
Collective
Impact for
Children &
Youth
Year 2
Report

Results for
Collective Impact
for Youth

Prepared by
UNC Charlotte Urban Institute

July 2014

United Way of Central Carolinas

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Executive Summary

Collective Impact is a collaborative approach that brings together stakeholders working towards shared goals in order to make significant change in communities. The Collective Impact for Children & Youth project was launched by the United Way of the Central Carolinas in the spring of 2012. This 10-year project involves 16 United Way-supported agencies (listed below) in Mecklenburg County that provide services to children from pre-kindergarten through high school.

United Way’s goal for its Collective Impact initiative is to **increase the cohort graduation rate for the at-risk, low-performing students served by these agencies over the next 10 years.**

Academic Workgroup	Early Learning Workgroup	Enrichment Workgroup
<ul style="list-style-type: none"> •A Child’s Place •Ada Jenkins Center •Care Ring •Communities In Schools •Council for Children’s Rights •Right Moves for Youth •The Urban League •YMCA •YWCA 	<ul style="list-style-type: none"> •Charlotte Speech & Hearing Center •The Learning Collaborative (not included in analysis) •Child Care Resources, Inc. (not included in analysis) 	<ul style="list-style-type: none"> •Big Brothers Big Sisters of Greater Charlotte •Boy Scouts, Mecklenburg County Council •Girl Scouts, Hornets' Nest Council •Boys & Girls Clubs of Greater Charlotte

To assist in this work, United Way commissioned the UNC Charlotte Urban Institute to facilitate the collection and analysis of data from each agency.

The first year of the project, 2012, focused on determining the academic indicators most pertinent to the work of the Collective Impact initiative. Concurrently, the Institute provided technical assistance to each partner agency to improve their internal data collection processes. This technical assistance sought to ensure the highest quality of data, increasing the accuracy of the findings when matched with academic data in the Institute for Social Capital (ISC) Community Database.

The matching process occurred in year two and enabled the Institute to determine if agency-involved students experienced a **change in academic achievement, attendance and suspensions between the year before they began receiving services (baseline) and the 2011-2012 school year.** The findings from the second year can be found in this report.

Specifically, the questions addressed in the year-two analysis include the following:

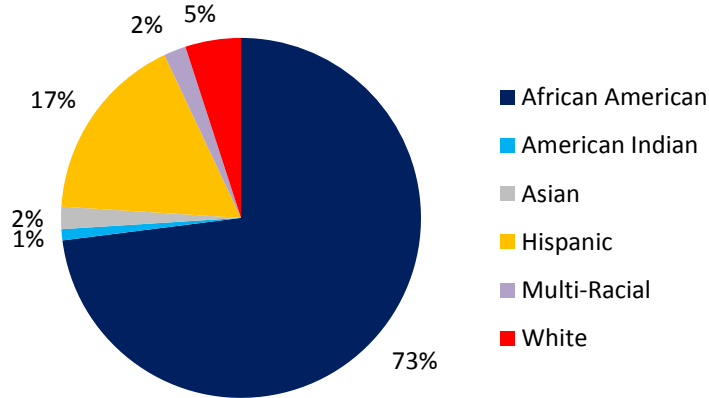
1. What are the demographic characteristics of children/youth participating in programs across these agencies in 2011-2012?
2. How did agency children/youth perform academically before and after receiving services?
3. How were the attendance and suspension records for agency children/youth before and after receiving services?

Key Findings from the 2011-2012 School Year

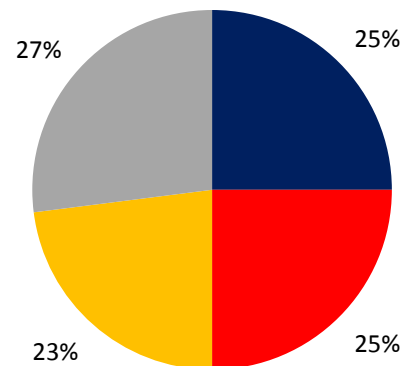
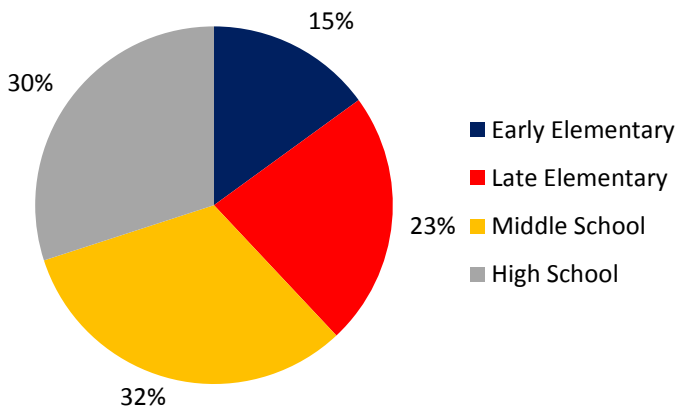
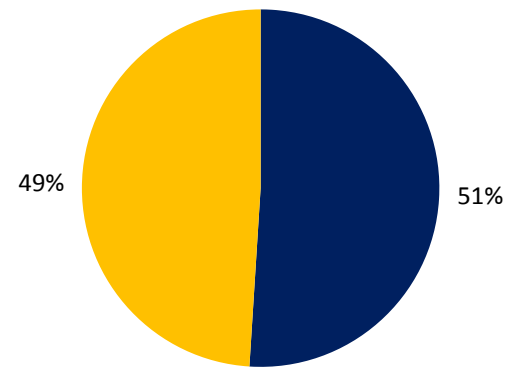
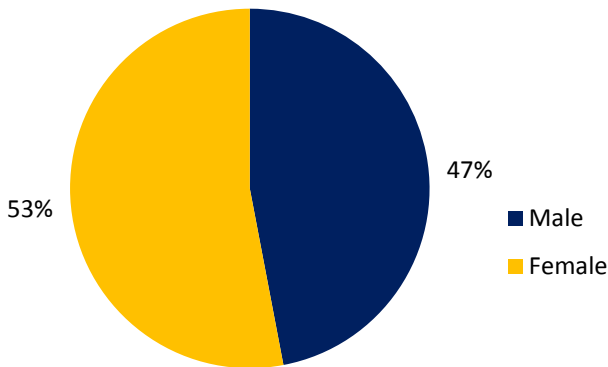
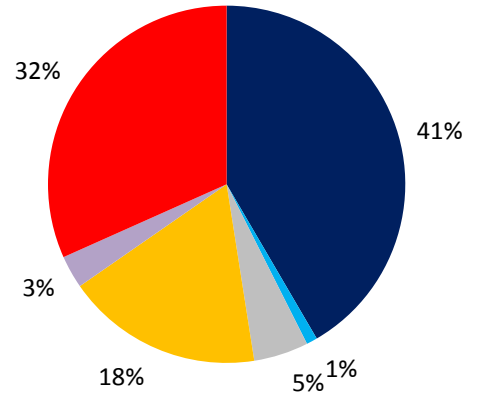
9,975 unique participants

Demographics

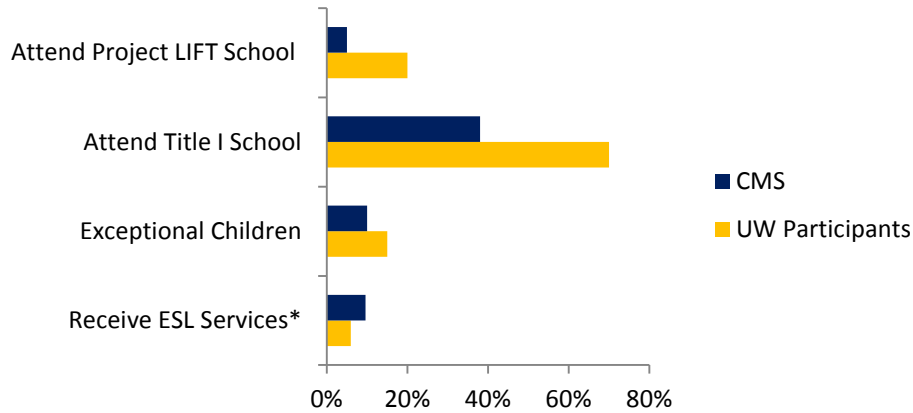
United Way (UW) Participants



Charlotte Mecklenburg Schools (CMS)



Snapshot of UW Participant Characteristics Compared to CMS

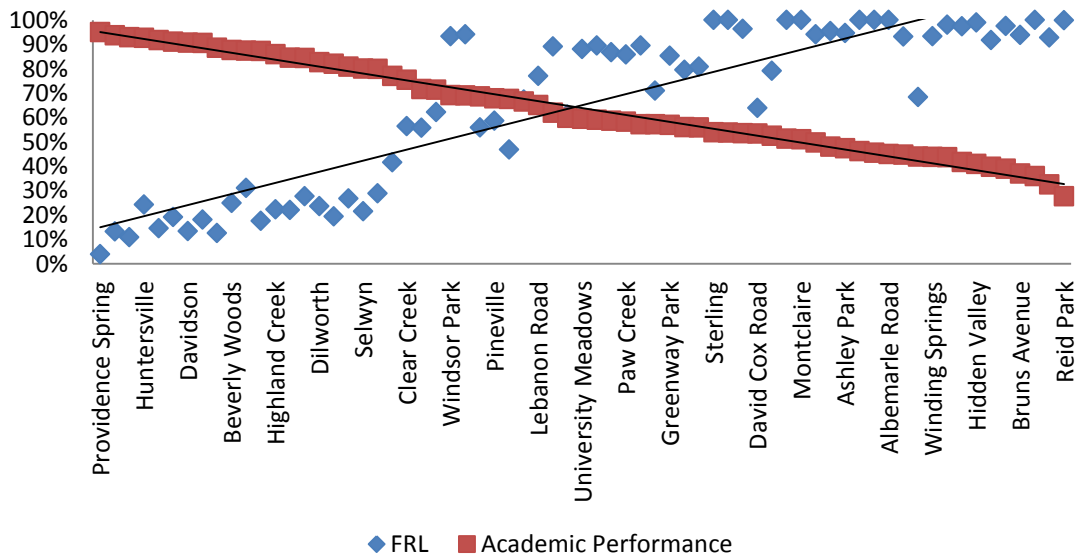


* The CMS value is not publically available and is therefore an estimate.

More UW participants attended Title I schools (which have a 75% or higher FRL population) than the CMS average.

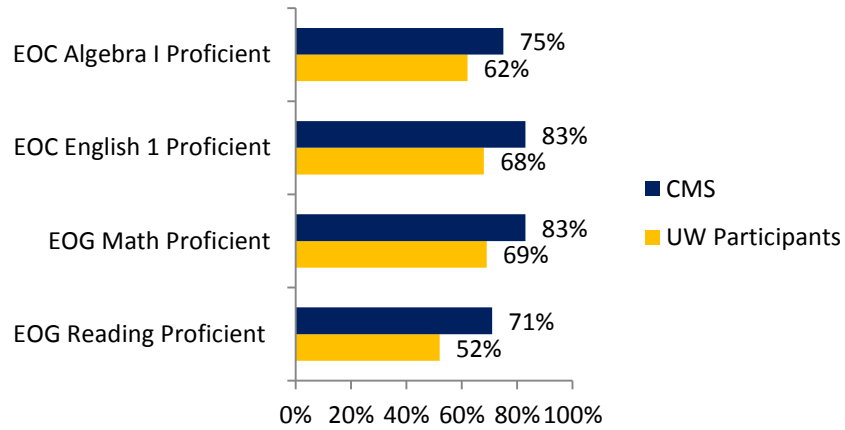
Academic Performance

Relationship between School Free and Reduced Lunch (FRL) Status and Academic Performance for CMS Elementary Schools 2012



Schools with higher number of students receiving FRL have lower academic outcomes.

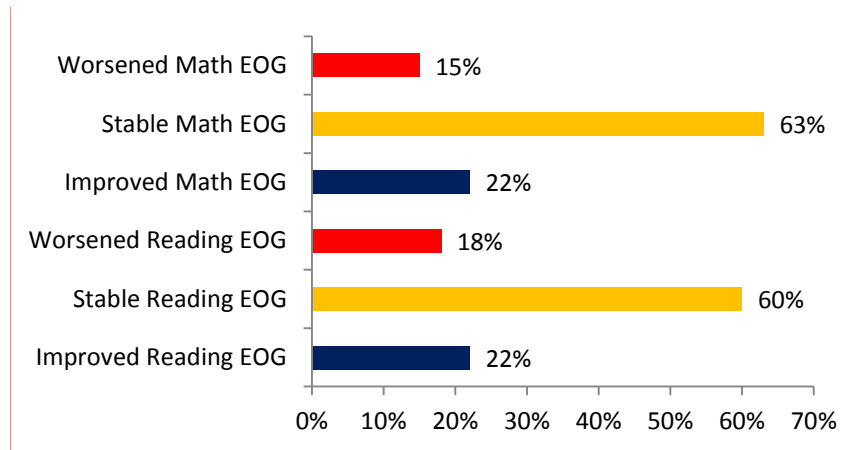
UW Participants Academic Proficiency Compared to CMS



* End-Of-Course (EOC) tests are administered at the high school level and End-of-Grade assessments (EOG) are administered at the elementary level.

UW participants score lower on average on both EOC and EOG tests than the CMS average.

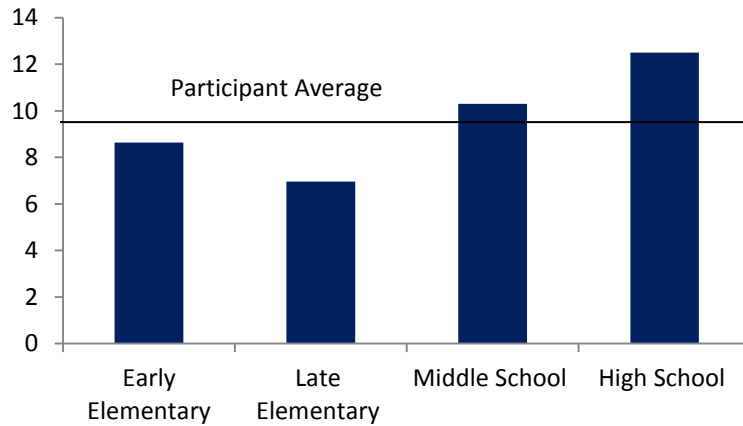
UW Participants Change in Academic Performance from Baseline to 2011-2012 School Year



85% of UW participants were stable or improved in math EOG; 82% stable or improved in reading EOG.

Attendance

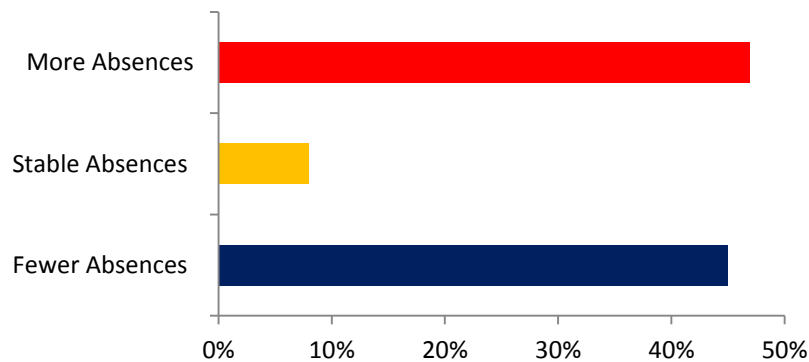
UW Participants Average Number of Absences in 2011-2012



36% of UW participants were chronically absent (10 or more absences)

The North Carolina Attendance Law (GS 115C-378) requires every student to be in attendance at school each day. CMS policy states “that any high school student missing more than 10 days (excused or unexcused) of class in a course for any reason other than a school-initiated (principal approved) absence, will receive a grade of "F" for the course.”¹

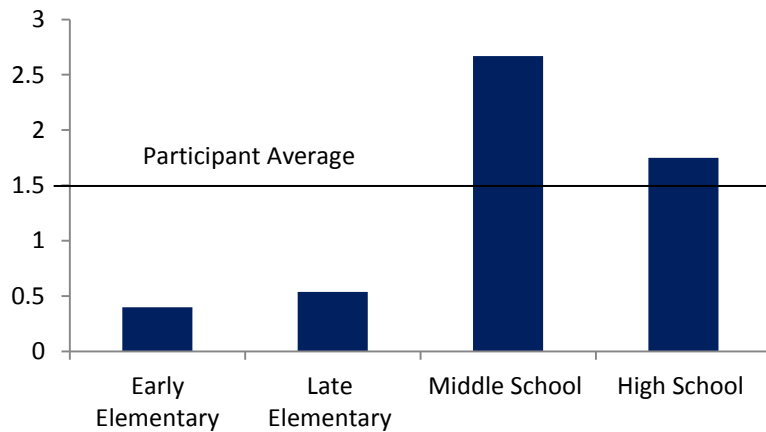
UW Participants Change in Absences from Baseline to 2011-2012 School Year



¹ CMS Regulation JHBB-R Part 2, #8.

