vast majority (90 percent) were in only one program. Half of the participants were in Communities In Schools.

Demographics

- The majority of participants (72 percent) were African American; 17 percent were Hispanic.
- A slight majority (53 percent) were female.
- Half were between the ages of seven and 11 in the year before starting the program.
- 17 percent were designated EC (Exceptional Children).
- Six percent were receiving English as a Second Language (ESL) services.
- Nearly 60 percent attended a high poverty school.

Academic Performance

- Participants were below the district average on both End of Grade (EOG) and End of Course (EOC) tests.
- On EOGs, participants performed better in math than reading. Only 40 percent of participants were proficient in reading, and 58 percent were proficient in math.
- On EOCs, participants performed slightly better in English than math, with 63 percent proficient in English and 61 percent proficient in math.

Absences

- Participants had an average of nine absences in the year before entering the program.
- One-third of participants were absent 10 days or more.
- High school participants had more absences than middle or elementary school participants.
- Participants had twice as many unexcused absences as excused absences.

Suspensions

- Participants spent an average of two days in suspension in the year before entering the program.
- About 23 percent were suspended for at least one day.
- Middle school participants had more suspensions than those in elementary or high school.
- Out-of-school suspensions outnumbered in-school suspensions.

Workgroups and Multi-Program Participants

- The academic workgroup was the largest and most like the collective, demographically and in academic indicators.
- The enrichment workgroup was more predominantly female (59 percent) and had the highest test scores and fewest absences and suspensions.
- The early learning workgroup was the smallest and demographically differed the most from the others. This group had more White (17%) and fewer African American (66%) participants, was majority male (60%), and, despite its name, had the oldest participants (half ages 12 to 15). Nearly half were designated EC. These participants also posted the lowest test scores and most absences and suspensions of all the groups.
- Participants enrolled in more than one program were more predominantly African American and female than the collective. These participants also had slightly lower test scores and slightly more absences than the collective.

Introduction

In August 2011, the United Way of Central Carolinas' Board voted to adopt a Collective Impact model to move from the loosely coordinated series of investments of prior years to a more concentrated and purposeful funding and supervision model. This new approach was viewed as the best way to realign agency funding towards priority needs identified through the United Way's first-ever Community Needs Assessment that covered all five counties in its service area. Over the long-term, this model is intended to benefit funders, agencies, their clients, and the community at large. More specifically, Collective Impact is a systemic, data-driven approach to solving a complex problem that involves a community-wide group of organizations that share 1) a common agenda, 2) measurement systems, 3) mutually reinforcing activities, and 4) relationships. The result is a more efficient and coordinated use of resources for agencies and funders.[1]

This shift resulted from a series of research projects stretching across 18 months, including the Community Needs Assessment conducted by the UNC Charlotte Urban Institute in 2011. One of the primary findings of this study was the identification of education as the greatest need in the region. This led United Way to select education of children and youth as the focus of its initial efforts in Collective Impact.

Thanks to a generous grant from the Wells Fargo Foundation, United Way launched the Collective Impact for Children & Youth project in the spring of 2012 by convening a group of 16 United Way-supported agencies that provide education related services to children from preschool through high school. The United Way agencies involved are:

- A Child's Place
- Ada Jenkins Center
- Big Brothers Big Sisters of Greater Charlotte
- Boy Scouts, Mecklenburg Council
- Care Ring
- Charlotte Speech & Hearing
- Child Care Resources, Inc.[2]
- Communities In Schools
- Council for Children's Rights
- Girl Scouts, Hornets' Nest Council
- Right Moves for Youth
- Boys and Girls Clubs of Greater Charlotte
- The Learning Collaborative
- The Urban League Central Carolinas
- YMCA
- YWCA

[1] Kania & Kramer, 2011. Collective Impact. *Stanford Social Innovation Review*, Winter 2011.
[2] Child Care Resources, Inc. is participating in strategic planning for the long-term evaluation but not the baseline projects since this agency provides direct support to parents rather than children/youth.

The goal United Way has set for this Collective Impact initiative is to increase the cohort graduation rate (identified by Charlotte-Mecklenburg Schools as one of the greatest challenges facing our community) for at-risk, low-performing students served by this group of agencies over the next 10 years. Looking at the district as a whole, the 4-year cohort graduation rate[3] for economically disadvantaged students is considerably lower (65%) than that of all students (74%). Through this Collective Impact initiative, United Way ultimately aims to decrease this disparity.

United Way commissioned the UNC Charlotte Urban Institute (the Institute) to coordinate and maintain a shared measurement system for the Collective Impact initiative. This has included assisting the partner agencies in a long-term outcome evaluation and housing selected shared data in the Institute for Social Capital (ISC) community database.

In this first year of the project, the primary focus was on designing and implementing a shared measurement system. During this time, the Institute consulted with and provided technical assistance to each partner agency to enhance the agency's data collection. The Institute also began helping identify a standard set of data across agencies, as well as program-specific data that can be collected over time to help inform long-term agency outcomes.

Baseline Project

Also in this first year, the Institute utilized CMS demographic information and performance indicators from the Institute for Social Capital (ISC) community database to provide a snapshot of the children and youth being served by these partner agencies. This snapshot establishes a baseline of school performance indicators for participants in the academic year before they started the program(s) they are in. This baseline will help determine what effect, if any, program participation had on participants.

This report details the findings from the baseline analysis for the collective of all 15 agencies combined and includes basic numbers of participants, participant demographics, and academic indicators. Also included are these results by workgroup, which groups the agencies into three programmatic areas- academic, early learning, and enrichment. Finally, results are presented for children who have participated in multiple agencies' programs.

Reports will also be prepared for each individual agency, presenting the results for that agency's participants alone. These individual reports are for agencies' internal purposes, and thus are not included in this collective report.

[3] The percent of students who started 9th grade in a particular year and graduated four years later. This also takes into account students who transferred into or out of the district over the course of the four years.

Methodology

For the baseline analysis, CMS data were pulled for children and youth who were identified as participants in any partner agency at any time from March 26, 2012 to September 30, 2012. Some students were served by more than one agency. For these participants, CMS data were pulled for the earliest year so as to not double count participants. These de-identified data were then examined by researchers at the Institute in order to provide a baseline snapshot of participants' demographic characteristics and academic performance profiles.

Specifically, the descriptive questions addressed in the baseline analysis include:

1. What are the demographic characteristics of children/youth who are participating in these targeted agencies, collectively and by agency?
2. How did children/youth perform academically who are participating in these targeted agencies, collectively and by agency?
3. What are the attendance records for children/youth who are participating in these targeted agencies, collectively and by agency?

Agency Visits

Over the course of the first year of this project, researchers from the Institute met with staff from each of the participating agencies several times to discuss the state of data collection at their agency and help them find ways to improve as needed.

Through these meetings, the researcher developed a relationship with agency staff, communicated the long-term view of the project and the agency's role, and examined agency data on participants. Institute staff worked with agencies to determine the types of data collected and how these data are stored (spreadsheets, databases, paper documents, etc.), including any intake forms used. Institute staff also discussed agency outcomes, internal measures of success, and barriers in collecting data.

Data Collection and Analysis

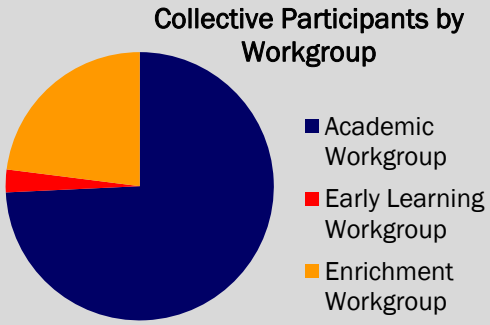
Each agency provided (in electronic format) a list of children's names (first, middle, and last), dates of birth, program entry dates, and program exit dates (if applicable) to the Institute research team. Names and dates of birth were necessary to match the participants to their records in the ISC database. Program entry date was needed to determine which year's data should be pulled for each participant (the school year before they entered the program). The Institute then provided the participant lists to the ISC technical consultant who matched the participants to their CMS records in the ISC database, de-identified the records, and created a dataset for the collective participants.

In keeping with ISC policies and procedures, the Data Quality Review Committee (DQRC) reviewed the dataset to ensure the product would not allow for identification of any individual participants. The committee stipulated that any categories with fewer than five participants must be suppressed and either be combined with another category (where logical) or just not reported at all. After this stipulation was met, the de-identified dataset was released to Institute researchers who performed basic descriptive analyses using SPSS. The results from those analyses are presented in the following section.

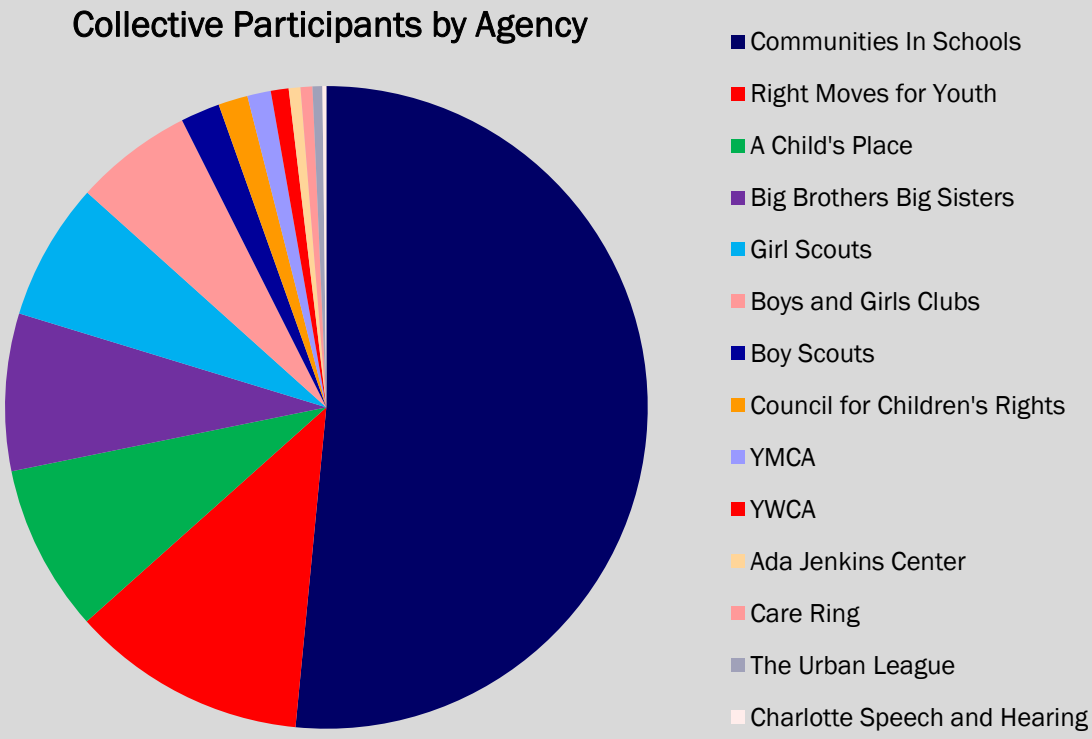
Results

Collective

All together, these 15 agencies submitted lists that (after the data were cleaned) included just over 13,500 participants. About 73 percent of the individuals on these lists were matched to CMS records in the ISC database, resulting in a collective total of 8,571 unique participants.[4] Nearly three-quarters (74 percent) were participants of programs in the academic workgroup, 23 percent were in enrichment programs, and the remaining three percent were in early learning programs.



By agency, just over half (52 percent) were participants in Communities In Schools. Another 14 percent were participants in Right Moves for Youth. A Child's Place, Big Brothers Big Sisters, Girl Scouts, and Boys and Girls Clubs each accounted for five to ten percent of participants. The remaining agencies each made up three percent or less of the collective.[5] A total of 742 individuals



[4] There are numerous reasons why some participants were not matched in the database. For example, some names might have been misspelled, some birthdates might have been incorrect, and some participants might have no CMS records at all (especially those too young to be in school yet).

[5] Although The Learning Collaborative submitted a participant list, the database returned no CMS records for its participants, likely because they were too young to have CMS records.

were participants in two or more of these agencies. The table below shows the exact distribution for each agency.

Since this report is capturing a baseline for participants, the entry date for each participant was utilized to retrieve their CMS data for the *year prior to their entering the program*. The table below shows the school years represented in this report. The majority (about 61 percent) of participants' CMS data came from the 2010-11 school year, meaning they entered the program in 2012. The earliest any participant entered one of these programs (according to the participant data the agencies provided[6]) was 2008, thus the earliest year of CMS data included in this report was 2006-07.

	Number	Percent
Number of Participants		
Collective	8,571	
Academic Workgroup	6,366	74.3%
Enrichment Workgroup	1,970	23.0%
Early Childhood Workgroup	235	2.7%
Individual Agencies[7]		
Communities In Schools	4,462	52.1%
Right Moves for Youth	1,231	14.4%
A Child's Place	823	9.6%
Big Brothers Big Sisters	776	9.1%
Girl Scouts	671	7.8%
Boys and Girls Clubs	567	6.6%
Boy Scouts	242	2.8%
Council for Children's Rights	153	1.8%
YMCA	142	1.7%
YWCA	102	1.2%
Ada Jenkins Center	63	0.7%
Care Ring	56	0.7%
The Urban League	49	0.6%
Charlotte Speech and Hearing Center	38	0.4%
The Learning Collaborative	0	0.0%
School Year of Data Pulled[8]		
2010-2011	5,186	60.5%
2009-2010	1,720	20.1%
2008-2009	937	10.9%
2007-2008	439	5.1%
2006-2007	289	3.4%

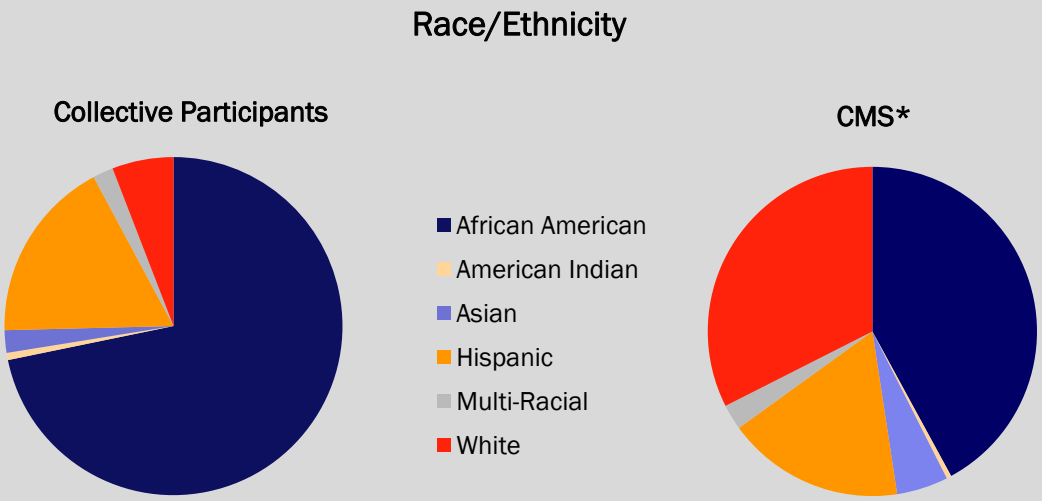
[6] Agencies were asked to provide a list of all children that had participated in their program at some point between March 26, 2012 and September 30, 2012. For each child, they provided name, date of birth, and the date they began the program.
[7] Participants in multiple programs are included in the count for each agency they are associated with.
[8] Participants in multiple programs with different entry years are included in the count for the earliest year.

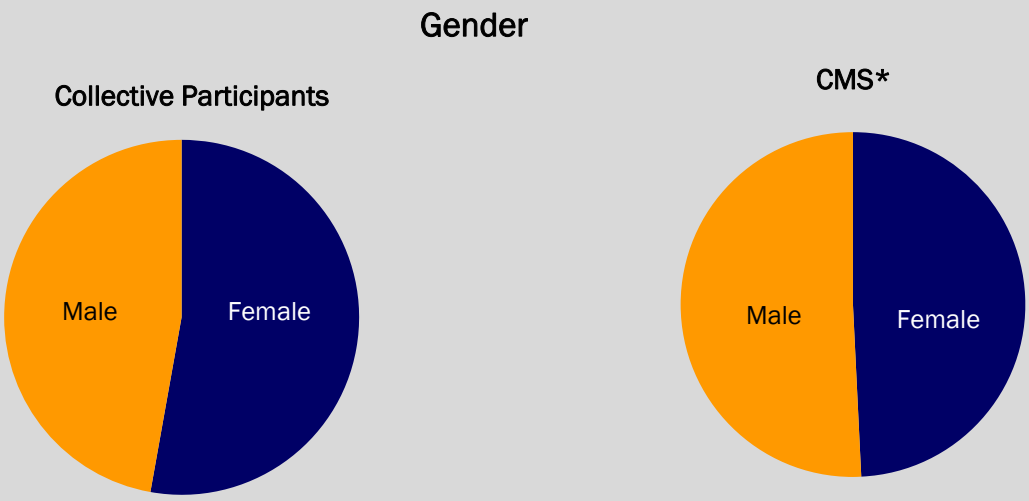
What are the demographic characteristics of participants in these agencies?

Race and Gender

The majority of these participants are African American, accounting for nearly three-quarters (72 percent) of the collective participants. Around 17 percent are Hispanic, six percent White, two percent Asian, two percent Multi-Racial, and less than one percent (0.6 percent) American Indian. This is clearly different from the racial composition of Charlotte-Mecklenburg Schools (CMS). The African American proportion of collective participants is considerably larger than CMS as a whole, and the White proportion is measurably smaller.

The gender breakdown of participants is fairly even, with a few more females (53 percent) than males (47 percent). This is slightly different from the district overall, where males make up the majority (51 percent).

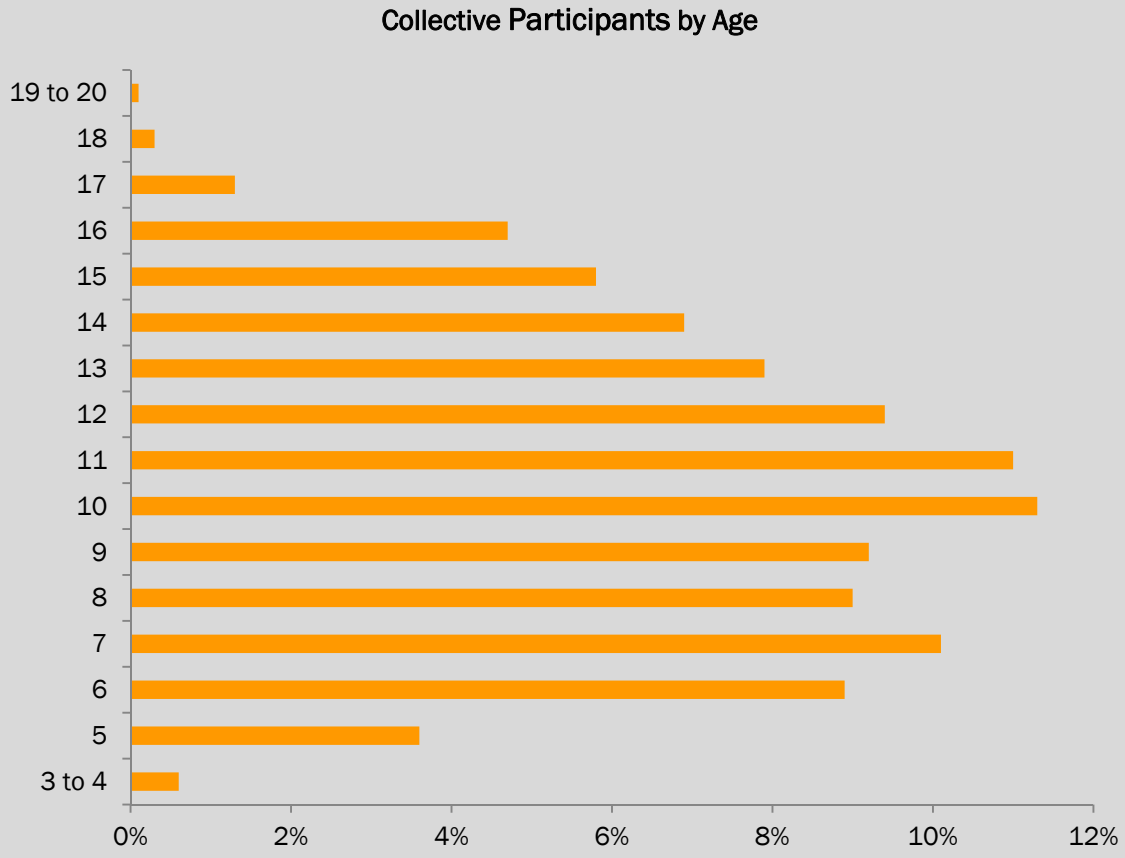




* Data Source: North Carolina Department of Instruction 2011-12

Age

When looking at the age distribution of participants in the figure below, it is important to remember that this does not represent the *current* ages of children in these programs. Instead, this is showing the age of children in the year *before* they entered the program. Keeping that in mind, half of the participants fell between the ages of seven and 11. The largest numbers were 10 and 11-year olds, and the lowest numbers came at the very top and bottom of the spectrum. Refer to the demographic data table for the exact numbers and percentages for each age.



English as a Second Language

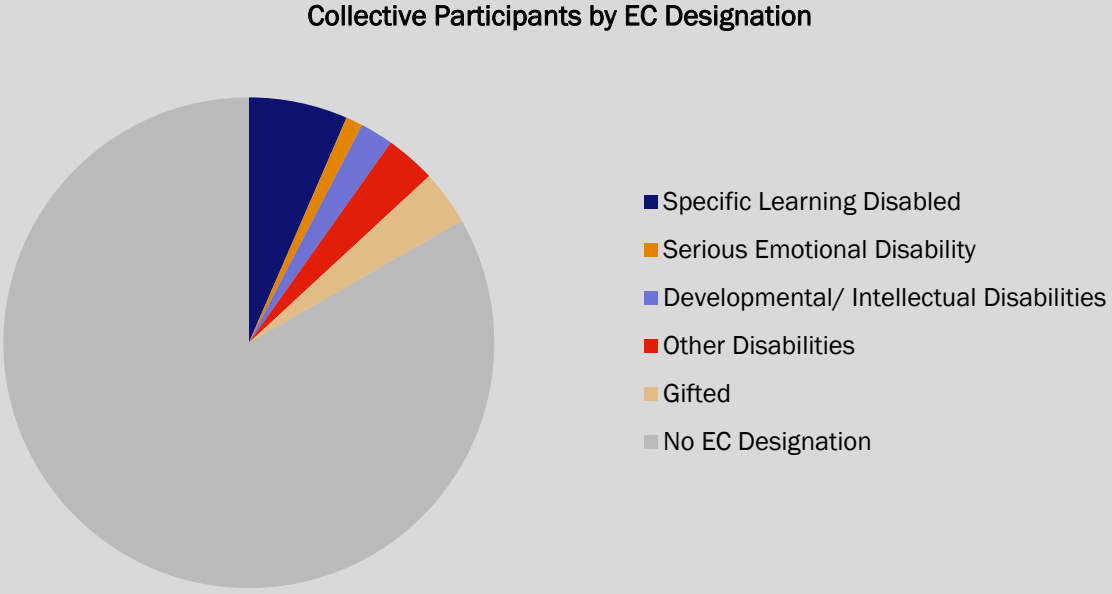
Around six percent of these participants were (in the year before they entered the program) receiving services in the English as a Second Language program.

Exceptional Children

Nearly 17 percent of participants were classified as Exceptional Children (EC), with 13 percent having some form of mental, physical, or learning disability.[9] Specifically, six and a half percent of

[9] Disability categories include: Autistic, Developmentally Delayed, Serious Emotional Disability, Behaviorally/Emotionally Disabled, Educable Mentally Disabled, Trainable Mentally Disabled, Severely/Profoundly Mentally Disabled, Intellectually Disabled, Specific Learning Disability, Traumatic Brain Injury, Hearing Impaired, Deaf, Other Health Impaired, Orthopedically Impaired, Speech-Language Impaired, Visually Impaired.

participants had a specific learning disability[10], two percent had developmental or intellectual disabilities[11], one percent had a serious emotional disability[12], and three percent had some other kind of disability. The EC designation, however, also includes children who are considered academically or intellectually gifted; a little less than four percent of participants in these agencies were classified as gifted.



