



# Results NAZ: High School into College Success

J U N E 2 0 1 7

Prepared by:  
Ellen Shelton  
Sarah Gehrig

451 Lexington Parkway North | Saint Paul, Minnesota 55104  
651-280-2700 | [www.wilderresearch.org](http://www.wilderresearch.org)

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## **NAZ staff**

Vanessa Abanu

Chris Heng

Hope Lockett

Michelle Martin

Jennifer Nordstrom

Tiffany Worsley Wilson

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Walker Bosch

Monzong Cha

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# Key findings

Because the High School into College Success Results Plan is new, and measures are still being developed, this report focuses on a survey of currently available data that can serve as a baseline for progress to come.

## Strengths and needs of scholars

- Some NAZ partner programs require a GPA of 2.0 or higher to participate; however, fewer than two-thirds of NAZ high school scholars (63%) could meet this standard at the end of the first quarter of AY 2016-17, and just over half (55%) could meet it as of the end of the third quarter
- Surveys of NAZ partner high schools since fall 2014 show a slightly decreasing proportion of students who report knowing more than 10 adults who have been to college, or who have more than 10 peers with a variety of beliefs or behaviors consistent with a college-going culture
- NAZ-enrolled parents report increasing frequency of giving their high school scholars advice or information related to preparing for college

## Higher education

Baseline data are available for several measures of post-secondary attachment and success. These show:

- 71 percent of 2015 Henry graduates enrolled in higher education before the second fall after graduation
- 27 percent of 2011 Henry graduates completed a postsecondary degree within four years, and 45 percent of the Henry Class of 2009 completed a degree within six years
- 41 percent of 2014 Henry graduates who enrolled in higher education did not need any remedial (developmental) courses during their first two years of college

## NAZ participation and supports

- NAZ Connect has records for 310 high school age scholars enrolled in NAZ at any point between July 1, 2016 and April 1, 2017

- Most of these primarily engage with NAZ through their Family Achievement Coach, although 15 percent had no documented active staff members on their team during the period
- Of the 242 scholars who had a Family Achievement Coach, 84 percent had a parent who was also working with a Family Achievement Coach during the period
- 33 percent of the 310 high school age scholars participated in at least one OST program during the 2016-17 school year session; only 11 percent were involved with a program other than Project Success or Achieve Minneapolis, which serve all Minneapolis Public Schools high schools.
- Of scholars who had, or whose parents had, goal plans, 17 percent had completed at least one goal or step; the proportion was higher (26%) among those who participated in an OST program during AY2016-17
- Scholars working with Family Achievement Coaches tended to complete more goals if their parents were also working with Coaches

## Results Plan strategies and key elements

- From an abbreviated list of key elements of the Results Plan, a survey of OST partners indicated the most concentrated areas for implementation were connecting scholars to post-secondary programs and supporting the selection, application, and enrollment process; all six partners also report using culturally-appropriate coaching methods in their work with scholars, and having staff who reflect the student populations they serve
- Partners less frequently report working with scholars after they enter college, or working with parents of high school scholars
- Partners believe the relationships they have with each other are an important strength of the current work; other strengths include the shared focus on youth (rather than organizational needs) and opportunities for mutual referral and idea-sharing
- Challenges and opportunities for improvement center around strengthening the referral process, including addressing privacy barriers, and lack of complete knowledge of what each partner is best able to offer; other opportunities include a more intentional and concrete focus on steps to implement the Results Plan, and increasing the collaboration's support for access to and success during college

# Background

The NAZ High School into College Success Results Plan was established in January 2017 as part of the re-organization of strategy and action plans representing all the main NAZ strategy areas. Its purpose is to define the collaborative practices for NAZ's anchor partners in their work with each other and with NAZ scholars and parents, to advance the strategy's intended result:

*NAZ scholars will graduate high school college-ready, enroll in an optimal post-secondary program, complete a credential within 150% of their program length, successfully enter a career pathway and be engaged civically in the community*

The plan includes 6 high-level strategy areas. These encompass 11 more detailed strategies, each of which includes up to four key elements. The strategy areas and strategies are:

## ***A seamless network of supports for scholars in college and career readiness***

1. Collaborate to create a pipeline of supports

## ***Data driven and continuous improvement***

2. Contextualize data [use data to identify gaps and coordinate supports]
3. Continuous quality improvement

## ***Academic and financial success***

4. Support academic success [in high school grades]
5. Effective classrooms [in high school grades]
6. Early access [to college information and credit]
7. Financial supports [college financial aid process]

## ***Matriculation and graduation***

8. Admission and retention [in higher education]
9. Transition to college

## ***Career pathways and work-based learning opportunities***

10. Develop career pathways and pipeline programs

## ***Parent and community engagement***

11. Foster a college-going culture

Because the plan is new, many of the strategies are not yet in full implementation, and some of the relevant measures (of implementation, outputs, and outcomes) have not yet been determined as of this study. For this reason, this report is largely based on information that is available about scholars and programs on the Northside generally, rather than specifically about NAZ-enrolled scholars. As of April 1, 2017, the NAZ Connect data system documented 310 NAZ-enrolled scholars in grades 9-12 or between the age of 14 and 17, including 103 scholars who were enrolled in the partner high schools (Patrick Henry, North Academy, and PYC) and 114 “at-large” scholars in other high schools, plus 93 for whom the specific school was not identified.<sup>1</sup>

Findings in this report are based on a survey of six out-of-school time collaborative partners in May 2017, as well as a review of data from partners, NAZ Connect, and other data sources previously used for Promise Neighborhood reporting. For more detail on sources see the Appendix.

Because data sources vary from including the Zone as a whole (from the community survey), or the partner schools as a whole (from school-wide reporting in the state’s systems and the NAZ Student Survey), to only NAZ-enrolled scholars or parents (from the NAZ Family Assessment, or consented academic and personal data in NAZ Connect), the following symbols are used to identify the scale of coverage for each data point:



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<sup>1</sup> Includes scholars enrolled in NAZ at any point between July 1, 2016 and April 1, 2017.

