The Northside Achievement Zone (NAZ) is an organization and community-wide collaboration working to close the achievement gap and end generational poverty in North Minneapolis.

This mission is critical, given that Minnesota has some of the largest racial disparities in academic outcomes nationwide. In 2019, students of color had starkly lower rates of reading and math proficiency than white students – fewer than half of students of color met or exceeded state standards (3rd grade reading: 39%, 8th grade math: 38%), while the majority of white students met or exceeded state standards (3rd grade reading: 64%, 8th grade math: 64%) (Minnesota Compass, 2019). In 2017, out of all 50 states, Minnesota ranked lowest for on-time graduation of Hispanic (66%) and black (65%) high school students. Comparatively, Minnesota ranked 29th for on-time graduation of white, non-Hispanic students (88%) (Minnesota Compass, 2017).

Knowing that Minnesota needs to do better by its youngest residents, NAZ staff, along with a collaboration of partners, work to bridge this immense gap by supporting students (known by NAZ as “scholars”) and families who have the greatest economic, social, and health needs.

This report details findings from an evaluation of academic outcomes for scholars in kindergarten through eighth grade to help NAZ and its partners better understand the progress of scholars involved with NAZ. The primary outcome measures included in this report are test data from the Minnesota Comprehensive Assessments, or MCA; there is also a limited amount of kindergarten assessment data. While it is called the “K-8” report, it should be noted that no data are included for students in first or second grades.

A summary of key findings is outlined below, followed by more detailed narrative. Information about research methods and data collection are included in the appendix.
## Contents

Summary of key findings .................................................................................................................1
Introduction ......................................................................................................................................2

Academic outcomes for NAZ scholars in grades three through eight .............................................6
  Reading and math proficiency rates over time ............................................................................6
  Dosage and proficiency................................................................................................................8
  Analysis of academic growth .....................................................................................................12
  Attendance .................................................................................................................................13

Early childhood strategies and later proficiency ............................................................................17
Conclusions ....................................................................................................................................20

Appendix ........................................................................................................................................21
  Citations .....................................................................................................................................21
  Data sources, assessments, and measures ..................................................................................21
  Criteria for inclusion in analysis ................................................................................................24
  Statistical significance testing ....................................................................................................25
  Comparisons to previous reports ...............................................................................................26
Figures

1. Northside Achievement Zone (including anchor schools) ............................................................... 2
2. All scholars versus those with available MCA data in the 2018-19 school year ............................... 5
3. MCA reading proficiency, grades 3-8 ............................................................................................... 7
4. MCA math proficiency, grades 3-8 ................................................................................................. 7
5. 2018-19 MCA reading and math proficiency by extent of participation in NAZ strategies, grades 3-8 ...................................................................................................................... 8
6. 2018-19 MCA reading and math proficiency by number of NAZ strategies, grades 3-8.......... 9
7. 2018-19 MCA reading and math proficiency by years of participation in NAZ academic strategies (since 2015-16), grades 3-8 ................................................................................................. 10
8. 2018-19 MCA reading and math proficiency by anchor school enrollment, grades 3-8.... 11
9. 2018-19 MCA reading and math proficiency by anchor school enrollment, African American scholars only, grades 3-8 ......................................................................................................... 12
10. 2018-19 MCA reading and math growth, grades 4-8, scholars who were not proficient in 2017-18 ................................................................................................................................. 13
11. Rates of attendance for NAZ scholars with and without academic strategies vs. Zone residents, grades 3-8 ................................................................................................................................. 14
12. Rates of attendance for NAZ scholars in grades 3-8, by length of time in academic strategies ................................................................................................................................. 15
13. MCA reading proficiency of NAZ scholars by rates of attendance ........................................ 16
14. MCA math proficiency of NAZ scholars by rates of attendance ............................................... 16
15. 2018-19, early kindergarten test results in reading, by type of early childhood intervention ................................................................................................................................. 18
16. 2018-19 MCA reading and math performance in grade 3 by prior enrollment in a NAZ anchor early childhood center ........................................................................................................ 18
Summary of key findings

1. Scholars in NAZ academic strategies have higher rates of proficiency than non-NAZ students who live in the Zone. In both reading and math, scholars in NAZ academic strategies had higher rates of proficiency than other Zone students; this difference was statistically significant for math proficiency (NAZ academic strategies: 25%, Zone residents: 15%).

2. More NAZ is better, especially for math proficiency. On multiple measures, those who have more NAZ interventions have significantly better academic outcomes (as measured by the MCA). This includes:
   – The number of strategies. Scholars who participated in two or three NAZ strategies had higher rates of proficiency than those who only participated in one. This difference was significant for math (2-3 strategies: 26%, 1 strategy: 12%).
   – Length of time with NAZ. Scholars who had participated in NAZ academic strategies for four years had significantly higher rates of reading (38%) and math (35%) proficiency compared to scholars who had been involved in NAZ strategies for two years (21% for both reading and math proficiency) or less.
   – Enrollment in an anchor school. NAZ scholars enrolled in partner schools (also known as “anchor schools”) have significantly higher rates of reading (25%) and math (26%) proficiency than their NAZ peers enrolled in non-anchor schools (reading: 18%, math: 12%), as well as non-NAZ students living in the Zone (reading: 21%, math: 15%); these differences are statistically significant for math.

3. For the 2018-19 academic year, NAZ scholars had low levels of academic growth, as did their non-NAZ peers. Fewer than half of scholars in NAZ academic strategies made above-average growth in reading or math, and a small proportion showed “well above average” growth (reading: 17%, math: 9%), which is the level needed to begin closing the achievement gap.

4. There was a decrease in the rate of consistent attendance for NAZ scholars from 2017-18 to 2018-19. Because of the lower levels of academic growth, Wilder looked more closely at attendance and found that there was a significant decrease in consistent attendance (defined as attending at least 90% of school days) from the previous academic year (a decrease from 80% to 72% of scholars). One potential explanation for this is residual effect from the high number of cancelled school days due to snow and cold weather in the 2018-19 academic year.