[10] Specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

[11] Developmental / intellectual disability means a severe, chronic disability of an individual that is attributable to a mental or physical impairment or combination of mental and physical impairment that results in substantial functional limitations in 3 or more of the following areas of major life activity: Self-care, Receptive and expressive language, Learning, Mobility, Self-direction, Capacity for independent living, Economic self-sufficiency; and reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

[12] Serious Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance
(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
(C) Inappropriate types of behavior or feelings under normal circumstances;
(D) A general pervasive mood of unhappiness or depression; or
(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

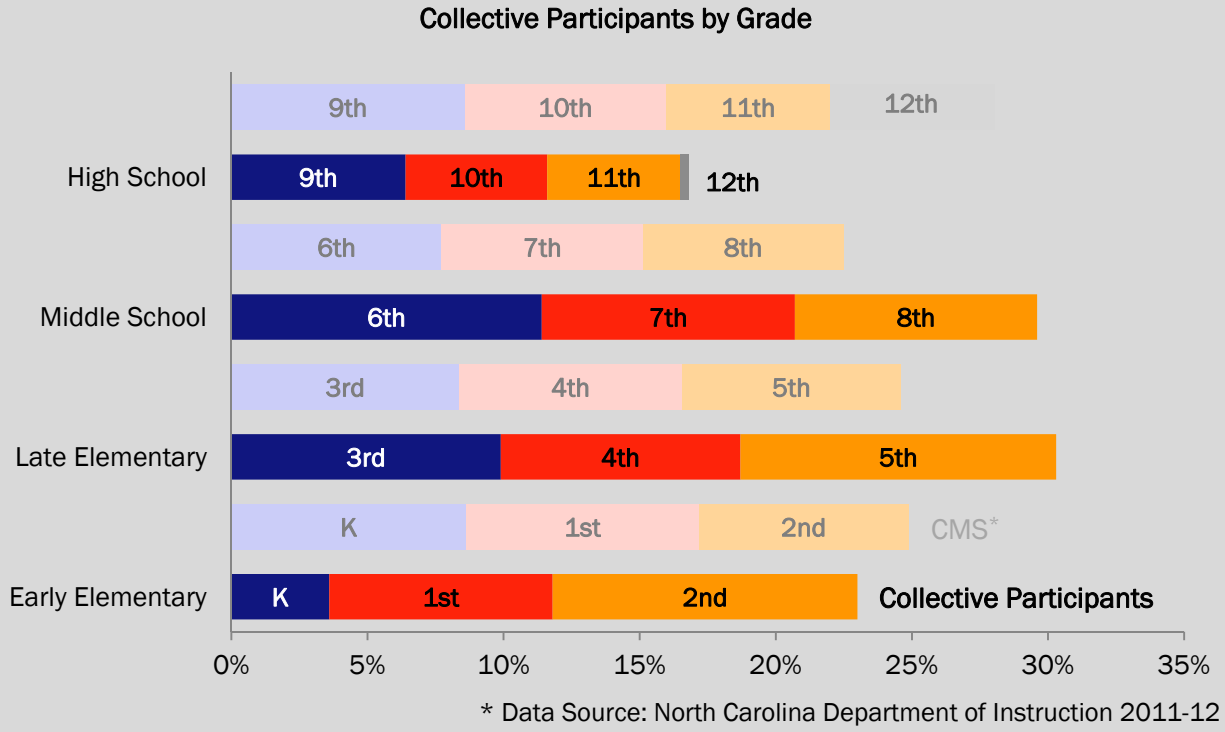
Collective Demographics Data Table

	Number	Percent
Race/Ethnicity		
White	504	5.9%
African American	6,159	71.9%
Hispanic	1,507	17.6%
Asian	184	2.1%
American Indian	49	0.6%
Multi-Racial	168	2.0%
Gender		
Male	4,044	47.2%
Female	4,527	52.8%
Age (in the year before entering the program)		
3 to 4[13]	57	0.6%
5	305	3.6%
6	759	8.9%
7	864	10.1%
8	769	9.0%
9	789	9.2%
10	966	11.3%
11	940	11.0%
12	803	9.4%
13	676	7.9%
14	594	6.9%
15	496	5.8%
16	406	4.7%
17	112	1.3%
18	25	0.3%
19 to 20[14]	10	0.1%
English as a Second Language (ESL) Status		
Receiving Services	537	6.3%
Exceptional Child (EC) Status		
Specific Learning Disabled	559	6.5%
Serious Emotional Disability	95	1.1%
Developmental/Intellectual Disabilities	187	2.2%
Other Disability	284	3.3%
Gifted	308	3.6%

[13] Due to small sample sizes, 3 and 4 year olds are reported together.
[14] Due to small sample sizes, 19 and 20 year olds are reported together.

Grade

When looking at the grade distribution of participants, it is important to note that this does not represent the *current* grade children in these programs are in but the grade they were in the year *before* they entered the program. The grade distribution is similar to the age distribution, with the majority of participants falling in the late elementary (3rd - 5th) and middle school grades (6th – 8th). The individual grades with the largest numbers of participants were second, fifth, and sixth grades, each with over 11 percent of the collective. Looking at the grade distribution of CMS for comparison, participants in the late elementary and middle school grades are over-represented, while those in high school (12th grade especially) and kindergarten are under-represented.



* Data Source: North Carolina Department of Instruction 2011-12

School

In terms of the school participants attended in the year before entering the program, the results are fairly dispersed. One-hundred seventy-eight CMS schools registered as having at least one participant in their student body.[15] The ten schools with the largest numbers of participants are presented in the following table. Together, these ten schools account for a little under one-quarter of participants, while the other three-quarters are spread around the other 168 schools.

The school with the most participants was Ranson Middle School, accounting for about three percent of all participants. Five of the top ten are high schools (West Charlotte, West Mecklenburg, East Mecklenburg, Vance, and Philip O. Berry), four are middle schools (two of which closed after the 2011-12 school year- John Taylor Williams Middle School and Bishop Spaugh Community Academy), and only one an elementary school (Rama Road).

[15] This includes pre-k centers and schools that have since closed.

In addition to individual schools, we examined the representation of participants in three groups of schools- those in the Project L.I.F.T. Zone[16], those designated as Title I (i.e. high poverty)[17], and those that include grades K or preK through eight.[18] It is important to note here that these groups are not mutually exclusive, meaning a school could have all three designations or any combination. Thirteen percent of participants attended a school that is part of Project L.I.F.T., and eight percent attended what is now an academy school. Nearly 60 percent of participants attended a Title I school.

Finally, we identified a subset of these participants that were also involved in the Reid Park Initiative. The Reid Park Initiative is a collaborative effort between public and private agencies to assist the families in the Reid Park neighborhood, specifically through at-risk students who attend schools in that area. Launched in the 2011-12 school year, this group of agencies works together to provide students and families intensive case management services. Out of the 8,000 plus participants in this study, 12 (which equates to one tenth of a percent) were also enrolled in the Reid Park Initiative. This, however, is not all that surprising considering the fact that the entire Reid Park Initiative serves less than 100 children. (See the Data Limitations section for more explanation.)

[16] Project L.I.F.T. (Leadership and Investment for Transformation) is a privately funded initiative which began in 2012 and aims to improve the West Charlotte Corridor by supporting its schools and educational services. The schools in this zone include: Allenbrook Elementary, Ashley Park School (Pre-K - 8), Bruns Academy (Pre-K - 8), Walter G. Byers School (Pre-K - 8), Druid Hills Academy (Pre-K - 8), Ranson Middle, Statesville Road Elementary, Thomasboro Academy (Pre-K - 8), and West Charlotte High.

[17] Title I provides federal funding for high-poverty schools to help students who are behind academically and at risk of falling behind so that all children have the opportunity to obtain a high quality education. School-wide programs are in schools that have at least a 75% poverty level (according to CMS policy), based on the number of children designated as economically disadvantaged.

[18] These designations are as of the 2012-13 school year. Since the CMS data included in this report come from earlier school years, participants may have attended a school that did not have that designation at the time. Pre-k and k-8 schools as well as schools included in the Project L.I.F.T. initiative are recent reforms that began in 2012. As such, these distinctions provide minimal information about the school environment of these participants as of this baseline, but these distinctions will become more important as we track these participants over the years.

Collective School Data Table

	Number	Percent
Grade (in the year before entering the program)		
Early Elementary (K-2)	1,970	23.0%
Kindergarten	311	3.6%
1st	700	8.2%
2nd	959	11.2%
Late Elementary (3-5)	2,589	30.3%
3rd	849	9.9%
4th	750	8.8%
5th	990	11.6%
Middle (6-8)	2,531	29.6%
6th	976	11.4%
7th	796	9.3%
8th	759	8.9%
High (9-12)	1,437	16.8%
9th	549	6.4%
10th	441	5.2%
11th	418	4.9%
12th	29	0.3%
School (they attended in the year before entering the program)		
Top 10		
Ranson Middle	234	2.7%
West Charlotte High	223	2.6%
West Mecklenburg High	212	2.5%
John Taylor Williams Middle*	207	2.4%
East Mecklenburg High	192	2.2%
Bishop Spaugh Community Academy (Middle)*	187	2.2%
Coulwood Middle	180	2.1%
Vance High	174	2.0%
Rama Road Elementary	163	1.9%
Phillip O. Berry Academy of Technology (High)	161	1.9%
All Other (168) Schools	6,638	77.4%
Special Groups		
Project L.I.F.T. Schools	1,114	13.0%
Title I Schools	5,071	59.2%
PreK/K-8 Schools	686	8.0%
Reid Park Initiative		
Participants in Reid Park Initiative	12	0.1%

Note: * denotes schools that are no longer open.

How did participants in these agencies perform academically?

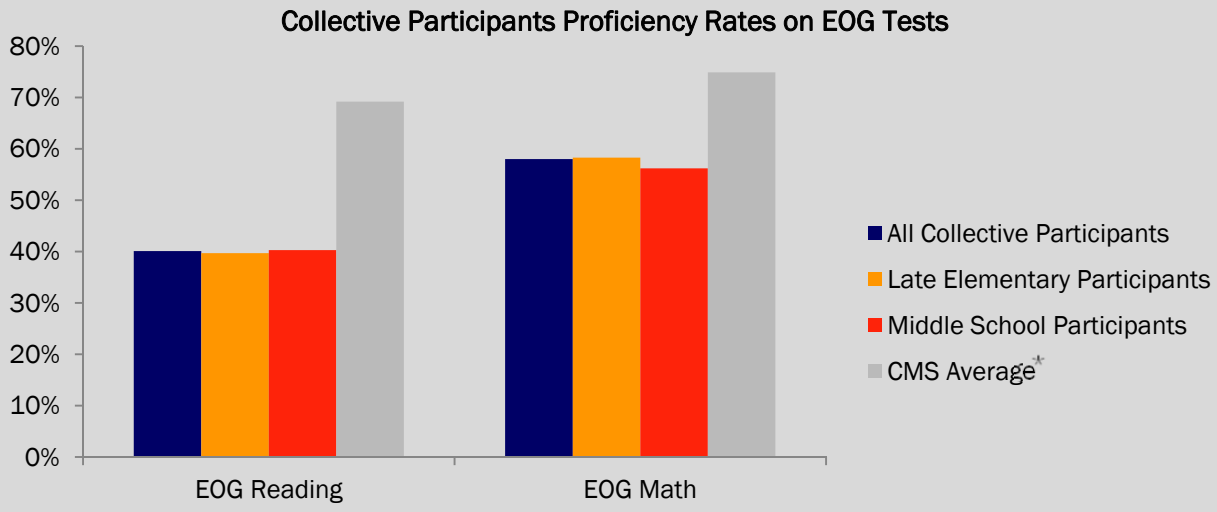
Academic performance is one of the most basic predictors of whether a student will or will not graduate from high school. In this study, academic performance was measured using End of Grade (EOG) and End of Course (EOC) tests. EOGs are given to children in grades three through eight in math, reading, and science; only reading and math were included in this analysis. EOCs are generally taken by high school students for core courses; this analysis focuses on the English and math (Algebra I and II) tests.

Specifically, we utilized EOG and EOC achievement levels (not raw scores), which group test scores into four levels, levels I and II being below grade level or not proficient and levels III and IV being at or above grade level or proficient.

Academic performance results for the collective participants are presented below in a series of graphs and tables, beginning with EOG results (3rd-8th grade) and then EOC (high school). In each series, the first graph shows the percent of participants scoring at or above grade level on each test, followed by the full distribution of achievement levels. Each graph includes these figures for all participants in the study as well as those for participants by grade level (late elementary, middle school, and high school). Graphs that focus on the percent that are proficient also include the figure for the district as a whole for comparison (comparable figures were not available for all four levels). For precise numbers and percentages, refer to the tables at the end of the section.

EOG Performance

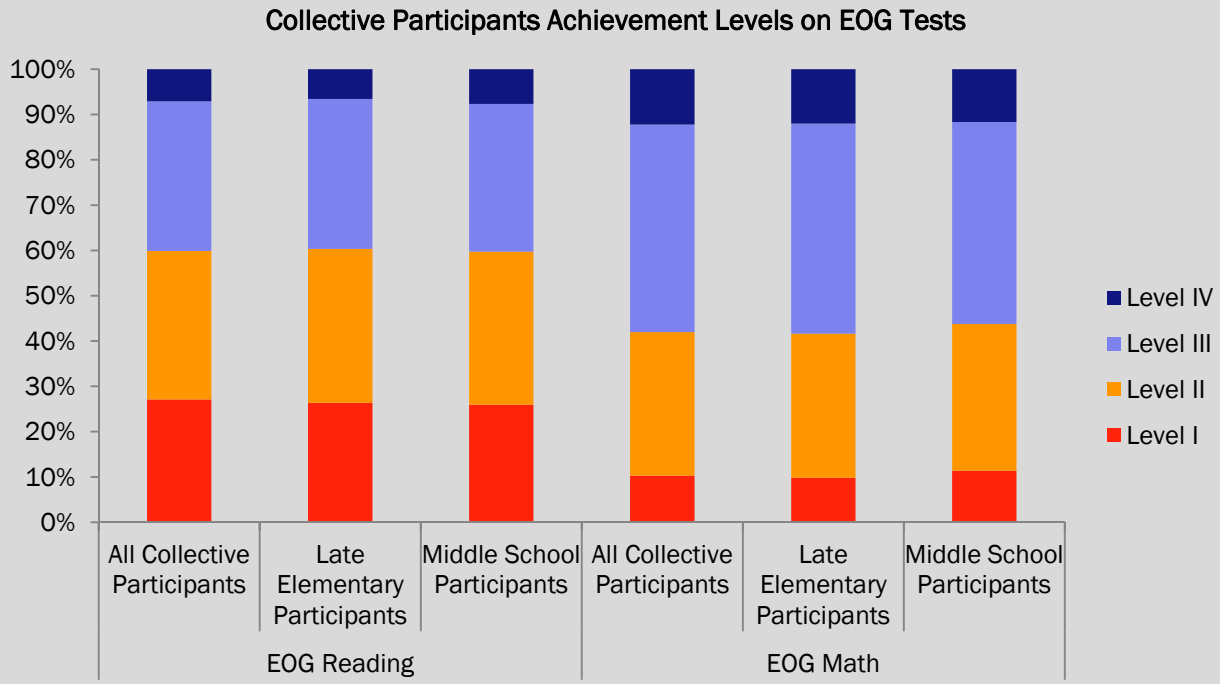
Regardless of age, students tend to perform lower on reading assessments. In this study, only 40 percent of collective participants were proficient in reading, compared to a district average of nearly 70 percent. Looking at all four achievement levels, over a quarter (27 percent) of participants scored as level I in reading, and nearly a third were in level II. Of the 40 percent who were proficient, the majority were in level III and few in level IV, meaning that few participants are high performing in reading.



* Data Source: North Carolina Department of Instruction, Reports of School Performance Data, 2006 – 2011

The participants demonstrated higher performance on math EOGs, with 58 percent scoring at or above grade level but were still well below the district average of nearly 75 percent. Looking at the full spectrum of scores, the share of participants scoring level I on math EOGs (10 percent) was much smaller than that for reading, and the percent scoring level IV in math was actually greater than level I. Almost half (46 percent) of participants fell in level III. Both charts show little difference in proficiency between late elementary and middle school students.

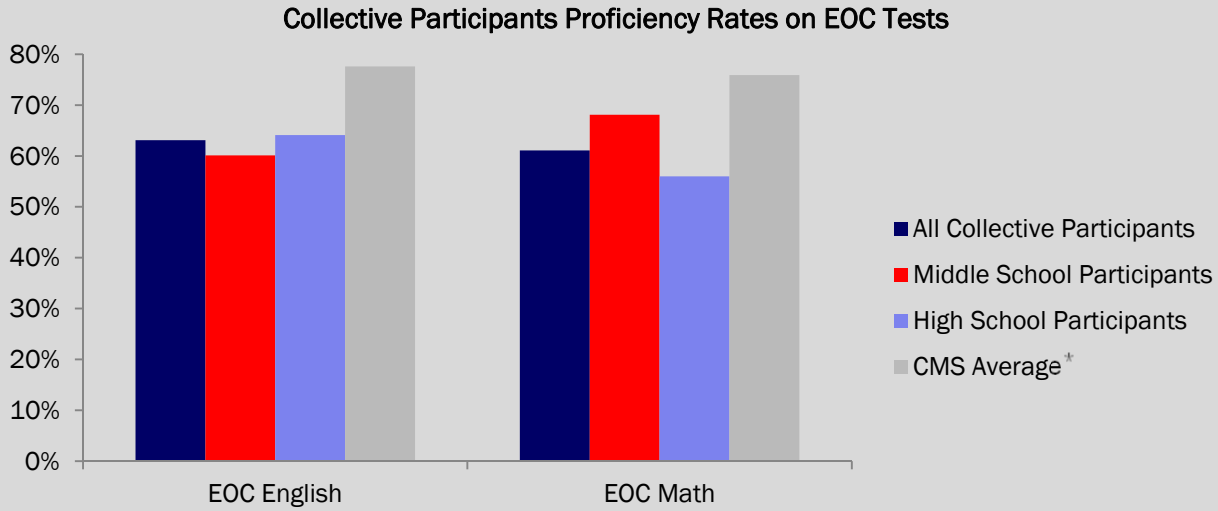
Although the difference in math and reading proficiency is notable, such discrepancies are consistent in national assessment data trends.[19]



EOC Performance

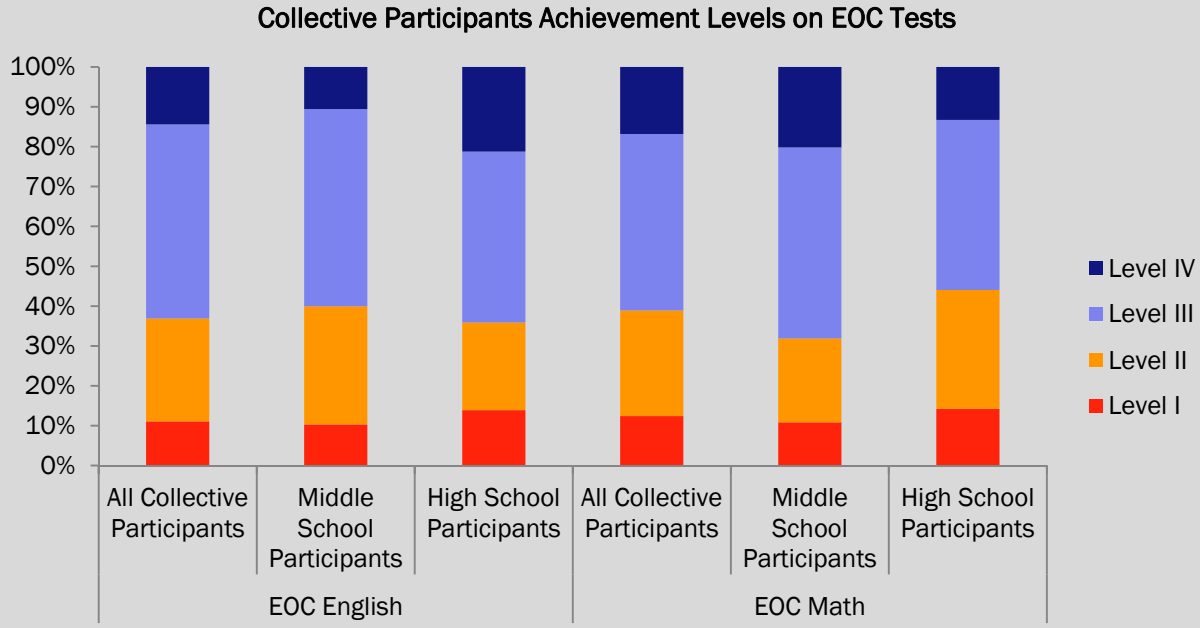
The EOC results show a slightly different trend than the EOGs. Looking at the first graph, participants appear to have performed slightly better in English than in math, with 63 proficient in English compared to 61 percent in math. The results for the collective participants are still lower than the district average, but the differences are not as pronounced as they were for EOGs.

[19] National Assessment of Educational Progress (NAEP)



* Data Source: North Carolina Department of Instruction, Reports of School Performance Data, 2006 – 2011

When examining the full range of scores, math scores are distributed a little more evenly than in English, but the differences between English and math are minimal when compared to the variance in EOG reading and math score distributions.



Proficiency rates were higher for high school participants than those in middle school, with 64 percent of high school participants scoring at or above grade level compared to 60 percent of middle school participants. However, the opposite was true for math, and the difference was greater. Sixty-eight percent of middle school participants scored at or above grade level on math EOCs, compared to 56 percent of high school participants.

Collective Academic Performance Data Tables

	Grade Level					
	All Students		Late Elementary		Middle School	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	4,599	NA	2,300	NA	1,685	NA
Level I	1,246	27.1%	607	26.4%	437	25.9%
Level II	1,509	32.8%	781	34.0%	570	33.8%
Level III	1,519	33.0%	761	33.1%	549	32.6%
Level IV	325	7.1%	151	6.6%	129	7.7%
At or Above Grade Level	1,844	40.1%	912	39.7%	678	40.3%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	4,640	NA	2,322	NA	1,702	NA
Level I	478	10.3%	228	9.8%	194	11.4%
Level II	1,469	31.7%	739	31.8%	551	32.4%
Level III	2,126	45.8%	1,076	46.3%	759	44.6%
Level IV	567	12.2%	279	12.0%	198	11.6%
At or Above Grade Level	2,693	58.0%	1,355	58.3%	957	56.2%

	Grade Level Categories					
	All Students		Middle School		High School	
EOC English Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	714	NA	398	NA	259	NA
Level I	79	11.1%	41	10.3%	36	13.9%
Level II	184	25.8%	118	29.6%	57	22.0%
Level III	348	48.7%	197	49.5%	111	42.9%
Level IV	103	14.4%	42	10.6%	55	21.2%
At or Above Grade Level	451	63.1%	239	60.1%	166	64.1%
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	1,263	NA	461	NA	745	NA
Level I	157	12.4%	50	10.8%	106	14.2%
Level II	335	26.5%	97	21.0%	222	29.8%
Level III	559	44.3%	221	47.9%	318	42.7%
Level IV	212	16.8%	93	20.2%	99	13.3%
At or Above Grade Level	771	61.1%	314	68.1%	417	56.0%

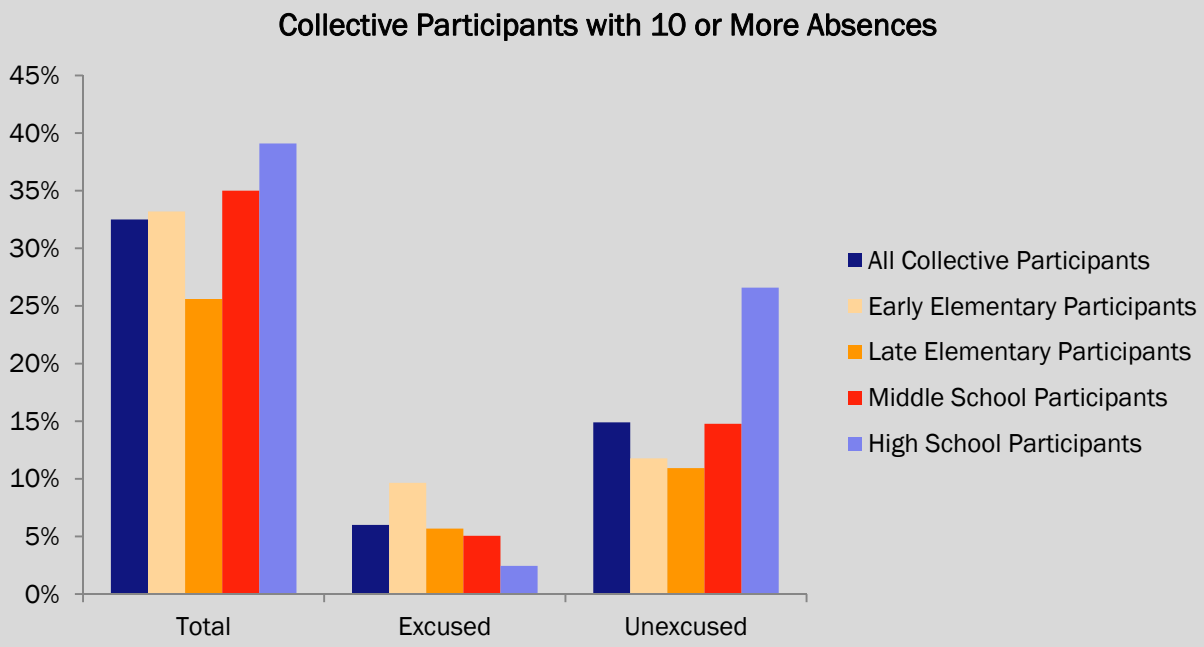
What are the attendance and suspension records of participants in these agencies?