# Strengths and needs of scholars

## Perceptions of safety

A sense of safety, in the community and in the school, is an important factor contributing to academic success. In a 2015 survey of random, representative households in the Zone, over 80 percent of parents report their high school age student was safe at school in the prior year, compared to over 90 percent in the 2013 survey (Figure 1). The proportion reporting their child was safe on the way to and from school was about the same as in school in 2010, but markedly lower in 2013 and 2015.

### 1. Perceptions of safety, community survey respondents (parents of high school age students)

Strongly agree / agree	2010 (N=78,79)	2013 (N=78)	2015 (N=77,79)
My child was safe at school	82%	92%	82%
My child was safe on the way to and from school	80%	73%	72%



Source. Survey of representative households in the Zone that include children age 18 and younger. Surveys administered in the summer of each year shown. Questions refer to the student's safety in the previous school year.

In comparison, the proportion of high school students at NAZ partner schools who reported feeling safe in school remained quite close to 80 percent for all the years 2013 through 2016 (Figure 2). In contrast to the parent reports, students reported similar levels of safety in school and while traveling to school. There are slight differences between age groups – students in grades 6 through 8 reported slightly higher levels of safety on both measures compared to high school students.

### 2. Perceptions of safety, students at NAZ partner high schools

Strongly agree / agree	2013	2014	2015	2016
<b>Grades 9-12</b>	<b>(N=984,1042)</b>	<b>(N=966,999)</b>	<b>(N=903,954)</b>	<b>(N=900,929)</b>
This school is a safe place for students	82%	81%	79%	84%
I am safe when traveling to and from school	80%	77%	79%	84%
<b>Grades 6-8 (for comparison)</b>	<b>(N=564,599)</b>	<b>(N=479,536)</b>	<b>(N=395,422)</b>	<b>(N=235,253)</b>
This school is a safe place for students	85%	82%	83%	86%
I am safe when traveling to and from school	86%	88%	87%	87%



Source. NAZ Student Survey, in-class paper-and-pencil survey of students in grades 6 through 12 in NAZ partner schools. Surveys administered in late September and early October of each year shown.

In a survey of only NAZ-enrolled parents, respondents reported slightly higher levels of safety in school for their high school age students (86-92% in Figure 1, compared to the random sample of parents zone-wide, 82-92% in Figure 3). For safety going to and from school, responses for NAZ parents were similar to those of community-wide parents in being lower than for in-school safety: NAZ parents ranged between 68 and 83 percent (Figure 3), and Zone-resident parents ranged between 72 and 80 percent (Figure 1). Of note, there was a very marked drop in perceptions of safety between 2015 and 2016, following tensions in the community after a high-profile shooting of a resident by a police officer (Figure 3).

### 3. Perceptions of safety, NAZ-enrolled parents of high school students

Strongly agree / agree	2014 (N=95)	2015 (N=73,75)	2016 (N=113,111)
(Scholar's) school is a safe place for students	92%	86%	88%
(Scholar) is safe when traveling to and from school	79%	83%	68%



Source. Family Assessment phone survey of NAZ-enrolled parents; limited to parents of high school students. Surveys administered in late summer of each year shown. Questions refer to the student's safety in the previous school year.

### Grade point average (GPA) of NAZ-enrolled scholars in partner high schools

This was the first review of GPAs from NAZ scholars at North and Henry. NAZ would eventually like to collect these data for all students enrolled in NAZ.

The following data reflect quarterly GPAs. Note that this is different from a more commonly discussed measure, *cumulative* quarterly GPAs. Quarterly GPA tracks how students are performing within a given quarter, but does not incorporate past quarter GPAs into its calculation. So, if a scholar had a very difficult Quarter 1 and Quarter 2, but enrolled in four new classes after the end of Quarter 2 and had a very good Quarter 3, that scholar's Quarter 3 GPA could be very high. At the same time, there is likely some relationship between quarterly GPAs because most classes span multiple quarters. For example, if most classes are one year long, it could still be difficult for scholars to improve their quarterly GPA, since the scholar's grades within each individual class may not change much from quarter to quarter.

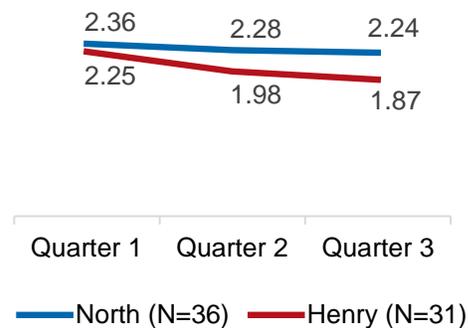
This analysis examines GPA data from AY2016-17, gathered by NAZ staff. This analysis only includes scholars who had GPA data available for all three quarters.

Of the students included in this analysis:

- 35 percent were in 9th grade, 25 percent were in 10th grade, 25 percent were in 11th grade, and 15 percent were in 12th grade (N=65)
- 64 percent identified as male, 36 percent as female (N=64)
- 80 percent identified as African American, 14 percent as Hispanic/Latino, and 6 percent as multiracial (N=65)
- 85 percent were enrolled in a high school out-of-school time (OST) program during the 2016-17 school year, most frequently Achieve Minneapolis, Project Success, or both
- The ten students who were not enrolled in a high school OST program during 2016-17 generally had lower GPAs (mean GPA of 1.6 to 2.0 between Quarter 1 and Quarter 3), pointing to the selection bias evident in programs

Figure 4 shows the mean GPA of scholars by quarter, broken down by school. Scholars at North have slightly higher quarterly GPAs, on average, than scholars at Henry. Means for the North group hover between 2.2 and 2.4 for all three quarters, while GPAs for scholars at Henry were generally lower, between 1.8 and 2.3. Average GPAs at Henry declined more noticeably over time than those at North, though the practical differences in GPAs (e.g., between a 2.36 and 2.24) many not be meaningful.

