

# NAZ Internal Evaluation Report:

## Expanded Learning

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Coordination with the Northside Achievement Zone

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### Executive Summary

**Expanded Learning Goal: ExL enrolled children demonstrate accelerated progress to achieve grade-level performance in reading and math.**

#### Short-Term Effects

- At this time, some NAZ scholars in ExL programs are making accelerated progress, as demonstrated by improvement in performance level.
  - Available assessment data suggests the benefits of summer programming, with the greatest acceleration from the end of one academic year to the next, but less evidence of accelerated progress during the academic year (Fall to Spring).

#### Process Results

- Data from the two online instructional programs Lexia (for reading) and IXL (for math) reflect scholars using these instructional programs at variable rates. On average scholars are not participating in the expected number of instructional minutes in the Solution Plan.
- Some data are currently available on scholar attendance, enrollment and instructional time in ExL programs. NAZ is planning to more closely track data in each of these areas. This expanded data will support future efforts to fully evaluate the link between these variables and Scholar achievement in reading and mathematics.

## Authors' Note

This report was produced by the NAZ Internal Evaluation Team at the University of Minnesota; this team is directed by Scott McConnell, Ph.D., and includes Laura Potter, Joseph Demers, Lynn Edwards, and Kevin Overson. This work is supported by a contract with the Northside Achievement Zone, and represents a collaboration between NAZ and CEED@UROC staff.

The authors gratefully acknowledge the assistance of NAZ program leaders and staff, Action Team leads, NAZ Program Partners, and the parents and Scholars who contributed time, effort, and information that helped produce this report.

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This report is available on the CEED@UROC NAZ Internal Evaluation [website](#), and is available in alternate formats on request. For more information, please contact the authors at [ceeduroc@umn.edu](mailto:ceeduroc@umn.edu) or 612-624-9381.

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# Introduction and Methods

## Purpose

This report is a product of the NAZ Internal Evaluation team at the University of Minnesota. The team works collaboratively with NAZ and its Partners to (1) gather information about the level and fidelity of implementation of NAZ Solution Plans, and (2) report the short-term effects of NAZ's interventions to support its key outcomes or checkpoints. As part of this internal evaluation work, the IE team gathers focused information for each solution plan at several points each year. The purpose of this report is to evaluate and document the implementation and short-term effects of the NAZ Expanded Learning Solution Plan as NAZ and its Partners work toward the NAZ ExL Result:

- ExL enrolled children demonstrate accelerated progress to achieve grade-level performance in reading and math.

Consistent with the overall design of *Results NAZ*, information presented here addresses three key questions: *How much* of the intended intervention was provided, *how well* was this intervention implemented, and *was anyone better off, or what were the short-term effects, of this intervention effort?*

## Organization of the Report

This report includes four main sections:

- Scholar Performance in READING
- Scholar Performance in MATHEMATICS
  - These sections summarize the data about how NAZ Scholars grades Kindergarten to Eight are performing in reading and mathematics.
  - **Essential Active Ingredients** from the Solution Plan are included for reference, using the following convention: "**EAI 2.3**" provides the text of the third EAI within the second section (or "bucket") from the Solution Plan.
- Process Results (Answering the Results-Based Accountability questions, "How much did we do?" and "How well did we do it?")
  - This section is organized according to "buckets," or sections, in the solution plan with each question addressing a specific activity called an "essential active ingredient" (EAI) in that bucket. Each question relates to how much and/or how well the solution plan was implemented.

■ Appendix

- Results-NAZ Process
- Process for Generating this Report
- Description of assessment measures
- Questions not Addressed in this Report

## Scholar Performance in READING

### Short-Term Effects: Is anyone better off?

The following section includes information about the effects NAZ and its Partners’ programs are having on key outcomes related to Scholars achieving grade-level proficiency in reading.

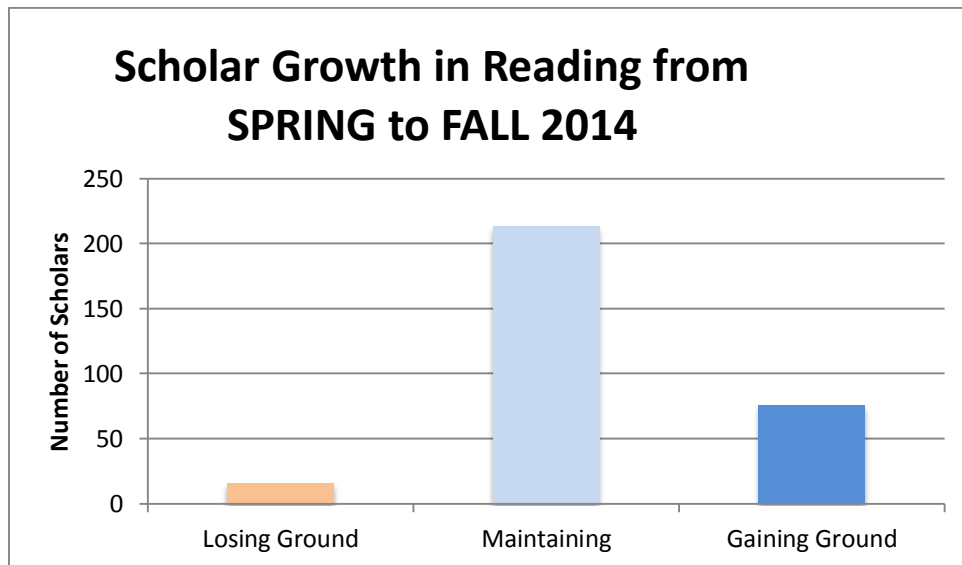
### How did ExL-enrolled Scholars perform on measures of reading during the ACADEMIC YEAR?

NAZ collects reading assessments on NAZ-enrolled Scholars twice a year, in the **Fall** between October and November, and in the **Spring**, between April and May. The following section presents results from these assessments, based on data stored in NAZ Connect. Three assessment periods were examined

- Fall 2013 (Oct to Nov); Spring 2014 (May); Fall 2014 (Oct to Nov)

#### *What portion of ExL-Enrolled Scholars Made Accelerated Progress in Reading?*

The graph below shows Scholars who “gained ground,” meaning that they increased their reading level from “At Risk” to either “Some Risk” or “On Track” or moved from “Some Risk” to “On Track.”



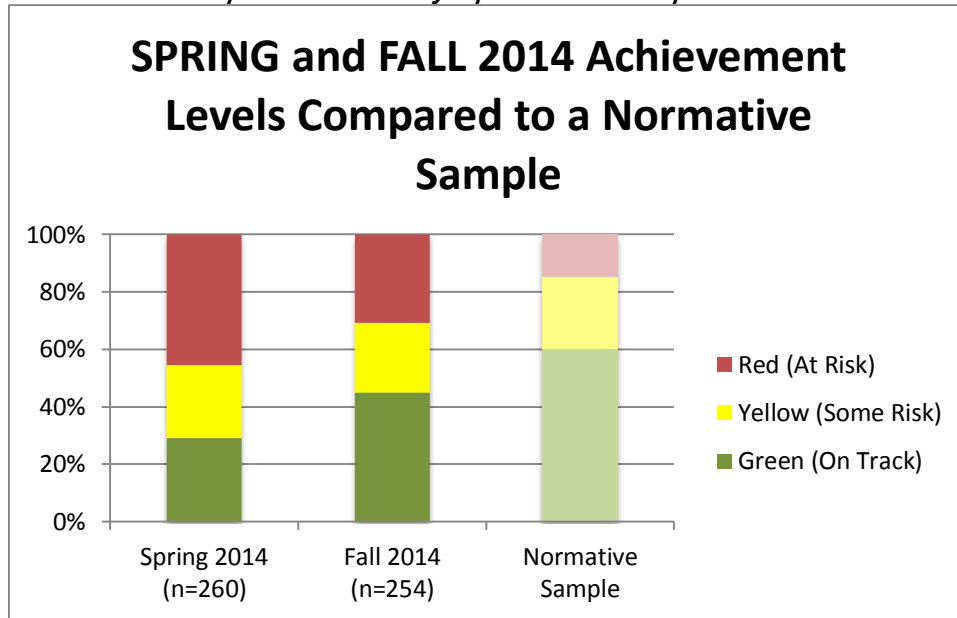
These data were based on 305 scholars in grades K-7 who were assessed in the Spring of 2014 (end of one academic year) and again in the Fall of 2014 (beginning of the following academic year). As the