In addition to low academic performance, poor attendance and misbehavior are two of the most significant factors that cause students to drop out of high school. According to a 2007 study, these three factors identified in sixth grade can predict 60 percent of the students who will not graduate from high school.[20]

Absences

In this study, attendance is measured primarily through absences. Specifically, absences are measured by the total number of days each participant was absent from school in the year before entering the program as well as the number that were considered excused absences[21] and those considered unexcused. Like the academic performance data, we report the absence information for all participants as well as by grade level. Comparable statistics for CMS were not readily available.

For each type of absence, we report basic descriptive statistics (mean, median, mode, minimum, maximum, and standard deviation) in the following table. In addition, we present the percent of participants that were absent at least 10 days in that year. Under CMS policies, high school students with more than 10 absences in a class must attend a school-based recovery program to recover each absence "hour for hour" or face failing the class regardless of their actual grade. In addition, under North Carolina law, students over the age of 16 or parents of children age 7-16 with 10 or more unexcused absences may be prosecuted and could face jail time or a fine.



[20] ROBERT BALFANZ , LIZA HERZOG & DOUGLAS J. MAC IVER (2007): Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions, Educational Psychologist, 42:4, 223-235.

[21] An absence is recorded as excused once school personnel have received verification of the reason for absence. Accepted reasons include student illness, death in the family, doctor appointment, court or administrative proceedings, religious holidays, and approved educational opportunities.

Nearly one-third of all participants were absent at least 10 days over the course of a year. The average participant was absent nine days. However, as the table shows, the variation in the number of absences is notable. Many participants had no absences at all, while one student was absent 140 days, which is more than three-quarters of the entire school year.

Participants in high school had the most absences; 39 percent had at least 10 absences, and the average high school participant was absent 11 days. Participants in the late elementary grades had the lowest number of absences.

Collective Absence Data Table

Type of Absence[22]	School Level	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total	All Students	2,788	32.5%	9	6	0	0	140	10.3
	Early Elementary	654	33.2%	8	6	2	0	50	7.2
	Late Elementary	664	25.6%	7	5	0	0	61	6.9
	Middle School	887	35.0%	10	6	1	0	131	12.1
	High School	562	39.1%	11	7	1	0	140	14
Excused	All Students	511	6.0%	3	1	0	0	61	4.2
	Early Elementary	190	9.6%	4	2	0	0	31	4.5
	Late Elementary	147	5.7%	2	1	0	0	42	3.9
	Middle School	128	5.1%	2	1	0	0	52	4.1
	High School	35	2.4%	2	0	0	0	34	3.1
Unexcused	All Students	1,274	14.9%	5	3	0	0	140	7.3
	Early Elementary	232	11.8%	4	3	0	0	47	5
	Late Elementary	283	10.9%	4	3	0	0	41	4.8
	Middle School	374	14.8%	5	3	0	0	125	7.7
	High School	382	26.6%	8	5	0	0	140	11.3

When comparing the type of absences, unexcused absences were more prevalent among participants than excused absences— a trend also observed in the district at large. The typical participant had five unexcused absences and only three excused absences. Participants in the early elementary grades had the most excused absences, and those in high school had the least. The inverse is true for unexcused absences; high school participants had the most unexcused absences (by a considerable margin), and elementary school participants had the least.

These observations are also in line with overall trends in the attendance. Parents of elementary school students tend to be more involved in their child's day-to-day school life (they drive their child to and from school or wait with them for the bus, they know their child's teacher, etc.) and are more

[22] Excused and Unexcused Absences are reported by CMS separately from Total Absences, and the two types of absences will not necessarily add up to the reported Total.

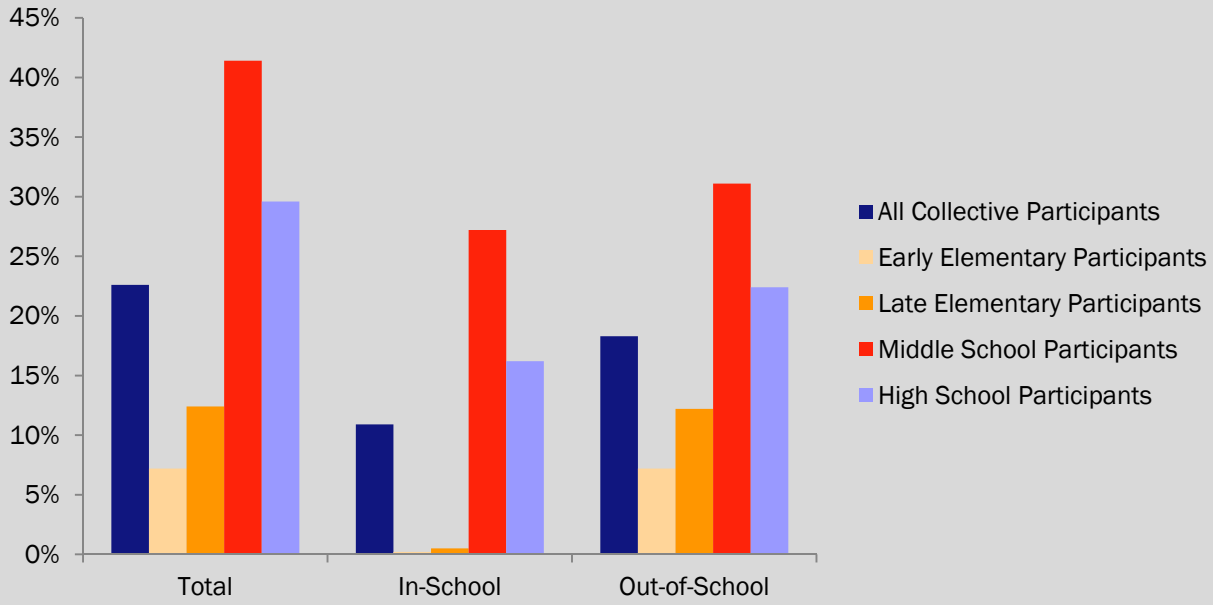
likely to contact the school to excuse an absence than parents of high school students or high school students themselves. In addition, high school students are required to attend "recovery" whether an absence is excused or not; therefore reducing the incentive for students to document an excused absence.

Suspensions

Suspensions are another piece of the attendance picture. When a child is suspended, they are taken out of their regular classroom and the rest of the class proceeds without them, rendering them absent. Even more important, suspensions are also an indicator of behavior problems. Currently, suspensions are the only widely available measure of conduct at the school level.

In this analysis, suspensions were measured by the total number of days each participant was suspended from school in the year before entering the program as well as the number spent in in-school suspension and out-of-school suspension. We also report the suspension information by grade level. Comparable statistics for CMS, however, were not readily available. As with absences, we report basic descriptive statistics (mean, median, mode, minimum, maximum, and standard deviation) for each type of suspension and the percent of participants that were suspended at least one day in that year. According to the literature, the probability of dropping out of school goes up markedly with even a single suspension.[23]

Collective Participants with One or More Suspensions



Overall, participants were suspended for an average of two days. Much like the absence statistics, the range for suspensions is significant. The majority of participants had no suspensions at all, but almost 23 percent had at least one, with the highest number being 65. Participants in middle school

[23] Pamela A. Fenning , Sarah Pulaski , Martha Gomez , Morgan Morello , Lynae Maciel , Emily Maroney , Arielle Schmidt , Katie Dahlvig , Lauren McArdle , Taylor Morello , Rockeya Wilson , Amy Horwitz & Rose Maltese 2012): Call to Action: A Critical Need for Designing Alternatives to Suspension and Expulsion, Journal of School Violence, 11:2, 105-117.

experienced the greatest number of suspensions, with 41 percent having spent at least a day in suspension, which is consistent with general trends reported in the literature. High school participants had the second highest suspension frequency, followed by late elementary and at the bottom, early elementary participants.

Looking closer at the type of suspension (in-school versus out-of-school), participants had more out-of-school suspensions than in-school suspensions. The average participant spent one day in out-of-school suspension and less than half a day in in-school suspension. Part of this difference can be attributed to the fact that some schools do not have in-school suspension. In-school suspension requires a staff member's supervision, and some schools either do not have staff allocated for this purpose or do not have enough suspensions to warrant a separate in-school suspension option. As with overall suspensions, middle school participants were at the top in both in-school and out-of-school suspensions, and early elementary participants had the least.

Collective Suspensions Data Table

Type of Suspension	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total[24]	All Students	1,935	22.6%	2	0	0	0	65	4.7
	Early Elementary	141	7.2%	0.2	0	0	0	19	1.1
	Late Elementary	320	12.4%	0.4	0	0	0	23	1.5
	Middle School	1,049	41.4%	3.4	0	0	0	65	7.1
	High School	425	29.6%	2	0	0	0	48	5.2
In-School	All Students	937	10.9%	0.3	0	0	0	16	1.2
	Early Elementary	*	*	0	0	0	0	2	0.1
	Late Elementary	12	0.5%	0.01	0	0	0	2	0.1
	Middle School	689	27.2%	0.8	0	0	0	16	1.9
	High School	233	16.2%	0.4	0	0	0	14	1.4
Out-of-School	All Students	1,567	18.3%	1	0	0	0	64	4.1
	Early Elementary	141	7.2%	0.2	0	0	0	19	1.1
	Late Elementary	317	12.2%	0.4	0	0	0	23	1.5
	Middle School	787	31.1%	2.6	0	0	0	64	6.2
	High School	322	22.4%	1.6	0	0	0	45	4.5

Note: * denotes instances where the frequency was less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

[24] Total Suspensions were calculated by adding together In-School and Out-of-School Suspensions.

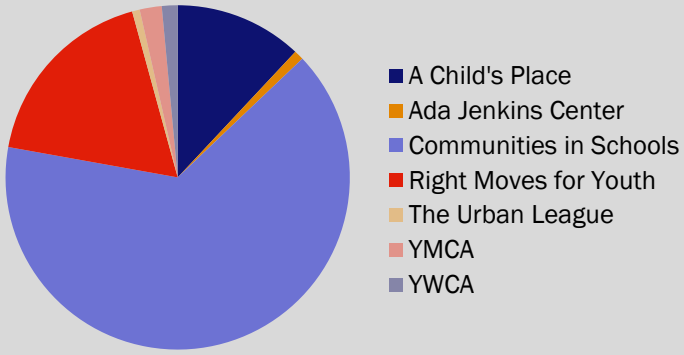
Results

Academic Workgroup

The academic workgroup includes seven agencies that provide direct academic support through programmatic focus: A Child's Place, Ada Jenkins Center, Communities In Schools, Right Moves for Youth, The Urban League, YMCA, and YWCA. In this workgroup, there were 6,366 participants for the study period, which accounted for nearly three-quarters (74 percent) of the collective participants in this study. With such a majority, the findings for the academic workgroup strongly reflect those for the collective overall.

The largest agency represented in this workgroup was Communities In Schools, with 65 percent of the workgroup's participants. The participants in Right Moves for Youth made up 18 percent, and those in A Child's Place contributed 12 percent. Ada Jenkins Center, Urban League, YMCA, and YWCA each had one to two percent of this workgroup's participants.

Academic Workgroup Participants by Agency



Since this report is capturing a baseline for participants, we took the entry date for each participant and retrieved their CMS data for the *year prior to their entering the program*. The table below shows the school years represented in this workgroup's results. The majority (59 percent) of participants' CMS data came from the 2010-11 school year, meaning they entered the program in 2012.

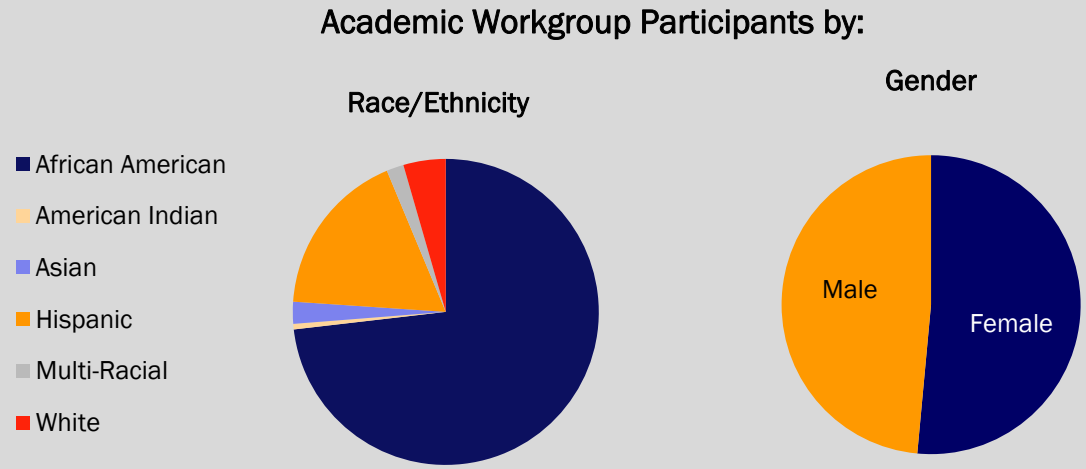
	Number	Percent
Academic Workgroup	6,366	
School Year of Data Pulled[25]		
2010-2011	3,750	58.9%
2009-2010	1,275	20.0%
2008-2009	771	12.1%
2007-2008	340	5.3%
2006-2007	230	3.6%

[25] Participants in multiple programs with different entry years are included in the count for the earliest year.

What are the demographic characteristics of participants in these agencies?

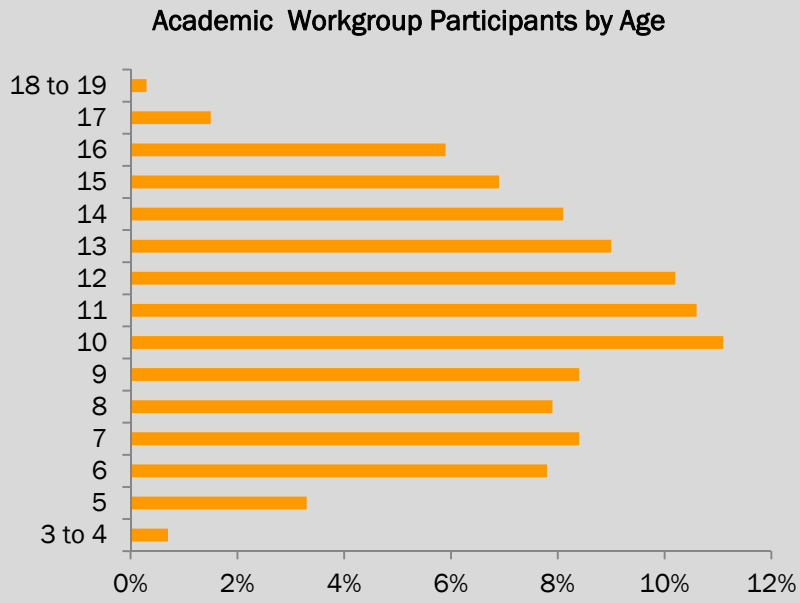
Race and Gender

The majority of these participants are African American, accounting for nearly three-quarters (73 percent) of the academic workgroup participants. Around 18 percent are Hispanic, four percent White, two percent Asian, two percent Multi-Racial, and less than one percent (0.6 percent) American Indian. The gender breakdown of academic workgroup participants is fairly even, with slightly more females (51 percent) than males (49 percent).



Age

When looking at the age distribution of these participants, it is important to note that this does not represent the *current* ages of children in these programs. Instead, this is showing the age of children in the year *before* they entered the program. Keeping that in mind, almost half of the participants fell between the ages of nine and 13. The largest numbers were 10, 11, and 12-year olds, and the lowest numbers came at the very top and bottom of the spectrum.

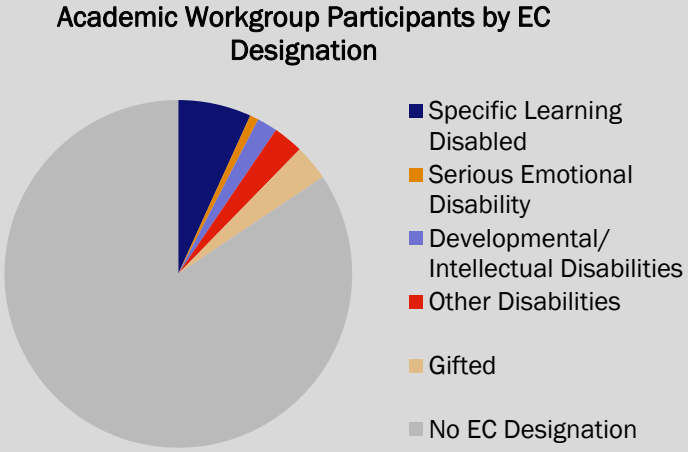


English as a Second Language

Around six percent of these participants were (in the year before they entered the program) receiving services in the English as a Second Language program.

Exceptional Children

Nearly 16 percent of participants in the academic workgroup were classified as Exceptional Children (EC), with 13 percent having some form of mental, physical, or learning disability. Specifically, six percent of participants had a specific learning disability, two percent had developmental or intellectual disabilities, one percent had a serious emotional disability, and three percent had some other kind of disability. The EC designation, however, also includes children who are considered academically or intellectually gifted; around three percent of participants in these agencies were classified as gifted.



Academic Workgroup Demographics Data Table

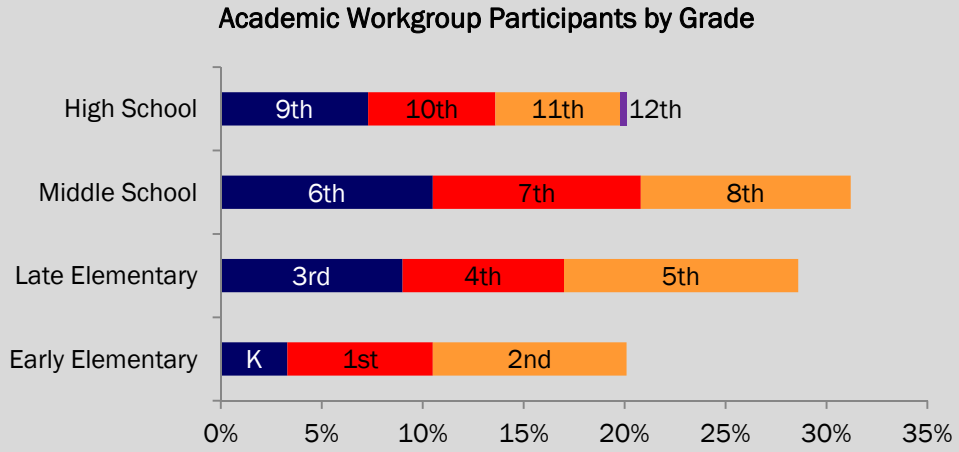
	Number	Percent
Race/Ethnicity		
White	285	4.5%
African American	4,658	73.2%
Hispanic	1,122	17.6%
Asian	148	2.3%
American Indian	37	0.6%
Multi-Racial	116	1.8%
Gender		
Male	3,089	48.5%
Female	3,277	51.5%
Age (in the year before entering the program)		
3 to 4[26]	43	0.7%
5	208	3.3%
6	498	7.8%
7	535	8.4%
8	500	7.9%
9	534	8.4%
10	705	11.1%
11	672	10.6%
12	648	10.2%
13	573	9.0%
14	518	8.1%
15	441	6.9%
16	373	5.9%
17	96	1.5%
18 to 19[27]	22	0.3%

[26] Due to small sample sizes, 3 and 4 year olds are reported together.

	Number	Percent
English as a Second Language (ESL) Status		
Receiving Services	399	6.3%
Exceptional Child (EC) Status		
Specific Learning Disabled	433	6.8%
Serious Emotional Disability	52	0.8%
Developmental/Intellectual Disabilities	122	1.9%
Other Disability	181	2.8%
Gifted	209	3.3%

Grade

When looking at the grade distribution of participants, it is important to note that this does not represent the *current* grade children in these programs are in but the grade they were in the year *before* they entered the program. The grade distribution is similar to the age distribution, with the majority of the academic workgroup participants falling in the late elementary (3rd - 5th) and middle school grades (6th – 8th). The individual grade with the largest numbers of participants was fifth grade, with over 11 percent of the academic workgroup participants.



School

In terms of the school participants attended in the year before entering the program, the results are dispersed. One-hundred sixty-eight CMS schools registered as having at least one participant in their student body.[28] The ten schools with the largest numbers of participants are presented in the following table. Together, these ten schools account for a little over one-quarter of participants.

The school with the most participants was West Charlotte High School, accounting for three percent of the academic workgroup participants, followed by West Mecklenburg High, John Taylor Williams Middle, and Ranson Middle, which also had about three percent of participants. Six of the top ten are high schools (West Charlotte, West Mecklenburg, East Mecklenburg, Vance, Philip O. Berry, and Independence), and four are middle schools (two of which closed after the 2010-11 school year—John Taylor Williams Middle School and Bishop Spaugh Community Academy).

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[27] Due to small sample sizes, 18 and 19 year olds are reported together.
[28] This includes pre-k centers and schools that have since closed.

Fifteen percent of the academic workgroup participants attended a school that is part of Project L.I.F.T., nine percent attended a school that is now grades PreK/K – 8, and 61 percent attended a Title I school.