Suspensions

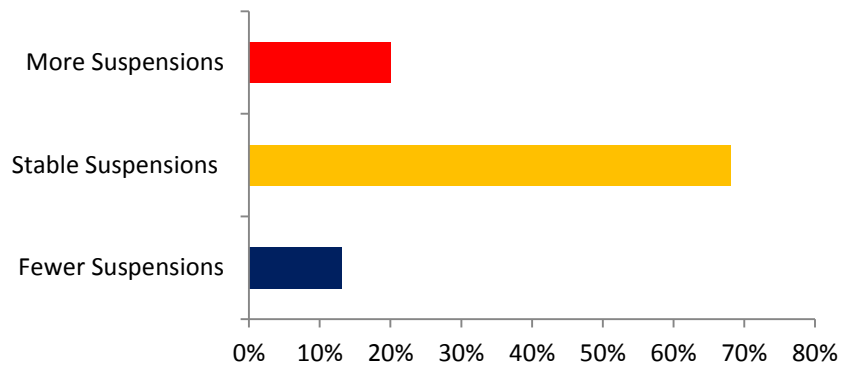
UW Participants Average Number of Suspensions in 2011-2012



24% of UW participants experienced at least one suspension

Data shows that the majority of UW participants have never been suspended, and those that have experienced an average of 1.5 suspensions. While this average is low, the literature on suspension tends to agree that any number of suspensions will impact a student negatively.² Being suspended even once in 9th grade is associated with a two-fold increase in the risk for dropping out.³

UW Participants Change in Suspensions from Baseline to 2011-2012 School Year



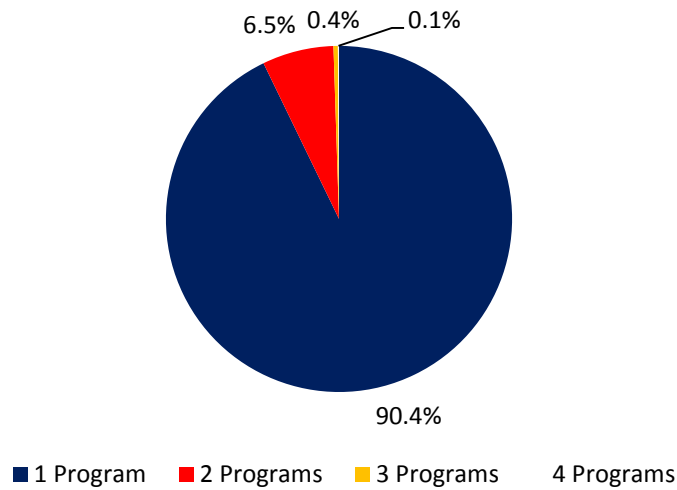
² Jerald, C. D. (2006); Neild, R., Balfanz, R. & Herzog, L. (2007).

³ Balfanz, Byrens & Fox (2012).

Multi-Program Participants

Students who participated in more than one UW-funded program in 2011-2012.

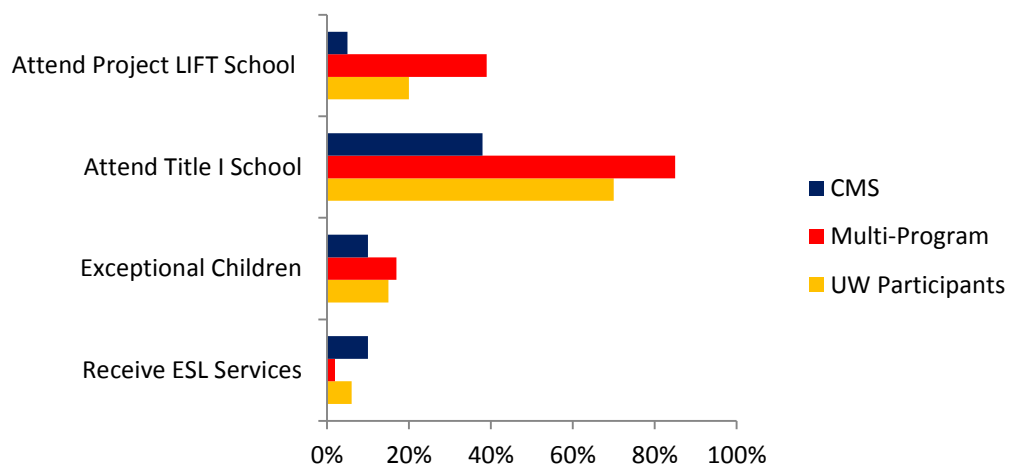
Number of Programs in which UW Participants Are Enrolled In 2011-2012



665 UW participants were in multiple UW funded programs in 2011-12.

Multi-program participants performed more poorly on EOGs and EOCs than the collective, but these students attended the highest need schools. Though they performed lower than the collective and CMS average, 25% of multi-program students improved on reading EOGs and 24% improved on math EOGs. This is better than the collective where 23% of participants improved on reading EOGs and 22% improved on math EOGs.

Snapshot of UW Multi-Program Participant Characteristics Compared to CMS and One-Program Participants



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 management model. This new approach was viewed as the best way to realign agency funding towards priority needs identified through United Way's 2011 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) a common measurement system, 3) mutually reinforcing activities, and 4) continuous communication. The result is a more efficient and coordinated use of resources for agencies and funders.⁴

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 following United Way supported agencies are involved:

- 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.⁵
- 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 Collaborative⁶
- The Urban League of Central Carolinas (The Urban League)
- YMCA
- YWCA

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

⁴ Kania & Kramer, 2011. Collective Impact. *Stanford Social Innovation Review*, Winter 2011.

⁵ Child Care Resources, Inc. is participating in strategic planning for the long-term evaluation but data is not included in analysis since services provided to youth are indirect.

⁶ Data from The Learning Collaborative is not included in analysis because participants are not school age.

the district as a whole, the 4-year cohort graduation rate⁷ for economically disadvantaged students is considerably lower (69.7%) than that of all students (76.4%).⁸ Through this Collective Impact initiative, United Way ultimately aims to decrease this disparity.

To assist in this work, United Way commissioned the UNC Charlotte Urban Institute to facilitate the collection and analysis of the critical data from each agency.

The first year of the project, 2012, focused on determining the academic indicators most pertinent to the Collective Impact initiative. The Institute provided technical assistance to each partner agency to enhance their internal data collection processes. This technical assistance sought to ensure high quality data, increasing the accuracy of the findings when matched with academic data in the Institute for Social Capital (ISC) Community Database.

The matching process occurred in year two and enabled the Institute to determine if agency-involved students experienced a change in academic achievement, attendance and suspensions between the year before they began receiving services and the 2011-2012 school year. The findings from the second year can be found in this report.

Specifically, the questions addressed in the year-two analysis include the following:

1. What are the demographic characteristics of children/youth participating in programs across these agencies?
2. How did agency children/youth perform academically before and after receiving services?
3. How were the attendance and suspension records for agency children/youth before and after receiving services?

Baseline vs. 2011-12 School Year Comparison

During year two of the project, the Institute used CMS demographic information and performance indicators from the ISC Community Database to provide a snapshot of the children and youth being served by the partner agencies. Data are for the academic year before a child received services and then the 2011-12 school year.

This report details the findings from the year two analysis for the collective of all 14 agencies' participants combined and includes basic numbers of participants, participant demographics, and academic indicators. The year two report for the project compares student data from the 2011-12 school year with the students' baseline year data. This comparison will provide agencies with changes in student achievement, suspensions and absences after receiving agency services. Also included in the collective report are participant results for the three workgroups-- academic, early-learning and enrichment. Finally, results are presented for children who have participated in multiple agencies' programs.

⁷ 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.

⁸ 2011-12 CMS 4 Year Cohort Graduation Rate

Methodology

For the year two analysis, two school years of CMS data were matched for children and youth who were identified as active participants in the agencies at any time from March 26, 2012 to May 31, 2012. The first school year of CMS data pulled (baseline data)⁹ was based on each participant's entry date into the United Way-funded program, while the second year of CMS data was for the 2011-2012 academic year, the most recent CMS data available from the ISC Community Database at the time of this report.

Participant Data

During the first year of the project, each agency met with members of the Institute research team and 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) for analysis. This same list of participants was then used to obtain CMS data for analysis in year two of the project.

Names and dates of birth were necessary to match the participants to their records in the ISC database. Program entry date determined the baseline year for each participant. In addition, only participants with entry dates before May 31, 2012 were included to ensure they were active agency participants before the 2011-12 EOG/EOC exams were taken. The ISC Database Administrator matched the participants to their CMS records in the ISC Community Database¹⁰. De-identified the records were then used to create a dataset for the collective participants.

In keeping with ISC policies and procedures, the Data Quality Review Committee¹¹ (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 not reported at all. After this stipulation was met, the de-identified dataset was released to Institute researchers who performed basic descriptive analyses using statistical software (SPSS). The results from those analyses are presented in the following section.

⁹ For the baseline data, June 16 was the cutoff date for determining which school year to use. For instance, if a child entered a program June 18, 2009 then the child's baseline data will be from SY 2008-2009

¹⁰ Technical notes on the matching procedure used are available upon request.

¹¹ DQRC, a subcommittee of the ISC Data and Research Oversight Committee, convenes specifically to review deidentified datasets from the ISC Community Database before the data are released to the researcher.

Results

Collective

Together, these 14 agencies submitted lists that (after the data were cleaned) included 12,627 participants.¹² About 79 percent of participants on these lists were matched to CMS records in the ISC database, resulting in a collective total of 9,975 unique participants.¹³ The majority of participants were in the academic workgroup (A Child's Place, Ada Jenkins Center, Care Ring, Communities In Schools, Council for Children's Rights, Right Moves for Youth, The Urban League, YMCA, YWCA).

By agency, just over half (52 percent) were participants in Communities in Schools. Another 13 percent were participants in Right Moves for Youth. A Child's Place, Big Brother Big Sisters and Girl Scouts each accounted for five to ten percent of participants. The remaining agencies each made up less than five percent of the collective. Table 1 shows the exact distribution for each agency.

A total of 665 were participants of multiple agencies (i.e. two or more of these agencies). We also identified participants involved in the Reid Park Initiative. The Reid Park Initiative is a collaborative effort between public and private agencies to assist families in the Reid Park neighborhood, specifically by working with at-risk students who attend Reid Park Academy. Launched during the 2011-12 school year, this group of agencies works collaboratively to provide both students and families intensive case management services. Of the nearly 10,000 participants in this study, 9 participants were identified as being enrolled in the Reid Park Initiative. This is not surprising as the initiative serves less than 100 children.

Since this report is capturing a baseline for participants along with 2011-12 school year data, the entry date for each participant was utilized to retrieve their CMS data for the year prior to program entry. Table 1 shows the school years represented in this report. The majority (63 percent) of participants' CMS baseline data came from the 2010-11 school year, meaning they entered the program in 2012. The earliest any participant entered a program (according to the participant data the agencies provided¹⁴) was 2008, thus the earliest year of CMS data included in this report was 2006-07.

¹² The Learning Collaborative submitted a participant list but the database returned no CMS records for its participants, likely because participants were too young to have CMS records.

¹³ 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).

¹⁴ Agencies were asked to provide a list of all children that had participated in their program at some point between March 26, 2012 and May 31, 2012. For each child, they provided name, date of birth, and the date they began the program.

Table 1

Collective Participant Overview		
Sample Size	Number	
Collective	9,975	
Participants by Agency	Number	Percent
A Child's Place	1,021	10.2%
Ada Jenkins Center	51	0.5%
Big Brothers Big Sisters	870	8.7%
Boy Scouts	244	2.4%
Boys and Girls Clubs	448	4.5%
Care Ring	30	0.3%
Charlotte Speech and Hearing Center	41	0.4%
Communities In Schools	5,185	52.0%
Council for Children's Rights	130	1.3%
Girl Scouts	748	7.5%
Right Moves for Youth	1,327	13.3%
The Urban League	22	0.2%
YMCA	272	2.7%
YWCA	181	1.8%
Special Program		
Participants in Reid Park Initiative	9	0.1%
School Year of Baseline Data Pulled		
2006-07	211	2.9%
2007-08	292	4.0%
2008-09	743	10.3%
2009-10	1,399	19.3%
2010-11	4,586	63.4%
School Year 2011-12	9,676	97.0%

Race and Gender

The majority of participants were African American, accounting for 73 percent of participants during the baseline year data and 2011-12. Seventeen percent of participants were Hispanic in the baseline year data and 2011-12, while 4.5 percent and 4.8 percent of participants were white during baseline year data and 2011-12 respectively. The remaining participants were Asian, American Indian or Multi-Racial.

The gender breakdown of participants was fairly even, with more females in 2011-12 (53 percent) and the baseline year (53 percent) who were agency participants.

Age

During the 2011-12 school year, around 40 percent of participants were between the ages of 10 and 13. The largest numbers were 11 and 12-year olds and the lowest number like in the baseline year data were at the very bottom (2-3 year olds) and top of the age range (19-20 year olds).

When looking at the age distribution of participants in the baseline year, it is important to remember that this does not represent the current ages of children in these program but the age of the child the year before they entered the program. Over half of participants fell between the ages of seven and 11 in

the baseline year data. The age distribution of participants in the baseline year was similar to the 2011-12 school year.

English as a Second Language

Six percent of participants received services in the English as a Second Language program during the 2011-12 school year. This is less than the seven percent of participants who received services during the baseline year.

Exceptional Children

Nearly 15 percent of participants were classified as Exceptional Children (EC) during the 2011-12 school year. Six percent of participants had a specific learning disability¹⁵, 3 percent had an 'other' disability, 2 percent had a developmental or intellectual disability¹⁶, and 1 percent had a serious emotional disability.¹⁷

Thirteen percent of participants were identified with an EC designation during the baseline year. Five percent had a specific learning disability, 3 percent had an 'other' disability, 2 percent had a developmental or intellectual disability, and 1 percent had a serious emotional disability.

The EC designation also includes children who are considered academically or intellectually gifted. In 2011-12 and the baseline year data nearly 3 percent of participants were identified as gifted.

¹⁵ 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.

¹⁶ 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.

¹⁷ 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.

Table 2

Collective Participant Demographics				
	2011-12		Baseline	
Race/Ethnicity	Number	Percent	Number	Percent
White	472	4.8%	388	4.5%
African American	7,199	73.0%	6,282	73.1%
Hispanic	1,715	17.4%	1,491	17.4%
Asian	250	2.5%	185	2.2%
American Indian	50	0.5%	44	0.5%
Multi-Racial	173	1.8%	202	2.4%
Gender				
Male	4,609	46.8%	4,012	46.7%
Female	5,248	53.2%	4,578	53.3%
Age				
2-3	12	0.1%	79	0.9%
4	109	1.1%	330	3.9%
5	338	3.5%	604	7.1%
6	505	5.2%	609	7.2%
7	601	6.2%	687	8.1%
8	609	6.3%	697	8.2%
9	662	6.8%	767	9.1%
10	808	8.4%	942	11.1%
11	960	9.9%	920	10.9%
12	1,131	11.7%	737	8.7%
13	929	9.6%	703	8.3%
14	686	7.1%	569	6.7%
15	754	7.8%	470	5.5%
16	807	8.3%	262	3.1%
17	574	5.9%	79	0.9%
18	164	1.7%	17	0.2%
19-20	27	0.2%	*	*
English as a Second Language (ESL) Status				
Receiving Services	555	5.6%	662	6.6%
Exceptional Child (EC) Status				
Specific Learning Disabled	637	6.4%	498	5.0%
Serious Emotional Disability	86	0.9%	90	0.9%
Developmental/Intellectual Disabilities	181	1.8%	166	1.7%
Other Disability	314	3.1%	301	3.0%
Gifted	303	3.0%	257	2.6%

Grade

The grade distribution is similar to the age distribution. In 2011-12 nearly one-third of participants were in middle school, 30 percent in high school, 22 percent in late elementary school and 15 percent in early elementary. It is important to note the baseline year data represents the grade participants were in prior to receiving services. During the baseline year, middle school participants accounted for 30 percent of participants, while 29 percent of participants were in late elementary, 23 percent were in early elementary and 16 percent were in high school. Three percent of participants were pre-kindergarten participants in the baseline year data.

Special Groups

We examined participants who were represented in three groups of schools and included schools in the Project L.I.F.T. Zone¹⁸, schools designated as Title I (i.e. high poverty)¹⁹, and schools that include grades K or Pre-K through 8.²⁰ These groups are not mutually exclusive so a school could have all three designations or any combination of the designations.

During the 2011-12 school year, more participants were identified in these three groups than the baseline year. Twenty percent of participants attended schools in the Project L.I.F.T. Zone, 70 percent attended Title I schools, and 16 percent attended schools with grades K or Pre-K through 8.

During the baseline year of data, fewer participants were identified in these groups. Eleven percent of participants attended schools in the Project L.I.F.T. Zone, over half attended Title I schools, and 9 percent attended schools with grades K or Pre-K through 8.

¹⁸ 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.

¹⁹ 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.

²⁰ These designations are as of the 2012-13 school year. Since the CMS data included in this report comes 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 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.

Table 3

Collective School Information				
Grade	2011-12		Baseline	
	Number	Percent	Number	Percent
Pre-Kindergarten	43	0.4%	247	2.9%
Early Elementary (K-2)	1,478	15.0%	1,912	22.7%
Kindergarten	349	23.6%	605	31.6%
1 st	533	36.1%	620	32.4%
2 nd	596	40.3%	687	35.9%
Late Elementary (3-5)	2,201	22.3%	2,428	28.8%
3 rd	679	30.8%	792	32.6%
4 th	727	33.0%	702	28.9%
5 th	795	36.1%	934	38.5%
Middle (6-8)	3,181	32.3%	2,525	29.9%
6 th	938	29.5%	973	38.5%
7 th	1,202	37.8%	802	31.8%
8 th	1,041	32.7%	750	29.7%
High (9-12)	2,948	29.9%	1,328	15.7%
9 th	719	24.4%	519	39.1%
10 th	777	26.4%	506	38.1%
11 th	620	21.0%	286	21.5%
12 th	832	28.2%	17	1.3%
Post High School	8	0.1%	*	*
Special Groups				
Project L.I.F.T. Schools	2,010	20.2%	1,132	11.3%
Title I Schools	6,981	70.0%	5,136	51.5%
PreK/K – 8 Schools	1,615	16.2%	905	9.1%

Schools

In 2011-12, participants attended 171 CMS school. The ten schools with the largest number of participants accounted for 28 percent of participants, while the remaining participants attended the other 161 schools. The schools the greatest number of participants attended in 2011-12 were West Charlotte High followed by Ranson Middle School.

Schools that were attended by participants were dispersed throughout CMS and four schools were in the top ten schools attended during both 2011-12 and the baseline year. They include Ranson Middle School, Walter G. Byers School, Bruns Academy, and Vance High School.

Similar to the schools participants attended in 2011-12, the schools participants attended before receiving services during the baseline year were also dispersed. The year before participants received services, they attended 190 CMS schools.²¹ The ten schools with the largest numbers of participants in the baseline year data accounted for 20 percent of participants, while the other 80 percent were spread around the other 180 schools.

²¹ This includes pre-K centers and schools that have since closed.