5. Attendance is strongly associated with higher rates of math and reading proficiency. In both reading and math, those who attended at least 90% of school days had significantly higher rates of proficiency than those who were chronically absent.
Introduction

The Northside Achievement Zone (NAZ) is an organization and community-wide collaboration working to close the achievement gap and end generational poverty in North Minneapolis. In 2011, NAZ received a federal Promise Neighborhood Implementation grant from the U.S. Department of Education; under this grant the “Zone” began as a 13- by 8-block area of North Minneapolis bounded by West Broadway Avenue, Penn Avenue, 35th Avenue, and 4th Street (Figure 1); it has since expanded beyond this geography to include families from all of the Northside of Minneapolis.

1. Northside Achievement Zone (including anchor schools)
NAZ works in six key areas: 1) early childhood, 2) K-8 academic success, 3) high school into college, 4) parent engagement and education, 5) family support, including career, finance, and housing, and 6) community wellness (emerging work relating to behavioral health and wellbeing). In order to assess and improve the work they are doing, NAZ partners with Wilder Research to conduct an independent evaluation. Though Wilder evaluates multiple aspects of NAZ’s work, this report presents findings related to the K-8 (kindergarten through eighth grade) academic success strategy, with a primary emphasis on the Minnesota Comprehensive Assessments (MCA) administered in grades three through eight. Data in this report focus on the 2018-19 academic year, with comparisons to previous academic years as appropriate.

**NAZ strategies relevant to this report**

The Northside Achievement Zone works with scholars and their families on a variety of strategies to help scholars improve in key areas of academic success, specifically, attaining grade-level proficiency in math and reading and graduating on time and college- or career-ready. These strategies are outlined below.

**Academic strategies**

- **Enrollment in an anchor school:** NAZ anchor schools are partner schools that have a NAZ Family Achievement Coach on-site and provide parent education and empowerment classes, in-school tutoring, after-school and summer academic and youth development programs, and professional development support for staff. NAZ currently partners with four anchor schools, located throughout the Northside of Minneapolis:
  - Nellie Stone Johnson Community School (K-5) (Minneapolis Public School)
  - Ascension Catholic School (K-8) (parochial school)
  - KIPP North Star Academy (K-8) (charter school)
  - The Mastery School (K-5) (charter school)

- **Participation in Expanded Learning (ExL):** Scholars also have the opportunity to participate in expanded learning programs, both through In-School Time (IST) and Out-of-School Time (OST) programming. The four anchor schools listed above offer IST and OST programming; an additional two community partners – Kwanzaa 21st Century Learning Center and Plymouth Christian Youth Center (PCYC) – offer OST programming.

**Non-academic strategies**

- **Family Achievement coaching:** While not considered a purely academic strategy, some scholars and their families also work with a Family Achievement Coach. Coaches enroll families into NAZ and support them on their scholars’ paths to college. Coaches are either from the Northside or have lived in similar circumstances as the families enrolled with NAZ. They are located at NAZ partner schools and early learning centers so that they can be integrated
into scholars' educational settings. Coaches work one-on-one with children and parents to instill the belief that college is possible and to help families set and achieve goals (called Achievement Plans). Coaches also provide parents with support and guidance on school-related issues, such as school choice and how to interpret screening and assessment results. It should be noted that scholars in the “Coach Only” strategy, represented in some of the charts that follow, do not have regular interactions with the NAZ Family Achievement Coach, as these scholars do not attend NAZ anchor schools. The Family Achievement Coach in this case is either located at an early learning site due to a younger sibling or a family support site.

Who is included in this report?

The findings presented in this report focus primarily on lower and middle-grade students who were engaged in the NAZ strategies outlined above, especially academic strategies. As stated in the introduction, the primary data sources for this report are test data from the Minnesota Comprehensive Assessments, or MCA. NAZ refers to the students it serves as “scholars;” therefore, this report refers to any group of students connected to NAZ as scholars. Also, readers should note that there are no data included for students who are in first or second grades.

Scholars in NAZ academic strategies

Scholars in NAZ academic strategies are the primary focus of the report and are the ones for whom NAZ expects to see change in academic outcomes. This group includes any scholars who were engaged with a Family Achievement Coach and enrolled in a NAZ anchor school or participated in Expanded Learning (ExL) during the 2018-19 school year for a meaningful length of time. In addition, to be included in this report, scholars must have attended either a NAZ anchor school or a Minneapolis Public School, and have a valid Release of Information, meaning their parent consented to sharing academic data (primarily from the MCA) with Wilder Research. Therefore, the number of scholars with available MCA proficiency data for the analysis (N=302) is substantially lower than the total number of K-8 scholars engaged1 with NAZ (N=1,364; Figure 2).

---

1 A total of 1,364 scholars, age 5 through 13, engaged with NAZ during the 2019 fiscal year (July 1, 2018 through June 30, 2019). Engagement means any scholar with available data in NAZ Connect (NAZ’s online achievement-planning and data collection system) who had a Family Achievement Coach or who participated in at least one academic strategy for any length of time.
2. All scholars versus those with available MCA data in the 2018-19 school year

Comparison groups

Throughout this report, data from various groups are presented to help contextualize the outcomes of NAZ scholars. These groups include the following:

- **Zone residents (non-NAZ enrolled):** Students who lived within the geographic footprint of the Zone during the relevant academic year, but were not (and have never been) engaged with NAZ. Due to limitations in available data, this group is limited to students who attended a NAZ anchor school (without enrolling in NAZ) or any non-anchor school within Minneapolis Public Schools (MPS).

- **Broader population groups:** There are four larger population groups that help provide context around scholars in NAZ academic strategies and Zone resident data. These are: 1) All students statewide, 2) All African American students statewide, 3) All MPS students, and 4) All African American MPS students. Wilder looks specifically at African American students because they are the target population of NAZ, and they also represent the largest racial group of scholars involved in NAZ academic strategies. People included in these groups are enrolled students who have completed the MCA.
Academic outcomes for NAZ scholars in grades three through eight

The specific academic outcomes detailed in this section are proficiency in reading and math, as measured by the Minnesota Comprehensive Assessments (MCA) administered every spring for students in grades three through eight.