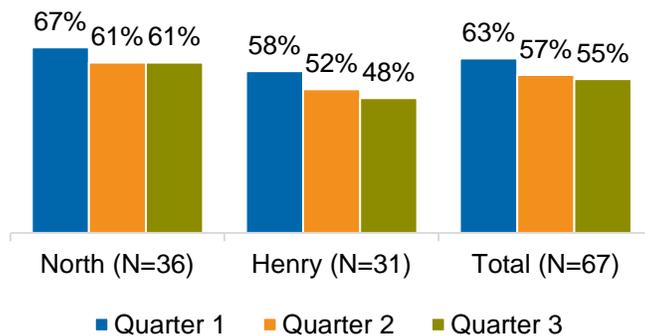
#### 4. Mean GPA by quarter (N=67)



Source. Data provided by NAZ staff, analyzed by Wilder Research.

Figure 5 shows the percent of NAZ high school scholars with a GPA of 2.0 or greater, by quarter. The 2.0 cut-off was selected because students in Minneapolis Public Schools must have a GPA of 2.0 or greater to participate in activities. At Henry, between 48 and 58 percent of scholars had a quarterly GPA of 2.0 or greater, with the percent of students reaching that marker declining between Quarter 1 and Quarter 3. By the third quarter, only 48 percent of scholars at Henry had a GPA of 2.0 or higher, compared to 61 percent at North. The proportion of scholars at North with a GPA of 2.0 or greater also declined, but less drastically, holding steady between Quarter 2 and Quarter 3.

### 5. Percent of scholars with a GPA of 2.0 or greater, by quarter



Source. Data provided by NAZ staff, analyzed by Wilder Research.

### Other assessment results

For school-age scholars, Wilder Research typically reports on student performance on two assessments: the Minnesota Comprehensive Assessment (MCA) and NWEA Measure of Academic Progress (MAP). There is limited MCA and MAP data available for the high school population, so we have chosen not to report these results here. Additionally, a large proportion of high school students opt out of the MCA, making group results unreliable. MAP results are available for only 29 NAZ-enrolled high school scholars for the 2015-16 year (10 at North, 9 at PYC, 5 at large, 4 at Henry). NAZ and Wilder Research staff are looking for ways to add additional relevant academic data – such as ACT scores – to its existing data requests and data collection plans.

### Students in NAZ partner high schools: College-going culture

As part of the NAZ student survey, students in grades 6 through 12 in NAZ partner schools were asked a series of questions needed for Promise Neighborhood reporting, as well as five questions unique to NAZ about college-going culture. These focused on the number of people in the students’ personal networks who the student perceived as having various kinds of academically-oriented or college-oriented attitudes or experiences. The highest response

category for each question was “More than 10;” other categories were “6 to 10,” “3 to 5,” “1 or 2,” and “None.” Because it is useful to know how many students are unable to estimate the number, we have also included the responses for those who answered “Don’t know,” and these responses are included in the percentages.<sup>2</sup>

Over the four years in which data were collected, the proportion replying “More than 10” has trended downward for each of the questions in this set. It is not possible, from the survey alone, to identify what may have caused this change, or even whether it is cause for concern. It is possible that, as students think more about college as a realistic possibility, they have more realistic answers to questions even if their social networks have not changed.

On almost all questions, in almost all years, the proportion of “More than 10” answers is lower among high school students than middle school students.

Figure 6 shows answers to the question about the *adults* the student knows who have attended college.

**6. College-going culture question about adults, students in NAZ partner high schools**



% that responded “more than 10”	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17
<b>Grade 9-12</b>	<b>(N=1,178)</b>	<b>(N=1,151)</b>	<b>(N=1,095)</b>	<b>(N=1,081)</b>
About how many adults do you know who have attended college?	30%	28%	28%	23%
<b>Grades 6-8 (for comparison)</b>	<b>(N=639)</b>	<b>(N=564)</b>	<b>(N=460)</b>	<b>(N=278)</b>
About how many adults do you know who have attended college?	51%	45%	43%	42%

Source. NAZ Student Survey.

Note. For more detail, including detail on response percentages for “None,” “1-2,” “3-5,” “6”-10,” and “don’t know,” see the Appendix.

In most cases, students’ responses about the number of friends with various college-supportive attributes declined more than their responses about adults they knew (Figure 7). On these questions, the differences between the two age groups are smaller. The year-to-year decreases are larger among high schoolers.

<sup>2</sup> Official Promise Neighborhood reporting excluded “Don’t know” responses, so percentages here are different than in previously published tables of results from the NAZ Student Survey.



## 7. College-going culture questions about peers, students in NAZ partner high schools

About how many friends that you spend time with...	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17
% that responded "more than 10"				
<b>Grade 9-12</b>	<b>(N=1,180-1,184)</b>	<b>(N=1,154-1,159)</b>	<b>(N=1,103-1,108)</b>	<b>(N=1,081-1,090)</b>
Do well in school?	35%	28%	26%	25%
Plan to go to college?	43%	35%	33%	32%
Think it's important to work hard on school work?	37%	33%	30%	31%
Know anyone who has attended college?	30%	27%	27%	21%
<b>Grades 6-8 (for comparison)</b>	<b>(N=632-639)</b>	<b>(N=556-562)</b>	<b>(N=456-464)</b>	<b>(N=272-278)</b>
Do well in school?	33%	33%	28%	31%
Plan to go to college?	55%	49%	51%	49%
Think it's important to work hard on school work?	42%	43%	40%	43%
Know anyone who has attended college?	37%	34%	30%	34%

Source. NAZ Student Survey.

Note. For more detail, including detail on response percentages for "None," "1-2," "3-5," "6"-10," and "don't know," see the Appendix.