The school the greatest number of participants attended during the baseline year data was John Taylor Williams Middle School, which is now closed, followed by Ranson Middle School.

Table 4

Collective Schools Attended		
Schools 2011-12		
Top 10	Number	Percent
West Charlotte High	406	4.1%
Ranson Middle	313	3.2%
West Mecklenburg High	288	2.9%
Walter G. Byers School (Pre-K-8)	286	2.9%
East Mecklenburg High	274	2.8%
Bruns Academy (Pre-K-8)	271	2.7%
Phillip O. Berry Academy of Tech	225	2.3%
Druid Hills Academy	221	2.2%
Vance High	213	2.2%
Harding University High	210	2.1%
All Other (161) Schools	7,152	72.0%
Schools Baseline Year		
Top 10		
John Taylor Williams Middle (Closed)	226	2.6%
Ranson Middle	209	2.4%
Bishop Spaugh Community Academy (6-8) (Closed)	200	2.3%
Bruns Academy (Pre-K-8)	185	2.2%
Coulwood Middle	167	1.9%
Rama Road Elementary	164	1.9%
Albemarle Road Elementary	156	1.8%
Wilson Middle (Closed)	154	1.8%
Vance High	149	1.7%
Walter G. Byers School (Pre-K-8)	147	1.7%
All Other (180) Schools	6,837	79.4%

How did agency participants perform academically?

Academic performance is one of the most basic predictors of whether or not a student will graduate from high school. 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) tests. The 2011-12 EOG and EOC exams were the final year of exams administered before the common core curriculum was implemented in North Carolina schools in 2012-13. Future EOG and EOC exams will not be comparable to previous years.

Specifically, EOG and EOC achievement levels were used (not raw scores), to 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 in the following tables beginning with EOG results (3rd-8th grade) and then EOC (high school) results. Additional tables identify the change in EOG or EOC levels participants scored in 2011-12 compared to the baseline year data (the year before participants received agency services).

EOG Performance

Table 5 provides the End-of-Grade (EOG) Reading and Math results for participants in 2011-2012 after they received agency services. Students can score a Level I, Level II, Level III, or Level IV on the EOGs. Levels I and II indicate a student is performing below grade level while Levels III and IV indicate a student is performing at or above grade level. Students in grades 3-8 take end-of-grade exams. High school students take content specific End-of-Course exams.

In the 2011-12 school year, participants tended to perform lower on reading assessments compared to math assessments in both late elementary and middle school. Fifty-two percent of all participants were at or above grade level on the reading EOG. This accounted for 52 percent of middle school participants who were at or above grade level in reading, and 51 percent of late elementary school participants who were at or above grade level.

Sixty-nine percent of all participants were at or above grade level on the math EOG. Seventy-one percent of late elementary school participants and 68 percent of middle school participants were at or above grade level for math in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring Level I on reading EOGs (20 percent) was much greater than for math EOGs (6 percent). The percent of participants scoring Level IV on reading EOGs (7 percent) was half compared to the percent scoring Level IV in math (13 percent).

Table 5

Collective EOG Academic Performance						
2011-12						
	All Students		Late Elementary		Middle School	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	4,957	-	2,007	-	2,950	-
Level I	974	19.6%	447	22.3%	527	17.9%
Level II	1,421	28.7%	536	26.7%	885	30.0%
Level III	2,220	44.8%	888	44.2%	1,332	45.2%
Level IV	342	6.9%	136	6.8%	206	7.0%
At or Above Grade Level	2,562	51.7%	1,024	51.0%	1,538	52.2%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	5,021	-	2,042	-	2,979	-
Level I	297	5.9%	118	5.8%	179	6.0%
Level II	1,244	24.8%	473	23.2%	771	25.9%
Level III	2,823	56.2%	1,154	56.5%	1,669	56.0%
Level IV	657	13.1%	297	14.5%	360	12.1%
At or Above Grade Level	3,480	69.3%	1,451	71.0%	2,029	68.1%

Changes in EOG Performance

Table 6 presents an analysis of how participants' End-of-Grade (EOG) scores changed from the baseline year (prior to receiving agency services) to 2011-2012 (after receiving agency services).

The Improved category indicates that a student improved by one or two levels from the baseline year to 2011-2012. For a one-level improvement, the student could have shifted from a Level I to II or from a Level II to III. For a two-level improvement, the student could have shifted from a Level I to III or from a Level II to IV.

The total number of students with data for both EOG reading and math does not match the number of all students in Table 5. Many participants entered agency programs for the first time in 2011-2012, and therefore have no prior year's data for comparison. Additionally, some participants may have been enrolled in a grade where the EOG was not administered in either the baseline year (the year prior to receiving agency services) or the 2011-2012 school year.

Twenty-three percent of participants improved from the baseline year to 2011-12 in the reading EOG exam. Sixty percent of participants remained stable, meaning the score they received during the 2011-12 EOG reading test was the same as the score on the EOG reading test during their baseline year, and eighteen percent worsened. For participants who improved, 21 percent improved one level and two percent improved two levels. For participants who worsened, 18 percent worsened one level and one percent worsened two levels.

Over one quarter of late elementary participants improved in their reading EOGs, 23 percent improved one level and 3 percent improved two levels. Fifty seven percent stayed stable and 17 percent worsened.

A smaller percentage of middle school participants improved in EOG reading from the baseline year to 2011-12 compared to late elementary participants. Twenty-two percent of middle school participants improved; 20 percent improved one level. Sixty percent remained stable and 18 percent worsened.

EOG math results experienced a similar trend for all participants compared to the EOG reading results. Twenty-two percent of participants improved; 21 percent improved one level and nearly two percent improved two levels. Sixty-three percent stayed stable and 15 percent worsened. Twenty-four percent of late elementary school participants improved and 22 percent of middle school participants improved. Sixty-three percent of late elementary and 62 percent of middle school participants remained stable, while 13 percent of late elementary and 16 percent of middle school participants worsened.

Table 6

Change in Collective EOG Academic Performance						
2011-12 vs. Baseline						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading Results						
Participants with data for both years	3,346	-	793	-	2,553	-
Total Improved by:	760	22.7%	210	26.5%	550	21.6%
One level	697	20.8%	185	23.3%	512	20.1%
Two levels	63	1.9%	25	3.2%	38	1.5%
Remained Stable:	1,993	59.6%	451	56.9%	1,542	60.4%
Total Worsened by:	593	17.7%	132	16.7%	461	18.1%
One level	563	16.8%	129	16.3%	434	17.0%
Two levels	30	0.9%	*	*	27	1.1%
EOG Math Results						
Participants with data for both years	3,396	-	810	-	2,586	-
Total Improved by:	748	22.1%	193	23.8%	555	21.5%
One level	698	20.6%	174	21.5%	524	20.3%
Two levels	50	1.5%	19	2.3%	31	1.2%
Remained Stable:	2,125	62.6%	512	63.2%	1,613	62.4%
Total Worsened by:	523	15.3%	105	12.9%	418	16.1%
One level	494	14.5%	100	12.3%	394	15.2%
Two levels	28	0.8%	5	0.6%	23	0.9%

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

EOC Performance

Table 7 provides the End-of-Course (EOC) English and Math results for participants in Grades 8-12. Most participants taking the EOC are enrolled in grades 9, 10, 11, or 12, although it is possible for advanced 8th graders to take the EOC test as well.

A greater percent of participants were at or above grade level in English on EOC exams. There was no middle school data reported, but 67 percent of high school participants were found to be proficient in English. EOC math results showed 62 percent of all participants were at or above grade level in math.

Eighty-eight percent of middle school participants, and 57 percent of high school participants were at or above grade level in math in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring Level I on reading EOCs (11 percent) was less than participants scoring Level I on math EOCs (14 percent). A smaller percent of participants scored Level IV in reading (12 percent) than math (14 percent) as well and the vast majority of participants scored Level II and III in both reading and math EOCs.

Table 7

EOC Academic Performance						
2011-12						
EOC English Results	All Students		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	564	-	*	*	564	-
Level I	60	10.6%	*	*	60	10.6%
Level II	123	21.8%	*	*	123	21.8%
Level III	314	55.7%	*	*	314	55.7%
Level IV	67	11.9%	*	*	67	11.9%
At or Above Grade Level	381	67.6%	*	*	381	67.6%
EOC Math Results						
	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	809	-	133	-	676	-
Level I	110	13.6%	5	3.8%	105	15.5%
Level II	194	24.0%	11	8.3%	183	27.1%
Level III	389	48.1%	64	48.1%	325	48.1%
Level IV	116	14.3%	53	39.8%	63	9.3%
At or Above Grade Level	505	62.4%	117	87.9%	388	57.4%

Changes from EOG to EOC Performance

Table 8 presents students who were enrolled in grades where the EOG was administered during the participants’ baseline year (the year prior to receiving agency services), but were enrolled in grades where the EOC was administered in 2011-2012 (after receiving agency services). This table provides an analysis of how their EOG scores in the baseline year compare to their EOC scores after participating in the agency.

The total number of students with data that includes one year of EOG scores and one year of EOC scores does not match the total number of students in Table 7. Many participants entered the agency for the first time in 2011-2012, and therefore do not have prior year’s data for a baseline comparison.

It is important to note that comparisons between EOG and EOC exams are not ideal, but were used for this analysis since EOC exams are taken only once unless failed, and therefore cannot be compared.

Fifty-two percent of high school participants showed improvement in their scores from their EOG reading to EOC English score; 43 percent improved one level and 9 percent improved two levels. Forty-four percent of participants remained stable and 4 percent worsened.

In math, 21 percent of participants showed improvement in their scores from the EOG math exam results to EOC math exam results. Fifty-nine percent remained stable and 20 percent of participants worsened; 19 percent by one level and two percent worsened two levels.

Nearly 13 percent of middle school participants improved in math from their baseline year data to 2011-12, while 64 percent remained stable and 23 percent worsened. Twenty-four percent of high school participants improved; 21 percent improved one level and 2 percent improved two levels. Fifty-seven percent of high school participants remained stable and 19 percent worsened; 17 percent worsened one level and two percent worsened two levels.

Table 8

Change in Collective EOG to EOC Academic Performance						
2011-12 vs. Baseline ²²						
EOG Reading to EOC English Results	All Students (Gr. 6-12)		Middle School (Gr. 6-8)		High School (Gr. 9-12)	
	Number	Percent	Number	Number	Percent	Number
Participants with data for both years	421	-	*	-	421	-
Total Improved by:	219	52.0%	*	*	219	52.0%
One level	181	43.0%	*	*	181	43.0%
Two levels	38	9.0%	*	*	38	9.0%
Remained Stable:	186	44.2%	*	*	186	44.2%
Total Worsened by:	16	3.8%	*	*	16	3.8%
One level	16	3.8%	*	*	16	3.8%
Two levels	*	*	*	*	*	*
EOG to EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Participants with data for both years	591	-	120	-	471	-
Total Improved by:	126	21.3%	15	12.5%	111	23.5%
One level	116	19.6%	15	12.5%	101	21.4%
Two levels	10	1.7%	*	*	10	2.1%
Remained Stable:	346	58.5%	77	64.2%	269	57.1%
Total Worsened by:	119	20.1%	28	23.3%	91	19.3%
One level	110	18.6%	28	23.3%	82	17.4%
Two levels	9	1.5%	*	*	9	1.9%

²² This table presents students who were enrolled in grades where the EOG exam was administered during the participant’s baseline year, but were then enrolled in grades where the EOC exam was administered in 2011-12. This chart best represents the change in achievement for students without two years of EOG or two years of EOC exam scores.

What are the attendance and suspension records of participants?

In addition to low academic performance, poor attendance and poor behavior are two significant factors that cause students to drop out of high school. According to a study conducted in 2007, these three factors identified in sixth grade can predict 60 percent of the students who will not graduate from high school.²³

CMS policy states that 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 ages 7-16 with 10 or more unexcused absences may be prosecuted and could face jail time or a fine; however, this is rarely enforced.

Absences

Table 9 first describes participants with chronic absences in the 2011-12 school year. Chronic absence is defined as being absent 10 or more days during the school year. CMS reports total absences and the absences code (excused and unexcused) separately, so the excused and unexcused absences added together will not necessarily equal the total absences.

The mean is the average number of absences per student in the collective. The median is the middle number in the list of all values sorted numerically. For example, if the absences for all students were placed in list from the lowest to highest number of absences, the median would lie in the exact middle. The mode is the number of absences that appeared most frequently. The minimum is the lowest number of absences, while the maximum is the highest number of absences. The standard deviation measures how spread out the numbers are relative to the average. A higher standard deviation indicates that many values are far away from the average.

Nearly thirty-six percent of all participants were absent 10 or more days in 2011-12. The average participant was absent nine days, though some participants had perfect attendance.

High school participants had the most absences; 43 percent of participants had 10 or more absences and the average high school participant was absent 13 days. Late elementary participants experienced the lowest percent (25 percent) that had 10 or more absences in 2011-12. The average late elementary participant was absent seven days.

When comparing the type of absences, unexcused absences were more prevalent among participants than excused absences. On average, participants had two excused absences and six unexcused absences. Participants in high school were less likely to have excused absences while early elementary school participants were more likely to have excused absences. The opposite is true with unexcused absences. High school participants had the most unexcused absences, while late elementary school participants had the fewest.

²³ 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.

Table 9

Collective Absences									
2011-12									
Type of Absence ²⁴	School Level ²⁵	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
Total	All Students	3,518	35.7%	9.95	7	3	0	150	11.952
	Early Elementary (K-2)	495	33.5%	8.64	7	2	0	108	8.6711
	Late Elementary (3-5)	540	24.5%	6.95	5	2	0	106	7.4842
	Middle School (6-8)	1,203	37.8%	10.29	7	3	0	119	11.2903
	High School (9-12)	1,263	42.8%	12.50	8	0	0	150	15.665
Excused	All Students	491	5.0%	2.304	1	0	0	104	4.6278
	Early Elementary (K-2)	111	7.5%	3.2	2	0	0	71	5.1043
	Late Elementary (3-5)	91	4.1%	2.373	1	0	0	104	4.9605
	Middle School (6-8)	161	5.1%	2.245	1	0	0	75	4.5941
	High School (9-12)	103	3.5%	1.852	0	0	0	76	4.0673
Unexcused	All Students	1,807	18.3%	6.081	4	0	0	146	8.6376
	Early Elementary (K-2)	216	14.6%	5.04	3	0	0	50	8.5444
	Late Elementary (3-5)	211	9.6%	4.038	3	0	0	41	4.5028
	Middle School (6-8)	517	16.3%	5.375	4	0	0	86	6.568
	High School (9-12)	851	28.9%	8.889	5	0	0	146	12.573

Changes in Absences

Table 10 presents an analysis of how participants’ number of CMS absences changed from the baseline year (the year prior to receiving agency services) to 2011-2012 (after receiving agency services). Table 10 represents participants with 2 years of data. The number of All Students in this table does not match the number of All Students in Table 9 since this table includes only participants who have data for both 2011-2012 and a prior year. Some participants may have entered the agency for the first time in 2011-2012, and therefore do not have a prior year’s data for a baseline comparison. It is important to note

²⁴ 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.

²⁵ Pre-K and Post High School students identified but too few to report.

that absenteeism increases as students age. Therefore, a slight increase is expected and stability should be viewed as a positive outcome.

Nearly 45 percent of participants experienced an improvement in absences, meaning they were absent fewer times in 2011-12 compared to the baseline year of data. However, 47 percent of participants were absent more times in 2011-12 than the baseline year and 8 percent remained stable, meaning they were absent the same number of times in 2011-12 as in the baseline year data. The greatest improvements were experienced by early elementary and late elementary and in turn, high school and middle school participants experienced a greater number of absences in 2011-12 than in their baseline year.

Nearly 70 percent of participants had either the same amount or fewer excused absences in 2011-12 than in their baseline year. Early elementary participants had the greatest percent of participants experiencing fewer excused absences, while high school participants experienced more excused absences in 2011-12 than the baseline year data.

Forty-one percent of participants experienced fewer unexcused absences in 2011-12 compared to the baseline year. While 13 percent of participants experienced the same number of unexcused absences in both years of data, 46 percent of participants were absent more in 2011-12 than in their baseline year. More high school participants had unexcused absences in 2011-12 compared to their baseline year, while early elementary participants experienced the most improvement.

Table 10

Change in Collective Absences								
2011-12 vs. Baseline								
Type of Absence ²⁶	School Level	Improved		Stable		Worsened		Average change
Total	All Students	3,770	44.7%	696	8.2%	3,974	47.1%	0.8043
	Early Elementary (K-2)	588	59.3%	84	8.5%	320	32.3%	-2.2682
	Late Elementary (3-5)	1,064	54.4%	179	9.2%	712	36.4%	-1.2537
	Middle School (6-8)	1,171	40.2%	233	8.0%	1,511	51.8%	1.5225
	High School (9-12)	939	36.5%	200	7.8%	1,431	55.7%	2.7774
Excused	All Students	3,367	39.9%	2,446	29.0%	2,627	31.1%	-0.3713
	Early Elementary (K-2)	522	52.6%	183	18.4%	287	28.9%	-1.1845
	Late Elementary (3-5)	942	48.2%	459	23.5%	554	28.3%	-0.9069
	Middle School (6-8)	1,112	38.1%	872	29.9%	931	31.9%	-0.1503
	High School (9-12)	786	30.6%	929	36.1%	855	33.3%	0.1012
Unexcused	All Students	3,442	40.8%	1,127	13.4%	3,871	45.9%	0.6975
	Early Elementary (K-2)	524	52.8%	119	12.0%	349	35.2%	-1.3599
	Late Elementary (3-5)	924	47.3%	272	13.9%	759	38.8%	-0.5898
	Middle School (6-8)	1,139	39.1%	437	15.0%	1,339	45.9%	0.5235
	High School (9-12)	847	33.0%	299	11.6%	1,424	55.4%	2.6938

Suspensions

Suspensions are another piece of the attendance picture. When a child is suspended, they are taken out of their regular classroom while 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.