Reading and math proficiency rates over time

During the 2018-19 academic year, scholars in NAZ academic strategies outperformed their non-NAZ peers Zone-wide. In math proficiency, this difference was statistically significant (NAZ academic strategies: 25%, Zone residents: 15%; Figure 4), while in reading proficiency, it was not (25%, 21%; Figure 3). Overall, trends in MCA proficiency rates for scholars in NAZ academic strategies show that achievement levels are holding steady. This is notable given that NAZ works with students who have some of the largest barriers working against them, including generational poverty, structural racism, unstable housing, histories of trauma, and community violence; it is also notable given that there was an increase in chronic absences in the 2018-19 academic year (discussed later in the report).

In addition to showing the trends for scholars in NAZ academic strategies over time, Figures 3 and 4 also clearly illustrate the severe achievement gap between African American students and the student population overall (both statewide and in Minneapolis).
3. MCA reading proficiency, grades 3-8

<table>
<thead>
<tr>
<th>Group</th>
<th>Number per group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars in NAZ academic strategies</td>
<td>2015-16</td>
</tr>
<tr>
<td>Zone residents (non-NAZ-enrolled)</td>
<td>1,035</td>
</tr>
</tbody>
</table>

Statistical significance: Results for “scholars in NAZ academic strategies” were significantly greater than for “Zone residents (non-NAZ-enrolled)” in 2015-16 (p<.05), 2016-17 (p<.001), and 2017-18 (p<.05). These two groups were not significantly different in 2018-19. Differences from year to year were not significantly different for any of the groups.

4. MCA math proficiency, grades 3-8

<table>
<thead>
<tr>
<th>Group</th>
<th>Number per group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars in NAZ academic strategies</td>
<td>2015-16</td>
</tr>
<tr>
<td>Zone residents (non-NAZ-enrolled)</td>
<td>1,052</td>
</tr>
</tbody>
</table>

Statistical significance: Results for “scholars in NAZ academic strategies” were significantly greater than for “Zone residents (non-NAZ-enrolled)” in all four years (each year p<.001). The only year-to-year difference that is significant is for Scholars in NAZ academic strategies, comparing 2016-17 to 2018-19 (p<.05).
Dosage and proficiency

The following section compares the proficiency of scholar groups by the “dose” of NAZ that they received. This dosage analysis includes:

- **Type of strategy**: Whether they had a Family Achievement Coach, participated in NAZ academic strategies, or both
- **Number of strategies**: Whether they participated in only one NAZ strategy, versus two or three
- **Length of participation**: The number of academic years in which they participated in an academic strategy
- **Anchor school enrollment**: Whether or not they were enrolled in a NAZ anchor school versus any other school; results in this section are also highlighted specifically for African American scholars

### Type of strategy

Scholars involved in NAZ academic strategies have higher rates of proficiency than those who only worked with a Family Achievement Coach. One quarter of scholars who participated in NAZ academic strategies and had a Family Achievement Coach were proficient in reading (27%) and math (25%), compared to less than 20% of Coach-only scholars (17% proficient in reading, 11% proficient in math; Figure 5). In the case of math, this difference was statistically significant. It should be noted that scholars in the Coach Only strategy do not have regular interactions with the NAZ Family Achievement Coach, as these scholars do not attend NAZ anchor schools. The Family Achievement Coach in this case is either located at an early learning site due to a younger sibling or a family support site.

### 5. 2018-19 MCA reading and math proficiency by extent of participation in NAZ strategies, grades 3-8

<table>
<thead>
<tr>
<th>Academic Strategy + Coach (N=221)</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27%</td>
<td>75%</td>
</tr>
<tr>
<td>Academic Strategy Only (N=79)</td>
<td>20%</td>
<td>73%</td>
</tr>
<tr>
<td>Coach Only (N=110)</td>
<td>17%</td>
<td>89%</td>
</tr>
<tr>
<td>(N=77)</td>
<td>27%</td>
<td>73%</td>
</tr>
<tr>
<td>(N=109)</td>
<td>11%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Statistical significance: No between-group differences were significant for reading. In math, results for the NAZ Academic Strategies + Coach group were significantly greater than for the Coach-only group (p<.01). Scholars in the Coach Only strategy do not have regular interactions with the NAZ Family Achievement Coach, as these scholars do not attend NAZ anchor schools. The Family Achievement Coach in this case is either located at an early learning site due to a younger sibling or a family support site.
Number of strategies

Scholars who participate in two or three NAZ strategies have better outcomes, particularly in math proficiency. A higher proportion of NAZ scholars are proficient in reading and math when they participate in two or three NAZ strategies, compared to only one (Figure 6). This difference is statistically significant in math (1 strategy: 12%, 2 or 3 strategies: 26%). Strategies counted in this analysis include enrollment in a NAZ anchor school, participation in an Expanded Learning program that is not part of an anchor school, and participation in Family Achievement Coaching. Readers should note that the vast majority of scholars (92%) in the “1 strategy” group were receiving Family Achievement Coaching.

6. 2018-19 MCA reading and math proficiency by number of NAZ strategies, grades 3-8

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or 3 strategies (N=291)</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>1 strategy (N=119)</td>
<td>18%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Note. This figure reflects scholars’ participation in any of the following three strategies: 1) Enrollment in an anchor school (12+ months), 2) Participation in Expanded Learning (ExL; school year), or 3) Family Achievement coaching (12+ months). Anchor school enrollment and ExL are considered academic strategies; coaching is considered a non-academic strategy.

Statistical significance: Between-group differences were not significant in reading. In math, results for scholars with 2 or 3 strategies were significantly greater than for scholars with 1 strategy (p<.01).
**Length of participation**

More years of participation in NAZ academic strategies is associated with higher proficiency rates in both reading and math. The longer scholars have participated in NAZ academic strategies, the higher their rates of reading and math proficiency (Figure 7). Among those not in academic strategies, 18% were proficient in reading and 9% were proficient in math; whereas, for scholars who had participated in four years of academic strategies, 38% were proficient in reading and 35% in math.