graph indicates, 76 (25%) of these Scholars improved one or more levels, while an additional 213 (70%) made expected gains in reading, with 70 (33%) of these 213 Scholars starting out “On Track” and maintaining.

**EAI 2.2 “All students are assessed regularly with NAZ-specified assessments that include reliable, leveled reading assessment to identify reading level and specific skills needing instruction.”**

*What portion of Scholars assessed in ExL programs were “green/on track” “yellow/at some risk” and “red/at risk” Fall 2014 reading assessments?*

*How does this compare to a nationally representative sample of students?*



Scholars in Partner ExL programs had a larger portion of scholars scoring in “some” or “at risk” levels compared to a broader population; at the broadest level, we would expect 15% of Scholars to score in the red, 25% in the yellow, and 60% in the green. The proportion of ExL Scholars who were “On Track” was higher in the Fall of 2014 than in the Spring of the previous school year. It should be noted that this display includes *all* ExL-enrolled Scholars at each time point (not just those who enrolled both Spring and Fall), and thus, does not compare the achievement of the exact same group of Scholars over time.

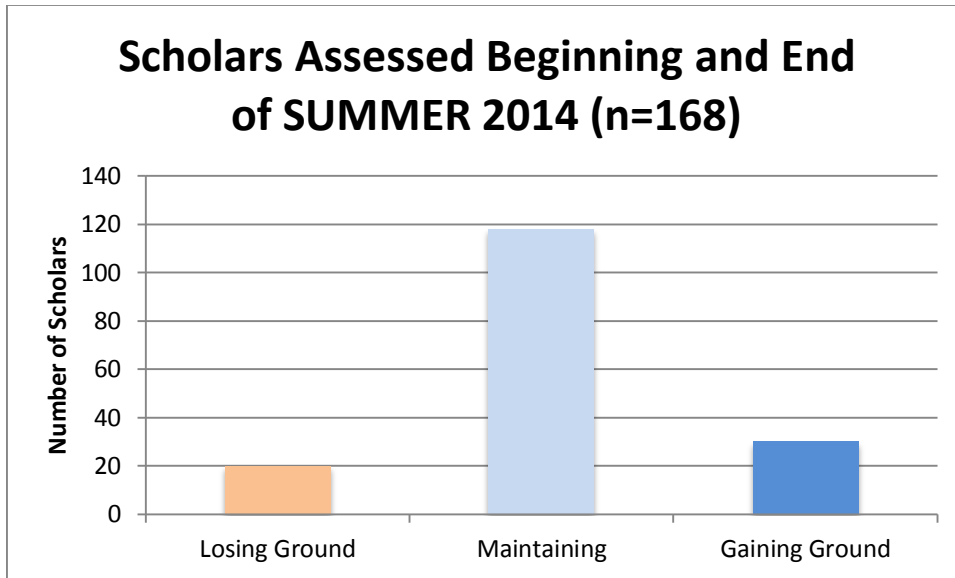
### How did Scholars perform on measures of reading during the SUMMER?

During the summer, reading was assessed with **aReading**, a computer adaptive test that adjusts questions based on how Scholars respond and scores achievement accordingly. This test yields scores on a different scale than CBMRe, thus scores cannot be compared directly across these two tests.

**For Scholars assessed at the start and end of Summer 2014:**

***What portion of ExL-Enrolled Scholars Made Accelerated Progress in Reading?***

The graph below shows Scholars who “gained ground,” meaning that they increased their reading level from “At Risk” to either “Some Risk” or “On Track” or moved from “Some Risk” to “On Track.”

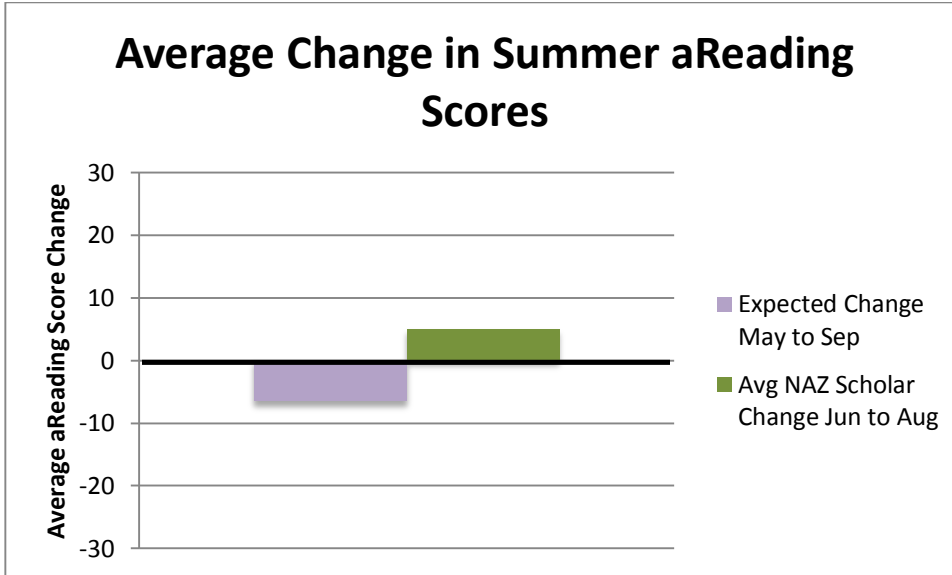


Out of these 168 Scholars 30 (18%) improved by at least one level by the end of the summer. An additional 118 maintained the same level, with 53 (45%) of these 118 scholars starting out Green and maintaining that level.

***What was the average rate of growth for Scholars who were below grade level (“yellow” and “red”) at the start of the summer?***

The table below focuses on Scholars who were identified as “At Risk” or “At Some Risk” based on their assessment at the start of the summer.

**Average aReading Scores for Scholars not on track at start of Summer 2014**



As these data indicate, on average, Scholars who were identified as “At Risk” or “At Some Risk” based on their pre-summer assessment increased by 5 points (from 476 to 481) by the end of the summer. While this gain is small, is it notable, since children’s reading scores on **aReading**, on average, decrease by 6.5 points from Spring to Fall.

***What portion of these Scholars achieved proficiency by the end of the summer?***

Out of these 113 Scholars identified below proficiency at the start of the summer, 15 (13%) were identified as “On Track” by the end of the summer.