Suspensions were measured by the total number of days each participant spent in out-of-school suspension in 2011-12 and in the baseline year (the year before participants began receiving services). Basic descriptive statistics (mean, median, mode, minimum, maximum, and standard deviation) as

²⁶ 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.

reported for absences are reported in the following table for out-of-school suspension and the percent of participants that were suspended at least one day in that year. Data for in-school suspensions was not available.

In 2011-12, 24 percent of all participants were given an out-of-school suspension. Thirty five percent of middle school participants experienced an out-of-school suspension, while 25 percent of high school participants, 15 percent of late elementary school participants and 9 percent of early elementary school participants experienced out-of-school suspension. On average, participants spent 2 days in out-of-school suspension.

Table 11

Collective Out-of-School Suspensions									
2011-12									
	School Level ²⁷	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
Out-of-School	All Students	2,311	23.5%	1.566	0	0	0	86	4.565
	Early Elementary (K-2)	137	9.3%	.3985	0	0	0	29	1.898
	Late Elementary (3-5)	319	14.5%	.5379	0	0	0	33	2.026
	Middle School (6-8)	1,117	35.1%	2.669	0	0	0	86	5.950
	High School (9-12)	737	25.0%	1.75	0	0	0	51	4.871

Changes in Suspensions

Table 12 presents an analysis of how participants’ number of suspensions changed from the baseline year (prior to receiving services) to 2011-2012 (after receiving agency services). The number of All Students does not match the number of All Students in Table 11 since many participants entered the agency in 2011-2012 and therefore do not have a baseline year for comparison.

Nearly 13 percent of participants experienced fewer out-of-school suspensions in 2011-12 compared to their baseline year, and 68 percent of participants remained stable, meaning they had the same number of out-of-school suspensions in 2011-12 as they did in their baseline year. Nearly 20 percent of participants experienced more days in out-of-school suspension in 2011-12 than in their baseline year.

High school participants had the greatest improvement in out-of-school suspensions meaning 18 percent of participants had fewer out-of-school suspensions in 2011-12 than their baseline year. Middle school participants had the greatest percentage of participants who experienced more days in out-of-school suspension in 2011-12 than in their baseline year. The majority of participants in all grade

²⁷ Pre-K students identified but too few to report.

breakdowns stayed stable. Older participants were more likely to experience more days in out-of-school suspension in 2011-12 than in their baseline year.

Table 12

Change in Collective Out-of-School Suspensions								
2011-12 vs. Baseline								
	School Level	Improved		Stable		Worsened		Average change
Out-of-School	All Students	992	12.6%	5,319	67.8%	1,531	19.5%	0.4463
	Early Elementary (K-2)	40	4.2%	820	86.1%	92	9.7%	0.2731
	Late Elementary (3-5)	127	7.1%	1,427	80.1%	228	12.8%	0.2452
	Middle School (6-8)	374	14.1%	1,493	56.3%	786	29.6%	1.1195
	High School (9-12)	451	18.4%	1,579	64.3%	425	17.3%	-0.068

Academic Workgroup

The Academic Workgroup includes 9 agencies that provide academic services to participants and include: A Child's Place, Ada Jenkins Center, Care Ring, Communities In Schools, Council for Children's Rights, Right Moves for Youth, The Urban League, YMCA, and YWCA. This group accounted for the majority of agency programs and with such a majority, the findings for the group strongly reflect the collective overall.

The largest agencies represented in the workgroup were Communities in Schools followed by Right Moves for Youth and A Child's Place. Agencies with the smallest representation of participants in the workgroup included Care Ring, and Ada Jenkins Center.

We also identified participants involved in the Reid Park Initiative by workgroup. Nine participants were identified as being enrolled in the Reid Park Initiative.

Since this report is capturing a baseline for participants along with 2011-12 school year data, the entry date for each participant was utilized to retrieve their CMS data for the year prior to their entering the program. The following table shows the school years represented in this report. The majority (59 percent) of participants' CMS baseline data came from the 2010-11 school year, meaning they entered the program in 2012. The earliest any participant entered a program was 2008, thus the earliest year of CMS data included in this report was 2006-07.²⁸

²⁸ Agencies were asked to provide a list of all children that had participated in their program at some point between March 26, 2012 and May 31, 2012. For each child, they provided name, date of birth, and the date they began the program.

Table 13

Academic Workgroup Participants		
Sample Size		
Academic Workgroup	7,928	
Participants by Agency		
	Number	Percent
A Child's Place	1,021	12.9%
Ada Jenkins Center	51	0.6%
Care Ring	30	0.4%
Communities In Schools	5,185	65.4%
Council for Children's Rights	130	1.6%
Right Moves for Youth	1,327	16.7%
The Urban League	22	0.3%
YMCA	272	3.4%
YWCA	181	2.3%
Special Program		
Participants in Reid Park Initiative	9	0.08%
School Year of Baseline Data Pulled		
2006-07	211	3.3%
2007-08	292	4.5%
2008-09	743	11.5%
2009-10	1,399	21.7%
2010-11	3,793	58.9%
School Year 2011-12	7,891	99.5%

Race and Gender

The majority of participants were African American, accounting for 74 percent of participants during the baseline year data and 2011-12. Seventeen percent of participants were Hispanic and 4 percent were white during baseline year data and 2011-12. The remaining participants were Asian, American Indian, or Multi-Racial.

The gender breakdown of participants was the same for the baseline year data and 2011-12. During both years, more females (52 percent) participated in agencies than males (48 percent).

Age

During the 2011-12 school year, around forty percent of participants were between the ages of 11 and 14. The largest numbers were 12 and 13-year olds, and the lowest numbers were at the very bottom and top of the spectrum.

The age distribution of participants in the baseline year was similar to the 2011-12 school year. When looking at the age distribution of participants in the baseline year, it is important to remember that this does not represent the current ages of children in these programs, but the age of the child the year before they entered the program. Forty-one percent of participants fell between the ages of ten and 13

in the baseline year data. The largest numbers were 10 and 11-year olds and the lowest numbers came at the very bottom and top of the spectrum in the baseline year.

English as a Second Language

Five percent of participants received services in the English as a Second Language program during the 2011-12 school year. This is less than the near seven percent of participants who received services during the baseline year.

Exceptional Children

Fifteen percent of participants were classified as Exceptional Children (EC) during the 2011-12 school year. Seven percent of participants had a specific learning disability²⁹, 3 percent had an 'other' disability, 2 percent had a developmental or intellectual disability³⁰, and 1 percent had a serious emotional disability.³¹ Thirteen percent of participants were identified with an EC designation during the baseline year. Five percent of participants had a specific learning disability, 3 percent had an 'other' disability, 2 percent had a developmental or intellectual disability, and 1 percent had a serious emotional disability.

The EC designation also includes children who are considered academically or intellectually gifted. In 2011-12 and the baseline year data nearly 3 percent of participants were identified as gifted.

²⁹ 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.

³⁰ 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.

³¹ 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.

Table 14

Academic Workgroup Demographics				
	2011-12		Baseline	
Race/Ethnicity	Number	Percent	Number	Percent
White	322	4.1%	273	4.0%
African American	5,862	74.3%	5,123	74.2%
Hispanic	1,342	17.0%	1,173	17.0%
Asian	190	2.4%	156	2.3%
American Indian	41	0.5%	38	0.6%
Multi-Racial	134	1.7%	142	2.1%
Gender				
Male	3,791	48.0%	3,315	48.0%
Female	4,099	52.0%	3,589	52.0%
Age				
1-3	11	0.1%	58	0.8%
4	84	1.1%	249	3.7%
5	269	3.5%	420	6.2%
6	348	4.5%	405	6.0%
7	398	5.2%	454	6.7%
8	426	5.5%	501	7.4%
9	422	5.5%	562	8.3%
10	561	7.3%	756	11.1%
11	734	9.5%	726	10.7%
12	877	11.4%	657	9.7%
13	794	10.3%	646	9.5%
14	609	7.9%	543	8.0%
15	676	8.8%	461	6.8%
16	764	9.9%	253	3.7%
17	550	7.1%	77	1.1%
18	158	2.0%	17	0.3%
19-20	27	0.3%	*	*
English as a Second Language (ESL) Status				
Receiving Services	428	5.4%	525	6.6%
Exceptional Child (EC) Status				
Specific Learning Disabled	523	6.6%	413	5.2%
Serious Emotional Disability	74	0.9%	75	0.9%
Developmental/Intellectual Disabilities	151	1.9%	133	1.7%
Other Disability	241	3.0%	228	2.9%
Gifted	232	2.9%	198	2.5%

Special Groups

We examined participants who were represented in three groups of schools and included schools in the Project L.I.F.T. Zone³², schools designated as Title I (i.e. high poverty)³³, and schools that include grades K or Pre-K through 8.³⁴ These groups are not mutually exclusive so a school could have all three designations or any combination of the designations.

During the 2011-12 school year, more participants were identified in these three groups. Twenty-four percent of participants attended schools in the Project L.I.F.T. Zone, 74 percent of participants attended Title I schools, and 19 percent attended schools with grades K or Pre-K through 8.

During the baseline year of data, 13 percent of participants attended schools in the project L.I.F.T. Zone, 53 percent attended Title I schools, and 10 percent attended schools with grades K or Pre-K through 8.

Grade

When looking at grade distribution of participants, it is important to note the baseline year data represents the grade participants were in prior to receiving services. The grade distribution is similar to the age distribution. In 2011-12 nearly one-third of participants were in middle school, 34 percent in high school, 19 percent in late elementary school and 14 percent in early elementary. During the baseline year, middle school participants accounted for 32 percent of participants while 27 percent of participants were in late elementary, 20 percent were in early elementary and 19 percent were in high school. Nearly three percent of participants were in pre-kindergarten during the baseline year data (the year before they received agency services).

³² 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.

³³ 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.

³⁴ 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 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.

Table 15

Academic Workgroup School Information				
Grade	2011-12		Baseline	
	Number	Percent	Number	Percent
Pre-Kindergarten	39	0.5%	190	2.8%
Early Elementary (K-2)	1,078	13.7%	1,347	19.7%
Kindergarten	283	26.3%	439	32.6%
1 st	384	35.6%	429	31.8%
2 nd	411	38.1%	479	35.6%
Late Elementary (3-5)	1,485	18.8%	1,852	27.1%
3 rd	477	32.1%	558	30.1%
4 th	493	33.2%	514	27.8%
5 th	515	34.7%	780	42.1%
Middle (6-8)	2,571	32.6%	2,168	31.7%
6 th	779	30.3%	741	34.2%
7 th	887	34.5%	725	33.4%
8 th	905	35.2%	702	32.4%
High (9-12)	2,713	34.4%	1,279	18.7%
9 th	618	22.8%	489	38.2%
10 th	704	25.9%	496	38.8%
11 th	586	21.6%	277	21.7%
12 th	805	29.7%	17	1.3%
Post High School	5	0.1%	*	*
Special Groups				
Project L.I.F.T. Schools	1,873	23.6%	1,032	13.0%
Title I Schools	5,845	73.7%	4,197	52.9%
PreK/K – 8 Schools	1,475	18.6%	786	9.9%

Schools

The schools participants attended before receiving services were as dispersed as the schools participants attended in 2011-12. In 2011-12, participants attended 154 CMS schools. The ten schools with the largest number of participants accounted for 32 percent of participants, while the remaining participants attended the other 144 schools. The school the greatest number of participants attended in 2011-12 was West Charlotte High followed by Ranson Middle School.

The baseline year data shows that the year before participants received agency services, they attended 177 CMS schools.³⁵ The ten schools with the largest numbers of participants in the baseline year data accounted for nearly 24 percent of participants, while the other 76 percent were spread around the other 167 schools. The school the greatest number of participants attended during the baseline year data was John Taylor Williams Middle School which is now closed, followed by Ranson Middle School.

³⁵ This includes pre-K centers and schools that have since closed.

During both 2011-12 and the baseline year data, Ranson Middle School, East Mecklenburg High School, Bruns Academy and Vance High School were in the top ten schools participants attended.

Table 16

Academic Workgroup Schools Attended		
Schools 2011-12		
Top 10	Number	Percent
West Charlotte High School	384	4.9%
Ranson Middle School	293	3.7%
West Mecklenburg High School	275	3.5%
Walter G. Byers (Pre-K - 8)	263	3.3%
East Mecklenburg High School	259	3.3%
Bruns Academy (Pre-K - 8)	251	3.2%
Druid Hills Academy (Pre-K - 8)	208	2.6%
Harding University High School	201	2.5%
Vance High	201	2.5%
Phillip O. Berry Academy of Technology (9-12)	199	2.5%
All Other (144) Schools	5,357	67.7%
Schools Baseline year		
Top 10		
John Taylor Williams Middle (Closed)	210	3.0%
Ranson Middle	198	2.9%
Bishop Spaugh Community Academy (6-8)	191	2.8%
Bruns Academy (Pre-K-8)	162	2.3%
Wilson Middle (Closed)	146	2.1%
Vance High	146	2.1%
Albemarle Road Elementary	132	1.9%
East Mecklenburg High	130	1.9%
Coulwood Middle	128	1.9%
Reid Park Academy (Pre-K-8)	127	1.8%
All Other (167) Schools	5,335	76.4%

How did agency participants perform academically?

EOG Performance

Table 17 provides the End-of-Grade (EOG) Reading and Math results for participants in 2011-2012 after they received agency services. Students can score a Level I, Level II, Level III, or Level IV on the EOGs. Levels I and II indicate a student is performing below grade level while Levels III and IV indicate a student is performing at or above grade level. Students in grades 3-8 take end-of-grade exams. High school students take content specific end-of-course exams.

Participants tended to perform lower on reading assessments in both late elementary and middle school compared to math assessments during the 2011-12 school year. Forty-nine percent of all participants were at or above grade level on the reading EOG. Forty-seven percent of late elementary school participants were at or above grade level in reading, while 50 percent of middle school participants were at or above grade level.

The math EOG results show that 67 percent of all participants were at or above grade level. This included 69 percent of late elementary school participants and 66 percent of middle school participants in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring Level I on reading EOGs (21 percent) was much greater than on math EOGs (6 percent). The percent of participants scoring Level IV on reading EOGs (6 percent) was nearly half compared to the percent scoring Level IV in math (11 percent).

Table 17

Academic Workgroup EOG Academic Performance						
2011-12						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	3,767	-	1,374	-	2,393	-
Level I	797	21.2%	346	25.2%	451	18.8%
Level II	1,135	30.1%	379	27.6%	756	31.6%
Level III	1,629	43.2%	578	42.1%	1,051	43.9%
Level IV	206	5.5%	71	5.2%	135	5.6%
At or Above Grade Level	1,835	48.7%	649	47.3%	1,186	49.5%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	3,813	-	1,398	-	2,415	-
Level I	243	6.4%	89	6.4%	154	6.4%
Level II	1,014	26.6%	349	25.0%	665	27.5%
Level III	2,144	56.2%	796	56.9%	1,348	55.8%
Level IV	412	10.8%	164	11.7%	248	10.3%
At or Above Grade Level	2,256	67.0%	960	68.6%	1,596	66.1%

Changes in EOG Performance

Table 18 presents an analysis of how participants' End-of-Grade (EOG) scores changed from the baseline year (prior to receiving agency services) to 2011-2012 (after receiving agency services).

The Improved category indicates that a student improved by one or two levels from the baseline year to 2011-2012. For a one-level improvement, the student could have shifted from a Level I to II or from a

Level II to III. For a two-level improvement, the student could have shifted from a Level I to III or from a Level II to IV.

The total number of students with data for both EOG reading and math does not match the number of all students in Table 17. Many participants entered agency programs for the first time in 2011-2012, and therefore have no prior year's data for comparison. Additionally, some participants may have been enrolled in a grade where the EOG was not administered in either the baseline year (the year prior to receiving agency services) or the 2011-2012 school year.

Twenty-three percent of participants improved from the baseline year to 2011-12 on the reading EOG exam. Fifty-nine percent of participants remained stable, meaning the score they received during the 2011-12 EOG reading test was the same as the EOG reading test during their baseline year, and eighteen percent worsened. For participants who improved, 22 percent improved one level and two percent improved two levels. For participants who worsened, 17 percent worsened one level and one percent worsened two levels.

Twenty-seven percent of late elementary participants improved in their reading EOGs; 24 percent improved one level and nearly 2 percent improved two levels. Fifty-five percent remained stable and 18 percent worsened.

A lesser percentage of middle school participants improved compared to late elementary participants on reading EOGs. Twenty-three percent of middle school participants improved with 21 percent improved one level. Sixty percent remained stable and 18 percent worsened.

EOG math results were similar for all participants compared to the EOG reading results. Twenty-three percent of participants improved; 21 percent improved one level, and nearly two percent improved two levels. Sixty-one percent remained stable and 16 percent worsened. These trends were similar for late elementary and middle school participants. Similar to the reading EOGs, a greater percentage of late elementary participants improved on the math EOGs compared to middle school participants.

Table 18

Change in Academic Workgroup EOG Academic Performance						
2011-12 vs. Baseline						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading Results						
Participants with data for both years	2,614	-	524	-	2,090	-
Total Improved by:	612	23.4%	141	26.9%	471	22.5%
One level	563	21.5%	124	23.7%	439	21.0%
Two levels	49	1.9%	17	3.2%	32	1.5%
Remained Stable:	1,534	58.7%	289	55.2%	1,245	59.6%
Total Worsened by:	468	17.9%	94	18.0%	374	17.9%
One level	443	16.9%	91	17.4%	352	16.8%
Two levels	25	1.0%	*	*	22	1.1%
EOG Math Results						
Participants with data for both years	2,661	-	542	-	2,119	-
Total Improved by:	611	23.0%	146	26.9%	465	21.9%
One level	570	21.4%	132	24.4%	438	20.7%
Two levels	41	1.5%	14	2.6%	27	1.3%
Remained Stable:	1,625	61.1%	325	60.0%	1,300	61.3%
Total Worsened by:	425	16.0%	71	13.1%	354	16.7%
One level	400	15.0%	66	12.2%	334	15.8%
Two levels	25	0.9%	5	0.9%	20	0.9%

EOC Performance

Table 19 provides the End-of-Course (EOC) English and Math results for participants in Grades 8-12. Most participants taking the EOC are enrolled in grades 9, 10, 11, or 12, although it is possible for advanced 8th graders to take the EOC test as well.