7. **2018-19 MCA reading and math proficiency by years of participation in NAZ academic strategies (since 2015-16), grades 3-8**

<table>
<thead>
<tr>
<th>Years of Participation</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years (N=63)</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>3 years (N=44)</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>2 years (N=137)</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>1 year (N=111)</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Coach-only (0 years)</td>
<td>18%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Note. Statistical significance: In reading, results for 4 years of NAZ academic strategies group were significantly greater than for the 2 years group (p<.05), the 1 year group (p<.01), and the 0 years group (p<.05). In math, results for 4 years of NAZ academic strategies group were significantly greater than for the 2 years group (p<.05), the 1 year group (p<.05), and the 0 years group (p<.01); results for the 3 years group were significantly greater than for the 0 years group (p<.05).
**Anchor school enrollment**

NAZ scholars in anchor schools have higher proficiency rates than those in non-anchor schools. Figure 8 shows reading and math proficiency rates, comparing NAZ scholars in anchor and non-anchor schools as well as non-NAZ scholars in the Zone (who may be in any school). A greater proportion of NAZ scholars in anchor schools are proficient in reading (25%) and math (26%) than NAZ scholars in non-anchor schools (reading: 18%, math: 12%); this difference is statistically significant for math.

### 8. 2018-19 MCA reading and math proficiency by anchor school enrollment, grades 3-8

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAZ scholars in anchor schools (N=279)</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>NAZ scholars in other schools (N=131)</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Zone residents, non-NAZ-enrolled (N=861)</td>
<td>21%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Statistical significance: In reading, none of the between-group differences were statistically significant. In math, results for NAZ scholars in anchor schools were significantly greater than those for NAZ scholars in non-anchor schools (p<.01) and also significantly different than those for Zone residents (p<.001).

**Proficiency rates for African American scholars**

Mirroring the overall population of NAZ scholars, African American scholars have higher proficiency rates in anchor schools than in non-anchor schools. Because the mission of NAZ is focused on improving outcomes for African American families, and the majority of NAZ scholars are African American, Wilder looks at proficiency rates specifically for that racial group. As with the overall population of NAZ scholars, African American scholars at anchor schools have significantly higher proficiency rates in math (19%) than both other groups – Zone residents (12%) and NAZ scholars in other schools (9%; Figure 9). Although these proficiency rates are still significantly lower than statewide or MPS averages, they illustrate that NAZ’s effort are beginning to make a difference for the primary racial group.
9. **2018-19 MCA reading and math proficiency by anchor school enrollment, African American scholars only, grades 3-8**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAZ scholars in anchor schools (N=211)</td>
<td>21% 79%</td>
<td>19% 81%</td>
</tr>
<tr>
<td>NAZ scholars in other schools (N=104)</td>
<td>17% 83%</td>
<td>3% 91%</td>
</tr>
<tr>
<td>Zone residents, non-NAZ-enrolled (N=569)</td>
<td>17% 83%</td>
<td>12% 88%</td>
</tr>
</tbody>
</table>

Statistical significance: In reading, none of the between-group differences were statistically significant. In math, results for African American NAZ scholars in anchor schools were significantly greater than those for NAZ scholars in non-anchor schools (p<.05) and also significantly different than those for African American Zone residents (p<.01).

**Analysis of academic growth**

Because NAZ enrolls a high proportion of scholars whose starting point is considerably below grade level, it is likely that most will require several years of support and accelerated progress before they reach proficiency. Essentially, parents, teachers, and communities need to work with and empower NAZ scholars to make well above average growth to even begin closing the achievement gap.

Academic growth scores show how much students’ scores changed from one MCA test to the next, compared to other students who started at the same level of proficiency (see the Appendix for a more detailed definition of reading and math growth).

For the 2018-19 academic year, NAZ scholars had low levels of academic growth, as did their non-NAZ peers. Figure 10 shows growth from the previous academic year (2017-18) to the most recent academic year (2018-19) for scholars who were not considered proficient in the previous year. For this reporting period, fewer than half of scholars in NAZ academic strategies made above-average growth in reading or math, and an even smaller proportion showed “well above average” growth (reading: 17%, math: 9%), which is the level needed to begin closing the achievement gap. More than half of NAZ scholars made “well below average” growth in math, and over one-third made “well below average” growth in reading. For reading, over half (56%) of scholars in the Coach-only group had “well below average” growth compared to 39% of non-NAZ students, a statistically significant difference. There were no significant differences between groups who made “well below average” growth in math.
Statistical significance: For reading, a significantly higher proportion of NAZ scholars in the Coach-only group made well below average growth, compared to Zone residents (non-NAZ) ($p<.05$). Also, a significantly higher proportion of Zone residents made above average growth (combining “slightly above” and “well above”) compared to the Coach-only group ($p<.05$). For math, a significantly higher proportion of Zone residents (non-NAZ) made slightly below average growth (23%) compared to the Coach-only group ($p<.05$), but the difference for the combined “below average” groups was not significant. There were no significant differences, for reading or math, between the two NAZ scholars groups.

### Attendance

Because there was little academic growth among NAZ scholars, and because research consistently highlights the importance of attendance to student achievement, Wilder took a closer look at attendance and chronic absenteeism (defined as missing at least 10% of school days, a rate of absenteeism shown to be strongly associated with decreased learning); this section is new to the K-8 academic success report.