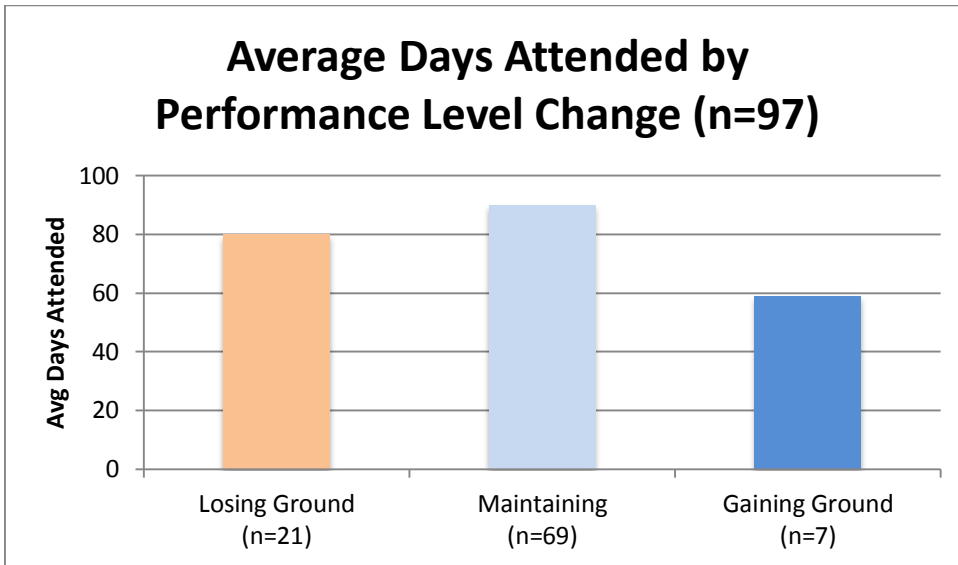
**Change in Achievement Level for 113 Scholars not “on track” who were assessed twice**

Time point	“On track”	“Some risk”	“At risk”
<b>Beginning of Summer</b>		64 (57%)	49 (43%)
<b>End of Summer</b>	15 (13%)	57 (50%)	41 (36%)

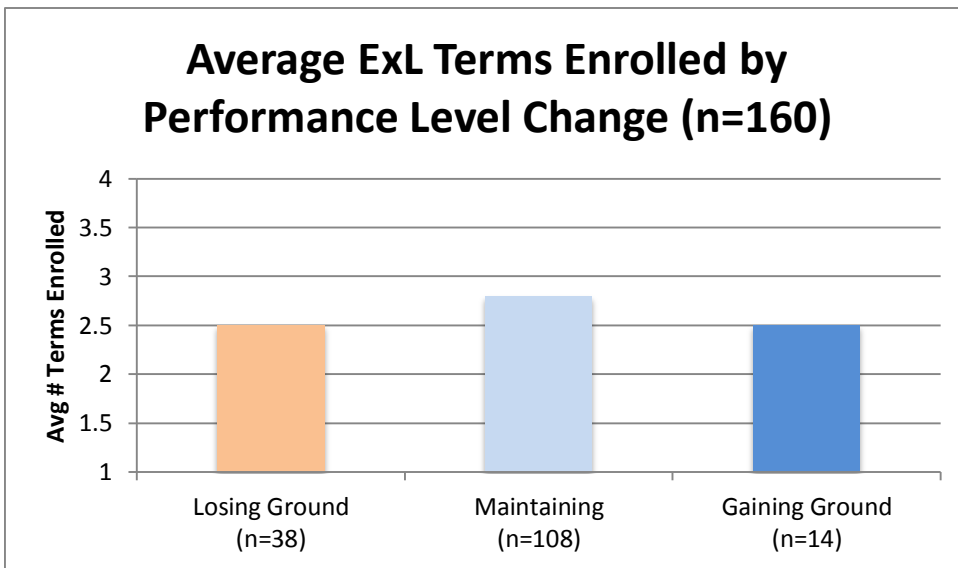
**What did attendance, enrollment, and instruction look like for Scholars who gained ground during the Academic Year?**

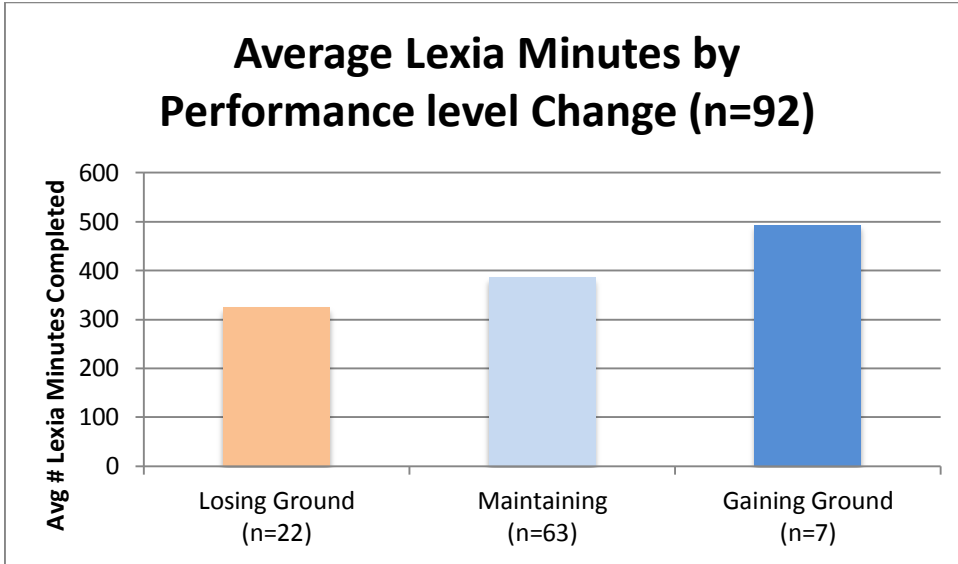
The following graphs show the average number of days Scholars attended ExL programming, average number of terms they enrolled in ExL programs from Spring 2013 to Fall 2014, and average minutes they used Lexia in Fall 2014, according to whether they gained or maintained ground in reading.





These data reflect attendance in ExL programs between Fall 2013 and Fall 2014 (one calendar year).





These data reflect Scholars' use of Lexia between September and December 2014.

## Scholar Performance in MATHEMATICS

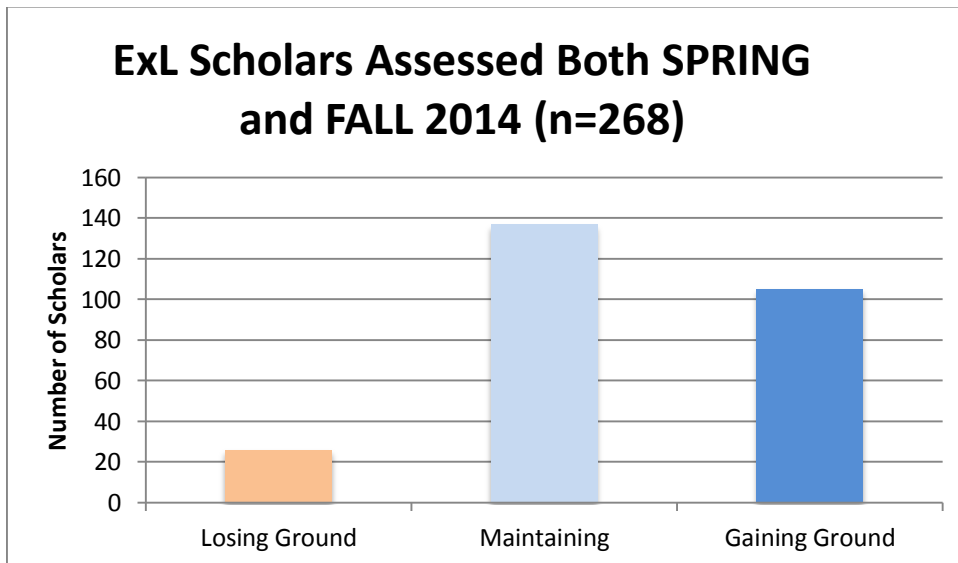
### Short-Term Effects: Is anyone better off?