### College-going culture: NAZ-enrolled parents' advice to their high school scholars about college and career preparation

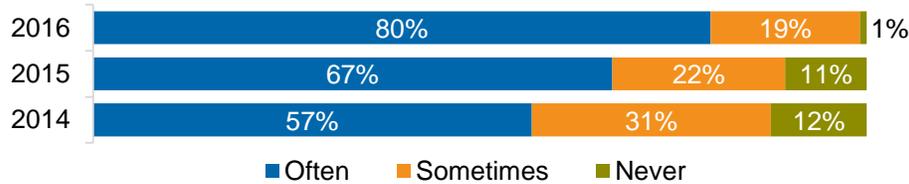
NAZ's annual survey of enrolled parents asked them how often they gave their high school age scholars advice or information about four kinds of college and career planning and preparation (selecting college preparatory courses, planning for college entrance exams, college applications, and post-high school jobs) (Figures 8-11). From 2014 to 2016, the proportion responding "Never" has dropped and the proportion responding "Often" has risen for each. The rise has been greatest for course selection (Figure 8) and college application (Figure 10). The frequency of advice about planning for college entrance exams, after rising in 2015, remained at the same level in 2016 (Figure 9).

Notably, advice about jobs following high school, after rising in frequency from 2014 to 2015, then dropped in 2016 (Figure 11). One possible interpretation is that parents might be shifting their postsecondary aspirations for scholars more to college and less to immediate employment.

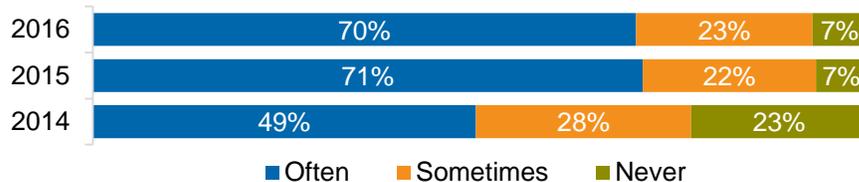
**NAZ-enrolled parents of high school scholars: In the last 6 months, how often has the parent given the scholar advice or information about ...**



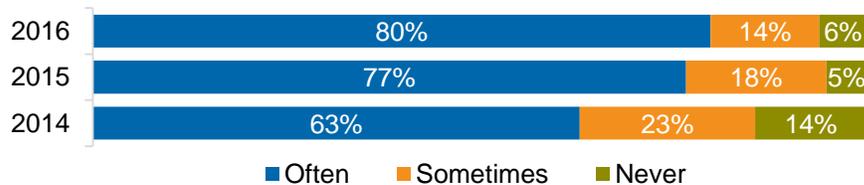
**8. Selecting courses or programs at school?**



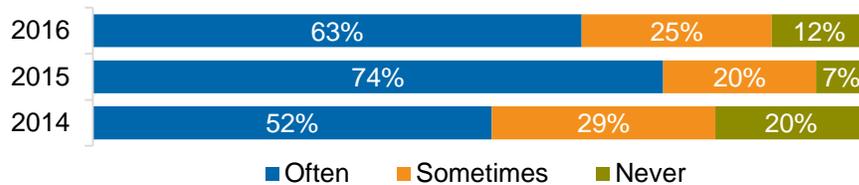
**9. Plans and preparation for college entrance exams?**



**10. Applying to college or other schools after high school?**



**11. Specific jobs he/she might apply for after completing or leaving high school?**



Source. NAZ Family Assessment (only parents of high school scholars).

A Zone-wide comparison is available from the parents of high school students, gathered during the community surveys in 2013 and 2015 (Figures 12-15). These show that NAZ and Zone-wide parents in 2015 (the only year the two surveys have in common) report generally similar frequencies. NAZ parents were slightly more likely to report “often” giving

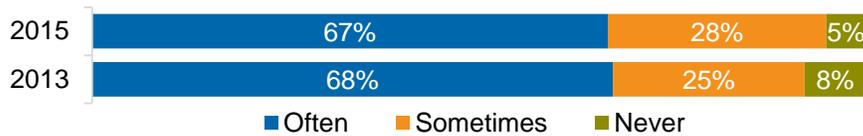
advice about selecting courses or programs and applying to colleges, but less likely to report “often” giving advice about planning for college entrance exams (although this percentage increased greatly for NAZ parents in 2016).

There was little change in the Zone-wide group between 2013 and 2015, other than a decrease in the proportion who report “Never” giving most of these kinds of advice.

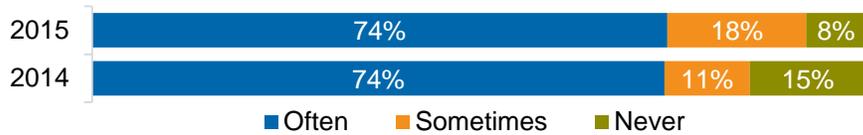
**Zone-wide parents of high school scholars: In the second half of the past school year, how often has the parent given the scholar advice or information about ...**



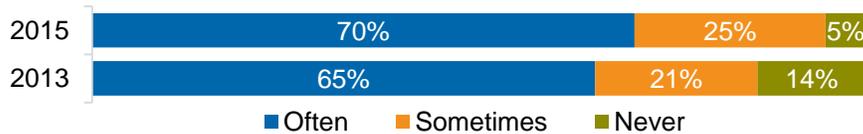
**12. Selecting courses or programs at school?**



**13. Applying to college or other schools after high school?**



**14. Plans and preparation for college entrance exams?**



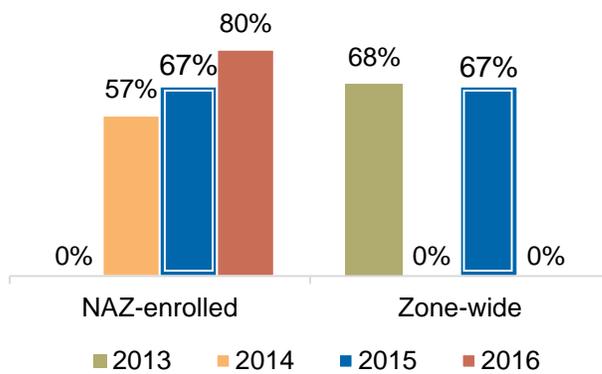
**15. Specific jobs he/she might apply for after completing or leaving high school?**



Source. NAZ Community Survey (only parents of high school scholars).