Among scholars in NAZ academic strategies, there was a significant decrease in the rate of consistent attendance from 2017-18 to 2018-19 (80% to 72%; Figure 11). (Note: In the 2018-9 school year, 7 days were cancelled due to snow or cold weather. These days were removed from the count of days that students were expected to be in school; therefore, attendance rates include only the days on which it was possible to attend.) Coach-only scholars also showed a decrease in consistent attendance (62% to 55%), but this difference was not statistically significant. Non-NAZ students in the Zone, on the other hand, saw a slight increase in the proportion with consistent attendance, although this change was also not significant (68% to 71%).
11. Rates of attendance for NAZ scholars with and without academic strategies vs. Zone residents, grades 3-8

Statistical significance: In 2017-18, the rate of consistent attendance for scholars in NAZ academic strategies was significantly higher than for Coach-only NAZ scholars (p<.001), and also significantly higher than for Zone residents (non-NAZ-enrolled) (p<.001). In 2018-19, the difference between the academic strategies group and the Zone residents group was not statistically significant, but scholars in the academic strategies group had higher rates of consistent attendance compared to the Coach-only scholars (p<.01), and Coach-only scholars also had significantly lower rates of consistent attendance compared to the Zone residents group (p<.001). Between 2017-18 and 2018-19, there was a statistically significant decrease in the rate of consistent attendance for scholars in the academic strategies group (p<.01).

Wilder also looked at attendance by some of the dosage measures discussed in the previous section, specifically length of time participating in a NAZ academic strategy. While rates of consistent attendance generally decreased for scholars in NAZ academic strategies (between 2017-18 and 2018-19), Figure 12 again illustrates the important role of dosage. As demonstrated in the proficiency section of the report, more time in NAZ equals better outcomes for scholars; those who have been in NAZ for three or four years have significantly lower rates of chronic absenteeism than those who have only been with NAZ for two years or less. (Although, it is also important to consider the possibility that families who are able to attend school regularly may also be able to stay enrolled with NAZ longer.)
12. Rates of attendance for NAZ scholars in grades 3-8, by length of time in academic strategies

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 years (N=99)</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>1-2 years (N=251)</td>
<td>76%</td>
<td>64%</td>
</tr>
<tr>
<td>Coach-only (0 years of academic strategies) (N=68)</td>
<td>57%</td>
<td>51%</td>
</tr>
</tbody>
</table>

- **Consistent attendance** (attended at least 90% of school days)
- **Chronically absent** (missed 10% of school days or more)

Statistical significance: In 2017-18, consistent attendance was significantly higher for scholars with 3 years than for those with 1-2 years (p<.01) or those with 0 years (p<.001). In 2018-19, consistent attendance was significantly higher for scholars with 3-4 years than for those with 0 years (p<.001); it was also higher for those with 1-2 years than for those with 0 years (p<.001). The rate of consistent attendance for scholars with 1-2 years was significantly lower in 2018-19 than in 2017-18 (p<.01).

Wilder also found important relationships between consistent attendance and proficiency rates, as might be expected. Particularly in math, scholars who attended at least 90% of school days had significantly higher rates of proficiency than those who were chronically absent; this was the case for the 2017-18 academic year (29% vs. 6%) and the 2018-19 academic year (26% vs. 7%; Figure 14). Consistent attendance was similarly associated with higher rates of reading proficiency, although to a lesser degree (Figure 13). In 2017-18, scholars who attended at least 90% of school days had significantly higher rates of proficiency (27%) than those who were chronically absent (13%); however, in 2018-19, this difference in reading proficiency between the groups was smaller (24% vs. 16%) and not statistically significant.
13. **MCA reading proficiency of NAZ scholars by rates of attendance**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended at least 90% of days (N=298)</td>
<td>27%</td>
<td>73%</td>
</tr>
<tr>
<td>Chronically absent (N=86)</td>
<td>87%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Statistical significance: In 2017-18, reading proficiency was significantly higher for NAZ scholars who attended at least 90% of school days (p<.01). There were no significant differences in 2018-19 or between years.

14. **MCA math proficiency of NAZ scholars by rates of attendance**

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended at least 90% of days (N=296)</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Chronically absent (N=80)</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Statistical significance: In both academic years (2017-18 and 2018-19), math proficiency was significantly higher for NAZ scholars who attended at least 90% of school days*** (p<.001). There were no significant differences between years.
Early childhood strategies and later proficiency

Kindergarten readiness is a key success indicator for NAZ, but until recently, measuring readiness has been limited by two factors: 1) there is no standard assessment tool for measuring kindergarten readiness (currently, the state approves four different assessments), and 2) some of the measurement occurs at pre-K sites while some occurs at the start of kindergarten. In the past, NAZ has used the MAP® Reading Fluency™ and FAST™ earlyReading (administered in the fall of kindergarten) as a proxy for kindergarten readiness. Going forward, NAZ is shifting towards having all anchor early childhood centers administer the TS GOLD® (one of the assessments approved by the state), which will allow for measurement of kindergarten readiness in the future.

In the interim, in the absence of kindergarten readiness data, this section of the report looks at the relationship between early childhood (EC) strategies targeting some of NAZ’s youngest scholars and their later proficiency – in reading in kindergarten, and in reading and math in third grade.

In the fall, kindergarteners are administered one of two reading assessments – FAST™ earlyReading or MAP® Reading Fluency™. These assessments (described more fully in the Appendix) measure a scholar’s level of risk for future academic failure.

The analysis examined how different layers of EC strategies – specifically, EC center enrollment and Family Academy participation – were related to proficiency in kindergarten based on these assessments, and focuses on two groups of scholars:

- **High-quality EC center + Family Academy**: This group of scholars includes those who had been enrolled in a high quality EC center (meaning the center has a 3- or 4-star rating through Parent Aware), which includes all of the NAZ partner programs, and who also had one or more of their family members complete at least one Family Academy course.

- **High-quality EC center only**: This group includes scholars who were enrolled in any high-quality EC center, but who did not have a family member who completed Family Academy.