The following section includes information about the effects NAZ and its Partners' programs are having on key outcomes related to Scholars achieving grade-level proficiency in mathematics.

### How did ExL-enrolled Scholars perform on measures of mathematics during the ACADEMIC YEAR?

#### *What portion of ExL-Enrolled Scholars Made Accelerated Progress in Mathematics?*

Scholars completed the same mathematics assessment in the **Spring** of 2014 and the Fall of 2014, allowing us to make comparisons over a shorter period of time than for reading. The graph below shows Scholars who "gained ground," meaning that they increased their reading level from "At Risk" to either "Some Risk" or "On Track" or moved from "Some Risk" to "On Track."

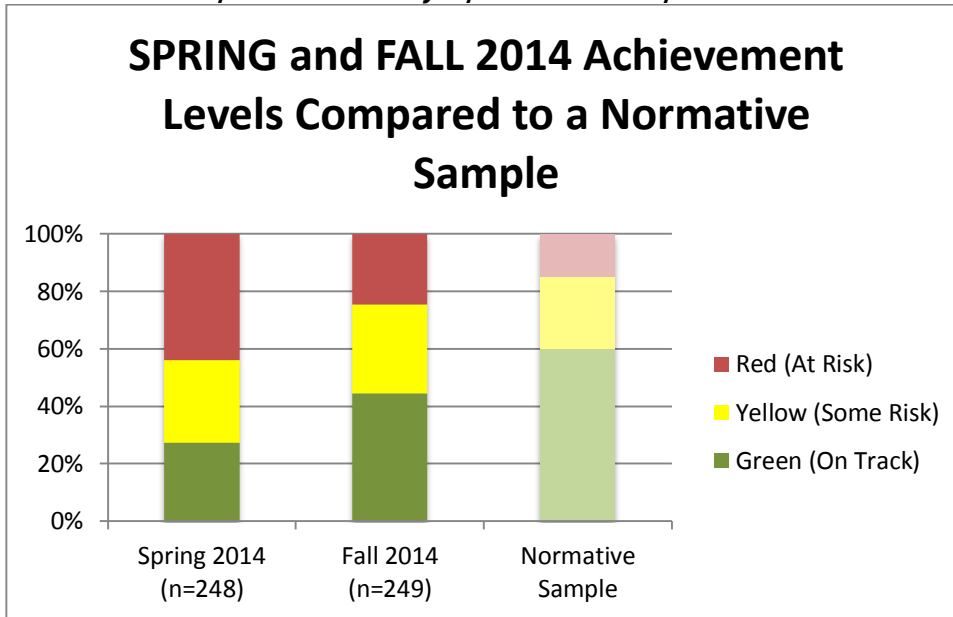


These data were based on 268 Scholars in grades K through 8 in Spring 2014 who were also assessed in Fall 2014. As the graph indicates, 105 (39%) improved their performance level, while an additional 137 (51%) made expected progress and maintained their level, with 65 (47%) of these 137 Scholars stating out "On Track" and maintaining that level.

**EAI 3.2 “All students are assessed regularly with NAZ-specified assessments that include reliable, leveled reading assessment to identify mathematics level and specific skills needing instruction.”**

*What portion of Scholars assessed in ExL programs were “green/on track” “yellow/at some risk” and “red/at risk” Fall 2014 mathematics assessments?*

*How does this compare to a nationally representative sample of students?*



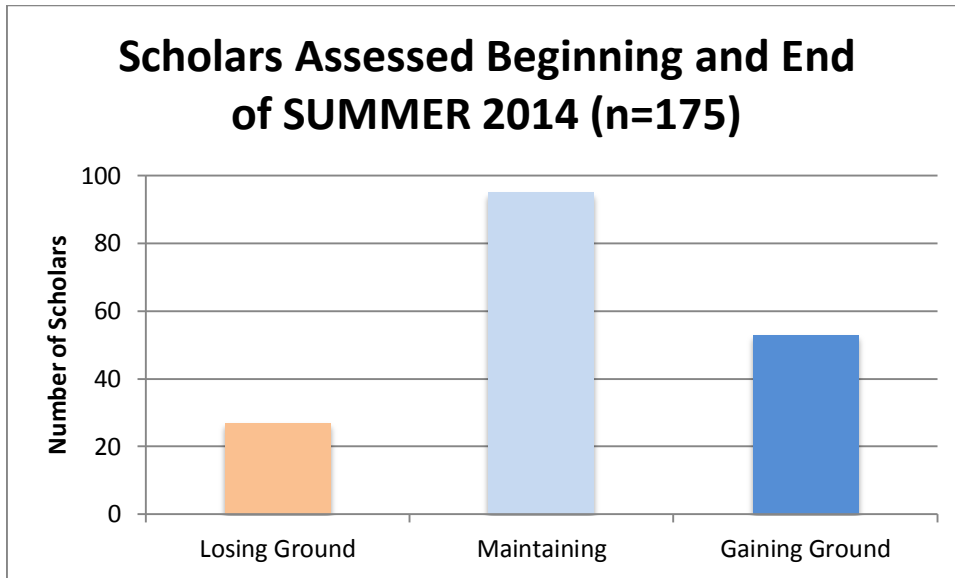
Scholars in Partner ExL programs had a larger portion of scholars scoring in “some” or “at risk” levels compared to a broader population; at the broadest level, we would expect 15% of Scholars to score in the red, 25% in the yellow, and 60% in the green. The proportion of ExL Scholars who were “On Track” was higher in the Fall of 2014 than in the Spring of the previous school year. It should be noted that this display includes *all* ExL-enrolled Scholars at each time point (not just those who enrolled both Spring and Fall), and thus, does not compare the achievement of the exact same group of Scholars over time.

## How did Scholars perform on measures of mathematics during the SUMMER?

**For Scholars assessed in ExL programs at the start and end of Summer 2014:**

*What portion of ExL-Enrolled Scholars Made Accelerated Progress in Mathematics?*

The graph below shows Scholars who “gained ground,” meaning that they increased their mathematics level from “At Risk” to either “Some Risk” or “On Track” or moved from “Some Risk” to “On Track.”



Out of these 175 Scholars 53 (30%) improved by at least one level by the end of the summer. An additional 95 maintained the same level, with 48 (51%) of these 95 scholars starting out Green and maintaining that level.