The responses of both groups of parents, for one question, is shown below in Figure 16. The data are not as fully comparable as we would prefer, due to differences in which years were surveyed and the fact that the NAZ family assessment had a relatively low response rate (which may result in including a higher proportion of the more highly engaged families). However, it appears that NAZ-enrolled parents of older children – or at least the more highly-engaged ones – have increased their involvement in guiding their scholars’ course and program selection over the three years of the survey, while the zone-wide responses have remained quite similar across the two years in which community-wide survey was done.

**16. How often parents gave advice to their high school age student about selecting courses or programs at school (% "often" in past 6 months)**



Source. NAZ Family Assessment and NAZ Community Survey (only parents of high school scholars).

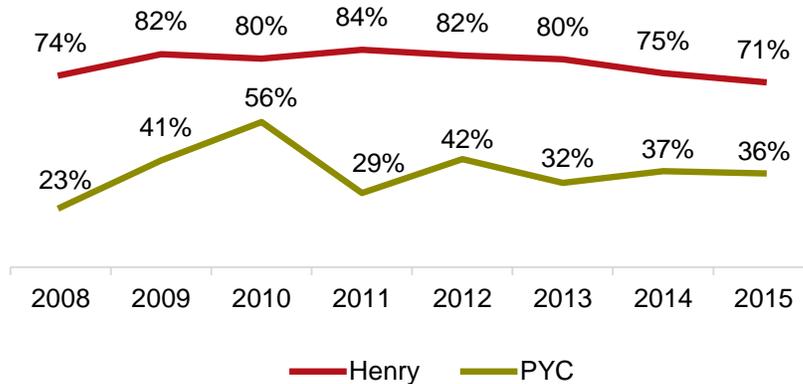
# Higher education

As NAZ expands its high school pipeline, its long-term results for postsecondary enrollment will expand. Here, we present results for both the NAZ anchor schools as a whole and for NAZ-enrolled scholars.

## Postsecondary data for NAZ anchor schools

Figure 17 shows the postsecondary enrollment within 16 months of graduation at two NAZ anchor high schools, Henry and PYC; as of 2015, North Academy had not yet had a graduating class, so these data are not available. Here, “postsecondary” refers to enrollment in any higher education institution – a college, technical college, community college, or certificate program. Henry’s postsecondary enrollment rate peaked with the Class of 2011 (84%) and has declined since. PYC’s postsecondary enrollment rate, which applies to a far smaller number of graduates, has fluctuated more, especially before 2011, and has consistently been significantly lower than Henry’s.

**17. Percent of partner school graduating cohort who enrolled in higher education within 16 months following high school graduation**



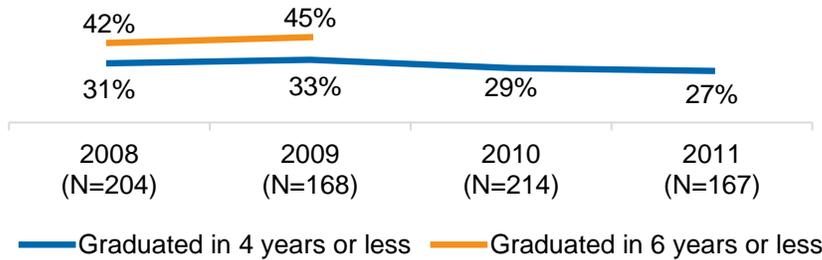
Source. Minnesota SLEDS (Statewide Longitudinal Education Data System). Numbers in each graduating class (providing the denominators for the percentages shown) are in Figure A5 in the Appendix.

Note. Total number of students in graduating class available in Figure A4 of the Appendix. Years refer to the year students graduated.

Data are available to show what schools students enrolled in. Three institutions received more than 10 Henry students from the graduating class of 2015: Minneapolis Community and Technical College (32 students), University of Minnesota-Twin Cities (23), and North Hennepin Community College (16). Figure A6 in the Appendix shows all institutions attended by two or more students from this class.

The state also tracks how many postsecondary students receive degrees and over what time period. Figure 18 shows state data on the percentage in each Henry high school cohort who earned a postsecondary degree (of any kind) within four or six years of high school graduation. Because data are not yet available for a full six years since the graduations of the 2010 and 2011 cohorts, six-year completion rates are only shown for earlier cohorts. Due to small numbers of enrollees and graduates, PYC is omitted from Figures 18 and 19.

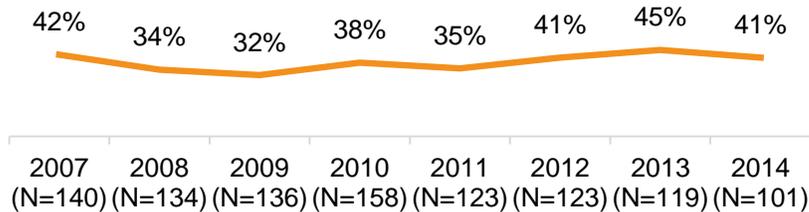
**18. Percent of Henry graduating class who completed a higher education degree**



Source. Minnesota SLEDS (Statewide Longitudinal Education Data System). Numbers in each graduating class (providing the denominators for the percentages shown) are in Figure A5 in the Appendix.  
 Note. PYC not included due to small numbers enrolling per year. Years refer to the year students graduated.

Figure 19 shows the percentage in each Henry cohort who did not register for any remedial (developmental) courses in their first or second year in college. The percentage has remained fairly consistent between 2007 and 2014, fluctuating between 32 and 45 percent.