Academic Workgroup School Data Table

	Number	Percent
Grade (in the year before entering the program)		
Early Elementary (K-2)	1,271	20.1%
Kindergarten	209	3.3%
1st	455	7.2%
2nd	607	9.6%
Late Elementary (3-5)	1,810	28.6%
3rd	568	9.0%
4th	504	8.0%
5th	738	11.6%
Middle (6-8)	1,976	31.2%
6th	668	10.5%
7th	651	10.3%
8th	657	10.4%
High (9-12)	1,278	20.1%
9th	465	7.3%
10th	402	6.3%
11th	394	6.2%
12th	17	0.3%
School (they attended in the year before entering the program)		
Top 10		
West Charlotte High	200	3.1%
West Mecklenburg High	195	3.1%
John Taylor Williams Middle*	191	3%
Ranson Middle	190	3%
East Mecklenburg High	174	2.7%
Bishop Spaugh Community Academy (Middle)*	166	2.6%
Vance High	163	2.6%
Phillip O. Berry Academy of Technology (High)	152	2.4%
Independence High	149	2.3%
E E Waddell High*	133	2.1%
All Other (158) Schools	4,653	73.1%
Special Groups		
Project L.I.F.T. Schools	971	15.3%
Title I Schools	3889	61.1%
PreK/K-8 Schools	566	8.9%

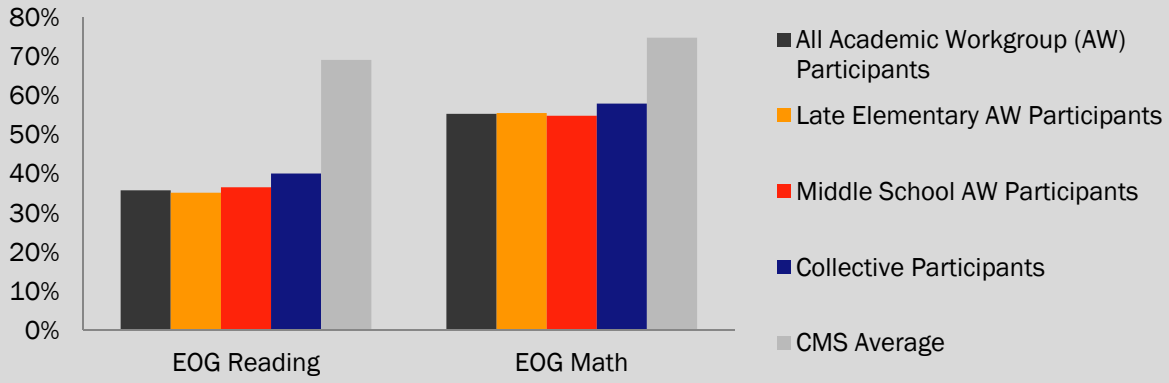
Note: * denotes schools that are no longer open.

How did participants in these agencies perform academically?

EOG Performance

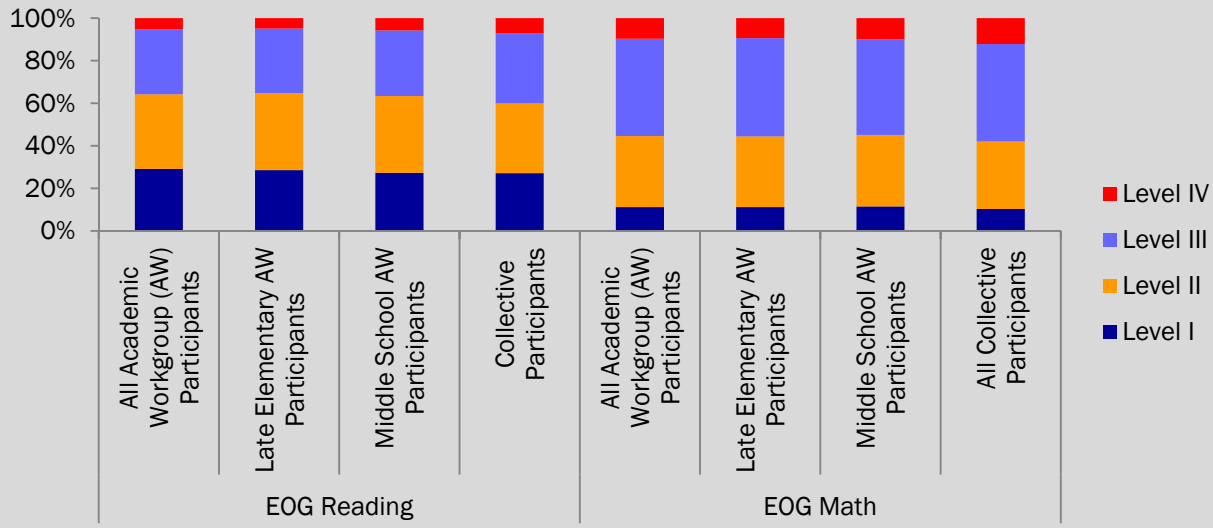
Like the overall collective, the participants in the academic workgroup saw their lowest proficiency rates in reading. Only 36 percent of the academic participants were proficient in reading, performing much lower than the district and also lower than the collective. Looking at all four achievement levels, nearly 30 percent of the academic participants scored level I in reading, and 35 percent were in level II. Of the 36 percent who were proficient, the majority were in level III with few in level IV.

Academic Workgroup Participants Proficiency Rates on EOG Tests



Overall, participants in the academic workgroup performed better on math EOGs, with 55 percent scoring at or above grade level, but this was still well below the district average of nearly 75 percent and below the collective (58 percent). Looking at the full spectrum of scores, participants scoring level I on math EOGs (11 percent) was much smaller than for reading, and the percent scoring level IV in math was actually greater than level I. Almost half (46 percent) of these participants fell in level III. Both charts show little difference in proficiency between late elementary and middle school students.

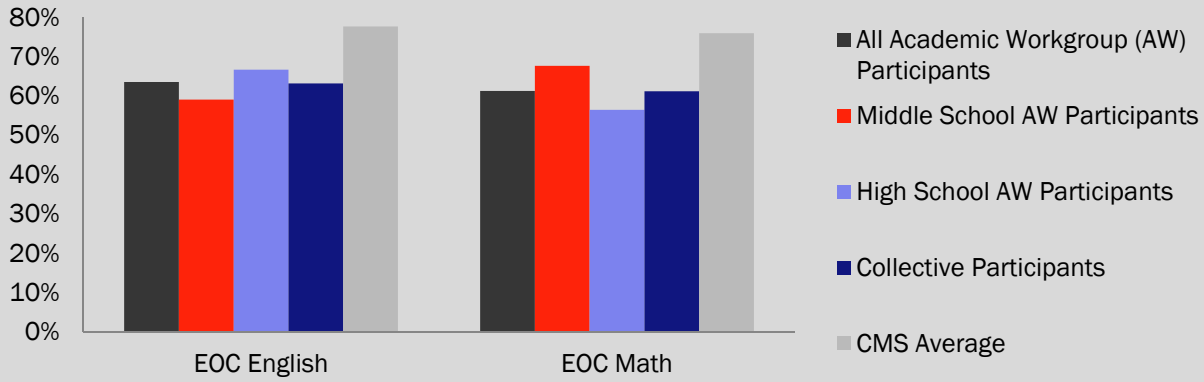
Academic Workgroup Participants Achievement Levels on EOG Tests



EOC Performance

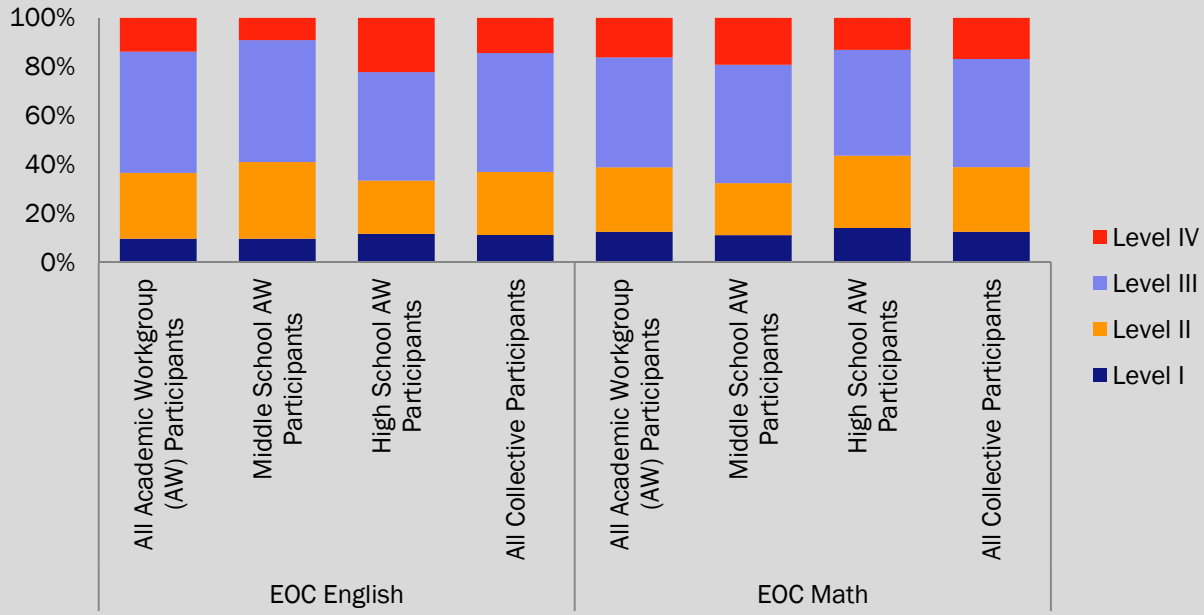
EOC results show a slightly different trend for the academic workgroup participants than the EOGs. Looking at proficiency rates, the academic workgroup participants appear to have performed slightly better in English than in math, with 63 proficient in English compared to 61 percent in math. The results for the academic participants were directly in line with the overall collective— lower than the district average, but the differences were not as pronounced as in the EOGs.

Academic Workgroup Participants Proficiency Rates on EOC Tests



When examining the full range of scores, the math scores are distributed more evenly than in English, but the differences between English and math are not as great as those between the EOG reading and math score distributions.

Academic Workgroup Participants Achievement Levels on EOC Tests



Finally, the differences between grade levels were more pronounced in the EOC results than the EOGs. Academic workgroup participants in high school performed better in English than those in middle school, with 66 percent of high school participants scoring at or above grade level compared to 59 percent of middle school participants. However, the opposite was true for math, and the

difference was greater. Sixty-eight percent of middle school participants in academic programs scored at or above grade level on math EOCs, compared to 56 percent of high school participants.

Academic Workgroup Academic Performance Data Tables

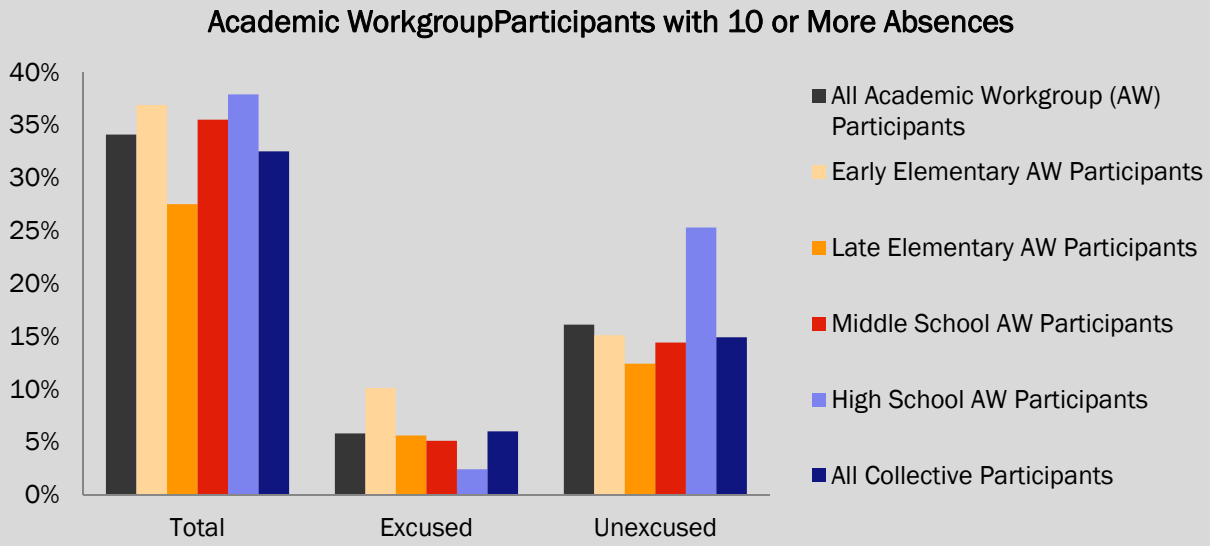
	Grade Level Categories					
	All Students		Late Elementary		Middle School	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	3,283	NA	1,622	NA	1,258	NA
Level I	957	29.2%	464	28.6%	344	27.3%
Level II	1,151	35.1%	588	36.3%	454	36.1%
Level III	1,002	30.5%	491	30.3%	387	30.8%
Level IV	173	5.3%	79	4.9%	73	5.8%
At or Above Grade Level	1,175	35.8%	570	35.2%	460	36.6%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	3,325	NA	1,644	NA	1,275	NA
Level I	374	11.2%	184	11.2%	147	11.5%
Level II	1,107	33.3%	546	33.2%	428	33.6%
Level III	1,520	45.7%	760	46.2%	574	45.0%
Level IV	324	9.7%	154	9.4%	126	9.9%
At or Above Grade Level	1,844	55.4%	914	55.6%	700	54.9%

	Grade Level Categories					
	All Students		Middle School		High School	
EOC English Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	636	NA	363	NA	225	NA
Level I	61	9.6%	35	9.6%	26	11.6%
Level II	171	26.9%	114	31.4%	49	21.8%
Level III	316	49.7%	181	49.9%	100	44.4%
Level IV	88	13.8%	33	9.1%	50	22.2%
At or Above Grade Level	404	63.5%	214	59.0%	150	66.6%
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	1,159	NA	417	NA	693	NA
Level I	144	12.4%	46	11.0%	97	14.0%
Level II	306	26.4%	89	21.3%	205	29.6%
Level III	521	45.0%	202	48.4%	300	43.3%
Level IV	188	16.2%	80	19.2%	91	13.1%
At or Above Grade Level	709	61.2%	282	67.6%	391	56.4%

What are the attendance and suspension records of participants in these agencies?

Absences

Over one-third of the participants in academic workgroup programs were absent at least 10 days over the course of a year. The average participant was absent nine days. However, as the table shows, the variation in the number of absences is great. Many participants had no absences at all, while the top of the range was 117.



By grade level, academic workgroup participants in high school had the most absences; 38 percent had at least 10 absences, and the average high school participant was absent 11 days. Those in early elementary school came next, followed by middle school participants—one of the few differences between the academic workgroup and the overall collective, where participants in middle school had more absences than those in early elementary. Academic workgroup participants in the late elementary grades had the fewest absences.

Unexcused absences were more prevalent among academic workgroup participants than excused absences. The typical participant had five unexcused absences and only two excused absences. Participants in the early elementary grades had the most excused absences, and those in high school had the least. The inverse is true for unexcused absences; high school participants had the most unexcused absences, and elementary school participants had the least (although late elementary participants had fewer than those in the early elementary grades).

Academic Workgroup Absence Data Table

Type of Absence[29]	School Level	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total	All Students	2,169	34.1%	9	6	2	0	117	9.7
	Early Elementary	469	36.9%	9	7	2	0	47	7.5
	Late Elementary	498	27.5%	7	5	3	0	61	7.1
	Middle School	702	35.5%	10	6	1	0	117	10.4
	High School	484	37.9%	11	7	1	0	99	12.6
Excused	All Students	370	5.8%	2	1	0	0	52	4.1
	Early Elementary	129	10.1%	4	2	0	0	31	4.6
	Late Elementary	102	5.6%	2	1	0	0	41	3.8
	Middle School	101	5.1%	2	1	0	0	52	4.1
	High School	31	2.4%	2	0	0	0	34	3.1
Unexcused	All Students	1,027	16.1%	5	4	0	0	116	7
	Early Elementary	192	15.1%	5	3	0	0	45	5.4
	Late Elementary	225	12.4%	5	3	0	0	41	5.1
	Middle School	285	14.4%	5	3	0	0	116	6.8
	High School	323	25.3%	8	5	0	0	98	10.1

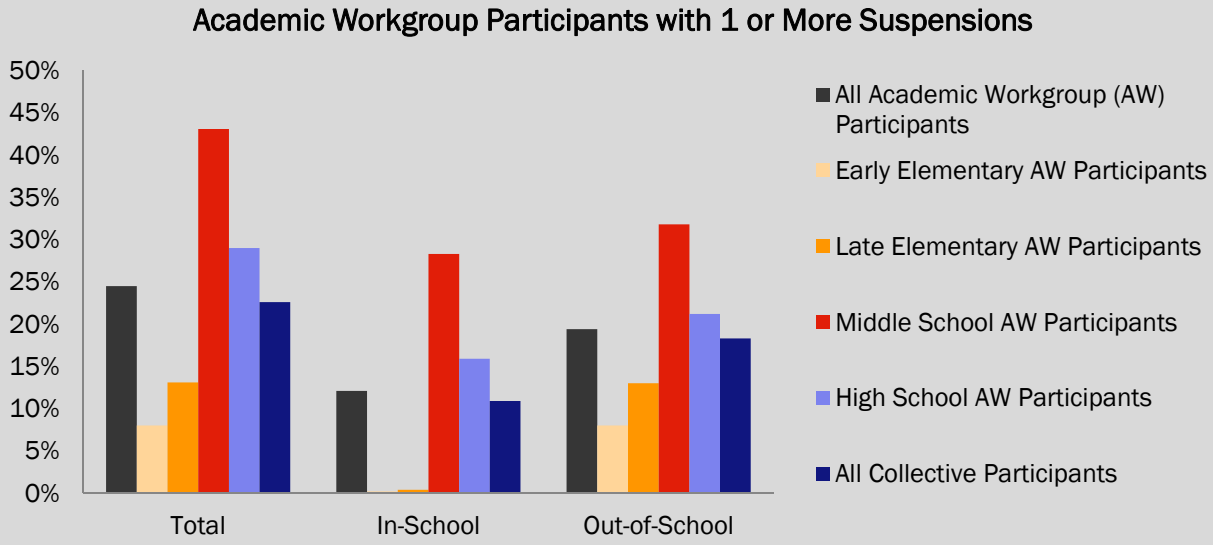
Suspensions

Academic workgroup participants were suspended for an average of one day. Although this average was slightly less than that for the overall collective, the percent of academic workgroup participants with one or more suspensions was a little higher than that for the overall collective Much like the absence statistics, the range in the number of suspensions for the academic participants is great. Most participants had no suspensions at all, but almost one-quarter had at least one, and the highest occurrence was 45 suspensions.

Academic workgroup participants in middle school experienced the greatest number of suspensions, with 43 percent having spent at least a day in suspension. High school participants had the second highest suspension frequency, followed by late elementary and at the bottom, early elementary participants.

Participants in the academic workgroup had more out-of-school suspensions than in-school suspensions. The average academic participant spent one day in out-of-school suspension and less than half a day in in-school suspension. As with overall suspensions, middle school participants had the highest frequency of both in-school and out-of school suspensions.

[29] Excused and Unexcused Absences are reported by CMS separately from Total Absences, and the two types of absences will not necessarily add up to the reported Total.



Academic Workgroup Suspensions Data Table

Type of Suspension	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total[30]	All Students	1,562	24.5%	1	0	0	0	45	4.2
	Early Elementary	102	8.0%	0.3	0	0	0	19	1.3
	Late Elementary	238	13.1%	0.4	0	0	0	23	1.6
	Middle School	852	43.1%	3	0	0	0	45	6.1
	High School	370	29.0%	2	0	0	0	45	4.4
In-School	All Students	771	12.1%	0.4	0	0	0	16	1.3
	Early Elementary	*	*	0	0	0	0	2	1.3
	Late Elementary	7	0.4%	0	0	0	0	2	.07
	Middle School	559	28.3%	0.9	0	0	0	16	1.9
	High School	203	15.9%	0.4	0	0	0	14	1.2
Out-of-School	All Students	1,237	19.4%	1	0	0	0	45	3.6
	Early Elementary	102	8.0%	0.3	0	0	0	19	1.2
	Late Elementary	236	13.0%	0.4	0	0	0	23	1.6
	Middle School	628	31.8%	2	0	0	0	38	5.1
	High School	271	21.2%	1	0	0	0	45	3.9

Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

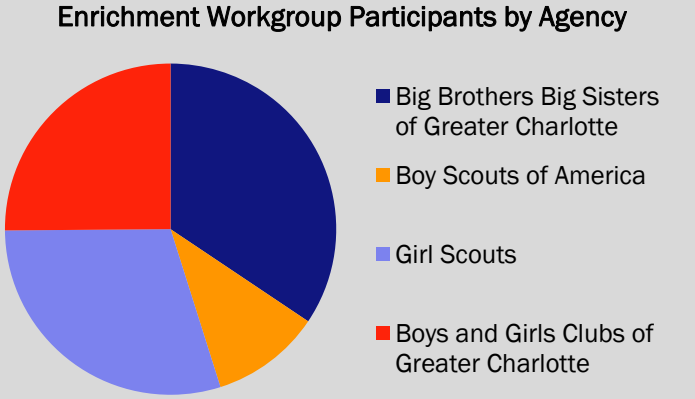
[30] Total Suspensions were calculated by adding together In-School and Out-of-School Suspensions.

Results

Enrichment Workgroup

The enrichment workgroup includes four agencies that provide services designed to build character and teach life skills: Big Brothers Big Sisters, Boys & Girls Clubs, Boy Scouts, and Girl Scouts. In this workgroup, there were 1,970 participants for the study period, which accounted for 23 percent of the collective participants in this study.

The largest agency represented in this workgroup was Big Brothers Big Sisters, with 34 percent of the workgroup's participants, followed closely by Girl Scouts with 30 percent. The participants in Boys and Girls Clubs made up 25 percent, and those in Boy Scouts contributed 11 percent.



Since this report is capturing a baseline for participants, we took the entry date for each participant and retrieved their CMS data for the *year prior to their entering the program*. The table below shows the school years represented in this workgroup's results. The majority (62 percent) of participants' CMS data came from the 2010-11 school year, meaning they entered the program in 2012.

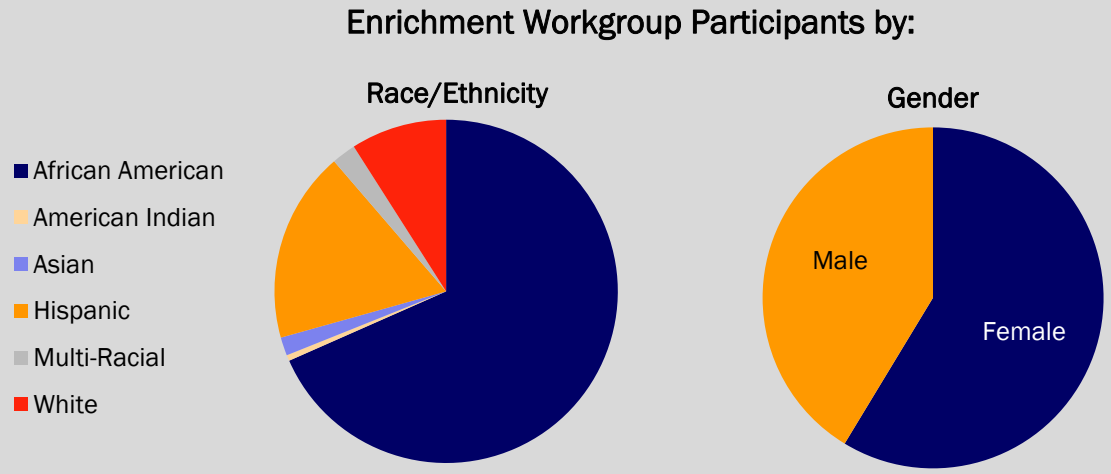
	Number	Percent
Enrichment Workgroup	1,970	
School Year of Data Pulled[31]		
2010-2011	1,228	62.3%
2009-2010	426	21.6%
2008-2009	160	8.1%
2007-2008	99	5.0%
2006-2007	57	2.9%

[31] Participants in multiple programs with different entry years are included in the count for the earliest year.

What are the demographic characteristics of participants in these agencies?