A greater percent of participants were at or above grade level in English compared to math on EOC exams. There was no middle school data reported, however, 66 percent of high school participants were proficient in English, while the remainder were below grade level.

EOC math results showed 61 percent of all participants at or above grade level in math. Eighty-seven percent of middle school participants and 56 percent of high school participants were at or above grade level in math in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring Level I on reading EOCs (11 percent) was less than participants scoring Level I on math EOCs (14percent). A smaller percent of participants scored Level IV in reading (10 percent) than math (14 percent) as well. The majority of participants scored Level II and III in both reading and math EOCs.

Table 19

Academic Workgroup EOC Academic Performance						
2011-12						
EOC English Results	All Students (Gr. 8-12)		Middle School (Gr. 8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	484	-	*	-	484	-
Level I	55	11.4%	*	*	55	11.4%
Level II	112	23.1%	*	*	112	23.1%
Level III	267	55.2%	*	*	267	55.2%
Level IV	50	10.3%	*	*	50	10.3%
At or Above Grade Level	317	65.5%	*	*	317	65.5%

EOC Math Results	All Students (Gr. 8-12)		Middle School (Gr. 8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	712	-	116	-	596	-
Level I	100	14.0%	5	4.3%	95	15.9%
Level II	178	25.0%	10	8.6%	168	28.2%
Level III	338	47.5%	57	49.1%	281	47.1%
Level IV	96	13.5%	44	37.9%	52	8.7%
At or Above Grade Level	434	61.0%	101	87.0%	333	55.8%

Changes from EOG to EOC Performance

Table 20 presents students who were enrolled in grades where the EOG was administered during the participants’ baseline year (the year prior to receiving agency services), but were enrolled in grades where the EOC was administered in 2011-2012 (after receiving agency services). This table provides an analysis of how their EOG scores in the baseline year compare to their EOC scores after participating in the agency.

The total number of students with data that includes one year of EOG scores and one year of EOC scores does not match the total number of students in Table 19. Many participants entered the agency for the first time in 2011-2012, and therefore do not have prior year’s data for a baseline comparison.

It is important to note that comparisons between EOG and EOC exams are not ideal, but were used for this analysis since EOC exams are taken only once unless failed, and therefore cannot be compared.

Fifty-three percent of high school participants improved their EOG reading to EOC English score; 43 percent improved one level and 10 percent improved two levels. Forty-three percent of high school participants remained stable and 4 percent worsened.

In math, 21 percent of participants improved their score from EOG math exam results to EOC math exam results. Fifty-nine percent remained stable and 20 percent of participants worsened; 18 percent by one level and two percent worsened two levels.

Twelve percent of middle school participants improved in math results, while 65 percent remained stable and 22 percent worsened. A greater percentage of high school participants improved (24 percent) compared to middle school participants; 22 percent improved on level and two percent improved two levels. Fifty-seven percent of high school participants remained stable and 19 percent worsened; 17 percent worsened one level and two percent worsened two levels.

Table 20

Change in Academic Workgroup EOG to EOC Academic Performance						
2011-12 vs. Baseline ³⁶						
	All Students (Gr. 6-12)		Middle School (Gr. 6-8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading to EOC English Results						
Participants with data for both years	371	-	*	*	371	-
Total Improved by:	197	53.1%	*	*	197	53.1%
One level	160	43.1%	*	*	160	43.1%
Two levels	37	10.0%	*	*	37	10.0%
Remained Stable:	160	43.1%	*	*	160	43.1%
Total Worsened by:	14	3.8%	*	*	14	3.8%
One level	14	3.8%	*	*	14	3.8%
Two levels	*	*	*	*	*	*
EOG to EOC Math Results						
Participants with data for both years	532	-	107	-	425	-
Total Improved by:	114	21.4%	13	12.1%	101	23.7%
One level	105	19.7%	13	12.1%	92	21.6%
Two levels	9	1.7%	*	*	9	2.1%
Remained Stable:	312	58.6%	70	65.4%	242	56.9%
Total Worsened by:	106	19.9%	24	22.4%	82	19.3%
One level	98	18.4%	24	22.4%	74	17.4%
Two levels	8	1.5%	*	*	8	1.9%

³⁶ This table presents students who were enrolled in grades where the EOG exam was administered during the participant’s baseline year, but were then enrolled in grades where the EOC exam was administered in 2011-12. This chart best represents the change in achievement for students without two years of EOG or two years of EOC exam scores.

What are the attendance and suspension records of participants?

Absences

Table 21 first describes participants with chronic absences in the 2011-12 school year. Chronic absence is defined as being absent 10 or more days during the school year. CMS reports total absences and the absences code (excused and unexcused) separately, so the excused and unexcused absences added together will not necessarily equal the total absences.

The mean is the average number of absences per student in this workgroup. The median is the middle number in the list of all values sorted numerically. For example, if the absences for all students were placed in list from the lowest to highest number of absences, the median would lie in the exact middle. The mode is the number of absences that appeared most frequently. The minimum is the lowest number of absences, while the maximum is the highest number of absences. The standard deviation measures how spread out the numbers are relative to the average. A higher standard deviation indicates that many values are far away from the average.

Nearly thirty-nine percent of all participants were absent 10 or more days in 2011-12. The average participant was absent 11 days. Some participants had perfect attendance, while another missed 150 school days, which is over eighty percent of the academic year.

High school participants had the most absences; 44 percent of high school participants had 10 or more absences and the average high school participant was absent 13 days. Late elementary participants experienced the lowest percent (28 percent) that had 10 or more absences in 2011-12. The average late elementary participant had an average of 8 absences.

When comparing the type of absences, unexcused absences were more prevalent among participants than excused absences. On average, participants had two excused absences and seven unexcused absences. Participants in high school were less likely to have excused absences while early and late elementary school participants were more likely. The reverse is true with unexcused absences. Thirty percent of high school participants had 10 or more unexcused absences, while 12 percent of elementary school participants had 10 or more unexcused absences.

Table 21

Academic Workgroup Absences									
2011-12									
Type of Absence ³⁷	School Level ³⁸	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
Total	All Students	3,038	38.5%	10.66	7	3	0	150	12.575
	Early Elementary (K-2)	390	36.2%	9.19	7	2	0	108	9.137
	Late Elementary (3-5)	408	27.5%	7.53	5	3	0	106	7.941
	Middle School (6-8)	1,043	40.6%	10.94	7	3	0	119	11.693
	High School (9-12)	1,180	43.5%	12.70	8	0	0	150	15.849
Excused	All Students	392	5.0%	2.27	1	0	0	104	4.609
	Early Elementary (K-2)	82	7.6%	3.15	2	0	0	71	5.038
	Late Elementary (3-5)	82	5.5%	2.44	1	0	0	104	5.114
	Middle School (6-8)	127	4.9%	2.19	1	0	0	75	4.555
	High School (9-12)	98	3.6%	1.88	1	0	0	76	4.119
Unexcused	All Students	1,629	20.6%	6.63	4	1	0	146	9.194
	Early Elementary (K-2)	187	17.3%	5.59	4	1	0	50	6.333
	Late Elementary (3-5)	171	11.5%	4.44	3	0	0	41	4.873
	Middle School (6-8)	460	17.9%	5.78	4	1	0	86	6.902
	High School (9-12)	799	29.5%	9.04	5	0	0	146	12.714

Changes in Absences

Table 22 presents an analysis of how participants’ number of CMS absences changed from the baseline year (the year prior to receiving agency services) to 2011-2012 (after receiving agency services). Table 22 represents participants with 2 years of data. The number of All Students in this table does not match the number of All Students in Table 21 since this table includes only participants who have data for both 2011-2012 and a prior year. Some participants may have entered the agency for the first time in 2011-2012, and therefore do not have a prior year’s data for a baseline comparison. It is important to note

³⁷ 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.

³⁸ Pre-K and Post High School students identified but too few to report.

that absenteeism increases as students age. Therefore, a slight increase is expected and stability should be viewed as a positive outcome.

Forty-three percent of participants experienced an improvement in absences, meaning they were absent fewer times in 2011-12 compared to the baseline year of data. Forty-nine percent of participants were absent more times in 2011-12 than the baseline year and 8 percent remained stable. This means participants had the same number of absences in 2011-12 as they did in their baseline year of data. The greatest improvements were experienced by early elementary and late elementary and in turn, high school and middle school participants experienced a greater number of absences in 2011-12 than in their baseline year. These trends are similar to the collective results.

Thirty-nine percent of participants had fewer excused absences in 2011-12 than in their baseline year, thirty percent were stable meaning participants had the same number of absences in 2011-12 as they did in their baseline year of data and thirty one percent had more excused absences in 2011-12 than in their baseline year. Early elementary participants had the greatest percent of participants who experienced fewer excused absences in 2011-12 than their baseline year data, while 34 percent of high school participants experienced more excused absences.

Forty percent of participants saw improvements in the number of unexcused absences in 2011-12 compared to their baseline year. While 13 percent of participants remained stable and had the same number of unexcused absences in both years of data, 47 percent of participants had more unexcused absences in 2011-12 than in their baseline year. Similar to the change in excused absences, 56 percent of high school participants had more unexcused absences in 2011-12 compared to their baseline year, while 35 percent of early elementary participants had more unexcused absences in 2011-12. Early elementary participants showed the most improvement. Fifty-three percent had fewer unexcused absences in 2011-12 than their baseline year.

Table 22

Change in Academic Workgroup Absences								
2011-12 vs. Baseline								
Type of Absence ³⁹	School Level	Improved		Stable		Worsened		Average change
Total	All Students	2,955	43.2%	536	7.8%	3,345	48.9%	1.0796
	Early Elementary (K-2)	435	60.0%	50	6.9%	240	33.1%	-2.3255
	Late Elementary (3-5)	723	54.5%	114	8.6%	490	36.9%	-1.3256
	Middle School (6-8)	918	38.6%	188	7.9%	1,274	53.5%	1.7681
	High School (9-12)	874	36.4%	184	7.7%	1,341	55.9%	2.7816
Excused	All Students	2,642	38.6%	2,050	30.0%	2,144	31.4%	-0.3103
	Early Elementary (K-2)	388	53.5%	132	18.2%	205	28.3%	-1.3021
	Late Elementary (3-5)	632	47.6%	316	23.8%	379	28.6%	-0.8568
	Middle School (6-8)	891	37.4%	735	30.9%	754	31.7%	-0.1592
	High School (9-12)	729	30.4%	864	36.0%	806	33.6%	0.1421
Unexcused	All Students	2,755	40.3%	868	12.7%	3,213	47.0%	0.8585
	Early Elementary (K-2)	382	52.7%	88	12.1%	255	35.2%	-1.3586
	Late Elementary (3-5)	647	48.8%	178	13.4%	502	37.8%	-0.7649
	Middle School (6-8)	928	39.0%	329	13.8%	1,123	47.2%	0.6500
	High School (9-12)	793	33.1%	273	11.4%	1,333	55.6%	2.6549

Suspensions

In 2011-12, 26 percent of all participants were given an out-of-school suspension. Thirty-eight percent of middle school participants experienced an out-of-school suspension, while 25 percent of high school participants, 16 percent of late elementary school participants and 10 percent of early elementary school participants experienced out-of-school suspension. Participants spent 2 days on average in out-of-school suspension.

³⁹ 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.

Table 23

Academic Workgroup Out-of-School Suspensions									
2011-12									
	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
Out-of-School	All Students	2,024	25.7%	1.77	0	0	0	86	4.871
	Early Elementary (K-2)	110	10.2%	.463	0	0	0	29	2.102
	Late Elementary (3-5)	243	16.4%	.649	0	0	0	33	2.311
	Middle School (6-8)	987	38.4%	2.98	0	0	0	86	6.289
	High School (9-12)	684	25.2%	1.77	0	0	0	51	4.904

Changes in Suspensions

Table 24 presents an analysis of how participants’ number of suspensions changed from the baseline year (prior to receiving services) to 2011-2012 (after receiving agency services). The number of All Students does not match the number of All Students in Table 23 since many participants entered the agency in 2011-2012 and therefore do not have a baseline year for comparison.

Nearly 14 percent of participants experienced fewer out-of-school suspensions in 2011-12 compared to their baseline year, while 65 percent of participants remained stable meaning they received the same number in 2011-12 as in their baseline year data. Twenty-one percent of participants experienced more days in out-of-school suspension in 2011-12 than in their baseline year.

High school participants had the greatest improvement in out-of-school suspensions while middle school participants had the greatest percent of participants who experienced more days in out-of-school suspension in 2011-12 than in their baseline year. This is similar to the collective results. The majority of participants in all grade groups remained stable. Older participants were more likely to experience more days in out-of-school suspension in 2011-12 than in their baseline year compared to younger participants.

Table 24

Change in Academic Workgroup Out-of-School Suspensions								
2011-12 vs. Baseline								
	School Level	Improved		Stable		Worsened		Average change
Out-of-School	All Students	864	13.5%	4,167	65.3%	1,348	21.1%	0.4918
	Early Elementary (K-2)	28	4.0%	595	85.2%	75	10.7%	0.3281
	Late Elementary (3-5)	97	8.1%	932	77.7%	170	14.2%	0.2961
	Middle School (6-8)	319	14.6%	1,160	53.3%	699	32.1%	1.2420
	High School (9-12)	420	18.2%	1,480	64.2%	404	17.5%	-0.0660

Early Learning Workgroup

The Early Learning Workgroup includes two agencies; Charlotte Speech and Hearing Center and The Learning Collaborative that provide direct services. These agencies most often provide services to youth who are under age five. For this report, there were too few participants to identify in these agencies for this workgroup to be analyzed. The data that was identified for these participants is included in the collective information for all agencies.

Enrichment Workgroup

The Enrichment Workgroup includes four agencies that provide after school and character enrichment services to participants and include: Big Brothers Big Sisters, Boy Scouts, Boys and Girls Clubs, and Girl Scouts. There were nearly 2,400 participants in these groups and this was the second largest workgroup. The largest agencies represented in this workgroup were Big Brothers Big Sisters followed by Girl Scouts.

No participants from this workgroup were identified as part of the Reid Park Initiative.

Since this report is capturing a baseline for participants along with 2011-12 school year data, the entry date for each participant was utilized to retrieve their CMS data for the year prior to their entering the program. The following table shows the school years represented in this report. Nearly all (94 percent) of participants' CMS baseline data came from the 2010-11 school year, meaning they entered the program in 2012. The earliest any participant entered a program (according to the participant data the agencies provided⁴⁰) was 2008, thus the earliest year of CMS data included in this report was 2006-07.

Table 25

Enrichment Workgroup Participants		
Sample Size		
Enrichment Workgroup	2,313	
Participants by Agency		
	Number	Percent
Big Brothers Big Sisters	870	37.6%
Boy Scouts	244	10.5%
Boys and Girls Clubs	448	19.4%
Girl Scouts	748	32.3%
Special Program		
Participants in Reid Park Initiative	0	0%
School Year of Baseline Data Pulled		
2006-07 & 2007-08	9	0.9%
2008-09	23	2.2%
2009-10	32	3.0%
2010-11	986	93.9%
School Year 2011-12	2,238	96.8%

⁴⁰ Agencies were asked to provide a list of all children that had participated in their program at some point between March 26, 2012 and May 31, 2012. For each child, they provided name, date of birth, and the date they began the program.

Race and Gender

The majority of participants were African American, accounting for 71 percent of participants during the baseline year data and 70 percent in 2011-12. Nearly 18 percent of participants were Hispanic in the baseline year data and 2011-12, while 6 percent and 7 percent of participants were white during baseline year data and 2011-12 respectively. The remaining participants were Asian, American Indian or Multi-Racial.

The gender breakdown of participants was similar for the baseline year data and 2011-12. During the baseline year, 61 percent of participants were females and 39 percent were males. In 2011-12, 60 percent of participants were females and 40 percent were males.

Age

When looking at the age distribution of participants in the baseline year, it is important to remember that this does not represent the current ages of children in these programs but the age of the child the year before they entered the program. Fifty percent of participants fell between the ages of 8 and 11 in the baseline year data. The largest number age group was seven year olds who made up 13 percent of all participants and the lowest numbers came at the very bottom and top of the spectrum in the baseline year.

The age distribution of participants in the 2011-12 school year was similar to the baseline year. During the 2011-12 school year, around forty percent of participants were between the ages of 10 and 12. Fourteen year olds made up nearly 15 percent of all participants while the lowest numbers, like in the baseline year data were at the very bottom and top of the spectrum.

English as a Second Language

Six percent of participants received services in the English as a Second Language program during the 2011-12 school year. This is slightly less than the nearly seven percent of participants who received services during the baseline year.

Exceptional Children

Fourteen percent of participants were classified as Exceptional Children (EC) during the 2011-12 school year, with 6 percent of those participants having a specific learning disability⁴¹, 3 percent having an 'other' disability, 1 percent having a developmental or intellectual disability⁴², and nearly 1 percent

⁴¹ 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.

⁴² 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

having a serious emotional disability⁴³. Thirteen percent of participants were identified with an EC designation during the baseline year, with 4 percent of those participants having a specific learning disability, 4 percent having an 'other' disability, around 1 percent having a developmental or intellectual disability, and 1 percent having a serious emotional disability.

The EC designation also includes children who are considered academically or intellectually gifted. In 2011-12 nearly 3 percent of participants were identified as gifted and nearly 4 percent in the baseline year data.

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.

⁴³ 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.