**19 Percent of Henry postsecondary enrollees who did not require remedial math or English**



Source. Minnesota SLEDS (Statewide Longitudinal Education Data System)  
 Note. PYC is not included due to small numbers enrolling per year. North is not included because they did not have a graduating class in any cohort for which these data are available. Years refer to the year students graduated.

## Post-secondary data specific to NAZ-enrolled scholars

The annual Family Assessment collects information about the postsecondary experiences of young adults in NAZ-enrolled families who are age 17 through 25 and not currently enrolled in high school. The information is provided by the head of household, who is most often the parent of the young adult. Heads of household provide the information about themselves if they are age 17 through 25. Information collected in the summers of 2014, 2015, and 2016 is available for 189 young adults who graduated from high school between 2006 and 2016. Of this group, we have data for 41 scholars that was collected at least two years after their high school graduation; this two-year gap was selected because it allows time for recent graduates to enroll in a postsecondary program. Figure 20 shows the high schools and graduation years for these respondents, and the length of time since their graduation that the follow-up data was collected.

### 20. High school and graduation year for NAZ scholars in post-secondary survey

High school graduation year	Number
2014	7
2013	5
2012	7
2011	7
2006-2010	15
<b>High school</b>	
Patrick Henry	9
North/North Academy	1
PYC	1
Edison	2
Others, named	6
Not named	22
<b>Number of years between high school graduation and survey</b>	
2	13
3	5
4	4
5	6
6	6
7	6
8	1
Total	41



Of the 41 postsecondary scholars documented in the Family Assessment with at least two years of follow-up, 40 had received a high school diploma, and 1 had received a GED.

### ***Postsecondary credentials (including from non-academic sources)***

Fifteen of the 41 (or 38%) report they had earned a certificate or credential, of which 9 were Certified Nursing Assistant or Community Health Worker credentials. Credentials were earned through multiple channels, including academic institutions (n=8), community-based organizations (n=3), examinations (n=3), and on-the-job training (n=4); some scholars indicated a combination of these.



### ***Academic enrollment after high school***

Half of the 41 scholars had enrolled in a postsecondary institution that awards academic degrees: 15 (or 37%) had enrolled in a two-year college, and 5 (or 12%) had enrolled in a four-year college.



Of the 15 two-year college enrollees:

- 10 (or 67%) had taken developmental (or remedial) courses in English and/or math
- 2 had graduated, with no further academic engagement (as of the time of the survey)
- 5 were still enrolled when surveyed
- 5 had left temporarily (of whom 2 had vocational certificates, but it is not possible to tell if these were earned before or after leaving the college)
- 2 had left permanently (of whom 1 had a vocational certificate, but it is not possible to tell if this was earned before or after leaving)
- 1 is missing information about completion

Scholars with enrollments in two-year colleges, including those who were still enrolled, were from a mix of recent and earlier cohorts.

Of the 5 four-year college enrollees:

- 1 of 4 had taken developmental (or remedial) courses (information was missing for the fifth four-year scholar)
- None had graduated yet

- 3 were still enrolled when surveyed (including 1 who also had a 6-month vocational credential, which may or may not have been part of the academic program)
- 1 had left permanently, with no other postsecondary enrollment documented
- 1 is missing information about completion

Scholars with enrollments in four-year colleges were all from high school graduating classes of 2011 or later. However, earlier cohorts have fewer respondents in the available survey data, so this does not necessarily indicate higher rates of college enrollment since NAZ was formed.

# NAZ participation and supports

## Enrollment and work with NAZ staff

A total of 310 high-school age scholars were enrolled in NAZ at any point between July 1, 2016 and April 1, 2017. About three-quarters (77%) enrolled between 2011 and 2015, suggesting that many of these scholars have a long history of participation with NAZ. Only 23 percent of these scholars enrolled during 2016 or 2017. About half of high school NAZ scholars got involved before starting high school, and half after:

- 54 percent enrolled in NAZ before starting high school
- 46 percent enrolled in NAZ after starting high school<sup>3</sup>

In the interview with High School into College partners, one partner organization suggested NAZ could help its partners by strengthening the pipeline for 9th graders into high school partner programming. This respondent said partners often lack information about students entering 9th grade, which makes it difficult to place them in appropriate programming. These length-of-enrollment data suggest NAZ would be well-positioned to engage in these conversations with programs surrounding the most beneficial program placement.

## *Team members*

NAZ scholars primarily engage with NAZ through their Family Achievement Coach. Between July 2016 and April 2017, 78 percent of these scholars had a Family Achievement Coach on their team, and 85 percent had at least one staff member active on their team. Most high school scholars had one active staff member on their team during FY2017 (74%), while 15 percent had zero, 8 percent had two, and 3 percent had three or four.

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<sup>3</sup> For more complete data, age was used as a proxy for grade. Scholars age 13 and under at enrollment were placed in the “before starting high school” group, and scholars 14 and older placed in the “after starting high school” group. Enrollment date data were missing for 25 scholars.

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**21. Percent of scholars with staff member assigned to their team during FY2017**

<b>Role</b>	<b>Percent</b>	<b>Count</b>
Family Achievement Coach	78%	242
Partner Lead Staff	8%	26
Teacher	3%	10
Health Access Specialist	2%	5
Academic Specialist	1%	2
Career/Finance Specialist	1%	2
Housing Specialist	<1%	1
At least one staff member	85%	264

Note. This table shows the most common, currently-used staff roles at NAZ; some roles with active clients are omitted from this table, as they are less common roles (e.g., Social Worker) that apply to a small number of students, or old roles (e.g., Academic Navigator) that indicate data entry or update errors.

Though 78 percent of NAZ scholars had a Family Achievement Coach on their team and 85 percent were working with at least one NAZ staff member, during the period between July 1, 2017 and April 1, 2017, only 3 percent had recorded visits with a Family Achievement Coach, and 27 percent had a recorded visit with at least one NAZ staff member. The stark differences in these numbers suggests that this is likely not reliable dosage data; as such, further detail has been moved to the Appendix (Figures A7 and A8), and analyses by dosage have been omitted.