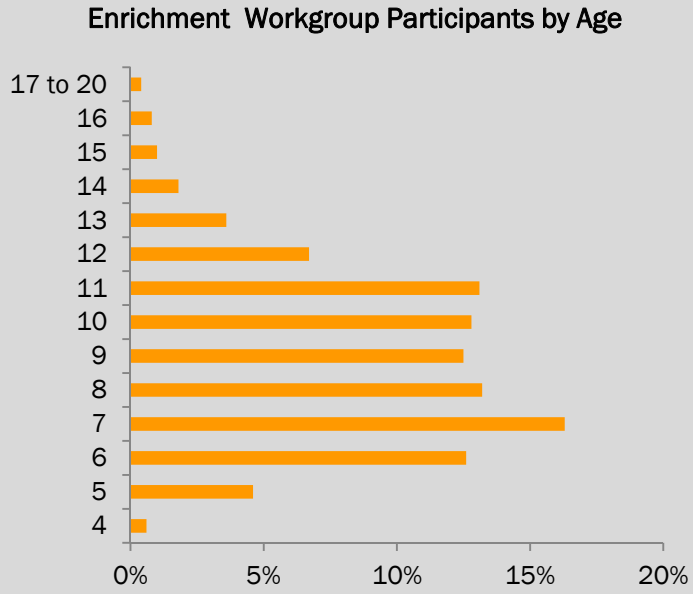
Race and Gender

The majority of these participants are African American, accounting for 68 percent of the enrichment workgroup participants. Around 18 percent are Hispanic, nine percent White, two percent Asian, two percent Multi-Racial, and less than one percent (0.6 percent) American Indian. Compared to the overall collective, there are slightly more White and Hispanic and fewer African American participants in the enrichment programs. The gender breakdown of enrichment participants is also slightly different from the overall collective. Participants in enrichment programs are predominantly female (59 percent), where the collective is nearly evenly split— 51 percent female and 49 percent male.



Age

When looking at the age distribution of participants in the figure below, it is important to note that this does not represent the *current* ages of children in these programs. Instead, this is showing the age of children in the year *before* they entered the program. In general, participants in the enrichment workgroup began their programs at an earlier age than the overall collective, with two-thirds between the ages of seven and 11. The largest share was seven-year-olds (16 percent), and the lowest numbers came at the very top and bottom of the spectrum.

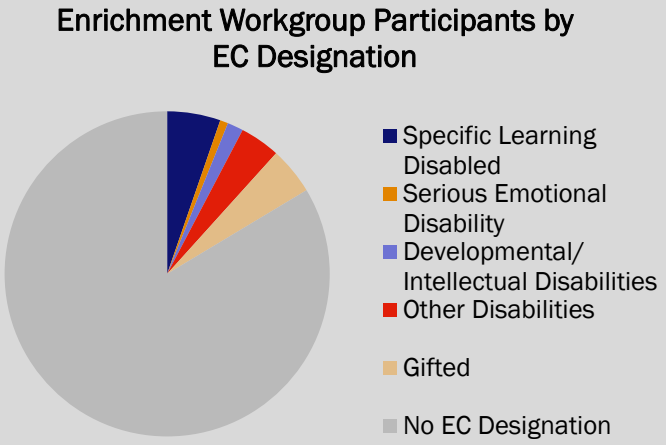


English as a Second Language

Over six-and-a-half percent of the enrichment workgroup participants were (in the year before they entered the program) receiving services in the English as a Second Language program.

Exceptional Children

Over 16 percent of the enrichment workgroups participants were classified as Exceptional Children (EC), with 12 percent having some form of mental, physical, or learning disability. Specifically, five percent of participants had a specific learning disability, two percent had developmental or intellectual disabilities, one percent had a serious emotional disability, and four percent had some other kind of disability. The EC designation, however, also includes children who are considered academically or intellectually gifted; around five percent of participants in these agencies were classified as gifted. All of these distributions are similar to the collective as a whole.



Enrichment Workgroup Demographics Data Table

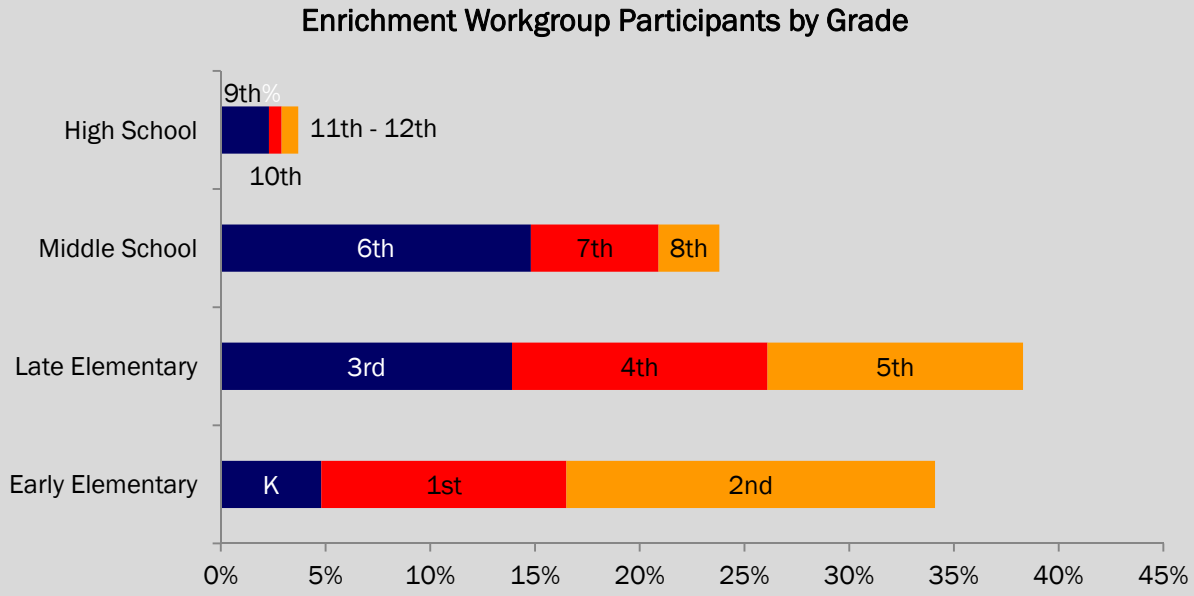
	Number	Percent
Race/Ethnicity		
White	178	9.0%
African American	1,347	68.4%
Hispanic	355	18.0%
Asian	34	1.7%
American Indian	11	0.6%
Multi-Racial	45	2.3%
Gender		
Male	814	41.3%
Female	1,156	58.7%
Age (in the year before entering the program)		
4	12	0.6%
5	91	4.6%
6	249	12.6%
7	321	16.3%
8	260	13.2%
9	246	12.5%
10	253	12.8%
11	259	13.1%
12	132	6.7%
13	70	3.6%
14	35	1.8%
15	20	1.0%
16	16	0.8%
17 to 20[32]	6	0.4%

[32] Due to small sample sizes, 17, 18, and 20 year olds are reported together.

	Number	Percent
English as a Second Language (ESL) Status		
Receiving Services	130	6.6%
Exceptional Child (EC) Status		
Specific Learning Disabled	105	5.3%
Serious Emotional Disability	15	0.8%
Developmental/Intellectual Disabilities	32	1.6%
Other Disability	78	4.0%
Gifted	93	4.7%

Grade

When looking at the grade distribution of participants, it is important to note that this does not represent the *current* grade children in these programs are in but the grade they were in the year *before* they entered the program. The grade distribution is similar to the age distribution, with the majority of the enrichment workgroup participants falling in the late elementary (3rd - 5th) and early elementary school grades (K – 2nd). The individual grade with the largest numbers of participants was second grade, with almost 18 percent of the enrichment participants.



School

In terms of the school participants attended in the year before entering the program, the results are rather dispersed. One-hundred sixty-four CMS schools registered as having at least one participant in their student body.[33] The ten schools with the largest numbers of participants are presented in the following table. Together, these ten schools account for 22 percent of participants.

The school with the most participants was Rama Road Elementary School, accounting for four percent of the academic participants. Five of the top ten are middle schools, and five are elementary schools, with no high schools in the top ten. This represents another aspect where the

[33] This includes pre-k centers and schools that have since closed.

enrichment workgroup participants differ from the overall collective, which included mostly middle and high schools in the top ten.

Six percent of participants attended a school that is part of Project L.I.F.T., and six percent attended a school that now has grades PreK/K – 8. Fifty-five percent attended a Title I school.

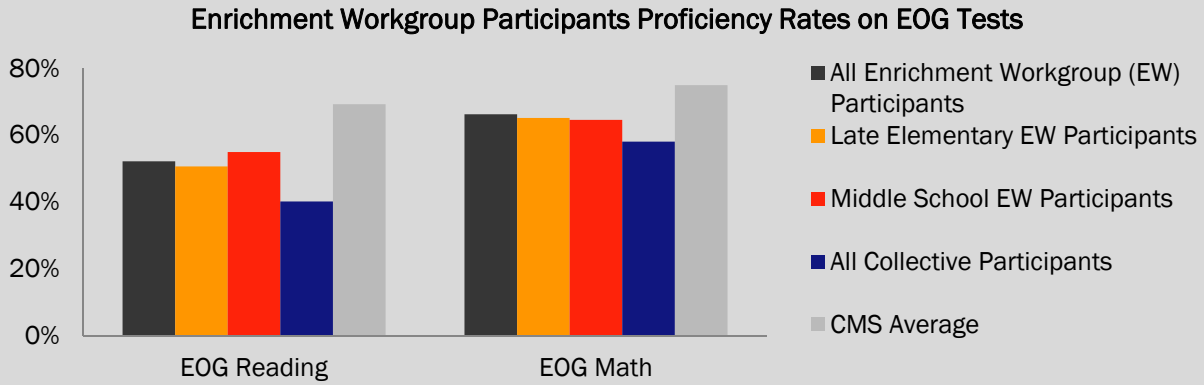
Enrichment Workgroup School Data Table

	Number	Percent
Grade (in the year before entering the program)		
Early Elementary (K-2)	670	34.1%
Kindergarten	94	4.8%
1st	230	11.7%
2nd	346	17.6%
Late Elementary (3-5)	753	38.3%
3rd	273	13.9%
4th	240	12.2%
5th	240	12.2%
Middle (6-8)	468	23.8%
6th	291	14.8%
7th	120	6.1%
8th	57	2.9%
High (9-12)	72	3.7%
9th	45	2.3%
10th	12	0.6%
11th to 12th	15	0.8%
School (they attended in the year before entering the program)		
Top 10		
Rama Road Elementary	78	4.0%
Coulwood Middle	68	3.5%
Randolph IB Middle	56	2.8%
James Martin Middle	39	2.0%
Ranson Middle	38	1.9%
J.M. Alexander Middle	33	1.7%
Hidden Valley Elementary	32	1.6%
Idlewild Elementary	32	1.6%
Sedgefield Elementary	32	1.6%
Steele Creek Elementary	30	1.5%
All Other (154) Schools	1,532	77.8%
Special Groups		
Project L.I.F.T. Schools	123	6.2%
Title I Schools	1,089	55.3%
PreK/K-8 Schools	115	5.8%

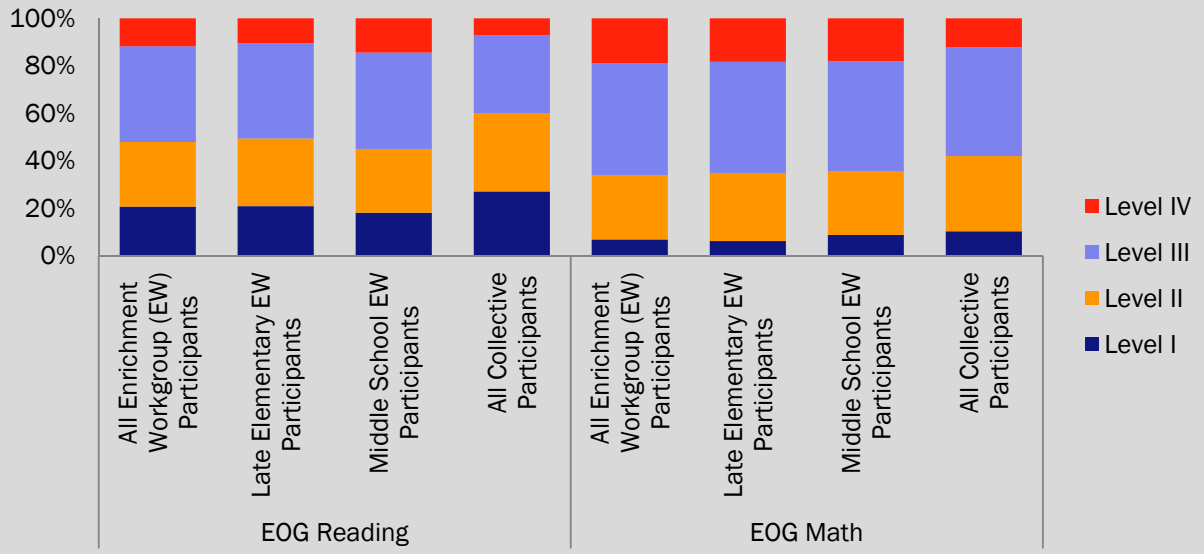
How did participants in these agencies perform academically?

EOG Performance

Like the overall collective, participants in the enrichment workgroup had lower proficiency rates in reading, when compared to math, and were below the reading proficiency rates for the district at large. However, the enrichment participants had higher reading proficiency rates than the overall collective (52 percent proficient compared to 40 percent). Looking at all four achievement levels, less than a quarter (21 percent) of participants scored a level I in reading, and 27 percent were in level II. Of the 52 percent who were proficient, the majority were in level III and few in level IV.



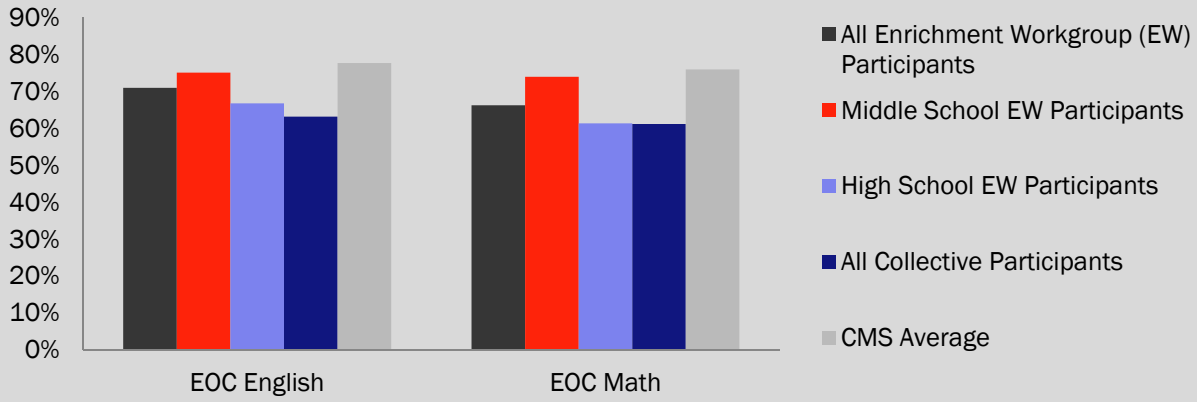
The enrichment workgroup participants performed better on math EOGs than reading, with two-thirds scoring at or above grade level. Although this was still below the district average, it was above the overall collective average. Looking at the full spectrum of scores, the share of participants scoring level I on math EOGs (seven percent) was much smaller than that for reading, and smaller than the percent scoring level IV in math (19 percent). Almost half (47 percent) of these participants fell in level III. Both charts show little difference in proficiency between late elementary and middle school students.



EOC Performance

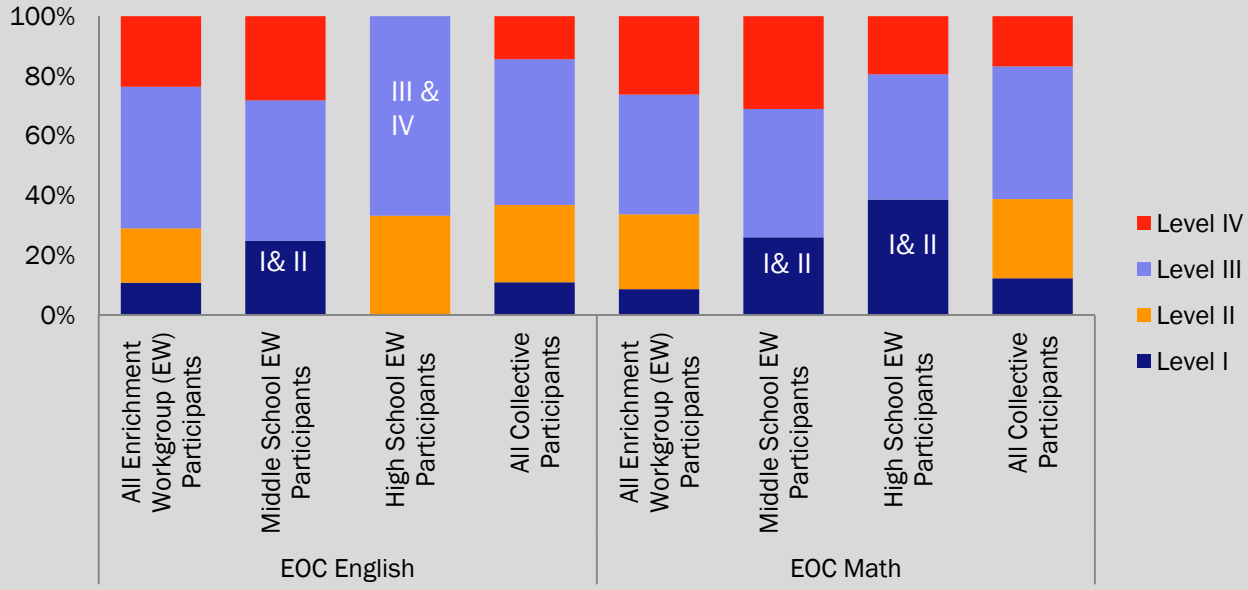
The EOC results for participants in the enrichment workgroup show a slightly different trend than the EOGs. Looking at proficiency rates, enrichment participants appear to have performed slightly better in English than in math, with 71 percent proficient in English compared to 66 percent in math. However, as with the EOGs, enrichment workgroup participants had higher proficiency rates than the overall collective. The results for the enrichment workgroup participants were still lower than the district average, but the differences were not as pronounced as they were for EOGs.

Enrichment Workgroup Participants Proficiency Rates on EOC Tests



Like the collective, the differences between grade levels were more pronounced in the EOC results than the EOGs for enrichment workgroup participants. However, among enrichment workgroup participants, middle school participants demonstrated higher proficiency rates than those in high school in both English and math (in the collective, middle school participants performed better than high school participants in math only).

Enrichment Workgroup Participants Achievement Levels on EOC Tests



Enrichment Workgroup Academic Performance Data Tables

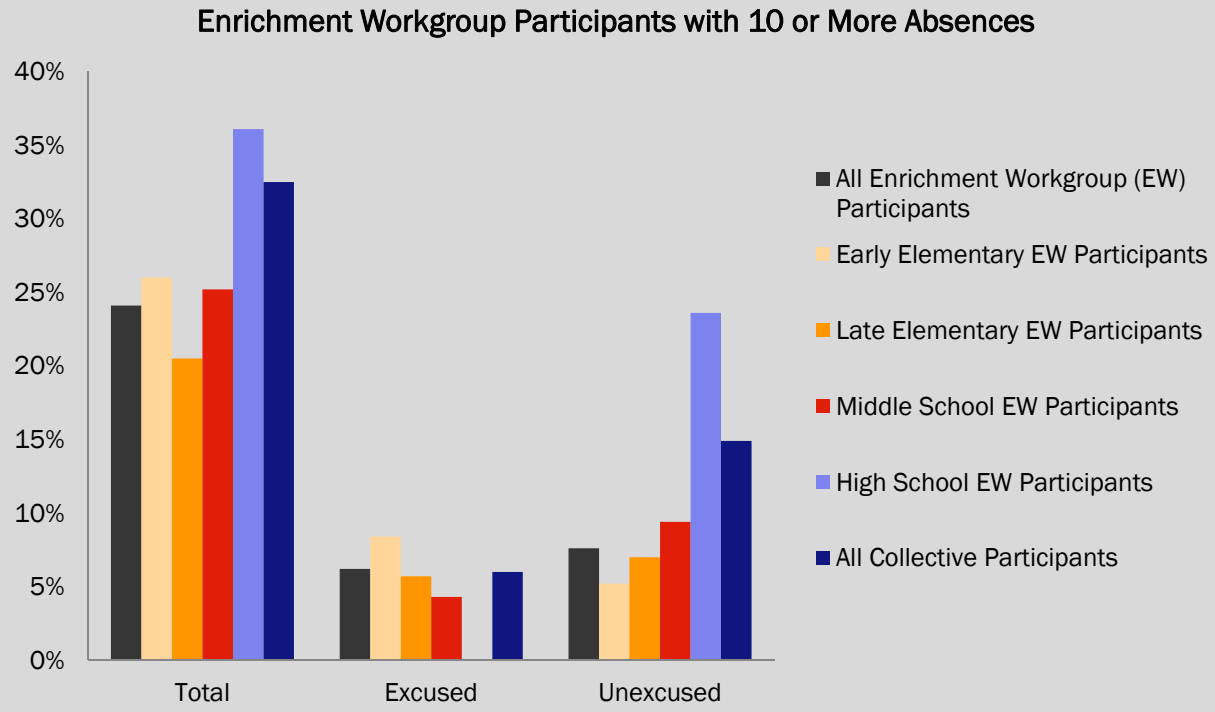
	Grade Level Categories					
	All Students		Late Elementary		Middle School	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	1,251	NA	666	NA	375	NA
Level I	259	20.7%	139	20.9%	68	18.1%
Level II	340	27.2%	190	28.5%	101	26.9%
Level III	504	40.3%	267	40.1%	152	40.5%
Level IV	148	11.8%	70	10.5%	54	14.4%
At or Above Grade Level	652	52.1%	337	50.6%	206	54.9%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	1,250	NA	666	NA	375	NA
Level I	86	6.9%	41	6.2%	33	8.8%
Level II	337	27.0%	191	28.7%	100	26.7%
Level III	591	47.3%	312	46.8%	174	46.4%
Level IV	236	18.9%	122	18.3%	68	18.1%
At or Above Grade Level	827	66.2%	434	65.1%	242	64.5%

	Grade Level Categories					
	All Students		Middle School		High School	
EOC English Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	55	NA	32	NA	15	NA
Level I	6	10.9%	8	25.0%	0	0.0%
Level II	10	18.2%			5	33.3%
Level III	26	47.3%	15	46.9%	10	66.7%
Level IV	13	23.6%	9	28.1%		
At or Above Grade Level	36	70.9%	24	75%	10	66.7%
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	80	NA	42	NA	31	NA
Level I	7	8.8%	11	26.1%	12	38.7%
Level II	20	25.0%				
Level III	32	40.0%	18	42.9%	13	41.9%
Level IV	21	26.2%	13	31.0%	6	19.4%
At or Above Grade Level	53	66.2%	30	73.9%	19	61.3%

What are the attendance and suspension records of participants in these agencies?

Absences

In general, participants in enrichment programs had fewer absences than the overall collective. Less than one-quarter of enrichment workgroup participants were absent at least 10 days over the course of a year, compared to nearly one-third of the overall collective. The average enrichment workgroup participant was absent seven days, compared to an average of nine for the overall collective. The range in the number of absences was also not as extensive for enrichment workgroup participants, maxing out at 66 (compared to 140 for the overall collective).



The differences between grade levels were similar to those seen in the overall collective. Enrichment workgroup participants in high school had the most absences; 36 percent had at least 10 absences, and the average high school participant was absent 10 days. Participants in the late elementary grades had the fewest. Those in early elementary school had slightly more than middle school participants.

As with the collective, unexcused absences were more prevalent among enrichment workgroup participants than excused absences. The typical participant in the enrichment workgroup had four unexcused absences and only three excused absences. Participants in the early elementary grades had the most excused absences, and those in high school had the least. The inverse is true for unexcused absences; high school participants had the most unexcused absences, and early elementary school participants had the least.