***What portion of these Scholars achieved proficiency by the end of the summer?***

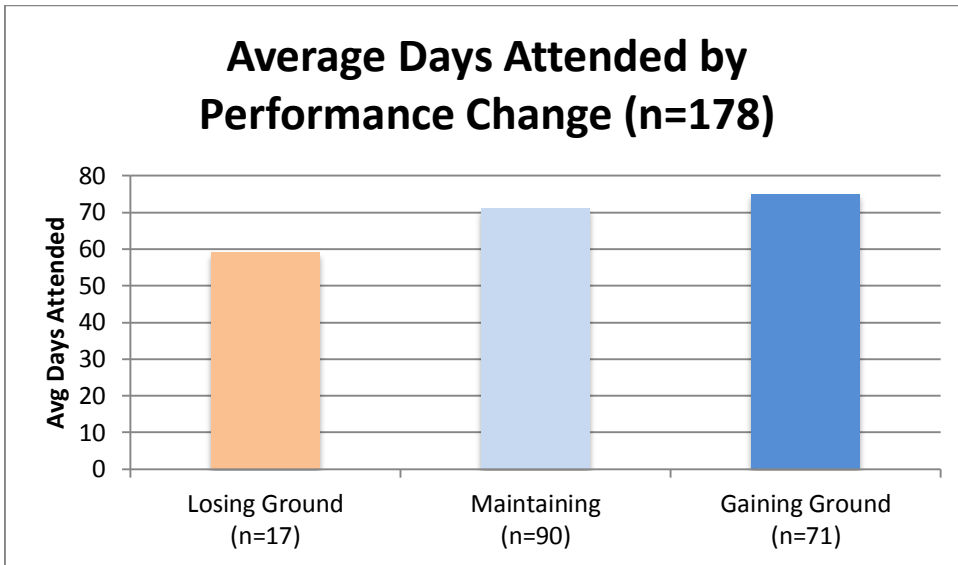
Out of the 156 who were identified as “At Risk” or “At Some Risk” based on their pre-test in Summer 2014, 44 (28%) were identified as “On Track” by their post-test at the end of the summer.

**Change in Achievement Level for 156 Scholars not “on track” who were assessed twice**

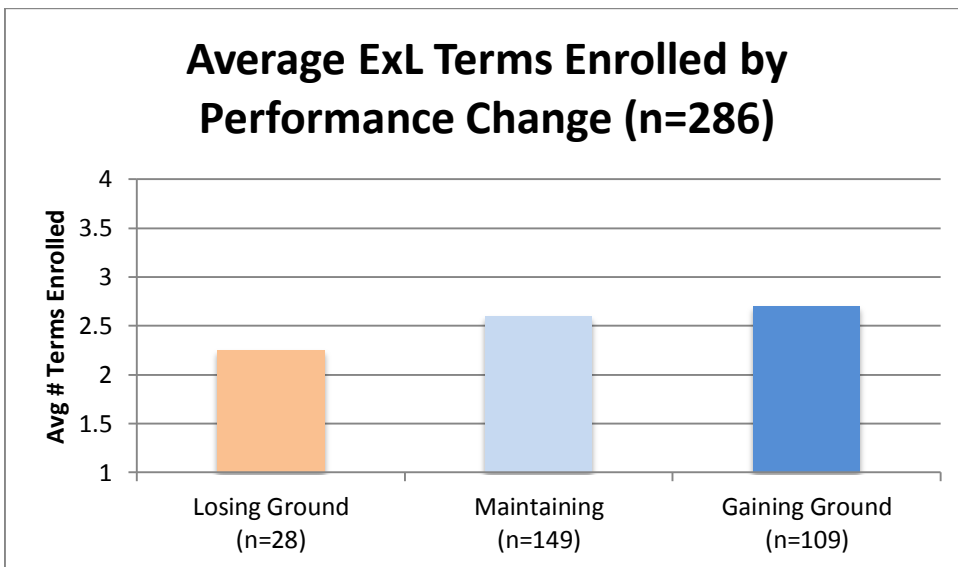
Time point	“On track”	“Some risk”	“At risk”
<b>Beginning of Summer</b>		78 (50%)	78 (50%)
<b>End of Summer</b>	44 (28%)	51 (32%)	61 (39%)

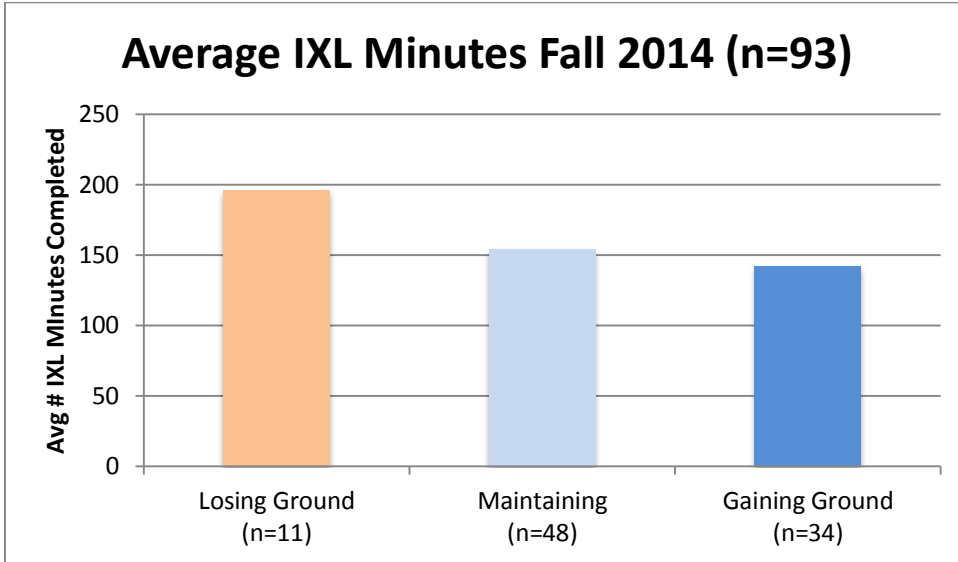
**What did attendance, enrollment, and instruction look like for Scholars who gained ground during the Academic Year?**

The following graphs show the average number of days Scholars attended ExL programming, average number of terms they enrolled in ExL programs from Spring 2013 to Fall 2014, and the average number of minutes they use IXL Math in Fall 2014, according to whether they gained or maintained ground in reading.



These data reflect attendance in ExL programs between Fall 2013 and Fall 2014 (one calendar year).





These data reflect Scholars' use of IXL between September and December 2014.