### ***Two-generation approach***

NAZ is also interested in its two-generation approach – that is, whether or not both scholars and parents are working with Family Achievement Coaches and completing goals. Though the two-generation approach may be less critical at the high school level, it still may have an effect:

- Of the 242 scholars engaged in NAZ who had visited with a Family Achievement Coach, 84 percent (204 scholars) had a parent who was also working with a Family Achievement Coach during the period<sup>4</sup> (Figure 22)
- NAZ staff more frequently recorded visits for parents than youth; however, it appears that the number of visits (or recordkeeping of visits) was low for both groups

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<sup>4</sup> High school scholar “parents” are defined as any person in a high school scholar’s family who is designated as a “caregiver” and is not also a high school scholar. Some high school scholars are designated as their own caregivers.

## 22. Visits with NAZ staff between 7/1/2016 and 4/1/2017

	Visits with Family Achievement Coach (N=310)	Visits with any NAZ collaborative staff member (N=310)
Only youth engaged	1%	7%
Only parent engaged	24%	42%
Both youth and parent engaged	3%	11%
Neither youth nor parent engaged	72%	40%

## Out-of-school-time (OST) program participation

Of the 310 high school age scholars enrolled in NAZ, 33 percent (102 out of 310) participated in at least one OST program during AY2016-17, including Achieve Minneapolis and Project Success. Of the 102 who participated, 43 percent (44 scholars) were first-time OST participants, and 57 percent (58 scholars) had participated in a previous OST session. Figure 23 shows the total number of sessions attended by AY2016-17 participation.

However, most high school NAZ scholars had been involved in Project Success or Achieve Minneapolis, two programs that serve all high school students in Minneapolis Public Schools. When these programs are removed, participation decreases. Of the 310 high school scholars, only 11 percent (35 scholars) were participating during AY2016-17, 28 percent had participated in a previous OST but were not participating during AY2016-1-7 (88 scholars), and 60 percent (187 scholars) had never participated.

## 23. OST participation by 2016-17 school year participation

	Including Achieve Minneapolis and Project Success		Excluding Achieve Minneapolis and Project Success	
	No OST during FY2017 (N=208)	OST during FY2017 (N=102)	No OST during FY2017 (N=275)	OST during FY2017 (N=35)
0 sessions	126	0	187	0
1 session	39	44	43	20
2 sessions	21	25	17	6
3 sessions	5	14	15	4
4 sessions	8	8	6	2
5 sessions	5	9	6	2
6 sessions	2	1	1	1
7 sessions	1	1	187	0
8 sessions	1	0	43	20

## NAZ participation and goal completion

Figures 24 through 26 show goal completion and goal completion rates based on two kinds of program participation (OST and two-generation). As in other recent analyses, goals and goal steps are counted as equals, such that, if both a goal and a step are completed, that will count as “two” in this analysis. In this analysis, scholar goals and parent-set goals are combined. Overall, 54 scholars in this group (17%) completed or had a parent complete at least one goal or goal step during the period between July 1, 2016 and April 1, 2017.

Of note, goals on the K-12 Family Goal Plan are generally completed by parents to improve their scholar’s learning, while K-12 Scholar goals are generally completed by scholars. However, past feedback suggests that many high school students may work with coaches independent of their families. Likewise, since the K-12 Scholar Goal Plan is relatively new, it could be useful to better understand which goals coaches are setting with their high school scholars.

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### 24. Goal or goal step completion among high school scholars

	Average number of goals or steps completed (N=20-54)	Percent who completed at least one goal or step (N=310)	Number who completed at least one goal or step (N=310)
Any goal or step	3.4	17%	54
K-12 Family Goal Plan	3.1	10%	32
K-12 Scholar Goal Plan	2.8	6%	20

Note. Average goal/step completion is calculated only for those who completed one or more goals/steps. Includes goals/steps completed between 7/1/2016 and 4/1/2017.

Figure 25 summarizes goal completion among high school scholars, based on their OST participation (but omitting Achieve Minneapolis and Project Success, as all students at Minneapolis Public School partners are involved in these programs). Goal completion was highest for scholars participating in an AY2016-17 OST, with 26 percent completing at least one goal or step during the period.

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**25. Goal or goal step completion by OST participation, omitting Achieve Minneapolis and Project Success**

	<b>Average number of goals or steps completed</b>	<b>Percent who completed at least one goal or step</b>	<b>Number who completed at least one goal or step</b>
Current (AY2017) OST participation (N=35)	3.7	26%	9
Previous OST participation only (N=88)	2.6	13%	11
Never participated in OST (N=187)	3.6	18%	34

Note. Average goal/step completion is calculated only for those who completed one or more goals/steps. Includes goals/steps completed between 7/1/2016 and 4/1/2017.

Scholars working with Family Achievement Coaches tended to complete more goals if their parents were also working with Coaches (Figure 26). High school families participating in the two-generation approach completed an average of 0.8 goals or steps during the period, compared to 0.2 for those without parents involved in coaching. Note that families completing goals with a different NAZ staff member (e.g., Housing Specialist) but not a Family Achievement Coach, could be included in the “No” group.

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**26. Goal or goal step completion by two-generation participation**

<b>Scholar has a parent working with a Family Achievement Coach</b>	<b>Average number of goals/steps completed</b>	<b>N</b>
Yes	0.8	204
No	0.2	106

# Results Plan strategies and key elements

Wilder Research staff interviewed leadership from six high school OST partners about which parts of the High School into College Results Plan they implement, which elements are core to their work, and how the action team works together. Another goal of the survey was to collect information about which strategies are currently strengths for the collaborative, and which areas may need more attention in the future. Though NAZ has a general sense of its partners' key work, this survey provides additional information and direction for the collaborative.