Enrichment Workgroup Absence Data Table

Type of Absence[34]	School Level	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total	All Students	475	24.1%	7	5	0	0	66	7.1
	Early Elementary	174	26.0%	7	5	3	0	50	6.2
	Late Elementary	154	20.5%	6	5	0	0	47	5.8
	Middle School	118	25.2%	8	5	0	0	66	8.5
	High School	26	36.1%	10	4	0	0	57	11.6
Excused	All Students	122	6.2%	3	1	0	0	42	4.1
	Early Elementary	56	8.4%	3	22	0	0	31	4.3
	Late Elementary	43	5.7%	3	1	0	0	42	4.0
	Middle School	20	4.3%	2	1	0	0	27	3.7
	High School	*	*	1	0	0	0	11	2.2
Unexcused	All Students	150	7.6%	4	2	0	0	57	4.6
	Early Elementary	35	5.2%	3	2	0	0	47	3.9
	Late Elementary	53	7.0%	3	2	0	0	25	3.6
	Middle School	44	9.4%	4	3	0	0	42	4.7
	High School	17	23.6%	7	3	0	0	57	9.7

Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

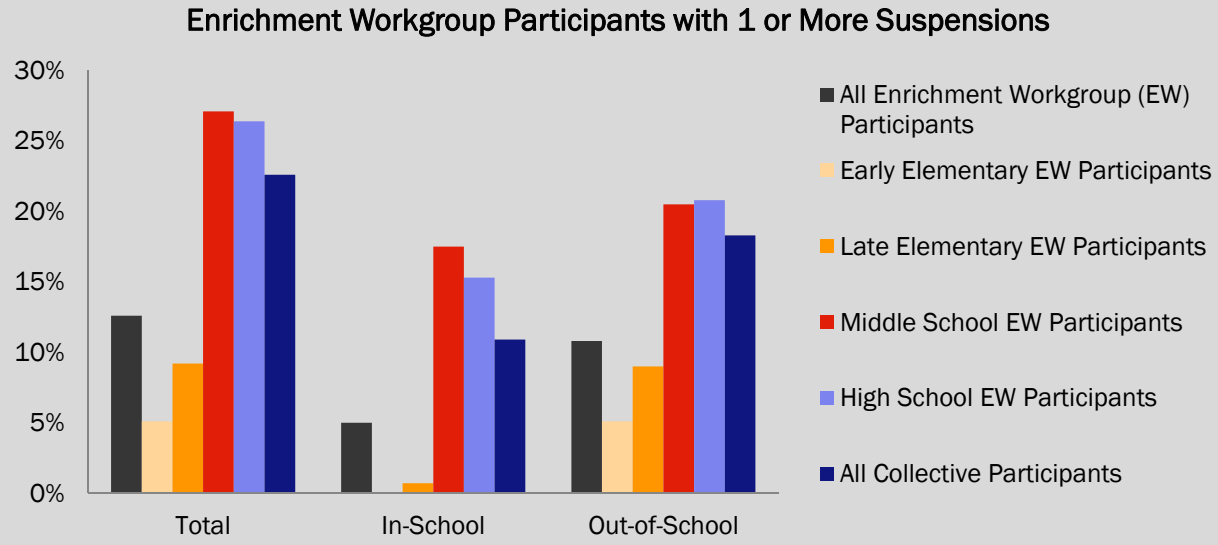
Suspensions

Participants in enrichment programs also had fewer suspensions than the overall collective. Less than 13 percent of enrichment participants had at least one suspension, compared to almost 23 percent of the overall collective. Much like the absence statistics, the range in the number of suspensions for the enrichment workgroup participants was not as great as the overall collective, with a maximum of 37 (compared to 65 for the overall collective).

Enrichment workgroup participants in middle school experienced the greatest number of suspensions, with 27 percent having spent at least a day in suspension, but high school participants were a close second and actually surpassed middle school participants in out-of-school suspensions.

Consistent with the trend for the overall collective, participants in the enrichment workgroup had more out-of-school suspensions than in-school. The average enrichment workgroup participant spent one day in out-of-school suspension and zero days in in-school suspension.

[34] Excused and Unexcused Absences are reported by CMS separately from Total Absences, and the two types of absences will not necessarily add up to the reported Total.



Enrichment Workgroup Suspensions Data Table

Type of Suspension	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total[35]	All Students	249	12.6%	1	0	0	0	37	2.8
	Early Elementary	34	5.1%	0.1	0	0	0	9	0.8
	Late Elementary	69	9.2%	0	0	0	0	12	1.0
	Middle School	127	27.1%	2	0	0	0	37	5.0
	High School	19	26.4%	2	0	0	0	29	5.3
In-School	All Students	99	5.0%	0	0	0	0	13	0.7
	Early Elementary	*	*	0	0	0	0	1	0
	Late Elementary	5	0.7%	0	0	0	0	2	0.1
	Middle School	82	17.5%	0	0	0	0	8	1.2
	High School	11	15.3%	1	0	0	0	13	2.0
Out-of-School	All Students	213	10.8%	1	0	0	0	37	2.5
	Early Elementary	34	5.1%	0	0	0	0	9	0.7
	Late Elementary	68	9.0%	0	0	0	0	12	0.9
	Middle School	96	20.5%	2	0	0	0	37	4.4
	High School	15	20.8%	1	0	0	0	23	4.2

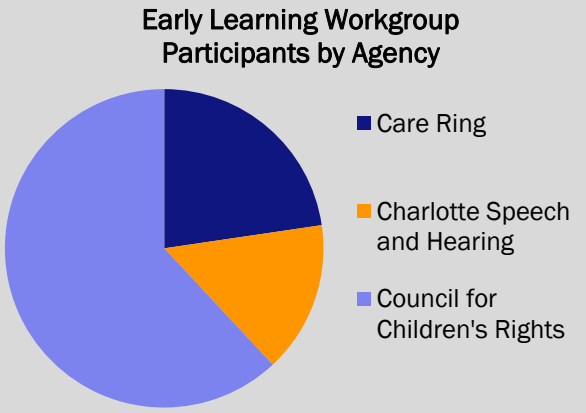
Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

[35] Total Suspensions were calculated by adding together In-School and Out-of-School Suspensions.

Results

Early Learning Workgroup

The early learning workgroup includes five agencies: Care Ring, Charlotte Speech and Hearing Center, Child Care Resources[36], Council for Children's Rights, and The Learning Collaborative. This is the smallest of the three workgroups, with 235 participants for the study period, which accounted for less than three percent of the collective participants in this study.



The largest agency represented in this workgroup was Council for Children's Rights, with 62 percent of the workgroup's participants. The participants in Care Ring made up 23 percent, and those in Charlotte Speech and Hearing contributed 10 percent.

Although this is called the early learning workgroup, these agencies do not solely serve young children. Care Ring, for example, serves pregnant and parenting teens through its Nurse Family Partnership program. Charlotte Speech and Hearing and Council for Children's Rights also serve a wide range of ages. The Learning Collaborative is the only program that is completely focused on younger children, and, as a result, their participants were all too young to be included in this study (because they had no CMS records yet). In the next year of the collective impact project, we recommend changing the name of this workgroup to better reflect the agencies and participants included. However, in this report, we will continue to use the name early learning to refer to this group.

Since this report is capturing a baseline for participants, we took the entry date for each participant and retrieved their CMS data for the *year prior to their entering the program*. The table below shows the school years represented in this workgroup's results. The vast majority (89 percent) of participants' CMS data came from the 2010-11 school year, meaning they entered the program in 2012.

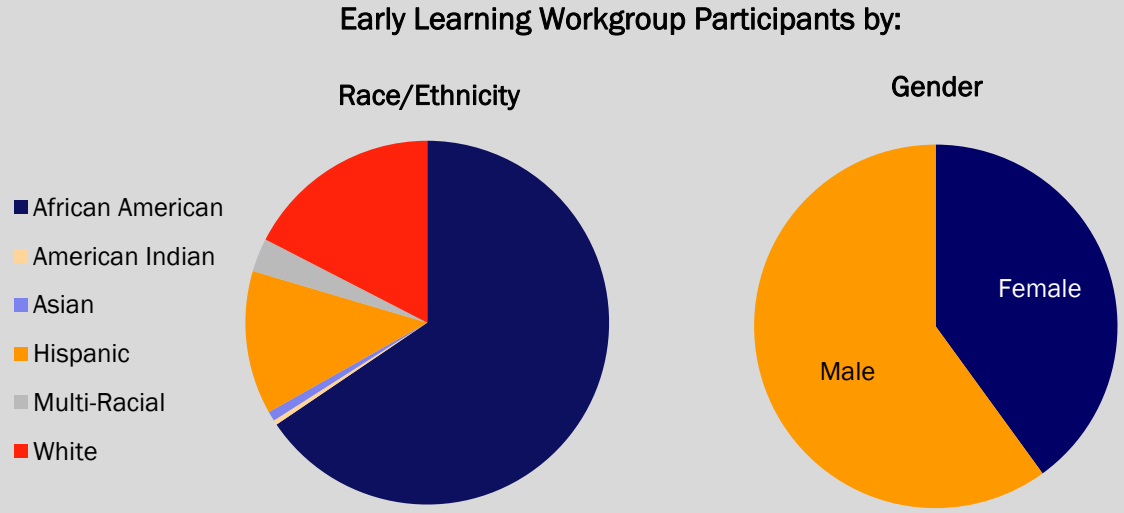
	Number	Percent
Early Learning Workgroup	235	
School Year of Data Pulled[37]		
2010-2011	208	88.5%
2009-2010	19	8.1%
2008-2009 to 2006-07	8	3.5%

[36] Child Care Resources, Inc. is participating in strategic planning for the long-term evaluation but not the baseline projects since this agencye provides direct support to parents rather than children/youth.
[37] Participants in multiple programs with different entry years are included in the count for the earliest year.

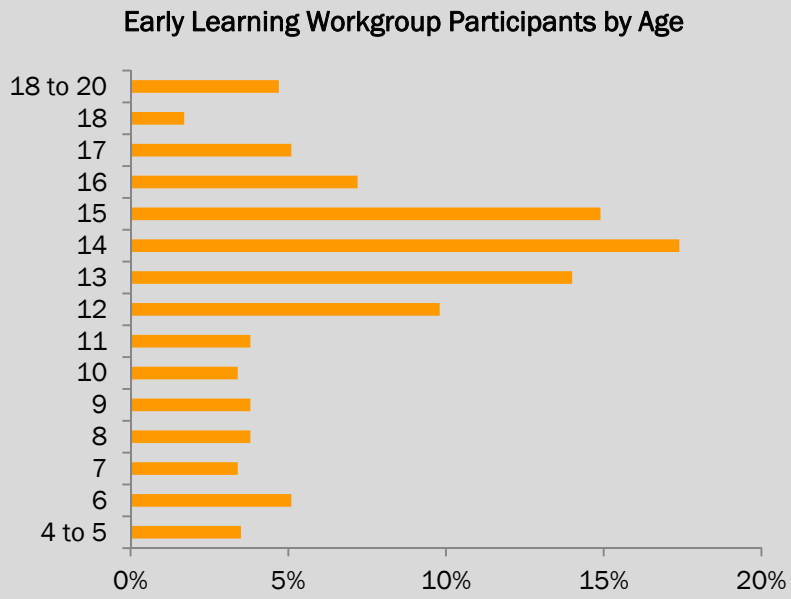
What are the demographic characteristics of participants in these agencies?

Race and Gender

The demographics of participants in the early learning workgroup are somewhat different from those of the collective and other workgroups. As with the others, the majority of the early learning participants are African American, but this group accounts for two-thirds of participants compared to more than 70 percent in the others.



White children make up a much larger share of the early learning workgroup participants (17 percent) and are the second largest race/ethnicity, not Hispanic as in the collective as a whole. Hispanic children still make up 13 percent of early learning participants, which is similar to the overall collective. The other groups (Asian, American Indian, and Multi-Racial) together, make up the remaining four percent. The gender breakdown of participants in the early learning workgroup is also fairly different from the overall collective. Instead of an even split like the collective and academic workgroup or a predominantly female group like the enrichment participants, 60 percent of early learning workgroup participants are male and only 40 percent female.



Age

When looking at the age distribution of participants in the figure below, it is important to note that this does not represent the *current* ages of children in these programs. Instead, this is showing the age of children in the year *before* they entered the program. The participants in the early learning workgroup were actually older

than the other groups and the overall collective. Half of the participants fell between the ages of 12 and 15. The largest share of participants were 14 in the year before starting the program, at 17 percent.

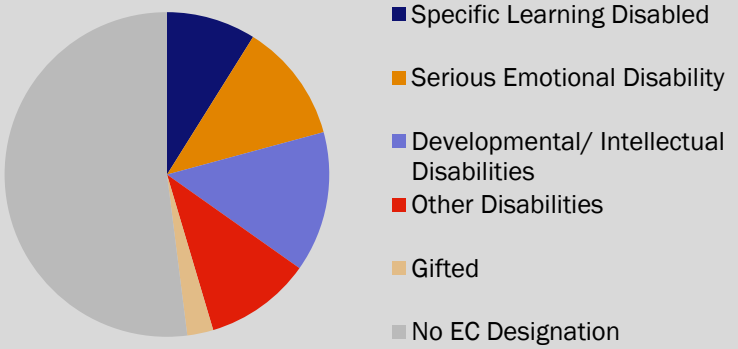
English as a Second Language

Around three percent of these participants were (in the year before they entered the program) receiving services in the English as a Second Language program. This is a smaller portion than the overall collective, where 6 percent received ESL services.

Exceptional Children

Nearly half (48 percent) of participants in the early learning programs were classified as Exceptional Children (EC), and about 46 percent had some form of mental, physical, or learning disability. This is significantly higher than the other groups or the overall collective (which had between 15 and 20 percent).

Early Learning Workgroup Participants by EC Designation



This is likely due to the fact that this workgroup contains Charlotte Speech and Hearing Center, which specifically serves children with disabilities, and Council for Children's Rights, which also serves many children with disabilities. Specifically, nine percent of participants had a specific learning disability (the only disability that is consistent with EC designations in the other workgroups), 14 percent had developmental or intellectual disabilities, 12 percent had a serious emotional disability, and 11 percent had some other kind of disability.

The EC designation, however, also includes children who are considered academically or intellectually gifted; around three percent of participants in these agencies were classified as gifted, which is consistent with the other groups and the overall collective.

Early Learning Workgroup Demographics Data Table

	Number	Percent
Race/Ethnicity		
White	41	17.4%
African American	154	65.5%
Hispanic	30	12.8%
Other[38]	10	4.3%
Gender		
Male	141	60%
Female	94	40%

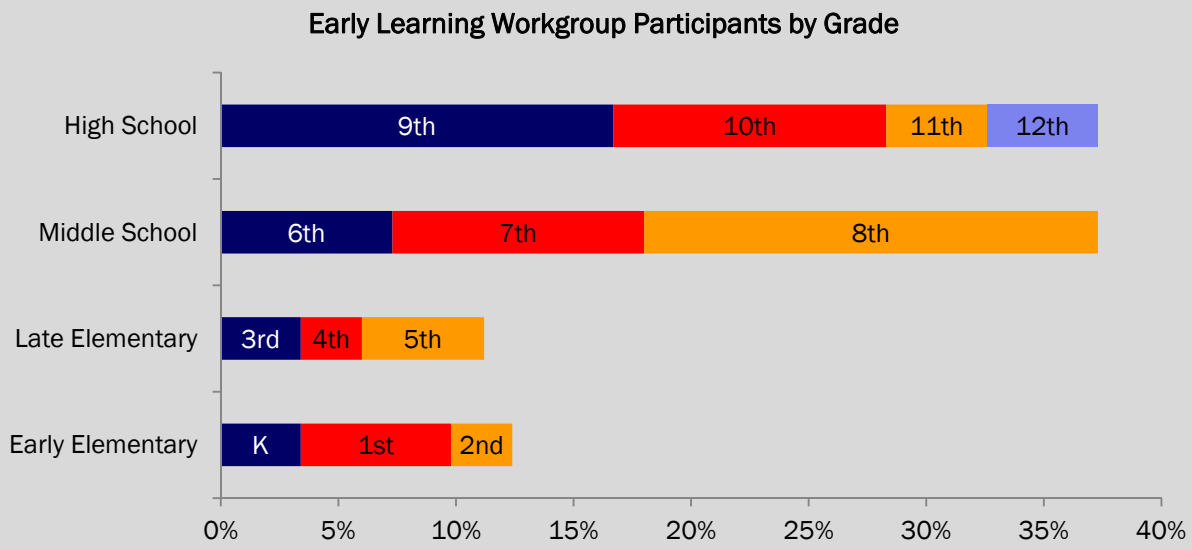
[38] Other includes American Indian, Asian, and Multi-Racial children.

	Number	Percent
Age (in the year before entering the program)		
4 to 5[39]	8	3.4%
6	12	5.1%
7	8	3.4%
8	9	3.8%
9	9	3.8%
10	8	3.4%
11	9	3.8%
12	23	9.8%
13	33	14.0%
14	41	17.4%
15	35	14.9%
16	17	7.2%
17	12	5.1%
18 to 20[40]	11	4.7%
English as a Second Language (ESL) Status		
Receiving Services	8	3.4%
Exceptional Child (EC) Status		
Specific Learning Disabled	21	8.9%
Serious Emotional Disability	28	11.9%
Developmental/Intellectual Disabilities	33	14.0%
Other Disability	25	10.6%
Gifted	6	2.6%

Grade

When looking at the grade distribution of participants, it is important to note that this does not represent the *current* grade children in these programs are in but the grade they were in the year *before* they entered the program. In addition, as with the age distribution, it is important to point out that these figures only include the participants old enough to have CMS records. Three-quarters of the participants in this workgroup were in the middle school (6th – 8th) and high school (9th – 12th) grades in the year before entering the program. The individual grade with the largest numbers of participants was eighth grade, with over 19 percent of participants.

[39] Due to small sample sizes, 3 and 4 year olds are reported together.
[40] Due to small sample sizes, 18, 19, and 20 year olds are reported together.



School

In terms of the school participants in the early learning workgroup attended in the year before entering the program, the results are more condensed than the other groups or the overall collective. Ninety-one CMS schools registered as having at least one participant in their student body.[41] The ten schools with the largest numbers of participants are presented in the following table. Together, these ten schools account for a little over one-third (36 percent) of participants.

The school with the most participants was Morgan School, accounting for five-and-a-half percent of the participants, followed by Turning Point Academy, which had a little over five percent of participants. Morgan School is a K-12 school serving students who have emotional and behavioral disabilities. Turning Point Academy is an alternative school serving students in grades 6-12 that offers a "Redirection" Program designed to meet the educational needs of "at-risk" students through therapeutic intervention services, behavior and academic prevention and intervention programs. Also in the top 10 is Metro School, a school specifically designed to serve Exceptional Children. None of these schools appear anywhere near the top 10 in the other groups or the overall collective. The other schools in the top 10 for the early learning workgroup include 6 high schools and a middle school (Bishop Spaugh Community Academy).

Eight-and-a-half percent of participants attended a school that is part of Project L.I.F.T., and two percent attended a school that is now PreK/K – 8. The percent of participants in the early learning workgroup who attended a Title I school was smaller than in the other groups, only 40 percent, compared to half to two-thirds in the collective and other groups.

[41] This includes pre-k centers and schools that have since closed.

Early Learning Workgroup School Data Table

	Number	Percent
Grade (in the year before entering the program)		
Early Elementary (K-2)	29	12.4%
Kindergarten	8	3.4%
1st	15	6.4%
2nd	6	2.6%
Late Elementary (3-5)	26	11.2%
3rd	8	3.4%
4th	6	2.6%
5th	12	5.2%
Middle (6-8)	87	37.3%
6th	17	7.3%
7th	25	10.7%
8th	45	19.3%
High (9-12)	87	37.3%
9th	39	16.7%
10th	27	11.6%
11th	10	4.3%
12th	11	4.7%
School (they attended in the year before entering the program)		
Top 10		
Morgan School	13	5.5%
Turning Point Academy	12	5.1%
West Charlotte High	10	4.3%
East Mecklenburg High	8	3.4%
Myers Park High	8	3.4%
E E Waddell High*	7	3%
Bishop Spaugh Community Academy (Middle)*	7	3%
West Mecklenburg High	7	3%
Independence High	6	2.6%
Metro School	6	2.6%
All Other (81) Schools	151	64.3%
Special Groups		
Project L.I.F.T. Schools	20	8.5%
Title I Schools	93	39.6%
PreK/K- 8 Schools	5	2.1%

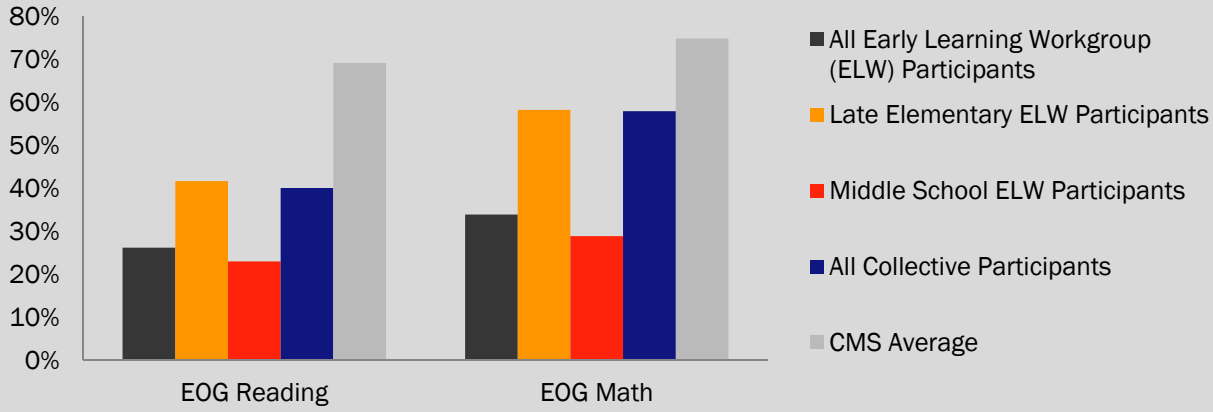
Note: * denotes schools that are no longer open.

How did participants in these agencies perform academically?

EOG Performance

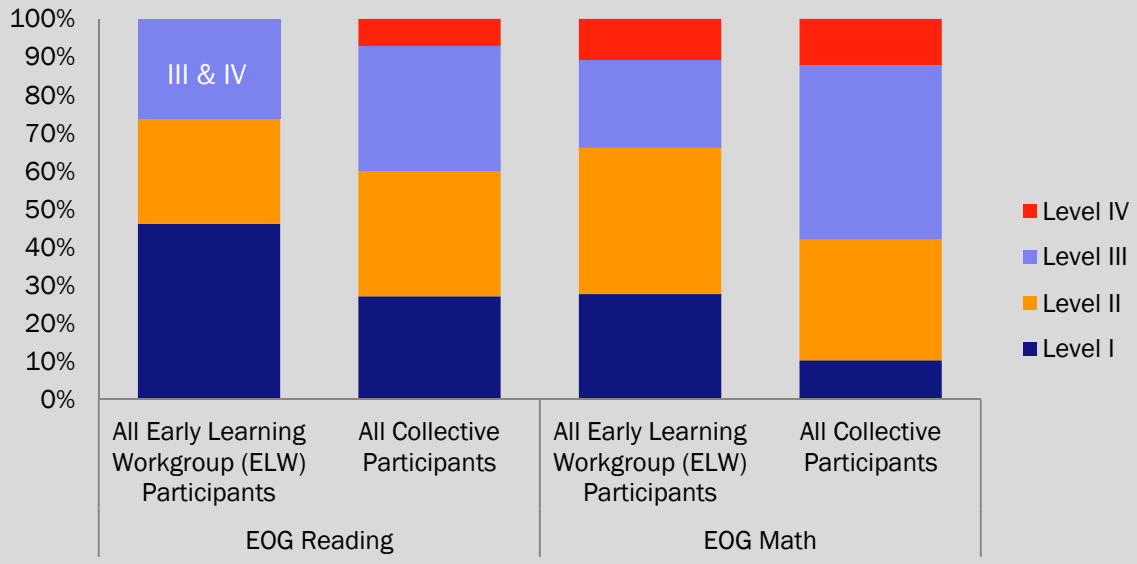
Proficiency rates among participants of early learning programs were notably lower than the overall collective. This was true across the board, for all four tests. In reading, just over one-quarter of the early learning workgroup participants were proficient, compared to 40 percent for the collective as a whole. Looking at all four achievement levels, nearly half (46 percent) of participants scored a level I in reading.

Early Learning Workgroup Participants Proficiency Rates on EOG Tests



As with the overall collective, the early learning workgroup participants performed better on math EOGs in comparison to reading but still well below the collective, with only one-third reaching proficiency in math. Looking at the full spectrum of scores, the share of early learning workgroup participants scoring level I on the math EOGs (10 percent) was much smaller than that for reading but was still more than twice that of the overall collective.