## Process Results: How much did we do and how well did we do it?

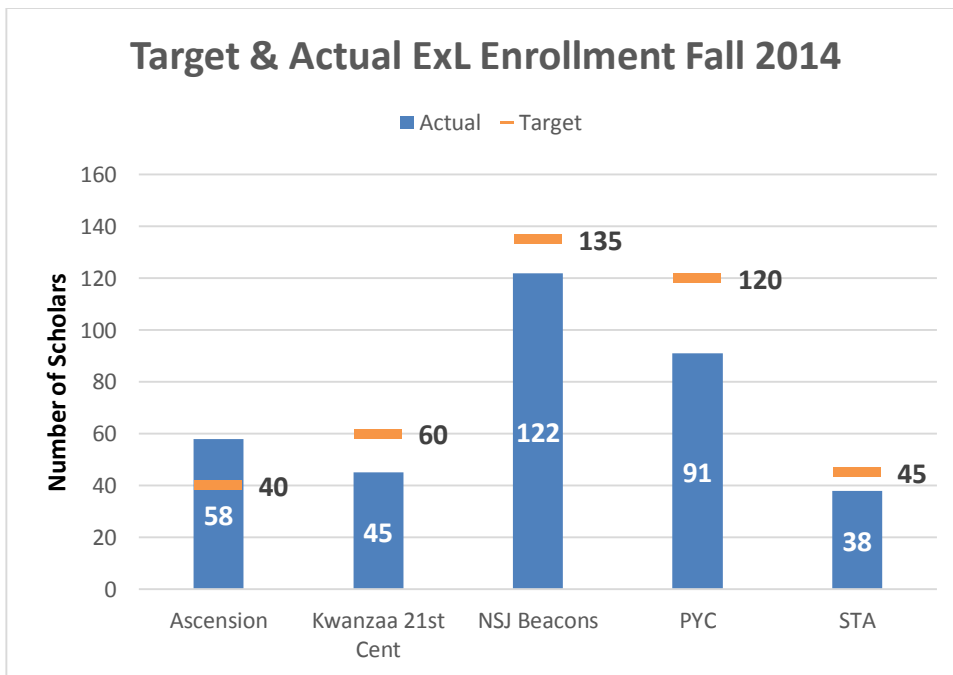
### Scholar Enrollment and Attendance

Enrollment and attendance data were collected from NAZ Connect. The 2013-14 academic year Anchor Partners included Ascension, Elizabeth Hall After School, Kwanzaa 21<sup>st</sup> Century Academy, Nellie Stone Johnson Beacons, Patchwork Quilt, PCYC, and Sojourner Truth Academy. Summer 2014 and 2014-15 academic year Anchor Partners included Ascension, Twin Cities Breakthrough, Kwanzaa 21<sup>st</sup> Century Academy, Nellie Stone Johnson Beacons, PCYC, and Sojourner Truth Academy.

This change had implications for how enrollment and attendance numbers were determined. For example, if a program was an Anchor Partner in Spring 2014 but was no longer a partner in Fall 2014, Scholars in the program were counted as enrolled in an Anchor Partner for Spring 2014 but not enrolled for Fall 2014.

#### *What percent of target enrollment of zone Scholars was met for the year?*

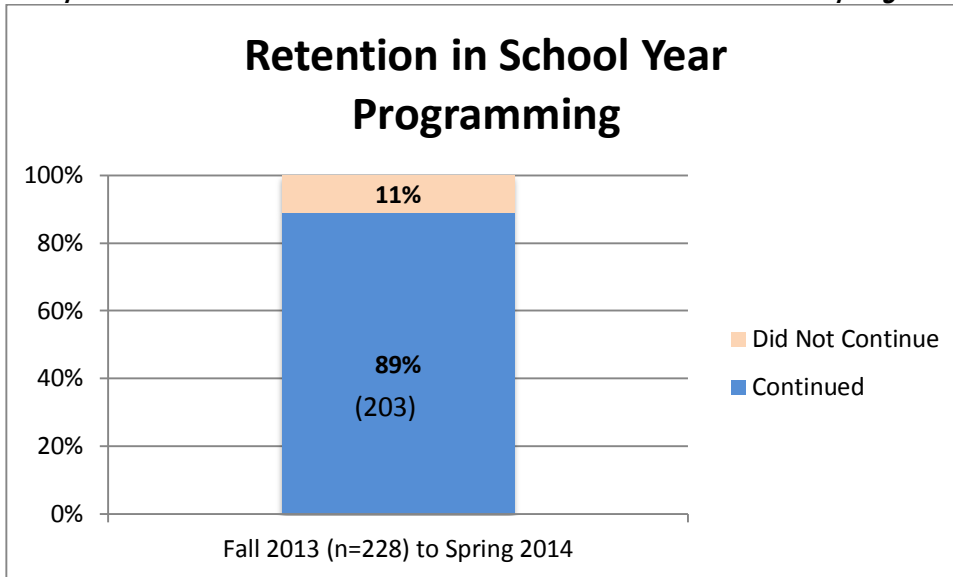
The following enrollment targets for each Anchor Partner were obtained from the NAZ Dashboard, while enrollment numbers were obtained from NAZ Connect, with additional information from NAZ’s Expanded Learning Strategist, Hope Lockett.



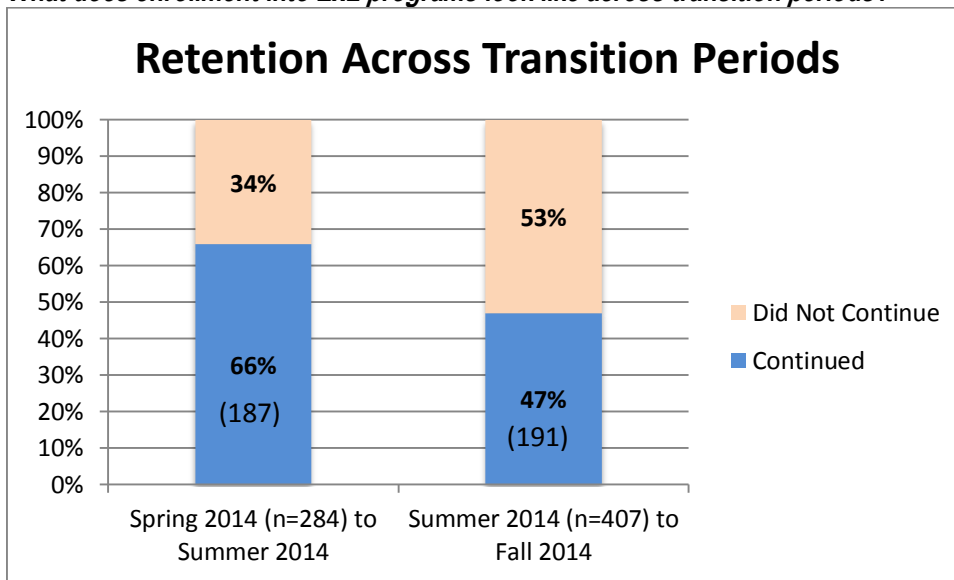
Across all Anchor Partners, ExL programs met 94% of their enrollment targets for Fall 2014.

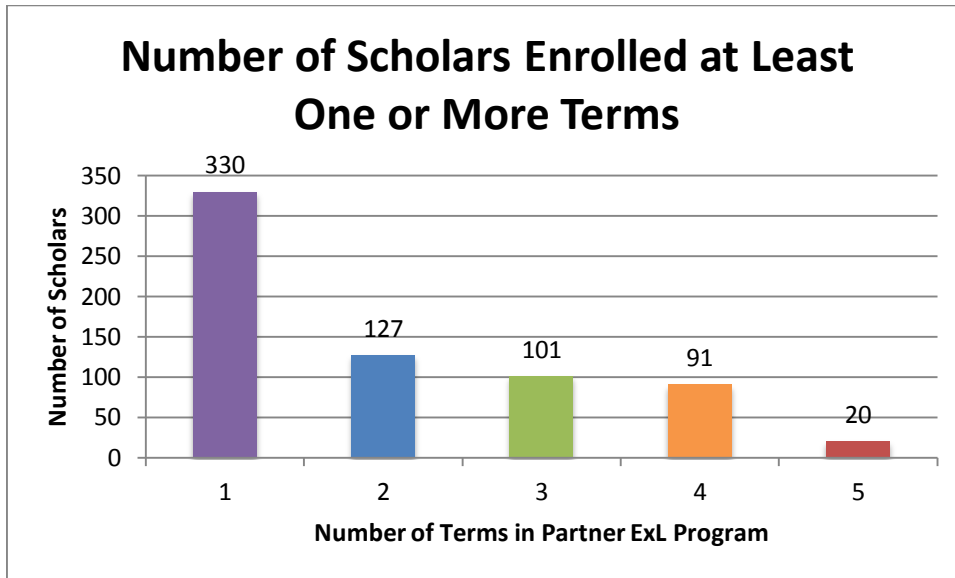


*What portion of those Scholars who enrolled in the fall continued to the spring?*



*What does enrollment into ExL programs look like across transition periods?*





As this graph indicates, a total of 339 Scholars have enrolled in Partner ExL programs for two or more terms.