Table 26

Enrichment Workgroup Demographics				
	2011-12		Baseline	
Race/Ethnicity	Number	Percent	Number	Percent
White	151	6.7%	118	6.0%
African American	1,568	70.1%	1,387	70.9%
Hispanic	400	17.9%	344	17.6%
Asian	63	2.8%	33	1.7%
American Indian	11	0.5%	8	0.4%
Multi-Racial	45	2.0%	66	3.4%
Gender				
Male	885	39.6%	770	39.4%
Female	1,352	60.4%	1,185	60.6%
Age				
3	*	*	22	1.1%
4	25	1.1%	86	4.4%
5	64	2.9%	195	10.0%
6	154	6.9%	219	11.2%
7	209	9.3%	258	13.2%
8	198	8.8%	228	11.7%
9	258	11.5%	251	12.8%
10	283	12.6%	241	12.3%
11	283	12.6%	236	12.1%
12	325	14.5%	101	5.2%
13	183	8.2%	64	3.3%
14	91	4.1%	32	1.6%
15	85	3.8%	12	0.6%
16	51	2.2%	9	0.5%
17	24	1.1%	*	*
18	6	0.3%	*	*
English as a Second Language (ESL) Status				
Receiving Services	136	5.9%	153	6.6%
Exceptional Child (EC) Status				
Specific Learning Disabled	131	5.7%	97	4.2%
Serious Emotional Disability	17	0.7%	18	0.8%
Developmental/Intellectual Disabilities	24	1.0%	29	1.3%
Other Disability	78	3.4%	81	3.5%
Gifted	80	3.5%	68	2.9%

Special Groups

We examined participants who were represented in three groups of schools and included schools in the Project L.I.F.T. Zone⁴⁴, schools designated as Title I (i.e. high poverty)⁴⁵, and schools that include grades K or Pre-K through 8.⁴⁶ These groups are not mutually exclusive so a school could have all three designations or any combination of the designations.

During the baseline year of data, 7 percent of participants attended schools in the project L.I.F.T. Zone, 50 percent attended Title I schools, and 7 percent attended schools with grades K or Pre-K through 8.

During the 2011-12 school year, more participants were identified in these three groups. Eleven percent of participants attended schools in the Project L.I.F.T. Zone, 61 percent attended Title I schools, and 9 percent attended schools with grades K or Pre-K through 8.

Grade

When looking at grade distribution of participants, it is important to note the baseline year data represents the grade participants were in prior to receiving services. The grade distribution is similar to the age distribution. In 2011-12 nearly 36 percent of participants were in middle school, 35 percent in late elementary school, 18 percent in early elementary and 12 percent in high school.

During the baseline year, 37 percent of participants were in late elementary, while 32 percent were in early elementary, 25 percent were middle school participants and 3 percent were in high school. Nearly three percent of participants in the baseline year data were in pre-kindergarten.

⁴⁴ 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.

⁴⁵ 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.

⁴⁶ 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 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.

Table 27

Enrichment Workgroup School Information				
Grade ⁴⁷	2011-12		Baseline	
	Number	Percent	Number	Percent
Pre-Kindergarten	*	*	59	3.2%
Early Elementary (K-2)	394	17.6%	599	32.2%
Kindergarten	64	16.2%	164	27.4%
1 st	142	36.0%	196	32.7%
2 nd	188	47.7%	239	39.9%
Late Elementary (3-5)	778	34.8%	680	36.5%
3 rd	218	28.0%	254	37.4%
4 th	255	32.8%	222	32.6%
5 th	305	39.2%	204	30.0%
Middle (6-8)	802	35.8%	465	25.0%
6 th	220	27.4%	300	64.5%
7 th	387	48.3%	108	23.2%
8 th	195	24.3%	57	12.3%
High (9-12)	259	11.6%	58	3.1%
9 th	109	42.1%	37	63.8%
10 th	84	32.4%	11	19.0%
11 th	38	14.7%	10	17.2%
12 th	28	10.8%	*	*
Special Groups				
Project L.I.F.T. Schools	246	10.6%	160	6.9%
Title I Schools	1,406	60.8%	1,153	49.8%
PreK/K – 8 Schools	208	9.0%	168	7.3%

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

Schools

The schools participants attended before receiving services were dispersed as were the schools participants attended in 2011-12. The baseline year data shows that the year before participants received services, they attended 171 CMS schools.⁴⁸ The ten schools with the largest numbers of participants in the baseline year data are in the following table. These schools accounted for nearly 21 percent of participants, while the other 79 percent are spread around the other 161 schools.

The school the greatest number of participants attended during the baseline year data was Rama Road Elementary School, followed by Coulwood Middle School.

In 2011-12, participants attended 152 CMS schools, similarly dispersed as in the baseline year data. The ten schools with the largest numbers of participants accounted for 31 percent of participants, while the remaining participants attended the other 142 schools. The school the greatest number of participants

⁴⁷ Post High School students were identified but too few to report.

⁴⁸ This includes pre-K centers and schools that have since closed.

attended in 2011-12 was Rama Road Elementary School, followed by Coulwood Middle School, the same as the baseline year data.

During both 2011-12 and the baseline year data, Rama Road elementary, Coulwood Middle School, Randolph IB Middle School, Walter G. Byers School (Pre-K-8), and Sedgefield Elementary School were in the top ten schools participants attended.

Table 28

Enrichment Workgroup Schools Attended		
Schools 2011-12		
Top 11	Number	Percent
Rama Road Elementary	132	5.9%
Coulwood Middle	79	3.5%
Ranson Middle	72	3.2%
Idlewild Elementary	61	2.7%
Randolph IB Middle	61	2.7%
Walter G. Byers School (Pre-K - 8)	54	2.4%
Sedgefield Middle	47	2.1%
J. M. Alexander Middle	46	2.1%
James Martin Middle	44	2.0%
McClintock Middle	39	1.7%
Sedgefield Elementary	39	1.7%
All Other (142) Schools	1,564	69.2%
Schools Baseline Year		
Top 10		
Rama Road Elementary	94	4.8%
Coulwood Middle	56	2.9%
Idlewild Elementary	47	2.4%
Randolph IB Middle	46	2.4%
Walter G. Byers School (Pre-K-8)	41	2.1%
Steele Creek Elementary	38	1.9%
Bruns Academy (Pre-K-8)	35	1.8%
Sedgefield Elementary	35	1.8%
Morehead Elementary	33	1.7%
Hidden Valley Elementary	31	1.6%
All Other (161) Schools	1,500	79.2%

How did agency participants perform academically?

EOG Performance

Table 29 provides the End-of-Grade (EOG) Reading and Math results for participants in 2011-2012 after they received agency services. Students can score a Level I, Level II, Level III, or Level IV on the EOGs. Levels I and II indicate a student is performing below grade level while Levels III and IV indicate a student is performing at or above grade level. Students in grades 3-8 take end-of-grade exams. High school students take content specific end-of-course exams.

The following table shows that during the 2011-12 school year participants performed lower on reading assessments in both late elementary and middle school compared to math assessments, similar to the collective findings. Fifty-nine percent of all participants were at or above grade level on the reading EOG. Fifty-nine percent of late elementary school participants were at or above grade level in reading, while 60 percent of middle school participants were at or above grade level. The math EOG results show that 75 percent of all participants were at or above grade level; 75 percent of late elementary school participants and 74 percent of middle school participants in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring level I on reading EOGs (15 percent) was much greater than for math EOGs (5 percent). The percent of participants scoring a Level IV on reading EOGs (11 percent) was lower when compared to the percent scoring a Level IV in math (18 percent).

Table 29

Enrichment Workgroup EOG Academic Performance						
2011-12						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	1,437	-	693	-	744	-
Level I	219	15.2%	114	16.5%	105	14.1%
Level II	370	25.7%	175	25.3%	195	26.2%
Level III	695	48.4%	338	48.8%	357	48.0%
Level IV	153	10.6%	66	9.5%	87	11.7%
At or Above Grade Level	848	59.0%	404	58.3%	444	59.7%
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	1,457	-	704	-	753	-
Level I	65	4.5%	31	4.4%	34	4.5%
Level II	304	20.9%	142	20.2%	162	21.5%
Level III	822	56.4%	392	55.7%	430	57.1%
Level IV	266	18.3%	139	19.7%	127	16.9%
At or Above Grade Level	1,088	74.7%	531	75.4%	557	74.0%

Changes in EOG Performance

Table 30 presents an analysis of how participants' End-of-Grade (EOG) scores changed from the baseline year (prior to receiving agency services) to 2011-2012 (after receiving agency services).

The Improved category indicates that a student improved by one or two levels from the baseline year to 2011-2012. For a one-level improvement, the student could have shifted from a Level I to II or from a Level II to III. For a two-level improvement, the student could have shifted from a Level I to III or from a Level II to IV.

The total number of students with data for both EOG reading and math does not match the number of all students in Table 36. Many participants entered agency programs for the first time in 2011-2012, and therefore have no prior year's data for comparison. Additionally, some participants may have been enrolled in a grade where the EOG was not administered in either the baseline year (the year prior to receiving agency services) or the 2011-2012 school year.

Twenty-two percent of participants improved from the baseline year to 2011-12 on the reading EOG exam. Sixty-two percent of participants remained stable, meaning the score they received on the 2011-12 EOG reading test was the same as the EOG reading test during their baseline year. Sixteen percent worsened. For participants who improved, 20 percent improved one level and two percent improved two levels. For participants who worsened, 15 percent worsened one level and one percent worsened two levels.

Twenty-seven percent of late elementary participants improved their reading EOG scores from their baseline year data to 2011-12. Twenty five percent improved one level and 3 percent improved two levels. Fifty-nine percent remained stable and 13 percent worsened.

A lesser percentage of middle school participants improved in their reading EOGs, compared to late elementary students. Nineteen percent of middle school participants improved with 18 percent improved one level. Sixty-four percent remained stable and 17 percent worsened.

EOG math results were similar for all participants compared to the EOG reading results. Twenty percent of participants improved; 19 percent improved one level and one percent improved two levels. Sixty-six percent remained stable and 14 percent worsened. These trends were similar for late elementary and middle school participants. Unlike the reading EOGs, similar percentages of late elementary and middle school participants improved in the math EOGs.

Table 30

2011-12 vs. Baseline Change in Enrichment Workgroup EOG Academic Performance						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading Results						
Participants with data for both years	923	-	285	-	638	-
Total Improved by:	202	21.9%	78	27.4%	124	19.4%
One level	187	20.3%	70	24.6%	117	18.3%
Two levels	15	1.6%	8	2.8%	7	1.1%
Remained Stable:	575	62.3%	169	59.3%	406	63.6%
Total Worsened by:	146	15.9%	38	13.3%	108	16.9%
One level	139	15.1%	38	13.3%	101	15.8%
Two levels	7	0.8%	*	*	7	1.1%
EOG Math Results						
Participants with data for both years	928	-	285	-	643	-
Total Improved by:	187	20.2%	57	20.0%	130	20.2%
One level	175	18.9%	51	17.9%	124	19.3%
Two levels	12	1.3%	6	2.1%	6	0.9%
Remained Stable:	613	66.1%	193	67.7%	420	65.3%
Total Worsened by:	128	13.8%	35	12.3%	93	14.5%
One level	123	13.3%	35	12.3%	88	13.7%
Two levels	*	*	*	*	*	*

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

EOC Performance

Table 31 provides the End-of-Course (EOC) English and Math results for participants in Grades 8-12. Most participants taking the EOC are enrolled in grades 9, 10, 11, or 12, although it is possible for advanced 8th graders to take the EOC test as well.

EOC exams showed a greater percent of participants at or above grade level in English compared to math. There was no middle school data reported, however, 78 percent of high school participants were proficient in English.

EOC math results showed 71 percent of all participants were at or above grade level in math. Ninety-two percent of middle school participants and 65 percent of high school participants were at or above grade level in math in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring level I on reading EOCs (8 percent) was less than participants scoring level I on math EOCs (12 percent). A larger percent of participants scored level IV in reading (21 percent) than math (19 percent) as well. The majority of participants scored levels II and III in both reading and math EOCs.

Table 31

Enrichment Workgroup EOC Academic Performance						
2011-12						
EOC English Results	All Students (Gr. 8-12)		Middle School (Gr. 8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	87	-	*	*	87	-
Level I	7	8.0%	*	*	7	8.0%
Level II	12	13.8%	*	*	12	13.8%
Level III	50	57.5%	*	*	50	57.5%
Level IV	18	20.7%	*	*	18	20.7%
At or Above Grade Level	68	78.2%	*	*	68	78.2%
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	117	-	25	-	92	-
Level I	14	12.0%	*	*	*	*
Level II	20	17.1%	*	*	*	*
Level III	61	52.1%	12	48.0%	49	53.3%
Level IV	22	18.8%	11	44.0%	11	12.0%
At or Above Grade Level	83	70.9%	23	92.0%	60	65.3%

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

Changes from EOG to EOC Performance

Table 32 presents students who were enrolled in grades where the EOG was administered during the participants’ baseline year (the year prior to receiving agency services), but were then enrolled in grades where the EOC was administered in 2011-2012 (after receiving agency services). This table provides an analysis of how their EOG scores in the baseline year compare to their EOC scores after participating in the agency.

The total number of students with data that includes one year of EOG scores and one year of EOC scores does not match the total number of students in Table 38. Many participants entered the agency for the first time in 2011-2012, and therefore do not have prior year’s data for a baseline comparison.

It is important to note that comparisons between EOG and EOC exams are not ideal, but were used for this analysis since EOC exams are taken only once unless failed, and therefore cannot be compared.

Forty-eight percent of high school participants improved their EOG reading to EOC English score and 43 percent improved one level. Forty-eight percent of participants remained stable, however no data was available on the number of participants who worsened.

In math, 19 percent of participants improved their score from the EOG math exam results to the EOC math exam results. Sixty percent remained stable and 21 percent of participants worsened.

Limited data was available for middle school participants, however 71 percent remained stable in math. Twenty-two percent of high school participants improved, 56 remained stable and 22 percent worsened.

Table 32

Change in Enrichment Workgroup EOG to EOC Academic Performance						
2011-12 vs. Baseline ⁴⁹						
	All Students (Gr. 6-12)		Middle School (Gr. 6-8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading to EOC English Results						
Participants with data for both years	56	-	*	-	56	-
Total Improved by:	27	48.3%	*	*	27	48.3%
One level	24	42.9%	*	*	24	42.9%
Two levels	*	*	*	*	*	*
Remained Stable:	27	48.2%	*	*	27	48.2%
Total Worsened by:	*	*	*	*	*	*
One level	*	*	*	*	*	*
Two levels	*	*	*	*	*	*
EOG to EOC Math Results						
Participants with data for both years	75	-	21	-	54	-
Total Improved by:	14	18.6%	*	*	12	22.3%
One level	13	17.3%	*	*	11	20.4%
Two levels	*	*	*	*	*	*
Remained Stable:	45	60.0%	15	71.4%	30	55.6%
Total Worsened by:	16	21.3%	*	*	12	22.3%
One level	15	20.0%	*	*	11	20.4%
Two levels	*	*	*	*	*	*

What are the attendance and suspension records of participants?

Absences

Table 33 first describes participants with chronic absences in the 2011-12 school year. Chronic absence is defined as being absent 10 or more days during the school year. CMS reports total absences and the absences code (excused and unexcused) separately, so the excused and unexcused absences added together will not necessarily equal the total absences.

⁴⁹ This table presents students who were enrolled in grades where the EOG exam was administered during the participant’s baseline year, but were then enrolled in grades where the EOC exam was administered in 2011-12. This chart best represents the change in achievement for students without two years of EOG or two years of EOC exam scores.

The mean is the average number of absences per student in this workgroup. The median is the middle number in the list of all values sorted numerically. For example, if the absences for all students were placed in list from the lowest to highest number of absences, the median would lie in the exact middle. The mode is the number of absences that appeared most frequently. The minimum is the lowest number of absences, while the maximum is the highest number of absences. The standard deviation measures how spread out the numbers are relative to the average. A higher standard deviation indicates that many values are far away from the average.

One quarter of all participants were absent 10 or more days in 2011-12. The average participant was absent 7 days. Some participants had perfect attendance while another missed 106 school days, which is over half of the academic year.

High school participants had the most absences; 34 percent of high school participants had 10 or more absences and the average high school participant was absent 10 days. Late elementary participants experienced the lowest percent (20 percent) who had 10 or more absences in 2011-12. Late elementary participants had an average of 6 absences.

When comparing the type of absences, unexcused absences were more prevalent among participants than excused absences. On average, participants had two excused absences and four unexcused absences. Participants in high school were less likely to have excused absences, while early and late elementary school participants were more likely. The reverse is true with unexcused absences. Twenty-one percent of high school participants had 10 or more unexcused absences, while 8 percent of elementary school participants had 10 or more unexcused absences.

Table 33

Enrichment Workgroup Absences									
2011-12									
Type of Absence ⁵⁰	School Level ⁵¹	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
Total	All Students	565	25.2%	7.23	5	0	0	106	8.463
	Early Elementary (K-2)	105	26.6%	7.20	5	3	0	48	6.969
	Late Elementary (3-5)	154	19.8%	5.92	4	2	0	100	6.705
	Middle School (6-8)	217	27.1%	7.65	5	0	0	64	8.635
	High School (9-12)	89	34.4%	9.98	6	0	0	106	12.894
Excused	All Students	108	4.8%	2.34	1	0	0	96	4.553
	Early Elementary (K-2)	29	7.4%	3.36	2	0	0	46	5.132
	Late Elementary (3-5)	37	4.8%	2.28	1	0	0	96	4.767
	Middle School (6-8)	37	4.6%	2.22	1	0	0	46	4.315
	High School (9-12)	5	1.9%	1.41	0	0	0	30	3.270
Unexcused	All Students	217	9.7%	4.04	3	0	0	84	5.393
	Early Elementary (K-2)	30	7.6%	3.63	3	0	0	31	3.940
	Late Elementary (3-5)	47	6.0%	3.31	2	0	0	28	3.695
	Middle School (6-8)	84	10.5%	4.01	3	0	0	39	4.773
	High School (9-12)	56	21.6%	6.97	4	0	0	84	10.292

Changes in Absences

Table 34 presents an analysis of how participants’ number of CMS absences changed from the baseline year (the year prior to receiving agency services) to 2011-2012 (after receiving agency services). Table 41 represents participants with 2 years of data. The number of All Students in this table does not match the number of All Students in Table 40 since this table includes only participants who have data for both 2011-2012 and a prior year. Some participants may have entered the agency for the first time in 2011-2012, and therefore do not have a prior year’s data for a baseline comparison. It is important to note

⁵⁰ 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.