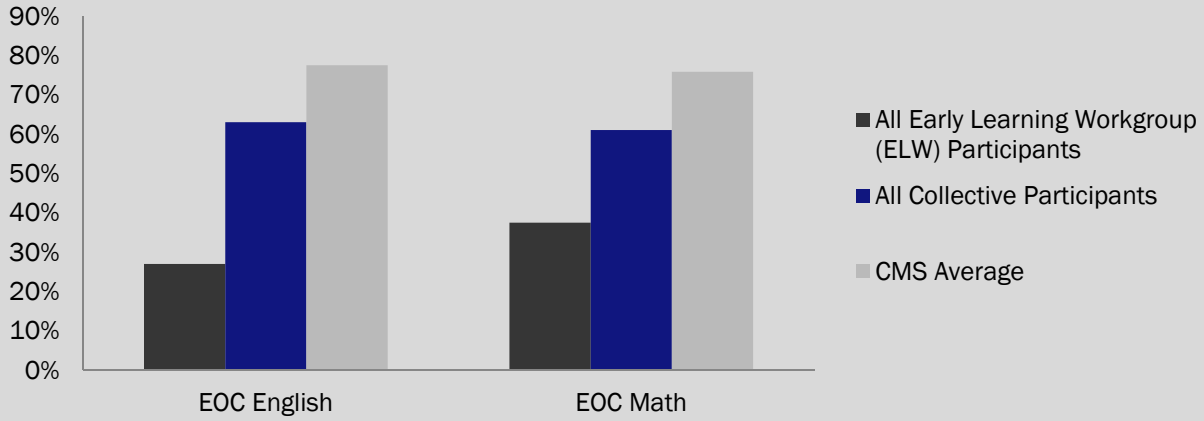
Early Learning Workgroup Participants Achievement Levels on EOG Tests



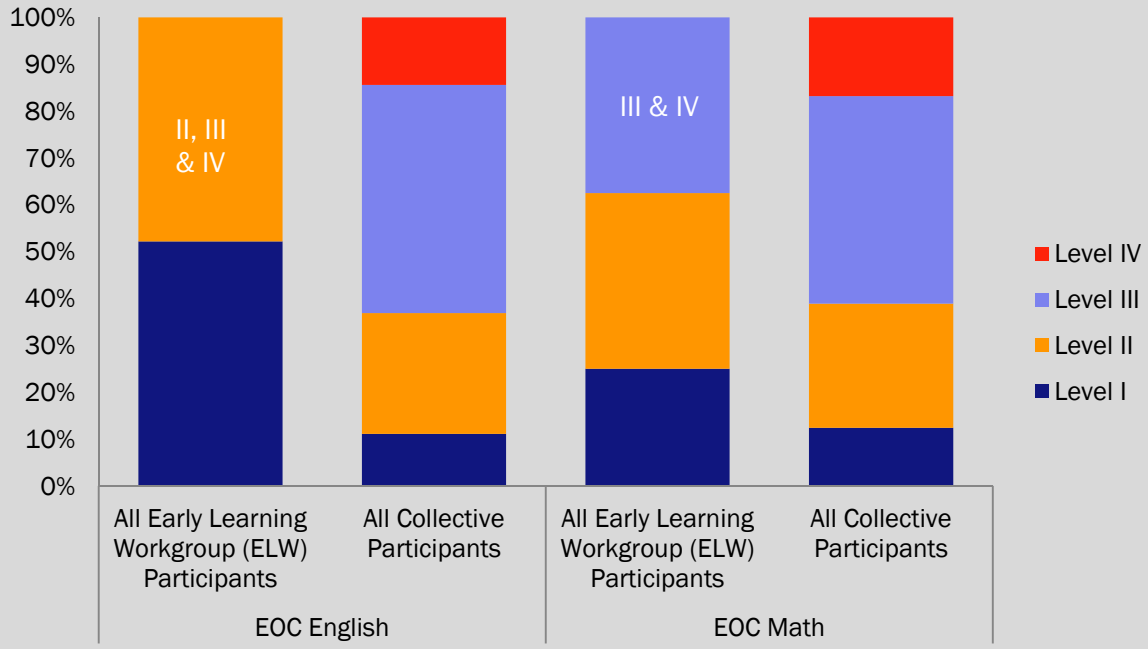
EOC Performance

The EOC results for the early learning participants show a similar trend, with proficiency rates well below the overall collective. English proficiency among early learning workgroup participants was also below math; the reverse was true for the collective. Only 27 percent of early learning workgroup participants demonstrated proficiency on English EOCs (compared to more than 60 percent for the collective), and 38 percent were proficient in math. Over half of the early learning workgroup participants scored a level I in English, compared to 11 percent of collective participants. In math, the share in level I was closer, with one-quarter of early learning participants in level I (compared to 12 percent of collective participants).

Early Learning Workgroup Participants Proficiency Rates on EOC Tests



Early Learning Workgroup Participants Achievement Levels on EOC Tests



Early Learning Workgroup Academic Performance Data Tables

	Grade Level Categories					
	All Students		Late Elementary		Middle School	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	65	NA	12	NA	52	NA
Level I	30	46.2%	7	58.3%	25	48.1%
Level II	18	27.7%			15	28.8%
At or Above Grade Level	17	26.2%	5	41.7%	12	23.0%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	65	NA	12	NA	52	NA
Level I	18	27.7%	5	41.7%	14	26.9%
Level II	25	38.5%			23	44.2%
Level III	15	23.1%	7	58.3%	15	28.9%
Level IV	7	10.8%				
At or Above Grade Level	22	33.9%	7	58.3%	15	28.9%

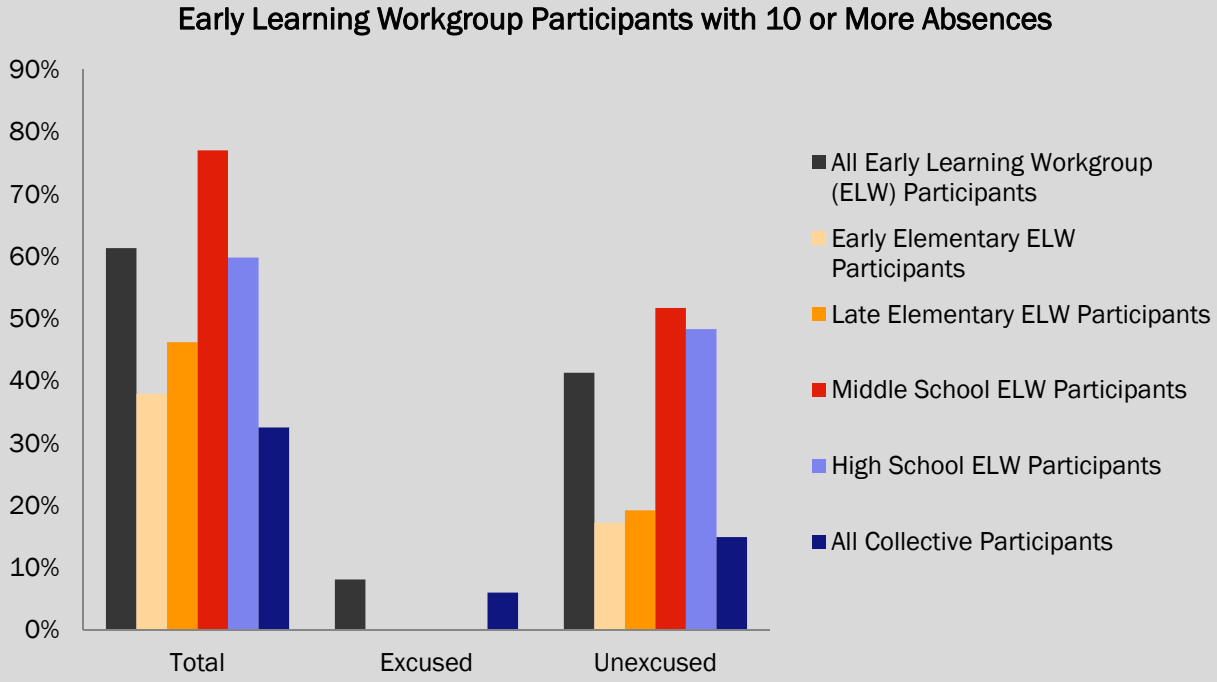
	Grade Level Categories					
	All Students		Middle School		High School	
EOC English Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	23	NA	3	NA	19	NA
Level I	12	52.2%	*	*	10	52.6%
At or Above Grade Level	8	34.8%	*	*	6	31.6%
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	24	NA	2	NA	21	NA
Level I	6	25.0%	*	*	5	23.8%
Level II	9	37.5%	*	*	9	42.9%
At or Above Grade Level	9	37.5%	*	*	7	33.3%

Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

What are the attendance and suspension records of participants in these agencies?

Absences

As with academic performance, attendance results for participants in early learning programs were different from those of the other workgroups and the overall collective. Over 60 percent of early learning workgroup participants were absent at least 10 days over the course of a year, almost double the share of the collective. The average early learning participant was absent 24 days, compared to an average of 11 for the overall collective.



This was also the only group in which middle school participants incurred more absences than those in high school. Over three-quarters of early learning workgroup participants in middle school had at least 10 absences, and the average middle school participant was absent 34 days. They are followed by those in high school and late elementary school. Early learning workgroup participants in the early elementary grades had the fewest absences.

As in the collective, unexcused absences were more prevalent among participants in the early learning workgroup than excused absences, but the difference was more pronounced than in the collective. The typical early learning workgroup participant had 13 unexcused absences and only three excused absences. Early learning workgroup participants in early elementary school had more excused absences than those in middle school, but middle schoolers posted the most unexcused absences.

Early Learning Workgroup Absence Data Table

Type of Absence[42]	School Level	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total	All Students	144	61.3%	24	15	0	0	140	25.7
	Early Elementary	11	37.9%	9	8	1	0	25	7.6
	Late Elementary	12	46.2%	13	8	5	0	41	10.3
	Middle School	67	77.0%	34	25	25	0	131	28
	High School	52	59.8%	22	12	0	0	140	26.6
Excused	All Students	19	8.1%	3	1	0	0	61	6.2
	Early Elementary	5	17.2%	5	3	0	0	21	5.4
	Late Elementary	*	*	5	5	5	0	20	4.5
	Middle School	7	8%	3	1	0	0	42	5.6
	High School	*	*	2	0	0	0	22	3.6
Unexcused	All Students	97	41.3%	13	7	0	0	140	19.2
	Early Elementary	5	17.2%	4	2	0	0	17	4.9
	Late Elementary	5	19.2%	5	4	0	0	17	5.4
	Middle School	45	51.7%	16	10	0	0	125	20.4
	High School	42	8.3%	15	9	0	0	140	22.5

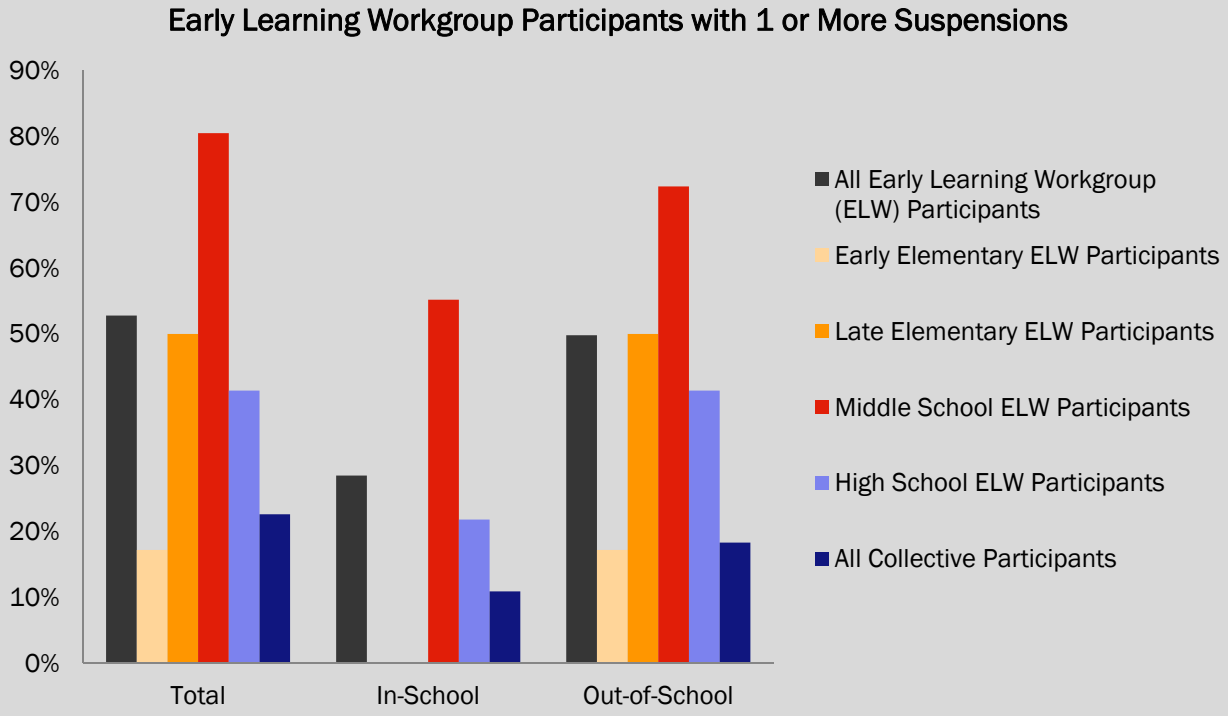
Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

Suspensions

Again, the suspension results for participants in the early learning workgroup differ greatly from those of the other groups and the overall collective. Early learning workgroup participants were suspended for an average of nine days, compared to a collective average of two. Over half of early learning workgroup participants incurred at least one suspension, compared to only 23 percent of collective participants. The trend of middle school students having the most suspensions held true for early learning workgroup participants, with 80 percent having been suspended at least once.

Another general trend that held true for this group was the greater prevalence of out-of-school suspensions versus in-school. The average participant in the early learning workgroup spent eight days in out-of-school suspension and only one in in-school suspension. As with overall suspensions, middle school participants were at the top in both in-school and out-of school suspensions.

[42] Excused and Unexcused Absences are reported by CMS separately from Total Absences, and the two types of absences will not necessarily add up to the reported Total.



Early Learning Workgroup Suspensions Data Table

Type of Suspension	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total[43]	All Students	124	52.8%	9	1	0	0	65	14.3
	Early Elementary	5	17.2%	1	0	0	0	5	1.3
	Late Elementary	13	50.0%	3	1	0	0	16	4.2
	Middle School	70	80.5%	17	9	0	0	65	17.6
	High School	36	41.4%	6	0	0	0	48	11.4
In-School	All Students	67	28.5%	1	0	0	0	14	2.6
	Early Elementary	0	0%	0	0	0	0	0	0
	Late Elementary	0	0%	0	0	0	0	0	0
	Middle School	48	55.2%	2	1	0	0	13	3
	High School	19	21.8%	1	0	0	0	14	2.7
Out-of-School	All Students	117	49.8%	8	0	0	0	64	13
	Early Elementary	5	17.2%	1	0	0	0	5	1.3
	Late Elementary	13	50.0%	3	1	0	0	16	4.2
	Middle School	63	72.4%	15	6	0	0	64	16.8
	High School	36	41.4%	5	0	0	0	43	9.3

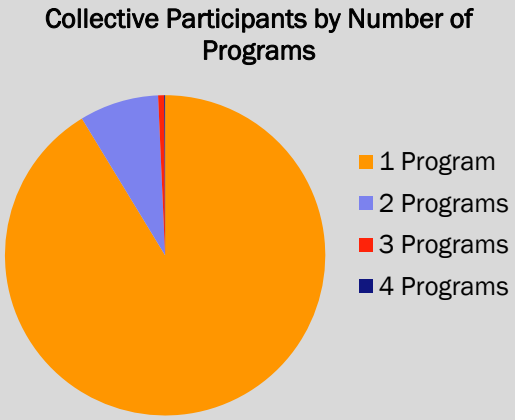
[43] Total Suspensions were calculated by adding together In-School and Out-of-School Suspensions.

Results

Multi-Program Participants

Out of the 8,571 participants in this study, 742 were enrolled in two or more collective impact programs during the period of the study. This group makes up a little less than nine percent of the collective.

Since this report is capturing a baseline for participants, we used the entry date for each participant and retrieved their CMS data for the *year prior to their entering the program*. This was a little more complicated for children in multiple programs. Some of these participants entered one or more programs within the course of a single year, but other participants started one program one year and another program a year or more later. So as to not double count the latter, the earliest entry date for each participant was used (i.e. before receiving **any** collective impact program services).



The table below shows the school years represented in these participants' results, which are more spread out than the overall collective. The greatest share of participants' CMS data came from the 2010-11 school year (46 percent), meaning they entered the program in 2012. However, unlike the rest of the collective participants, this share did not represent the majority.

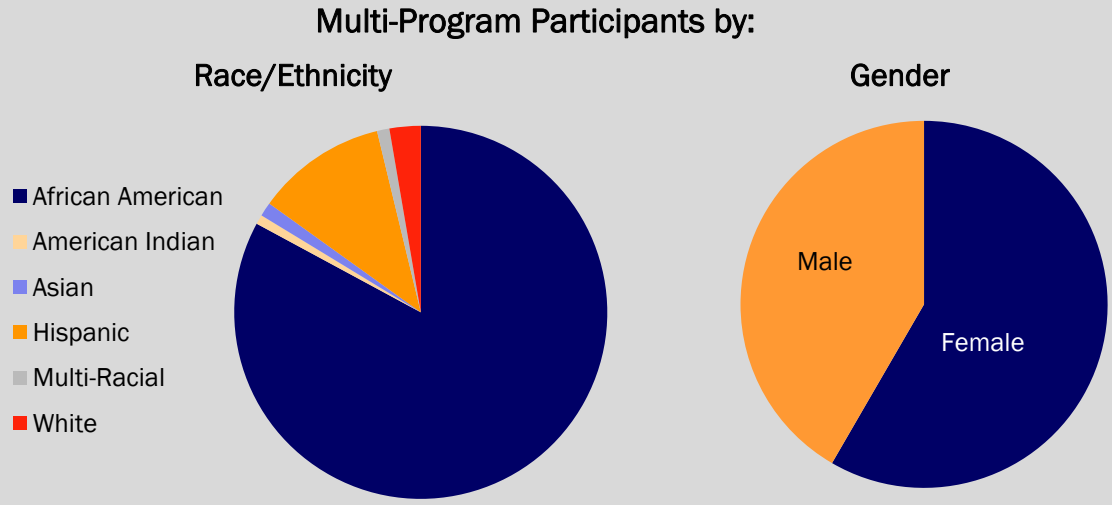
	Number	Percent
Collective	8,571	
Participants in 1 Program	7,829	91.3%
Multi-Program Participants	742	8.7%
Participants in 2 Programs	686	8.0%
Participants in 3 Programs	50	0.6%
Participants in 4 Programs	6	0.1%
School Year of Data Pulled[44]		
2010-2011	343	46.2%
2009-2010	177	23.9%
2008-2009	136	18.3%
2007-2008	49	6.6%
2006-2007	37	5.0%

[44] Participants in multiple programs with different entry years are included in the count for each year.

What are the demographic characteristics of participants in these agencies?

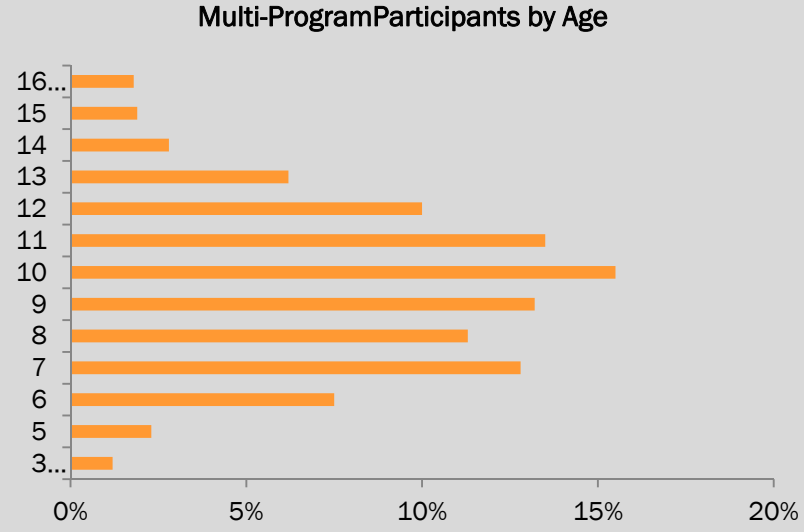
Race and Gender

The participants in multiple programs differ demographically from the overall collective in two main ways. First, the share of multi-program participants that are African American is larger (83 percent versus 73) than in the overall collective and the share of Hispanic participants is smaller. White participants make up three percent, and the remaining groups—Asian, American Indian, and Multi-Racial—make up about one percent each. Second, the gender breakdown of multi-program participants is tilted more toward females (58 percent) than the overall collective (51 percent).



Age

When looking at the age distribution of participants in the figure below, it is important to note that this does not represent the *current* ages of children in these programs. Instead, this is showing the age of children in the year *before* they entered the program. The multi-program participants appear to have entered their first program at a slightly younger age than the collective. Almost half of the multi-program participants fell between the ages of eight and 11. The largest single age was 10-year olds (16 percent), and the lowest numbers came at the very top and bottom of the spectrum.



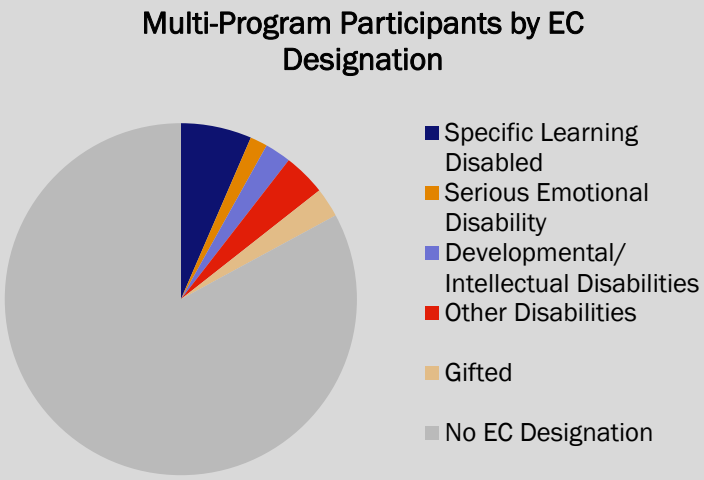
English as a Second Language

Around four percent of these participants were (in the year before they entered the program) receiving services in the English as a Second Language program.

Exceptional Children

Over 17 percent were classified as Exceptional Children (EC), with 14 percent having some form of mental, physical, or

learning disability. Specifically, six-and-a-half percent of participants had a specific learning disability, around two percent had developmental or intellectual disabilities, two percent had a serious emotional disability, and four percent had some other kind of disability. The EC designation, however, also includes children who are considered academically or intellectually gifted; around three percent of participants in these agencies were classified as gifted. These trends are, for the most part, consistent with those seen in the overall collective.