***What was the average rate (or number of days) of attendance for Scholars at ExL programs during 2013-14 Academic Year?***

NAZ Connect had ExL attendance data for 292 Scholars from Fall 2013 to Fall 2014. The average number of days these Scholars attended ExL programming during this one year period was 57 days.

***What was the average rate (or number of days) of attendance for Scholars at ExL programs from September to December 2014?***

Based on available information in NAZ Connect, between September and November 2014, Scholars in Anchor Partner ExL programs attended programming 23 days on average.

***What was the average number of days of attendance at each partner ExL program?***

The table below shows the average number of days Scholars attended programming at individual partners and the number of Scholars on which the average is based, according to available data in NAZ Connect

ExL Partner	n	Avg Days Attended Fall 2014
<b>Ascension</b>	56	36
<b>Beacons</b>		<i>no data available</i>
<b>Kwanzaa 21<sup>st</sup> Century</b>	22	13
<b>PCYC</b>	76	52
<b>STA</b>	23	11

***How does achievement on Fall 2014 CBMs vary by total number of days Scholars attended ExL programming between Fall 2013 and Fall 2014?***

No statistically significant relationship was found between the number of days Scholars attended ExL programming and their performance on the Fall 2014 CBMRe. A statistically significant but small correlation was found between the total number of days Scholars attended any Anchor ExL program and their performance on the Fall 2014 NCTM mathematics assessment.

## Minutes of Academic Support

### How many minutes did Scholars participate in reading instruction?

*Types of Reading Instruction*

- **Individualized Instruction:** As described in the solution plan, Scholars identified as reading below grade level receive individualized instruction in reading. In some cases, programs use Lexia for targeted, individualized reading instruction.
- **Lexia:** Lexia is an online reading instruction program. Data was available for 283 Scholars at four sites: Ascension, Beacons, PCYC, and STA. Based on the data available from Lexia, on average, the 283 Scholars in the systems used Lexia for **247 minutes** between September and November 2014. Based on an estimated 11 weeks of programming, this would equate to an **estimated 22 minutes per week, on average.**
- **Small group instruction:** In addition to Lexia, programs also engage Scholars in small group reading instruction. At the time of this report, no data were available on the number of minutes programs engaged Scholars in small group reading instruction
- **Independent reading:** Programs also provide time for Scholars to engage in independent reading. At the time of this report, no data were available about the amount of time Scholars engaged in independent reading at programs.

### How many minutes did Scholars participate in mathematics instruction?

*Types of mathematics instruction*

- **Individualized Instruction:** As with reading, the ExL solution plan indicates that Scholars who perform below grade level in mathematics received individualized instruction in math. In some cases, program use online mathematics instruction software for individualized instruction.
- **First in Math:** PCYC uses First in Math (FIM), which is an online mathematics instructional program. FIM measures Scholar progress in terms of the number of problem sets Scholars complete to earn “stickers.” FIM does not provide data on the number of minutes Scholars use the program.
- **IXL:** Ascension, Beacons, and STA use the IXL online mathematics instruction program. The average number of minutes Scholars at these program used IXL between September and December ranged from 42 to 90 to 361 total minutes across these 4 months. Based on an estimated 14 weeks of programming, these totals would correspond to **3, 6, and 26 minutes per week** though these averages may be different than for the full complement of Scholars at all three sites.
- **Small group instruction:** In addition to individualized instruction for Scholars performing below grade level, the ExL Solution Plan also indicates that all Scholars receive small group instruction in mathematics each week. At the time of this report, no data were available

regarding the number of minutes programs engage Scholars in small group instruction.

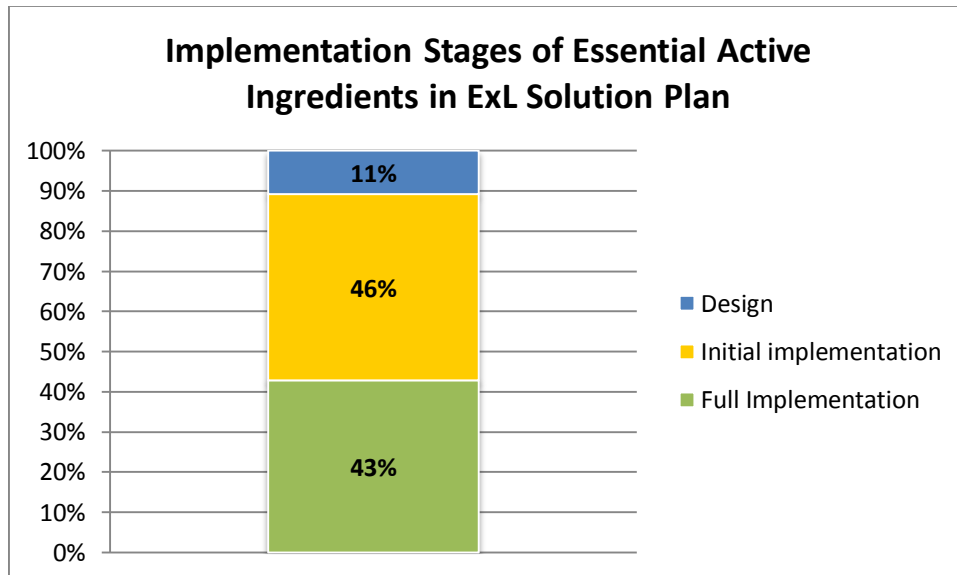
## Supporting Information

### Overall Implementation of the Solution Plan

Anchor Partner ExL programs were asked to report on the extent to which they implemented each of the individual components (EAI) of the ExL solution plan. They rated each EAI according to the following categories:

- **On Hold:** These activities are not actively being worked on.
- **Design Stage:** NAZ and its Partners are in the process of designing and planning for implementation.
- **Initial Implementation:** NAZ and its Partners are beginning to implement the EAI, but are not yet expecting to see significant outcomes.
- **Full Implementation:** NAZ and its Partners are fully implementing all elements of the EAI with the expectation that outcomes are a reflection of how well Scholars and families are responding to the intervention.

Ratings from all the programs were averaged to generate the display below.



As the graphs indicates, the majority of the EAIs are either in initial or full implementation across sites, with few EAIs in the design stage. Programs generally indicated EAIs related to the “Key College Knowledge and Transition Preparation” bucket were in the design stage.

### Implementation of Specific EAIs

#### How do Anchor Partner ExL Programs Report Supporting Scholars’ Noncognitive Skills?

The ExL Solution Plan includes EAIs indicating that Anchor Partner ExL program support “noncognitive” skills, such as collaboration, time management, monitoring for comprehension,

empathy, assertiveness, and responsibility. Anchor Partner ExL programs were asked to describe how they support these skills through programming.