For comparison, the analysis also looked at those who were involved in neither strategy (or at least had no record of enrollment in those strategies) and non-NAZ enrolled Zone residents. As Figure 15 shows, scholars entering kindergarten with the most NAZ intervention (High-quality EC center + Family Academy) had slightly lower levels of risk for future academic failure (30% high risk) than their peers in the Zone (40% high risk). Those in the “High-quality EC center only” group had the lowest proportion of scholars in the high risk group (13%); however, these results should be interpreted with caution as the number of NAZ scholars enrolled in a high-quality EC center available for the analysis is small.
15. **2018-19, early kindergarten test results in reading, by type of early childhood intervention**

<table>
<thead>
<tr>
<th>Group</th>
<th>Low Risk</th>
<th>Some Risk</th>
<th>High Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-quality EC center + Family Academy (FA) (N=20)</td>
<td>40%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>High-quality EC center only (N=16)</td>
<td>31%</td>
<td>56%</td>
<td>13%</td>
</tr>
<tr>
<td>No record (EC or FA) (N=67)</td>
<td>33%</td>
<td>22%</td>
<td>45%</td>
</tr>
<tr>
<td>Zone residents (non-NAZ-enrolled) (N=171)</td>
<td>36%</td>
<td>24%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Note. Early kindergarten test results are based on two reading assessments – the FAST™ earlyReading assessment and the MAP® Reading Fluency™ assessment. According to the test designers, high, some, and low risk relate to students' predicted chances for academic failure. "No record (EC or FA)" means that NAZ does not have any record of the scholar being enrolled in a high-quality EC center (although the family might have done so on their own without NAZ's help) and the family was not involved in Family Academy.

Statistical significance. Scholars in the “High-quality EC center only” group had a significantly lower rate of being at “high risk” for academic failure than those with no record (p<.01) or Zone residents (p<.05). There were no significant differences between the “High-quality EC center + Family Academy” group and any other group.

All NAZ partner EC centers are rated as high-quality; however, the high-quality EC centers included in Figure 15 also include other EC centers that are not NAZ anchor partners. NAZ is interested in whether scholars who attend a NAZ partner EC center (or “anchor”) experience lasting effects in terms of third grade reading and math proficiency. Results for 2018-19 third grade scholars show that those who attended a NAZ partner EC center had higher rates of proficiency than those who had not, especially in reading, which was a statistically significant difference (Figure 16). However, results should be interpreted with caution given the small number of scholars who were NAZ-enrolled and enrolled in an EC anchor.

16. **2018-19 MCA reading and math performance in grade 3 by prior enrollment in a NAZ anchor early childhood center**

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Reading Proficient</th>
<th>Reading Not proficient</th>
<th>Math Proficient</th>
<th>Math Not proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAZ-enrolled and enrolled at an EC anchor at some point (N=16)</td>
<td>50%</td>
<td>50%</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>NAZ-enrolled with no record of enrollment at an EC anchor (N=85)</td>
<td>20%</td>
<td>80%</td>
<td>26%</td>
<td>74%</td>
</tr>
</tbody>
</table>

Statistical significance: In reading, the difference between groups was statistically significant (* p<.05). In math, the difference was not significant.
In general, this section of the report should be interpreted cautiously. There are several data limitations:

- **Small n-sizes**: The numbers of scholars, particularly for those enrolled in a high-quality early childhood center are small and may not be representative.

- **“No record of enrollment”**: This comparison group represents scholars for whom there is no record of enrollment in a high-quality EC center, meaning it is possible that some scholars were enrolled in such a center; we just do not have any record of such enrollment. Thus, both groups may include scholars who were enrolled in a high-quality EC center, limiting the comparability of these groups.

- **Inability to measure “kindergarten readiness”**: In previous reports, this section was titled “kindergarten readiness”; however, the data above in fact reflect test results for two standardized assessments administered during kindergarten (FAST™ earlyReading and MAP® Reading Fluency™) that measure kindergarteners’ risk for future academic success/failure rather than their readiness for kindergarten. Measures of actual kindergarten readiness would need to be administered prior to kindergarten, for example, in an early childhood center. (Currently, NAZ anchor EC centers are administering such a measure, Teaching Strategies GOLD®, which will allow us to report on kindergarten readiness more accurately in the future).
Conclusions

The data outlined in this report illustrate some of the positive impacts that NAZ is having on scholars and their academic success. Specifically, scholars in NAZ academic strategies have higher rates of proficiency than other students in the Zone (not enrolled in NAZ), and analysis shows that more NAZ – through multiple strategies, enrollment in an anchor school, and longer participation over the years – is associated with higher proficiency rates for scholars, especially in math. Importantly, African American scholars (the primary focus of NAZ’s mission) have the same significantly better proficiency rates (when compared to scholars in non-anchor schools) as NAZ scholars overall.

While these are positive findings, NAZ scholars made less progress in other areas during the 2018-19 school year. NAZ scholars showed slow rates of academic growth and a significant increase in chronic absences between 2017-18 and 2018-19. The reason for increased absences is not entirely clear; however, one explanation may be the residual effects of the higher than usual number of school cancelations due to snow and cold temperatures. In the 2018-19 academic year, Minneapolis Public School District cancelled seven instructional days. And at a meeting with NAZ leadership in March 2019, anchor school leaders reported that too many of the students whose attendance had been interrupted by the school cancelations had not resumed regular daily attendance even after the snow days had stopped. This year’s analysis of attendance rates illustrates a clear relationship between attendance and proficiency, consistent with other research (Belfanz and Byrnes, 2012); knowing that NAZ scholars start at considerably lower proficiency rates than their peers, additional barriers to attendance, like a series of cancelled school days, make it that much more difficult to achieve proficiency.

In the broader picture, it is important to remember that families enrolled in NAZ face a multitude of barriers that are often bigger than what NAZ alone can dismantle. NAZ scholars and their families live within the historical and current context of structural racism in the United States. Persistent discrimination in the education, employment, housing, and legal systems have limited African American communities’ opportunities to attain safety and stability, and to accumulate, preserve, and benefit from intergenerational wealth and power (Feagin, 2000; Hillier, 2005; Nellis, 2016). These systemic forces impact the social environment in which NAZ scholars learn and grow, and are largely beyond the locus of NAZ control.