Multi-Program Participants Demographics Data Table

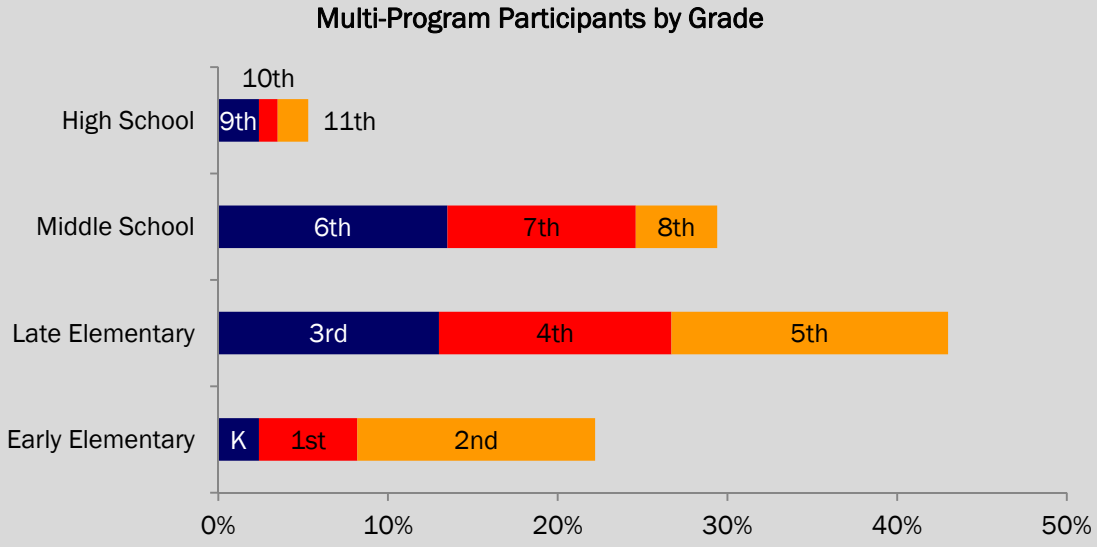
	Number	Percent
Race/Ethnicity		
White	20	2.7%
African American	615	82.9%
Hispanic	84	11.3%
Asian	9	1.2%
American Indian	6	0.8%
Multi-Racial	8	1.1%
Gender		
Male	309	41.6%
Female	433	58.4%
Age (in the year before entering the program)		
3 to 4[45]	9	1.2%
5	17	2.3%
6	56	7.5%
7	95	12.8%
8	84	11.3%
9	98	13.2%
10	115	15.5%
11	100	13.5%
12	74	10.0%
13	46	6.2%
14	21	2.8%
15	14	1.9%
16 to 18[46]	13	1.8%

[45] Due to small sample sizes, 3 and 4 year olds are reported together.
[46] Due to small sample sizes, 16, 17, and 18 year olds are reported together.

	Number	Percent
English as a Second Language (ESL) Status		
Receiving Services	31	4.2%
Exceptional Child (EC) Status		
Specific Learning Disabled	48	6.5%
Serious Emotional Disability	12	1.6%
Developmental/Intellectual Disabilities	18	2.4%
Other Disability	29	3.9%
Gifted	20	2.7%

Grade

When looking at the grade distribution of participants, it is important to remember that this does not represent the *current* grade children in these programs are in but the grade they were in the year *before* they entered the program. Over 40 percent of multi-agency participants were in the late elementary grades (3rd - 5th) in the year before entering their first program. The individual grade with the largest share of multi-program participants was fifth grade, with over 16 percent of these participants. This distribution is slightly younger than the overall collective.



School

In terms of the school multi-program participants attended in the year before entering the program, 117 CMS schools registered as having at least one participant in their student body.[47] The ten schools with the largest numbers of participants are presented in the following table. Together, these ten schools account for a little less than half (43 percent) of participants, which is much higher than in the collective results.

The school with the most multi-program participants (and the highest representation of collective impact participants in all of the groups examined) was John Taylor Williams Middle School, accounting for seven percent of these participants. Six of the top ten are middle schools, but there

[47] This includes pre-k centers and schools that have since closed.

are no high schools among the top 10. The two schools at the top of this list (John Taylor Williams Middle School and Bishop Spaugh Community Academy) closed after the 2010-11 school year.

The share of multi-program participants in the other groups of schools was greater than in the overall collective. Twenty-one percent of multi-program participants attended a school that is part of Project L.I.F.T. (compared to 15 percent of the collective), 14 percent attended a school that is now PreK/K – 8 (compared to nine percent of the collective), and 65 percent attended a Title I school (compared to 61 percent of the collective).

Multi-Program Participant School Data Table

	Number	Percent
Grade (in the year before entering the program)		
Early Elementary (K-2)	164	22.3%
Kindergarten	18	2.4%
1st	43	5.8%
2nd	103	14.0%
Late Elementary (3-5)	317	43.1%
3rd	96	13.0%
4th	101	13.7%
5th	120	16.3%
Middle (6-8)	216	29.3%
6th	99	13.5%
7th	72	11.1%
8th	35	4.8%
High (9-12)	39	5.3%
9th	18	2.4%
10th	8	1.1%
11th	13	1.8%
School (they attended in the year before entering the program)		
Top 10		
John Taylor Williams Middle	53	7.1%
Bishop Spaugh Community Academy (Middle)*	43	5.8%
Ranson Middle	38	5.1%
Coulwood Middle	37	5%
Walter G. Byers School (Elementary)	35	4.7%
Bruns Academy (Elementary)	26	3.5%
Rama Road Elementary	26	3.5%
Wilson Middle	25	3.4%
Reid Park Academy (Elementary)	21	2.8%
James Martin Middle	18	2.4%
All Other (107) Schools	420	56.6%
Special Groups		
Project L.I.F.T. Schools	156	21%
Title I Schools	481	64.8%
PreK/K – 8 Schools	105	14.2%

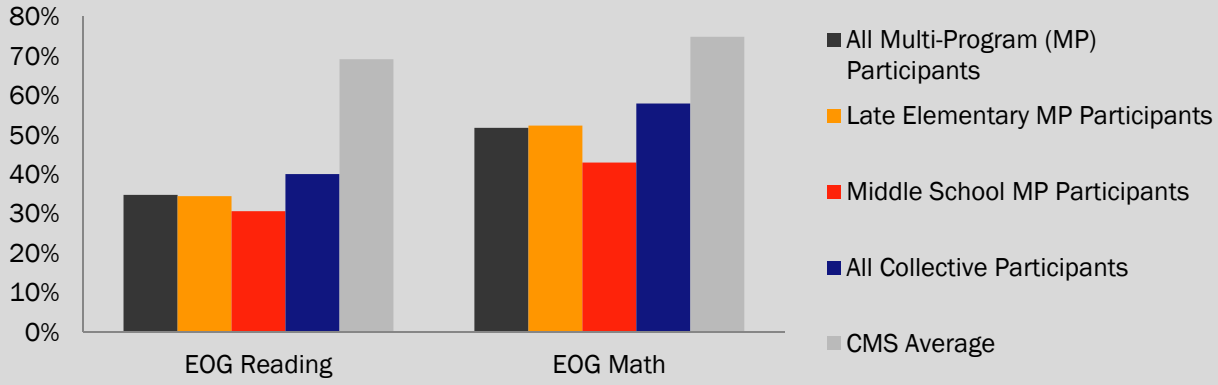
Note: * denotes schools that are no longer open.

How did participants in these agencies perform academically?

EOG Performance

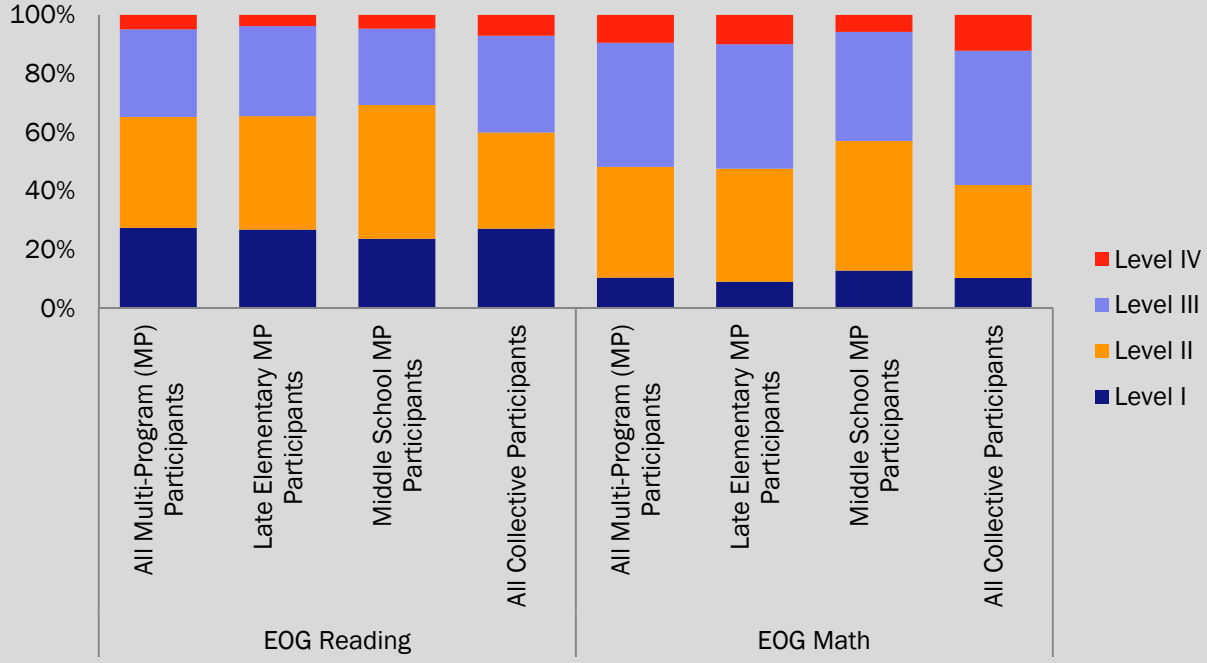
Like the overall collective, multi-program participants had lower proficiency rates in reading, when compared to math. Only 35 percent of multi-program participants were proficient in reading, lower than the overall collective. Looking at all four achievement levels, over a quarter (27 percent) of participants scored as level I in reading, and 38 percent were in level II. Of the 35 percent who were proficient, the majority were in level III and few in level IV.

Multi-Program Participants Proficiency Rates on EOG Tests



The multi-program participants performed better on math EOGs, with 52 percent scoring at or above grade level, but this was still below the collective average of 58 percent. Looking at the full spectrum of scores, the share of participants scoring level I on math EOGs (10 percent) was much smaller than that for reading, and the percent scoring level IV in math nearly equaled level I. Over 40 percent of these participants fell in level III.

Multi-Program Participants Achievement Levels on EOG Tests

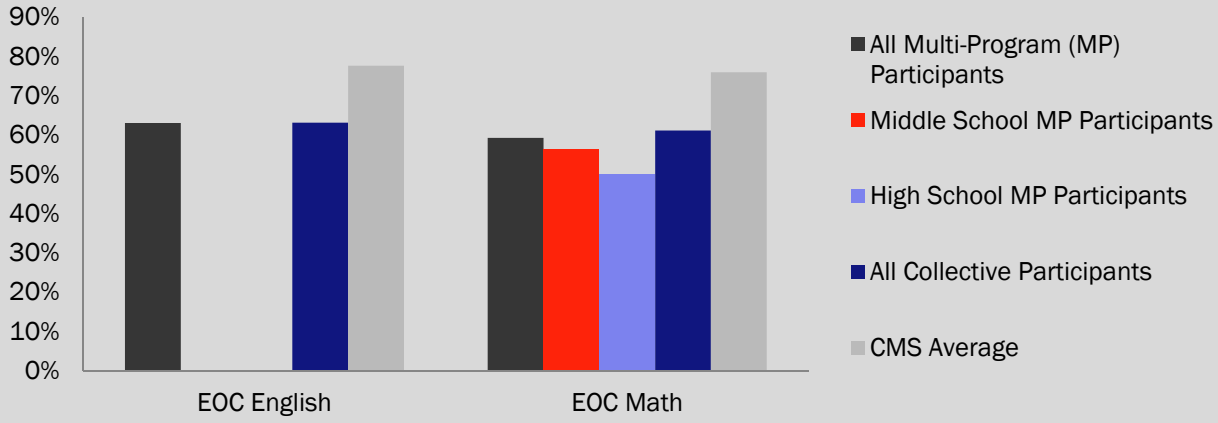


Where this group of participants differs from the collective is in the grade level comparison. In the collective, there was very little difference in the proficiency of late elementary and middle school participants. That was not the case for multi-agency participants; multi-program participants that were in late elementary school in the year prior to starting their first program had higher proficiency rates in both reading and math than those in middle school.

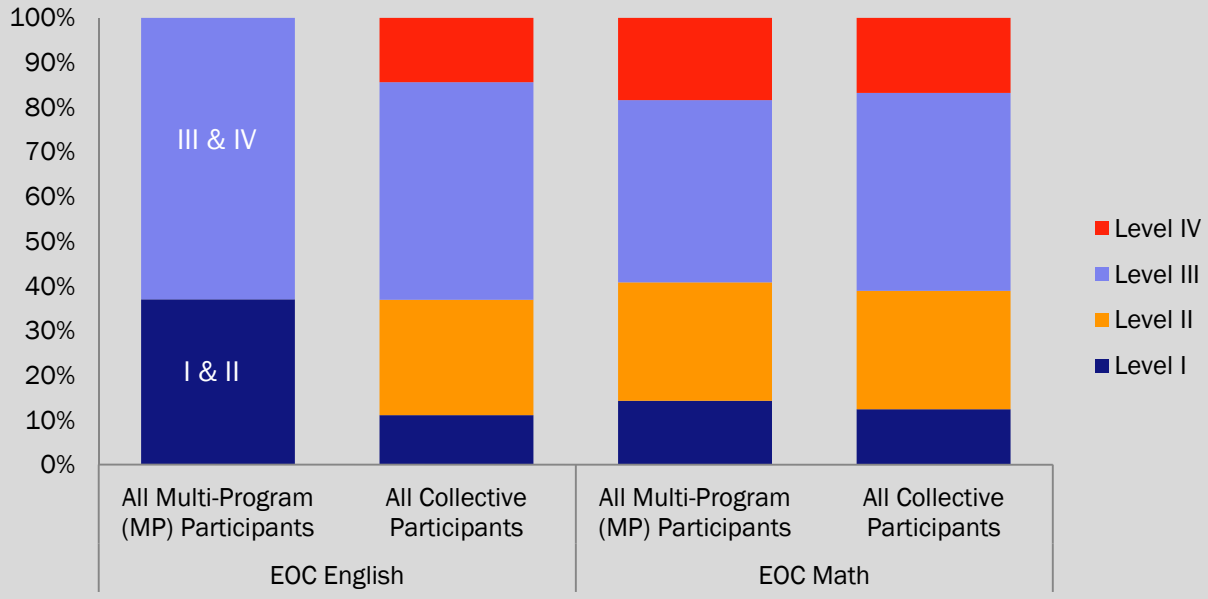
EOC Performance

As in the collective, proficiency rates for multi-program participants were higher on EOCs than EOGs, and participants did slightly better in English (63 percent) than math (59 percent). Also in line with the collective results, multi-program participants in middle school had higher proficiency in math than high school participants; 57 percent of middle school participants scored at or above grade level on math EOCs, compared to 50 percent of high school participants.

Multi-Program Participants Proficiency Rates on EOC Tests



Multi-Program Participants Achievement Levels on EOC Tests



Multi-Program Participants Academic Performance Data Tables

	Grade Level Categories					
	All Students		Late Elementary		Middle School	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	532	NA	287	NA	169	NA
Level I	146	27.4%	77	26.8%	40	23.7%
Level II	201	37.8%	111	38.7%	77	45.6%
Level III	159	29.9%	88	30.7%	44	26.0%
Level IV	26	4.9%	11	3.8%	8	4.7%
At or Above Grade Level	185	34.8%	99	34.5%	52	30.7%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	539	NA	290	NA	172	NA
Level I	56	10.4%	26	9.0%	22	12.8%
Level II	204	37.8%	112	38.6%	76	44.2%
Level III	228	42.3%	123	42.4%	64	37.2%
Level IV	51	9.5%	29	10%	10	5.8%
At or Above Grade Level	279	51.8%	152	52.4%	74	43%

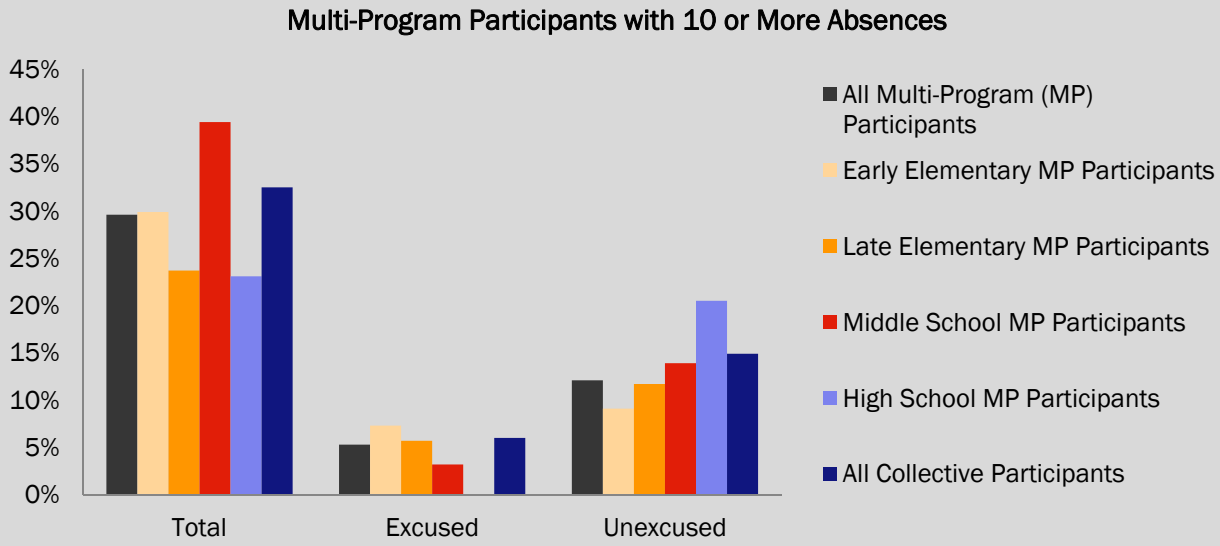
	Grade Level Categories					
	All Students		Middle School		High School	
EOC English Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	27	NA	18	NA	*	NA
At or Above Grade Level	17	63%	10	55.6%	*	*
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	49	NA	23	NA	20	NA
Level I	7	14.3%				
Level II	13	26.5%	10	43.4%	10	50.0%
Level III	20	40.8%	7	30.4%		
Level IV	9	18.4%	6	26.1%	10	50.0%
At or Above Grade Level	29	59.2%	13	56.5%	10	50.0%

Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

What are the attendance and suspension records of participants in these agencies?

Absences

Multi-program participants had slightly fewer absences than the overall collective. Nearly 30 percent of multi-program participants were absent at least 10 days over the course of a year, compared to 33 percent of the collective. The average multi-program participant was absent eight days, compared to nine for the collective.



Participants in middle school had the most absences; 39 percent had at least 10 absences, and the average middle school participant was absent 11 days. Participants in the high school had the fewest, which is quite different from the overall collective where they had the most.

As with all other groups and the collective, unexcused absences were more prevalent among multi-program participants than excused absences. The typical participant had five unexcused absences and only two excused absences. Participants in the early elementary grades had the most excused absences, and those in high school had the least. The inverse was true for unexcused absences; high school participants had the most unexcused absences, and elementary school participants had the least. All of these trends are consistent with the overall collective.

Multi-Program Participants Absence Data Table

Type of Absence[48]	School Level	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total	All Students	220	29.6%	8	5	3	0	117	9.3
	Early Elementary	49	29.9%	7	5	1	0	32	6.4
	Late Elementary	75	23.7%	7	5	0	0	61	7.0
	Middle School	85	39.4%	11	8	2	0	117	12.8
	High School	9	23.1%	10	5	5	0	68	12.8
Excused	All Students	39	5.3%	2	1	0	0	42	3.9
	Early Elementary	12	7.3%	3	2	0	0	31	4.1
	Late Elementary	18	5.7%	3	1	0	0	42	3.9
	Middle School	7	3.2%	2	0	0	0	20	3.1
	High School	*	*	2	0	0	0	34	5.6
Unexcused	All Students	90	12.1%	5	3	0	0	116	6.6
	Early Elementary	15	9.1%	4	2	1	0	31	4.4
	Late Elementary	37	11.7%	4	3	0	0	41	4.8
	Middle School	30	13.9%	6	4	3	0	116	9.6
	High School	8	20.5%	7	4	1	0	34	8.1

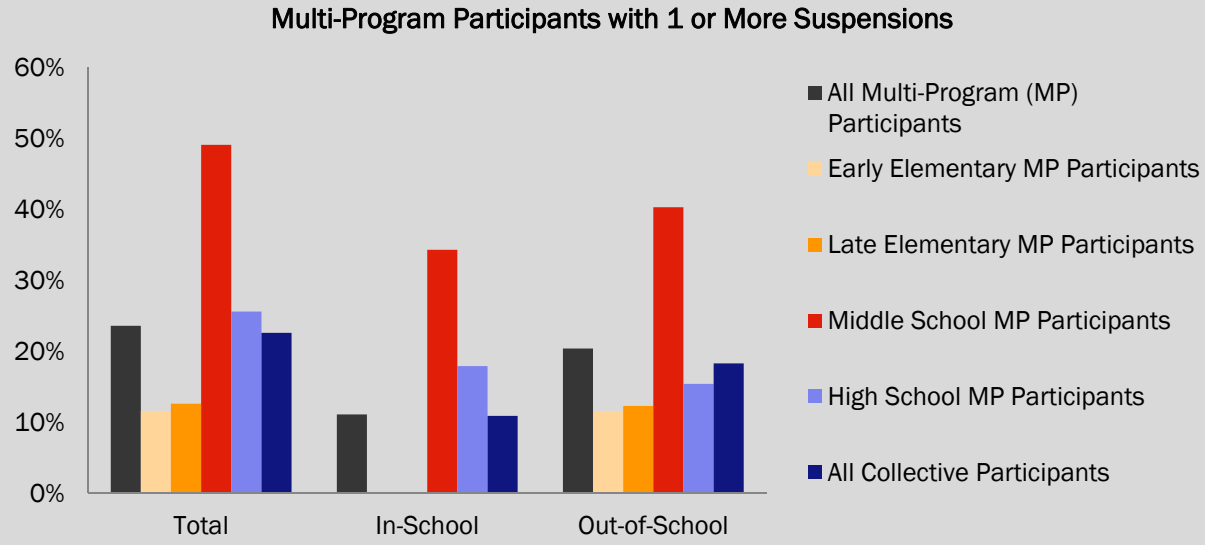
Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

Suspensions

Multi-program participants were suspended for an average of two days. Most participants had no suspensions, but almost one-quarter (24 percent) had at least one. Participants in middle school experienced the greatest number of suspensions, with almost half (49 percent) having spent at least a day in suspension. High school participants had the second highest suspension frequency, followed by late elementary and early elementary participants.

Like the overall collective, multi-program participants had more out-of-school suspensions than in-school suspensions. The average multi-program participant spent one day in out-of-school suspension and less than half a day in in-school suspension. As with overall suspensions, middle school participants were at the top in both in-school and out-of school suspensions and early elementary participants had the least.

[48] Excused and Unexcused Absences are reported by CMS separately from Total Absences, and the two types of absences will not necessarily add up to the reported Total.



Multi-Program Participants Suspensions Data Table

Type of Suspension	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
		Number	Percent						
Total[49]	All Students	175	23.6%	2	0	0	0	42	4.6
	Early Elementary	19	11.6%	0.4	0	0	0	6	1.1
	Late Elementary	40	12.6%	0.4	0	0	0	23	1.5
	Middle School	106	49.1%	4	0	0	0	42	7.5
	High School	10	25.6%	2	0	0	0	23	4.8
In-School	All Students	82	11.1%	0.3	0	0	0	11	1.2
	Early Elementary	0	0%	0	0	0	0	0	0
	Late Elementary	*	*	0	0	0	0	2	0
	Middle School	74	34.3%	1	0	0	0	11	2.0
	High School	7	17.9%	1	0	0	0	7	1.4
Out-of-School	All Students	151	20.4%	1	0	0	0	39	3.9
	Early Elementary	19	11.6%	0.4	0	0	0	6	1.1
	Late Elementary	39	12.3%	0.4	0	0	0	23	1.5
	Middle School	87	40.3%	3	0	0	0	39	6.4
	High School	6	15.4%	1	0	0	0	21	3.9

Note: * denotes instances where the frequency is less than five, requiring that the actual numbers be suppressed to protect individual confidentiality.

[49] Total Suspensions were calculated by adding together In-School and Out-of-School Suspensions.