⁵¹ Pre-K and Post High School students identified but too few to report.

that absenteeism increases as students age. Therefore, a slight increase is expected and stability should be viewed as a positive outcome.

Forty-nine percent of participants experienced an improvement in absences, meaning they were absent fewer times in 2011-12 compared to the baseline year of data. Forty percent of participants were absent more times in 2011-12 than the baseline year and 10 percent remained stable, meaning they had the same number of absences in the baseline year and 2011-12. The greatest improvements were experienced by early elementary and late elementary participants, and in turn, high school and middle school participants experienced a greater number of absences in 2011-12 than in their baseline year. These trends are similar to the collective results.

Forty-four percent of participants had fewer excused absences in 2011-12 than during their baseline year, 26 percent remained stable and 30 percent had more excused absences in 2011-12 than in their baseline year. Early elementary and late elementary participants had the greatest percent of participants who had fewer excused absences, while 32 percent of middle school participants experienced more excused absences in 2011-12 than during their baseline year.

Forty-two percent of participants experienced improvements in the number of unexcused absences in 2011-12 compared to their baseline year. While 16 percent of participants remained stable and had the same number of unexcused absences in both years of data, 42 percent of participants had more unexcused absences in 2011-12 than in their baseline year. Fifty-two percent of high school, 42 percent of middle school, 42 percent of late elementary and 36 percent of early elementary participants had more unexcused absences in 2011-12 compared to their baseline year. Early elementary participants showed the most improvement as 53 percent had fewer unexcused absences in 2011-12 than their baseline year.

Table 34

2011-12 vs. Baseline Change in Enrichment Workgroup Absences								
Type of Absence ⁵²	School Level	Improved		Stable		Worsened		Average change
Total	All Students	918	49.3%	191	10.3%	752	40.4%	-0.1284
	Early Elementary (K-2)	148	57.1%	35	13.5%	76	29.3%	-1.9460
	Late Elementary (3-5)	364	53.1%	69	10.1%	253	36.9%	-0.8950
	Middle School (6-8)	327	45.4%	70	9.7%	324	44.9%	0.5395
	High School (9-12)	76	39.6%	17	8.9%	99	51.6%	2.7135
Excused	All Students	821	44.1%	480	25.8%	560	30.1%	-0.5734
	Early Elementary (K-2)	129	49.8%	49	18.9%	81	31.3%	-0.8726
	Late Elementary (3-5)	336	49.0%	158	23.0%	192	28.0%	-0.9169
	Middle School (6-8)	290	40.2%	197	27.3%	234	32.5%	-0.2080
	High School (9-12)	63	32.8%	76	39.6%	53	27.6%	-0.2917
Unexcused	All Students	774	41.6%	302	16.2%	785	42.2%	0.1601
	Early Elementary (K-2)	135	52.1%	30	11.6%	94	36.3%	-1.1969
	Late Elementary (3-5)	298	43.4%	100	14.6%	288	42.0%	-0.1239
	Middle School (6-8)	275	38.1%	142	19.7%	304	42.2%	0.1969
	High School (9-12)	63	32.8%	30	15.6%	99	51.6%	2.9375

Suspensions

In 2011-12, 16 percent of all participants received an out-of-school suspension. Twenty-four percent of high school participants, 25 percent of middle school participants, 12 percent of late elementary school participants and 7 percent of early elementary school participants received an out-of-school suspension. Participants spent one day on average in out-of-school suspension.

⁵² 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.

Table 35

Enrichment Workgroup Out-of-School Suspensions									
2011-12									
	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
Out-of-School	All Students	363	16.2%	.854	0	0	0	33	3.066
	Early Elementary (K-2)	27	6.9%	.213	0	0	0	9	1.009
	Late Elementary (3-5)	93	12.0%	.339	0	0	0	11	1.251
	Middle School (6-8)	181	22.6%	1.43	0	0	0	33	4.081
	High School (9-12)	62	23.9%	1.60	0	0	0	30	4.515

Changes in Suspensions

Table 36 presents an analysis of how participants’ number of suspensions changed from the baseline year (prior to receiving services) to 2011-2012 (after receiving agency services). The number of All Students does not match the number of All Students in Table 42 since many participants entered the agency in 2011-2012 and therefore do not have a baseline year for comparison.

Nine percent of participants experienced fewer out-of-school suspensions in 2011-12 compared to their baseline year, while 77 percent of participants remained stable, meaning they received the same number in 2011-12 as in their baseline year data. Fourteen percent of participants experienced more days in out-of-school suspension in 2011-12 than in their baseline year.

High school participants had the greatest improvement in out-of-school suspensions while middle school participants had the greatest percent of participants who experienced more days in out-of-school suspension in 2011-12 than in their baseline year. This is similar to the collective results. The majority of participants in all grade groups remained stable. Older participants were more likely to experience more days in out-of-school suspension in 2011-12 than in their baseline compared to younger participants.

Table 36

2011-12 vs. Baseline Change in Enrichment Workgroup Out-of-School Suspensions								
	School Level	Improved		Stable		Worsened		Average change
Out-of-School	All Students	155	9.2%	1,306	77.2%	231	13.7%	0.2736
	Early Elementary (K-2)	10	4.1%	219	89.4%	16	6.5%	0.1306
	Late Elementary (3-5)	33	5.2%	532	84.0%	68	10.7%	0.1469
	Middle School (6-8)	76	11.8%	447	69.4%	121	18.8%	0.5171
	High School (9-12)	36	21.2%	108	63.5%	26	15.3%	0.0294

Multi-Program Participants

There were a total of 665 participants in more than one program. Six percent of participants were enrolled in two agency programs while less than one percent of participants were enrolled in three or four agency programs.

Since this report is capturing a baseline for participants along with 2011-12 school year data, the entry date for each participant was utilized to retrieve their CMS data for the year prior to their entering the program. The following table shows the school years represented in this report. The majority (85 percent) of participants' CMS baseline data came from the 2010-11 school year, meaning they entered the program in 2012. The earliest any participant entered a program was 2008, thus the earliest year of CMS data included in this report was 2006-07.⁵³

Table 37

Multi-Program Participants		
Sample Size	Number	Percent
Collective	9,975	
Participants in 1 program	9,014	90.4%
Multi-Program Participants	665	7.0%
Participants in 2 programs	625	6.5%
Participants in 3 programs	35	0.4%
Participants in 4 programs	5	0.1%
School Year of Baseline Data Pulled	Number	Percent
2006-07	9	1.5%
2007-08	9	1.5%
2008-09	29	4.7%
2009-10	46	7.5%
2010-11	518	84.8%
School Year 2011-12	665	7.0%

What programs were agency participants enrolled in?

Participants in multiple programs were more likely to be in two programs than three or four programs. Seven percent of participants were in multiple programs. Six and a half percent of participants were in two agency programs, while less than one percent were in three and four agency programs. Each agency had some participants who were enrolled in another agency program except The Urban League, which had no participants identified in other agency programs.

Communities in Schools had the greatest number of participants who received services from other agencies. Nearly 600 participants were also in other agency programs. Right Moves for Youth had the

⁵³ Agencies were asked to provide a list of all children that had participated in their program at some point between March 26, 2012 and May 31, 2012. For each child, they provided name, date of birth, and the date they began the program.

second largest number of participants who received services from more than one agency, followed by Girl Scouts and Big Brothers Big Sisters.

The following table identifies the number of participants that were in each agency and the additional agencies their participants received services from. The majority of agencies had participants in several additional agencies, while only Ada Jenkins Learn Works, Care Ring Nurse Family Partnership and Charlotte Speech & Hearing had participants who were enrolled in only one or two additional agency programs.

Table 38

Multi-Program Participants by Additional Agency Participation		
Agency	Other Agency Participated In	Number of Participants
A Child’s Place		91
	Communities in Schools	50
	Right Moves for Youth	17
	Big Brothers Big Sisters	11
	YMCA	5
	Girl Scouts	*
	Boy Scouts	*
	Boys and Girls Clubs	*
	Council for Children’s Rights	*
Ada Jenkins Learn Works		6
	Girl Scouts	*
	Big Brothers Big Sisters	*
Big Brothers Big Sisters of Greater Charlotte		165
	Communities in Schools	83
	Girl Scouts	21
	Right Moves for Youth	16
	Boys and Girls Clubs	15
	A Child’s Place	11
	YMCA	8
	Boy Scouts	6
	Council for Children’s Rights	*
	Ada Jenkins Learn Works	*
Boy Scouts, Mecklenburg Council		42
	Communities in Schools	16
	Boys and Girls Clubs	13
	Big Brothers Big Sisters	6
	Right Moves for Youth	5
	A Child’s Place	*
Boys and Girls Clubs of Greater Charlotte		98
	Communities in Schools	27

	Girl Scouts	20
	Right Moves for Youth	19
	Big Brothers Big Sisters	15
	Boy Scouts	13
	YMCA	*
	YWCA	*
	A Child's Place	*
Council for Children's Rights		12
	Communities in Schools	7
	Right Moves for Youth	*
	A Child's Place	*
	Big Brothers Big Sisters	*
Communities in Schools		568
	Right Moves for Youth	218
	Girl Scouts	135
	Big Brothers Big Sisters	83
	A Child's Place	50
	YMCA	28
	Boys and Girls Clubs	27
	Boy Scouts	16
	Council for Children's Rights	7
	Care Ring	*
	Charlotte Speech & Hearing	*
Care Ring Nurse Family Partnership		*
	Communities in Schools	*
Charlotte Speech & Hearing		*
	Communities in Schools	*
	YMCA	*
Girl Scouts, Hornets' Nest Council		195
	Communities in Schools	135
	Big Brothers Big Sisters	21
	Boys and Girls Clubs	20
	Right Moves for Youth	10
	YMCA	*
	A Child's Place	*
	Ada Jenkins Learn Works	*
Right Moves for Youth		287
	Communities in Schools	218
	Boys and Girls Clubs	19
	A Child's Place	17
	Big Brothers Big Sisters	16
	Girl Scouts	10
	Boy Scouts	5
	YMCA	*
	Council for Children's Rights	*
The Urban League of Central		*

Carolinas		
YMCA		50
	Communities in Schools	28
	Big Brothers Big Sisters	8
	A Child's Place	5
	Boys and Girls Clubs	*
	Charlotte Speech & Hearing	*
	Girl Scouts	*
	Right Moves for Youth	*
YWCA		*
	Boys and Girls Clubs	*

Race and Gender

The majority of participants were African American, accounting for 86 percent of participants during the baseline year data and 87 percent in 2011-12. Nearly 8 percent of participants were Hispanic in the baseline year data and 2011-12, while 2 percent of participants were white during baseline year data and 2011-12. The remaining participants were Asian, American Indian or Multi-Racial.

The gender breakdown of participants was similar for the baseline year data and 2011-12. During the baseline year, 60 percent of participants were females and 40 percent were males. In 2011-12, 61 percent of participants were females and 39 percent were males.

Age

When looking at the age distribution of participants in the baseline year, it is important to remember that this does not represent the current ages of children in these program but the age of the child the year before the entered the program. Fifty-four percent of participants fell between the ages of 8 and 11 in the baseline year data. The largest age group was ten year olds who made up 17 percent of all participants and the lowest numbers came at the very bottom and top of the spectrum in the baseline year.

During the 2011-12 school year, fifty-two percent of participants were between the ages of 11 and 13. Eleven year olds made up nearly 18 percent of all participants while the lowest numbers, like in the baseline year data were at the very bottom and top of the spectrum.

English as a Second Language

Two percent of participants received services in the English as a Second Language program during the 2011-12 school year. This is less than the nearly four percent of participants who received services during the baseline year.

Exceptional Children

Seventeen percent of participants were classified as Exceptional Children (EC) during the 2011-12 school year, with 6 percent of those participants having a specific learning disability⁵⁴, 4 percent having an 'other' disability, nearly 2 percent having a serious emotional disability⁵⁵, and 1 percent having a developmental or intellectual disability.⁵⁶

Sixteen percent of participants were identified with an EC designation during the baseline year, with 5 percent of those participants having a specific learning disability, 4 percent having an 'other' disability, around 2 percent having a developmental or intellectual disability, and 2 percent having a serious emotional disability.

The EC designation also includes children who are considered academically or intellectually gifted. In 2011-12 nearly 4 percent of participants were identified as gifted and 3 percent in the baseline year data.

⁵⁴ 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.

⁵⁵ 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.

⁵⁶ 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.

Table 39

Multi-Program Participants Demographics				
	2011-12		Baseline	
Race/Ethnicity	Number	Percent	Number	Percent
White	14	2.1%	14	2.2%
African American	580	87.2%	558	86.2%
Hispanic	51	7.7%	50	7.7%
Asian	9	1.4%	10	1.5%
American Indian	4	0.6%	5	0.8%
Multi-Racial	7	1.1%	10	1.5%
Gender				
Male	260	39.1%	257	39.8%
Female	405	60.9%	389	60.2%
Age				
3-4	*	*	19	2.9%
5	7	1.1%	34	5.3%
6	14	2.1%	37	5.7%
7	27	4.1%	62	9.6%
8	39	5.9%	73	11.3%
9	40	6.0%	81	12.5%
10	60	9.0%	108	16.7%
11	119	17.9%	86	13.3%
12	128	19.2%	61	9.4%
13	99	14.9%	40	6.2%
14	46	6.9%	21	3.2%
15	34	5.1%	17	2.6%
16	29	4.4%	7	1.1%
17	18	2.7%	*	*
18	*	*	*	*
19	*	*	*	*
English as a Second Language (ESL) Status				
Receiving Services	15	2.3%	23	3.5%
Exceptional Child (EC) Status				
Specific Learning Disabled	41	6.2%	35	5.3%
Serious Emotional Disability	11	1.7%	11	1.7%
Developmental/Intellectual Disabilities	9	1.4%	11	1.7%
Other Disability	27	4.1%	29	4.4%
Gifted	25	3.8%	22	3.3%

Special Groups

We examined participants who were represented in three groups of schools and included schools in the Project L.I.F.T. Zone⁵⁷, schools designated as Title I (i.e. high poverty)⁵⁸, and schools that include grades K or Pre-K through 8.⁵⁹ These groups are not mutually exclusive so a school could have all three designations or any combination of the designations.

During the baseline year of data, 20 percent of participants attended schools in the project L.I.F.T. Zone, 62 percent attended Title I schools, and 15 percent attended schools with grades K or Pre-K through 8.

During the 2011-12 school year, more participants were identified in these three groups. Thirty-nine percent of participants attended schools in the Project L.I.F.T. Zone, 85 percent attended Title I schools, and 30 percent attended schools with grades K or Pre-K through 8.

Grade

When looking at grade distribution of participants, it is important to note the baseline year data represents the grade participants were in prior to receiving services. The grade distribution is similar to the age distribution. In 2011-12 nearly 57 percent of participants were in middle school, 20 percent in late elementary school, 17 percent in high school and 6 percent in early elementary.

During the baseline year, 39 percent were middle school participants, 35 percent of participants were in late elementary, 16 percent were in early elementary, and 9 percent were in high school. Nearly 1 percent of participants were in pre-kindergarten in the baseline year data.

⁵⁷ 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.

⁵⁸ 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.

⁵⁹ 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 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.

Table 40

Multi-Program Participants School Information				
Grade	2011-12		Baseline	
	Number	Percent	Number	Percent
Pre-Kindergarten	*	*	7	1.1%
Early Elementary (K-2)	38	5.7%	98	16.0%
Kindergarten	*	*	18	18.4%
1 st	15	39.5%	28	28.6%
2 nd	23	60.5%	52	53.1%
Late Elementary (3-5)	130	19.5%	213	34.8%
3 rd	44	33.8%	49	23.0%
4 th	40	30.8%	66	31.0%
5 th	46	35.4%	98	46.0%
Middle (6-8)	378	56.8%	240	39.2%
6 th	113	29.9%	120	50.0%
7 th	136	36.0%	86	35.8%
8 th	129	34.1%	34	14.2%
High (9-12)	115	17.3%	54	8.8%
9 th	39	33.9%	22	40.7%
10 th	31	27.0%	12	22.2%
11 th	18	15.7%	20	37.0%
12 th	27	23.5%	*	*
Special Groups				
Project L.I.F.T. Schools	259	38.9%	132	19.8%
Title I Schools	568	85.4%	414	62.3%
Pre-K/K – 8 Schools	201	30.2%	100	15.0%

Schools

The schools participants attended before receiving services were dispersed as were the schools participants attended in 2011-12. The baseline year data shows that the year before participants received services, they attended 112 CMS schools.⁶⁰ The ten schools with the largest numbers of participants in the baseline year data are in the following table. These schools accounted for nearly 41 percent of participants, while the other 59 percent attended the other 102 schools.

The school the greatest number of participants attended during the baseline year data was John Taylor Williams Middle School, which is now closed, followed by Ranson Middle School.

In 2011-12, participants attended 81 CMS schools, which were less dispersed than the baseline year data. The ten schools with the largest number of participants accounted for 51 percent of participants while the remaining participants attended the other 71 schools. The school the greatest number of participants attended in 2011-12 was Walter G. Byers School (Pre-K-8), followed by Ranson Middle School.

⁶⁰ This includes pre-K centers and schools that have since closed.

During both 2011-12 and the baseline year data, Ranson Middle, Coulwood Middle, Bruns Academy (Pre-K-8), Walter G. Byers School (Pre-K-8), Rama Road Elementary and Reid Park Academy (Pre-K-8) were in the top ten schools participants attended.