In spite of this, many NAZ scholars and families are thriving, although there is still a long way to go to eliminate the achievement gap. It is for these young scholars and their families that NAZ and its partners must continue their work, focusing especially on supporting scholars’ attendance at school and providing multiple levels of NAZ intervention to families.

---

Appendix

Citations


Minnesota Compass (2017). *High school graduation, comparison with other states (Black and Hispanic)*. Retrieved from: https://www.mncompass.org/education/high-school-graduation#1-12657-g.


Data sources, assessments, and measures

This report summarizes scholar data from the previous academic year (2018-19) and relies on specific data sources and standardized student assessments; explanations of the data (where it came from and how it is defined) are outlined below.

*Data sources*

To write this report, Wilder relied on data from the following sources:

- Minneapolis Public Schools (MPS) and NAZ’s three non-MPS school partners in the K-8 grades (Ascension, KIPP, and Mastery) who provided academic data for NAZ scholars and students living in the Zone.

- NAZ Connect (NAZ’s comprehensive data platform across the collaborative), which was the source for programmatic data for NAZ scholars, such as academic support, coaching, and early childhood enrollment.
Assessments

The sources outlined above provided Wilder with scholar data from the following standardized tests and assessments:

- **The Minnesota Comprehensive Assessments (MCA)** are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do. Reading and mathematics tests are administered in grades 3–8 and high school (students in grade 10 take the Reading MCA, and students in grade 11 take the Mathematics MCA). The Science MCA is administered to students in grades 5 and 8 and in the high school grade when students take a life science or biology course. All public schools are required to administer these statewide assessments; tests were administered by teachers and/or school staff in March, April, or early May 2019.3

- **The Formative Assessment System for Teachers (FAST™)** is an assessment system designed by FastBridge Learning that measures reading, math, social, emotional, and behavioral skills.4 FAST™ has developed different assessments (e.g., aReading, aMath, earlyReading) for different content areas and grade levels. This report uses the FAST™ earlyReading assessment, which measures early literacy skills in four areas – Concepts of Print, Onset Sounds, Letter Names, and Letter Sounds. Wilder’s analysis is based on the composite score of all four areas. The earlyReading assessment was coordinated and administered to incoming kindergarten students in September and October 2018 by Minneapolis Public School staff. The assessment can be administered in either English or Spanish.

- **MAP®:** The MAP® Reading Fluency™ assessment, developed by the Northwest Evaluation Association, is an online benchmark and progress monitoring assessment that measures oral reading fluency, literal comprehension, and foundational skills for students in pre-K through third grade.

Measures

Within these assessments, Wilder looks at the following measures:

- **Reading and math proficiency:** Proficiency reflects a student’s ability to meet the state standards in either reading or math. Our primary source of data for reading and math proficiency is the MCA. The Minnesota Department of Education groups MCA scores into four categories: does not meet the standards, partially meets the standards, meets the standards, and exceeds the standards. Students who meet or exceed the standards are considered proficient.

---


4 More information available online from Minneapolis Public Schools at http://rea.mpls.k12.mn.us/fast.
and those who partially meet or do not meet the standards are not proficient. The tests and scoring criteria have been consistent since 2013-14, allowing us to report four-year trends.

- **Reading and math growth**: Growth, or progress, refers to how a student’s MCA score improved or worsened compared to their score the previous year. The Minnesota Department of Education (MDE) uses statewide data to compute the average growth rate for students who scored at a given level the previous year, then computes normalized growth scores to compare each student’s progress to the average progress for a child who scored at their level the previous year. For the purposes of this report, growth is then broken into four levels: well above-average progress, above-average progress, below-average progress, and well below-average progress.\(^5\)

Growth does not necessarily correlate with proficiency. For example, a scholar who performed very poorly last year may achieve above-average progress, but not make enough progress to achieve proficiency. We consider above-average growth to be an important outcome for closing the achievement gap, especially when NAZ scholars are typically recruited due to poor academic performance, making it difficult for them to move from “not proficient” to “proficient” in a year’s time. For example, scholars selected to receive in-school supports are often referred for this help based on their academic performance, behavioral challenges, or poor attendance, and thus may start far behind their peers. Growth scores supplement what we can learn from MCA proficiency rates in two important ways.

- A scholar who starts far behind their classmates, but makes a lot of progress in a year may actually be showing greater academic gains than another who is proficient to begin with and merely maintains the same level of proficiency. Growth rates allow us to see how many scholars are closing the gap, even if they have not yet reached the level needed to be rated as proficient.

- If two groups are compared with each other, but some start from a higher initial proficiency level, looking at growth instead of proficiency helps make the comparison a more equal one, because growth scores are computed in comparison to other students statewide who started with the same initial level.

---

\(^5\) MDE breaks student growth into three categories (low, medium, and high, corresponding to more than 0.5 standard deviations below the mean, between 0.5 standard deviations below and 0.5 standard deviations above the mean, and at least 0.5 standard deviations above the mean, respectively). In order to distinguish above-average from below-average growth, we divide the medium growth category in half, split at the mean, to get the slightly below average and slightly above average growth categories. MDE’s low growth category corresponds to the “well below average growth” shown in this report, and MDE’s high growth category corresponds to the “well above average growth” category in this report.
Criteria for inclusion in analysis

This section outlines the criteria – as agreed upon by NAZ and Wilder staff – for including various groups in the data analysis for this report.

Third and eighth grade proficiency

Scholars in NAZ academic strategies

To be in this group, scholars had to either:

- Be enrolled in an anchor school for the majority\(^6\) of the 2018-19 academic year and their families had to be engaged in Family Achievement coaching for 12 or more months prior to the spring MCA, or
- Participate in Expanded Learning (ExL), through at least one IST or OST program over at least 150 calendar days during the 2018-19 academic year.

In addition, some charts include the following groups:

1) Academic strategy only: This includes any scholar who participates in one of the two strategies outlined above: 1) enrollment in an anchor school, with a Coach or 2) participation in Expanded Learning.

2) Coach only: This includes any scholar whose family was engaged in Family Achievement coaching for 12 or more months prior to the spring MCA.