Programs reported supporting these noncognitive skills through:

- Embedding skills into programming
- Daily skits or critical conversations in which staff demonstrate how to draw on a particular skill
- Daily gatherings of Scholars and staff (e.g. Harambee)
- Scholar groups (e.g. "families")
- Offering rewards for demonstrating peer support and acting as a role model

### **How do programs engage families?**

The ExL Solution Plan includes an EAI indicating that Anchor Partner ExL programs will engage families in communication regarding program goals and Scholar progress. Partner programs reported on the ways in which they engage with families. Their methods for engaging families included:

- Regular printed communication (letters, calendars, notes recognizing positive participation) sent home with Scholars
- Phone calls "as-needed" to parents regarding attendance and Scholar behavior
- Inviting parents to attend programming
- Providing staff contact information to parents
- Prioritizing conversation with parents at dismissal time

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## Appendix

### Results-NAZ Process

- The Northside Achievement Zone (NAZ) has launched a results-based accountability initiative called *Results NAZ* to examine processes and outcomes in each of its action areas. The objective is to ensure that NAZ's organizational and collaborative work is making a difference in the lives of families living in the Zone.
- In conjunction with the *Results NAZ* initiative, the NAZ Internal Evaluation Team at the University of Minnesota has worked collaboratively with NAZ and its Partners in each action area to facilitate the development of "solution plans," evidence-based and peer-reviewed blueprints of the work NAZ and its partners have committed to in order build an effective cradle-to-career pipeline for families in the Zone.

### Process for Generating this Report

The evaluation involved the following process in September - December of 2014:

- *Results NAZ* Planning meeting
  - Evaluation questions were developed based on the Expanded Learning Solution Plan as well as key questions identified by Expanded Learning Action Team leads Jaimee Bohning (Education Director for NAZ), Hope Lockett (Expanded Learning Strategist for NAZ).
  - The internal evaluation team met with Jaimee Bohning, Hope Lockett, and Dr. Tracy Roloff (NAZ Results Systems Strategist) to determine which questions to evaluate for the 2014-2015 year.
- Data were identified and gathered from:
  - NAZ Connect, NAZ's internal case management and tracking tool
  - Data collected from Lexia
  - Ratings of the state of implementation of the solution plan by Anchor Partner ExL program

The NAZ Internal Evaluation team analyzed these data and compiled the results into sections consistent with the overall design of *Results NAZ* to address the three key questions described in the report.

### Reading and Mathematics Measures

The purpose of progress monitoring is to provide frequent, actionable information about children's developmental and academic achievement, behavioral and mental health, and other key aspects of child and family functioning and status such that NAZ and its collaborative partners have close-point information about whether planned solutions are likely to produce intended effects on larger, more periodically assessed intended outcomes.

NAZ has developed a set of these intended outcomes, or "checkpoints," that represent the initiative's aspiration to promote educational and social-behavioral competence for all NAZ participants. However, because these checkpoints are collected relatively seldom – for instance, assessment of mathematics proficiency only when a child completes 8<sup>th</sup> grade – they provide too

little information for dynamic and real-time monitoring and revision of the interventions and supports that will *produce* these outcomes.

Standards for NAZ progress monitoring measures are extracted from a long history of research on General Outcome Measures, and include:

1. *Brief, relatively cheap and easy to collect* by a wide range of individuals requiring relatively little training or background skills
2. *Repeatable (at least every quarter) with a constant metric of performance* (and thus, a growth scale) that spans at least one calendar year
3. *Related conceptually and statistically with NAZ checkpoints* and US Department of Education indicators
4. *Provide age/grade and growth-based standards* for predicting future performance and/or allocating additional services and supports preferred
5. *Produce actionable data at the level of the individual, program, and Zone.*
6. *Psychometrically sound*, with known administration and scoring procedures and demonstrated reliability and validity characteristics
7. *To the extent possible, already collected* by other NAZ partners to increase efficiency and build capacity for data-sharing across the network
8. *Produce measures that can be loaded directly to NAZ Connect and produce reports of status and progress* for NAZ parents, engagement specialists, and partners in ways that contribute directly to monitoring, allocation of services, and improved developmental achievement for individuals and groups over time.

As specified in the Expanded Learning solution plan, ExL-enrolled Scholars are assessed regularly with reliable, leveled assessments in reading and mathematics to identify achievement level and specific skills needing instruction. Academic progress monitoring measures were:

- **Curriculum-Based Measures of Reading (CBMRe):** During Fall and Spring assessments, Scholars completed Curriculum-Based Measures of Reading (CBMRe) within the FAST online assessment system ([www.fastforteachers.org](http://www.fastforteachers.org)). Each Scholar was asked to read three different passages aloud, each for 1 minute, while a staff member recorded the Scholar's words read correctly (WRC) and errors. Proficiency levels were determined by comparing the median (or middle score) of a Scholar's three attempts to benchmark scores derived from studies of nationally representative samples. This assessment has been shown to effectively predict performance on more complex measures of reading proficiency, including standardized achievement tests.
- **aReading:** aReading is a computer adaptive test that assesses reading ability across several skill areas. The assessment is an untimed test comprised of 30 questions targeted to a Scholar's level of reading achievement. aReading is one part of a suite of reading assessments provided by *Formative Assessment System for Teachers* ([www.fastforteachers.org](http://www.fastforteachers.org))
- **National Council of Teachers of Mathematics (NCTM) Curriculum-Based Measure of Mathematics:** NCTM is a Curriculum Based Measure of Mathematics (CBM-Math). The assessment is an untimed test of 45 problems representing grade-level content. It is part of a suite of assessments provided by easyCBM ([www.easycbm.com](http://www.easycbm.com))
- **Numbers and Operations (NumOP) Progress Monitoring Measure:** NumOp is a Curriculum Based Measure of Mathematics (CBM-Math). The assessment is an untimed test

of 16 problems sampled from grade-level mathematics content. During the summer, Scholars were tested using probes with content for the grade they had just completed prior to the start of the summer programs, rather than the grade they would be entering in the fall.

- **Monitoring Basic Skills Progress (MBSP) Mathematics Assessment:** MBSP is a Curriculum Based Measure of Mathematics (CBM-Math). The assessment includes a sheet of 28 problems that sample grade-level mathematics content. Scholars are instructed to complete as many problems as possible within a specific time limit (2 to 5 minutes, depending on grade).

## Questions not Addressed in this Report

### *Regarding mathematics achievement for Scholars identified below proficiency:*

The following questions could be answered in the current report, since NAZ Scholars completed a different mathematics assessment in Fall 2013 than in Spring 2014. As a result, these score could not be compared and used to calculate growth from Fall to Spring.

*What was their average rate of growth in mathematics from fall to spring?*

*How does this compare to a nationally representative sample of students?*

*How does this compare to a high risk sample?*

*What was the average rate of growth for Scholars who were below grade level (“yellow” and “red”) at the start of the school year?*

### *What portion of Scholars were consistently demonstrating age-appropriate Social-Emotional/Noncognitive skills by the end of the year?*

At the time of this report, Anchor Partner ExL programs did not collect regular data on Scholars’ use or development of specific “noncognitive” or social-emotional skills. We expect future evaluations will examine this questions as the ExL Action Team identifies a measure to assess these skills.

### *What do Team and Spark look like for Scholars who demonstrated academic achievement below grade level?*

NAZ Staff use the terms “Team” and “Spark” to refer to supports for Scholar development. At the time of this report, systematic data on these supports was not available in NAZ Connect. Planning for future evaluations may anticipate how to collect data on these supports, to allow for a more in-depth examination of these supports relative to measures of academic achievement.