Table 41

Multi-Program Participants Schools Attended		
Schools 2011-12		
Top 10	Number	Percent
Walter G. Byers School (Pre-K-8)	74	11.1%
Ranson Middle	68	10.2%
Coulwood Middle	37	5.6%
West Charlotte High	32	4.8%
Bruns Academy (Pre-K-8)	31	4.7%
Westerly Hills Academy (Pre-K-8)	26	3.9%
Rama Road Elementary	22	3.3%
Thomasboro Academy (Pre-K-8)	22	3.3%
Reid Park Academy (Pre-K-8)	21	3.2%
Sedgefield Middle	21	3.2%
All Other (71) Schools	311	48.7%
Schools Baseline Year		
Top 11		
John Taylor Williams Middle (Closed)	43	6.6%
Ranson Middle	34	5.3%
Bishop Spough Community Academy (6-8) Closed	33	5.1%
Walter G. Byers (Pre-K-8)	33	5.1%
Wilson Middle (Closed)	25	3.9%
Bruns Academy (Pre-K-8)	23	3.6%
Coulwood Middle	23	3.6%
Reid Park Academy (Pre-K-8)	17	2.6%
Rama Road Elementary	16	2.5%
Albemarle Road Elementary	14	2.2%
James Martin Middle	14	2.2%
All Other (102) Schools	372	58.9%

How did agency participants perform academically?

EOG Performance

Table 42 provides the End-of-Grade (EOG) Reading and Math results for participants in 2011-2012 after they received agency services. Students can score a Level I, Level II, Level III, or Level IV on the EOGs. Levels I and II indicate a student is performing below grade level while Levels III and IV indicate a student is performing at or above grade level. Students in grades 3-8 take end-of-grade exams. High school students take content specific end-of-course exams.

The following table shows that participants tended to perform lower on reading assessments in both late elementary and middle school compared to math assessments during the 2011-12 school year. Forty-nine percent of all participants were at or above grade level in the reading EOG. The math EOG results show that 66 percent of all participants were at or above grade level; 62 percent of late elementary school participants and 68 percent of middle school participants in 2011-12.

Looking at the full spectrum of scores, the share of participants scoring level I on reading EOGs (20 percent) was much greater than for math EOGs (6 percent). The percent of participants scoring Level IV on reading EOGs (6 percent) was lower when compared to the percent scoring Level IV in math (10 percent).

Table 42

Multi-Program Participants EOG Academic Performance						
2011-12						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
EOG Reading Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	471	-	113	-	358	-
Level I	95	20.2%	28	24.8%	67	18.7%
Level II	146	31.0%	36	31.9%	110	30.7%
Level III	202	42.9%	46	40.7%	156	43.6%
Level IV	28	5.9%	*	*	*	*
At or Above Grade Level	230	48.8%	*	*	*	*
EOG Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	476	-	115	-	361	-
Level I	28	5.9%	5	4.3%	23	6.4%
Level II	132	27.7%	39	33.9%	93	25.8%
Level III	271	56.9%	59	51.3%	212	58.7%
Level IV	45	9.5%	12	10.4%	33	9.1%
At or Above Grade Level	316	66.4%	71	61.7%	245	67.8%

Changes in EOG Performance

Table 43 presents an analysis of how participants' End-of-Grade (EOG) scores changed from the baseline year (prior to receiving agency services) to 2011-2012 (after receiving agency services).

The Improved indicates that a student improved by one or two levels from the baseline year to 2011-2012. For a one-level improvement, the student could have shifted from a Level I to II or from a Level II to III. For a two-level improvement, the student could have shifted from a Level I to III or from a Level II to IV.

The total number of students with data for both EOG reading and math does not match the number of all students in Table 49. Many participants entered agency programs for the first time in 2011-2012, and

therefore have no prior year's data for comparison. Additionally, some participants may have been enrolled in a grade where the EOG was not administered in either the baseline year (the year prior to receiving agency services) or the 2011-2012 school year.

One quarter percent of participants improved from the baseline year to 2011-12 on the reading EOG exam. Fifty-nine percent of participants remained stable, meaning the score they received during the 2011-12 EOG reading test was the same as on the EOG reading test during their baseline year, and 16 percent worsened. For participants who improved, nearly all improved one level. For participants who worsened, 15 percent worsened one level.

Forty-five percent of late elementary participants improved on their reading EOG exams and forty-eight percent remained stable. A lesser percentage of middle school participants improved compared to late elementary students. Twenty-two percent of middle school participants improved, while sixty-one percent remained stable.

EOG math results were similar for all participants compared to the EOG reading results. Twenty-four percent of participants improved; 23 percent improved one level and nearly 2 percent improved two levels. Sixty percent remained stable and 16 percent worsened. These trends were similar for late elementary and middle school participants. A greater percentage of late elementary participants improved (36 percent) compared to middle school participants (23 percent) on the math EOGs.

Table 43

Change in Multi-Program Participants EOG Academic Performance						
2011-12 vs. Baseline						
	All Students (Gr. 3-8)		Late Elementary (Gr. 3-5)		Middle School (Gr. 6-8)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading Results						
Total with data for both years (N)	372	-	42	-	330	-
Total Improved by:	93	25.0%	19	45.2%	74	22.4%
One level	91	24.5%	18	42.9%	73	22.1%
Two levels	*	*	*	*	*	*
Remained Stable:	220	59.1%	20	47.6%	200	60.6%
Total Worsened by:	59	15.9%	*	*	*	*
One level	56	15.1%	*	*	*	*
Two levels	*	*	*	*	*	*
EOG Math Results						
Total with data for both years (N)	378	-	44	-	334	-
Total Improved by:	92	24.3%	16	36.4%	76	22.8%
One level	85	22.5%	*	*	70	21.0%
Two levels	7	1.9%	*	*	*	*
Remained Stable:	227	60.1%	21	47.7%	206	61.7%
Total Worsened by:	59	15.6%	7	15.9%	52	15.6%
One level	55	14.6%	7	15.9%	48	14.4%
Two levels	*	*	*	*	*	*

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

EOC Performance

Table 44 provides the End-of-Course (EOC) English and Math results for participants in Grades 8-12. Most participants taking the EOC are enrolled in grades 9, 10, 11, or 12, although it is possible for advanced 8th graders to take the EOC test as well.

EOC exams showed a greater percent of participants at or above grade level in English compared to math. There was no middle school data to be reported, however, 54 percent of high school participants were proficient in English.

EOC math results showed that 65 percent of all participants were at or above grade level in math. Forty-seven percent of middle school participants and 51 percent of high school participants were at or above grade level in math in 2011-12.

Limited data was available for the full spectrum of scores. One quarter of participants scored a level II for English EOCs while 23 percent scored a Level II on math EOCs. For both English and math EOCs, 54 percent and 50 percent of participants scored a Level III, respectively.

Table 44

Multi-Program Participants EOC Academic Performance						
2011-12						
EOC English Results	All Students (Gr. 8-12)		Middle School (Gr. 8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	28	-	*	-	28	-
Level I	*	*	*	*	*	*
Level II	7	25.0%	*	*	7	25.0%
Level III	15	53.6%	*	*	15	53.6%
Level IV	*	*	*	*	*	*
At or Above Grade Level	15	53.6%	*	*	15	53.6%
EOC Math Results	Number	Percent	Number	Percent	Number	Percent
Total Tested (N)	52	-	17	-	35	-
Level I	6	11.5%	*	*	*	*
Level II	12	23.1%	*	*	*	*
Level III	26	50.0%	8	47.1%	18	51.4%
Level IV	8	15.4%	*	*	*	*
At or Above Grade Level	34	65.4%	8	47.1%	18	51.4%

Changes from EOG to EOC Performance

Table 45 presents students who were enrolled in grades where the EOG was administered during the participants’ baseline year (the year prior to receiving agency services), but were enrolled in grades where the EOC was administered in 2011-2012 (after receiving agency services). This table provides an analysis of how their EOG scores in the baseline year compare to their EOC scores after participating in the agency.

The total number of students with data that includes one year of EOG scores and one year of EOC scores does not match the total number of students in Table 51. Many participants entered the agency for the first time in 2011-2012, and therefore do not have prior year’s data for a baseline comparison.

It is important to note that comparisons between EOG and EOC exams are not ideal, but were used for this analysis since EOC exams are taken only once unless failed, and therefore cannot be compared.

Sixty-four percent of high school participants improved their EOG reading to EOC English score and 48 percent improved one level, while 32 percent of participants remained stable.

In math, 13 percent of participants improved their score from their EOG math exam results to their EOC math exam results. Sixty-one percent remained stable and 26 percent of participants worsened. Limited data was available for math results, however 77 percent of middle school and 52 percent of high school participants remained stable in math.

Table 45

2011-12 vs. Baseline Change in Multi-Program Participants EOG to EOC Academic Performance						
	All Students (Gr. 6-12)		Middle School (Gr. 6-8)		High School (Gr. 9-12)	
	Number	Percent	Number	Percent	Number	Percent
EOG Reading to EOC English Results						
Participants with data for both years	25	-	*	-	25	-
Total Improved by:	16	64.0%	*	*	16	64.0%
One level	12	48.0%	*	*	12	48.0%
Two levels	*	*	*	*	*	*
Remained Stable:	8	32.0%	*	*	8	32.0%
Total Worsened by:	*	*	*	*	*	*
One level	*	*	*	*	*	*
Two levels	*	*	*	*	*	*
EOG to EOC Math Results						
Participants with data for both years	46	-	17	-	29	-
Total Improved by:	6	13.0%	*	*	*	*
One level	6	13.0%	*	*	*	*
Two levels	*	*	*	*	*	*
Remained Stable:	28	60.9%	13	76.5%	15	51.7%
Total Worsened by:	12	26.1%	*	*	*	*
One level	12	26.1%	*	*	*	*
Two levels	*	*	*	*	*	*

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

What are the attendance and suspension records of participants?

Absences

Table 46 first describes participants with chronic absences in the 2011-12 school year. Chronic absence is defined as being absent 10 or more days during the school year. CMS reports total absences and the absences code (excused and unexcused) separately, so the excused and unexcused absences added together will not necessarily equal the total absences.

The mean is the average number of absences per student. The median is the middle number in the list of all values sorted numerically. For example, if the absences for all students were placed in list from the lowest to highest number of absences, the median would lie in the exact middle. The mode is the number of absences that appeared most frequently. The minimum is the lowest number of absences, while the maximum is the highest number of absences. The standard deviation measures how spread out the numbers are relative to the average. A higher standard deviation indicates that many values are far away from the average.

Thirty-five percent of all participants were absent 10 or more days in 2011-12. The average participant was absent 9 days. Some participants had perfect attendance while another missed 128 school days, which is over seventy percent of the academic year.

High school participants had the most absences; 48 percent of participants had 10 or more absences and the average high school participant was absent 14 days. Late elementary participants experienced the lowest percent (25 percent) that had 10 or more absences in 2011-12. The average late elementary participant had an average of 7 absences.

When comparing the type of absences, unexcused absences were more prevalent among participants than excused absences. On average, participants had two excused absences and six unexcused absences. Limited data was available on excused absences, however 3 percent of middle school and 5 percent of late elementary school participants had 10 or more excused absences in 2011-12. Participants in high school were more likely to have unexcused absences, while early and late elementary school participants were less likely. Thirty percent of high school participants had 10 or more unexcused absences, while 9 percent of late elementary school participants had 10 or more unexcused absences.

Table 46

Multi-Program Participants Absences									
2011-12									
Type of Absence ⁶¹	School Level	10 or More Absences		Mean	Median	Mode	Min	Max	Standard Deviation
Total	All Students	231	34.7%	9.43	6	2	0	128	11.227
	Early Elementary (K-2)	13	31.0%	8.40	6.5	0	0	26	7.071
	Late Elementary (3-5)	32	24.6%	6.64	4	2	0	48	8.0339
	Middle School (6-8)	131	34.7%	8.97	6	3	0	49	8.482
	High School (9-12)	55	47.8%	14.45	9	7	0	128	19.229
Excused	All Students	26	3.9%	1.91	0	0	0	50	3.893
	Early Elementary (K-2)	*	*	3.14	1.5	0	0	16	3.861
	Late Elementary (3-5)	7	5.4%	2.26	1	0	0	39	4.676
	Middle School (6-8)	12	3.2%	1.60	0	0	0	21	2.985
	High School (9-12)	*	*	2.05	0	0	0	50	5.261
Unexcused	All Students	114	17.1%	5.63	4	0	0	78	7.114
	Early Elementary (K-2)	7	16.7%	4.74	3	3	0	19	4.919
	Late Elementary (3-5)	12	9.2%	3.77	3	0	0	28	4.596
	Middle School (6-8)	61	16.1%	5.25	4	0	0	47	5.463
	High School (9-12)	34	29.6%	9.28	6	2	0	78	12.056

Changes in Absences

Table 47 presents an analysis of how participants’ number of CMS absences changed from the baseline year (the year prior to receiving agency services) to 2011-2012 (after receiving agency services). Table 54 represents participants with 2 years of data. The number of All Students in this table does not match the number of All Students in Table 53 since this table includes only participants who have data for both 2011-2012 and a prior year. Some participants may have entered the agency for the first time in 2011-2012, and therefore do not have a prior year’s data for a baseline comparison. It is important to note

⁶¹ 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.

that absenteeism increases as students age. Therefore, a slight increase is expected and stability should be viewed as a positive outcome.

Forty-four percent of participants experienced an improvement in absences, meaning they were absent fewer times in 2011-12 compared to the baseline year of data. Forty-eight percent of participants were absent more times in 2011-12 than the baseline year and 9 percent remained stable, meaning they were absent the same number of times in 2011-12 and their baseline year data. The greatest improvements were experienced by early and late elementary participants, and in turn, high school and middle school participants experienced a greater number of absences in 2011-12 than in their baseline year. These trends are similar to the collective results.

Thirty-eight percent of participants had fewer excused absences in 2011-12 than in their baseline year, 32 percent remained stable and 30 percent had more excused absences in 2011-12 than in their baseline year. Early elementary and late elementary participants had the greatest percent of participants experiencing fewer excused absences, while 39 percent of high school participants experienced more excused absences in 2011-12.

Forty-one percent of participants saw improvements in the number of unexcused absences in 2011-12 compared to their baseline year. While 14 percent of participants remained stable and had the same number of unexcused absences in both years of data, 45 percent of participants had more unexcused absences in 2011-12 than in their baseline year. Fifty-four percent of high school, 45 percent of middle school, 42 percent of early elementary and 39 percent of late elementary participants had more unexcused absences in 2011-12 compared to their baseline year. Early elementary participants showed the most improvement, and 52 percent had fewer unexcused absences in 2011-12 than their baseline year.

Table 47

2011-12 vs. Baseline Change in Multi-Program Participants Absences								
Type of Absence ⁶²	School Level	Improved		Stable		Worsened		Average change
Total	All Students	266	43.5%	55	9.0%	291	47.5%	0.7059
	Early Elementary (K-2)	17	54.9%	*	*	10	32.3%	-1.4516
	Late Elementary (3-5)	59	50.4%	7	6.0%	51	43.6%	-0.3675
	Middle School (6-8)	153	42.1%	38	10.5%	172	47.4%	0.1047
	High School (9-12)	37	36.6%	6	5.9%	58	57.4%	4.7723
Excused	All Students	231	37.7%	198	32.4%	183	29.9%	-0.2516
	Early Elementary (K-2)	14	45.2%	7	22.6%	10	32.3%	-1.0968
	Late Elementary (3-5)	55	47.0%	29	24.8%	33	28.2%	-0.4530
	Middle School (6-8)	137	37.7%	125	34.4%	101	27.8%	-0.4298
	High School (9-12)	25	24.8%	37	36.6%	39	38.6%	0.8812
Unexcused	All Students	248	40.5%	87	14.2%	277	45.3%	0.5065
	Early Elementary (K-2)	16	51.6%	*	*	13	41.9%	-0.4194
	Late Elementary (3-5)	53	45.3%	18	15.4%	46	39.3%	-0.1539
	Middle School (6-8)	142	39.1%	57	15.7%	164	45.2%	-0.0661
	High School (9-12)	37	36.6%	10	9.9%	54	53.5%	3.6139

Suspensions

In 2011-12, 30 percent of all participants received an out-of-school suspension. Thirty-eight percent of high school participants, 33 percent of middle school participants, 20 percent of late elementary school participants and 12 percent of early elementary school participants received an out-of-school suspension. Participants spent two days on average in out-of-school suspension.

⁶² 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.

Table 48

Multi-Program Participants Out-of-School Suspensions									
2011-12									
	School Level	1 or More Suspensions		Mean	Median	Mode	Min	Max	Standard Deviation
Out-of-School	All Students	200	30.1%	1.89	0	0	0	51	4.693
	Early Elementary (K-2)	5	11.9%	.524	0	0	0	9	1.798
	Late Elementary (3-5)	26	20.0%	.608	0	0	0	13	1.750
	Middle School (6-8)	125	33.1%	2.11	0	0	0	33	4.673
	High School (9-12)	44	38.3%	3.12	0	0	0	51	6.871

Changes in Suspensions

Table 49 presents an analysis of how participants’ number of suspensions changed from the baseline year (prior to receiving services) to 2011-2012 (after receiving agency services). The number of All Students does not match the number of All Students in Table 55 since many participants entered the agency in 2011-2012 and therefore do not have a baseline year for comparison.

Seventeen percent of participants experienced fewer out-of-school suspensions in 2011-12 compared to their baseline year, while 61 percent of participants remained stable, meaning they had the same number of out-of-school suspensions in both years of data. Twenty-three percent of participants experienced more days in out-of-school suspension in 2011-12 than in their baseline year.

High school participants had the greatest improvement in out-of-school suspensions, while middle school participants had the greatest percent of participants who experienced more days in out-of-school suspension in 2011-12 than in their baseline year, followed by high school participants. This is similar to the collective results. The majority of participants in all grade groups remained stable. Older participants were more likely to experience more days in out-of-school suspension in 2011-12 than in their baseline year compared to younger participants.

Table 49

2011-12 vs. Baseline Change in Multi-Program Participants Out-of-School Suspensions								
	School Level	Improved		Stable		Worsened		Average change
		Count	Percentage	Count	Percentage	Count	Percentage	
Out-of-School	All Students	96	17.0%	341	60.5%	127	22.5%	0.4326
	Early Elementary (K-2)	*	*	26	86.7%	*	*	0.0667
	Late Elementary (3-5)	11	10.6%	75	72.1%	18	17.3%	0.2019
	Middle School (6-8)	54	16.3%	193	58.3%	84	25.4%	0.5861
	High School (9-12)	28	28.3%	47	47.5%	24	24.2%	0.2727