3) Academic strategy + Coach: This is the combination of groups 1 and 2 above.

According to NAZ, a total of 1,382 scholars age 5 through 13 engaged with NAZ during FY2019 (July 1, 2018 through June 30, 2019). Of this group, NAZ reports:

- 687 scholars (50%) participated in Expanded Learning programs, including
  - 674 scholars (49%) in out-of-school time programs, and
  - 69 scholars (5%) in in-school programs at anchor schools (data was not available for Reading Partners, one of two in-school programs)
- 614 scholars (44%) were enrolled in a NAZ anchor school
- 581 scholars (42%) participated in Scholar Coaching
- Many of these scholars also benefitted from Family Achievement Coaching, though the exact number of scholars impacted by Family Coaching is unavailable for this group of scholars.

---

\(^6\) Based on data availability, “majority” means either: a) enrolled in an anchor school as of 10/1/18 and completed a spring 2019 assessment (i.e., MCA, MAP, or FAST™), or b) enrolled in an anchor school for at least 115 school days.
Early kindergarten performance

The early kindergarten performance section of the report illustrates data from two primary groups of scholars:

1) **High-quality EC center + Family Academy:** This group of scholars includes those who were enrolled in a high-quality EC center, which includes all of the NAZ partner programs, and who also had one or more of their family members complete at least one Family Academy course.

2) **High-quality EC center only:** This group includes scholars who were enrolled in any high-quality EC center, but who did not have a family member who completed Family Academy.

For comparison, the analysis also looked at those who were involved in neither strategy (or at least had no record of enrollment in those strategies) and non-NAZ enrolled Zone residents. NAZ includes eight early childhood programs that are anchor partners; all of them have been rated as high quality – meaning they have a 3- or 4-star rating through Parent Aware, which is Minnesota’s Quality Rating and Improvement System for child care and early education programs. The eight partner programs are:

- La Crèche Early Childhood Centers, Inc.
- Minneapolis Public Schools Early Childhood Education
- New Horizon Academy
- Northside Child Development Center
- The Family Partnership
- Think Small
- Way to Grow
- YWCA Early Childhood

Statistical significance testing

Between-group differences in proficiency rates were tested using two-tailed Chi-square tests. Because this is a descriptive study, there are no controls for selection bias between the NAZ-enrolled and non-NAZ-enrolled Zone groups. Typically, one assumes the potential for a participant-based selection bias favoring a voluntary program like NAZ based on families’ interest in participation and/or achievement. However, this bias is felt to be counterbalanced by a systematic recruitment bias by NAZ and its anchor school partners based on their selective recruitment into NAZ of scholars who are seen by their teachers as being in greatest need of help to catch up with their peers.

---

7 [https://www.parentaware.org/](https://www.parentaware.org/)
Comparisons to previous reports

Over time, the analyses in this annual report have been revised to capture the evolution of NAZ strategies. Most of this year’s analysis resembles the 2017-18 report. As before, all scholars included in this report have engaged with NAZ in a meaningful way during the year prior to the assessment in question (e.g., the MCA): that is, one or more year of Family Achievement Coaching or school-year participation in academic supports. However, the reader will find the following changes to this year’s report:

- A label change, from “Academic Impact Group” to “Scholars in NAZ academic strategies” (the criteria for this group have not changed, only the label)
- An added section on attendance and chronic absence
- A heading change from “kindergarten readiness” to “early kindergarten performance,” as well as revised narrative throughout that section

As NAZ continues to learn and evolve in its work, our reporting categories and analyses will continue to evolve to match. NAZ has begun to expand its sphere of operations into the entire Northside of Minneapolis, making the original Promise Neighborhood Zone a less appropriate scale for the comparison group. NAZ is also providing an increasing amount of support to its anchor school partners that applies at the overall school level instead of focusing only on scholars with NAZ Coaches. For these reasons, as a preview to possible new analyses, the academic results for 2018-19 are shown below not only for the ongoing NAZ-enrolled and comparison groups, but also for two potential new analytic groups: all students in NAZ anchor schools (and who have been enrolled for at least a year), and students who live in the Northside (instead of just in the Zone) who have not been enrolled in NAZ.

In future analysis and reporting, if the data provide a better representation of how NAZ determines its criteria for enrollment, Wilder may combine the “Students in anchor schools” and “Scholars in NAZ academic strategies” groups; however, NAZ and Wilder staff will discuss this further before making a decision.
A1. MCA reading proficiency, grades 3-8, showing additional potentially relevant groups

<table>
<thead>
<tr>
<th>Group</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in anchor schools (12+ months)</td>
<td>437</td>
<td>434</td>
<td>452</td>
<td>511</td>
</tr>
<tr>
<td>Scholars in NAZ Academic Strategies</td>
<td>262</td>
<td>205</td>
<td>278</td>
<td>301</td>
</tr>
<tr>
<td>Northside residents (non-NAZ-enrolled)</td>
<td>2,796</td>
<td>2,611</td>
<td>2,537</td>
<td>2,385</td>
</tr>
<tr>
<td>Zone Residents (non-NAZ enrolled)</td>
<td>1,035</td>
<td>1,028</td>
<td>890</td>
<td>861</td>
</tr>
</tbody>
</table>
### A2. MCA math proficiency, grades 3-8, showing additional potentially relevant groups

<table>
<thead>
<tr>
<th>Group</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in anchor schools (12+ months)</td>
<td>436</td>
<td>434</td>
<td>451</td>
<td>508</td>
</tr>
<tr>
<td>Scholars in NAZ Academic Strategies</td>
<td>259</td>
<td>206</td>
<td>275</td>
<td>299</td>
</tr>
<tr>
<td>Northside residents (non-NAZ-enrolled)</td>
<td>2,823</td>
<td>2,650</td>
<td>2,519</td>
<td>2,360</td>
</tr>
<tr>
<td>Zone residents (non-NAZ enrolled)</td>
<td>1,052</td>
<td>1,045</td>
<td>886</td>
<td>849</td>
</tr>
</tbody>
</table>