The survey focuses on the partners' work during AY2016-17. Six OST partners were surveyed: Achieve Minneapolis, Boys and Girls Club Beacons at Patrick Henry, College Possible, Cookie Cart, Juxtaposition Arts, and Project Success. Of note, NAZ does **not** expect all partners should be engaged in each activity in the Results Plan. Representatives of NAZ's high school anchor schools – North, Henry, and PYC – were not included in this survey, as schools typically engage much differently than OST partners.

The Results Plan is made up of six strategy areas:

1. A Seamless Network of Supports for Scholars in College and Career Readiness
2. Data Driven and Continuous Improvement
3. Academic and Financial Success
4. Matriculation and Graduation
5. Career Pathways and Work-Based Learning Opportunities
6. Foster a College-Going Culture

Because each strategy area contains a number of elements, between one and seven concrete elements from each strategy were selected for the survey. A greater number of items were included from strategies where NAZ was less familiar with partner work (for example, Strategy 3: Academic and Financial Success).

In general, the highest areas of implementation – as measured by the number of partners doing each item – were connecting scholars to post-secondary programs and supporting the selection, application, and enrollment process (Figure 27). Additionally, all six partners said they were using culturally-appropriate coaching methods to work with scholars.

Partners less frequently reported work with scholars who had transitioned to college. Relatively few partners monitor these scholars' progress during the first year, support acclimation into college, or implement Scholar Achievement Planning with scholars in college. This area could possibly be strengthened through future work with NAZ's higher education partners.

Likewise, work with the parents of high school scholars was limited. Only two partners indicated that they worked with parents to educate them on the college process, and none indicated that this was core to their work. This is an area where NAZ could possibly strengthen the pipeline with its two-generation approach.

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## 27. Results Plan implementation among partners

Strategy area	Do you...	Number who do this activity	Number who cite this as a "core" activity*
1	Connect scholars to appropriate post-secondary programs?	6	3
2	Use data to support college access, retention, and graduation among your students?	5	1
2	Implement Scholar Achievement Planning with high school scholars?	5	3
3	Implement Scholar Achievement Planning with college-level scholars?	3	2
3	Provide academic supports to high schoolers (e.g., tutoring, study groups, or mentoring)?	5	1
3	Utilize culturally-responsive teaching or coaching methods?	6	5
3	Offer, or help students enroll in dual enrollment courses via Post-Secondary Education Opportunities (PSEO), College in the Schools, etc.?	4	3
3	Organize college visits or connections to college multicultural support programs for NAZ scholars?	6	4
3	Provide staff support for the college financial aid process?	4	1
3	Help scholars solve unmet financial aid?	4	1
4	Monitor progress of scholars during the first year of college/post-secondary enrollment?	1	1
4	Provide programming to support scholars' acclimation to college life?	2	2

\* Some respondents skipped these questions.

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## 27. Results Plan implementation among partners (continued)

Strategy area	Do you...	Number who do this activity	Number who cite this as a "core" activity*
5	Provide a work-based, credit-earning experience?	3	0
5	Connect scholars to internships or fellowships?	4	0**
5	Connect students to professional affinity groups for mentoring and job shadowing?	4	1
6	Educate NAZ parents on college process?	2	0
6	Promote and advocate for a college-going culture across the Northside?	6	4

\* Some respondents skipped these questions.

\*\* Due to a technical problem, many of Achieve Minneapolis's answers were not saved to the data file. The interviewer remembers that Achieve answered yes to this item.

NAZ is increasingly dedicated to the idea that the demographics of those serving youth should reflect the demographics of the youth being served. To this end, NAZ also asked the question, "Do you feel like your staff members reflect the student populations that you serve?" All partners either strongly agreed or agreed, although of the five who commented further, three indicated they are still working on this or have more to do before they will be satisfied.

In describing what is currently working best about the group, the OST partners centered their answers around their work together, mentioning themes of networking, relationship building, and shared goals. Other themes related to this, but mentioned by fewer partners, included:

- "The serious kid-first mindset" placing youth needs above those of the organizations
- The importance of including the youth voice and understanding the interests and experiences of the youth
- Referrals among partners, as well as collaborative projects (events and trainings) for the group made possible by the shared goals
- Sharing of ideas and best practices
- The value of visiting each other's sites to see the programs in action

Partners also had a variety of ideas about what they could do to produce more effective outcomes for scholars. Most of these included or were related to the process of making effective referrals. This topic included the importance of having concrete information about

what each partner can best offer, as well as the challenges relating to privacy (can we share students' names?); in this connection, some specifically asked for more information about how to use NAZ Connect for the purpose of referrals. Other challenges identified and specific suggestions were:

- Be more intentional about basing action on the Results Plan, including setting more concrete action goals to increase the likelihood of accomplishing them (and agreeing on what actions are needed to accomplish them)

*We have not been focused on the Results Plan. We can [have] more focused conversations around objectives.*

- Hold meetings at a time when front-line staff could be more involved (current meetings are when staff are working with youth in the schools)
- Better articulate how the OST work relates to academic success; related to this, be more intentional about collaborating to increase scholars' exposure to colleges, including by visiting them
- Address the challenge of how to embed a NAZ-specific focus for an organization whose mission is to serve all students in the school(s)

When asked "What would your organization most like NAZ's help to strengthen?," two organizations mentioned better helping youth apply to college and staying in contact with youth during their college career including helping them be successful there, especially in their first year. Most answers were unique. Other themes were:

- Share data on how program youth are doing in school so the program can better support their academic success (and understand how the program helps strengthen it)
- Help the organization connect to parents and families; also help the organization connect to workforce partners to increase opportunities for the youth they work with
- Train program staff on NAZ Connect to better facilitate effective referrals
- Help program staff more quickly become familiar with interests of incoming 9<sup>th</sup> graders to facilitate more suitable activities and placements

In optional final comments, two partners emphasized the value they see in NAZ and the NAZ partnership and their high expectations that it will help them reach more students more effectively. Another partner mentioned working on better specifying the data collection and tracking expectations and processes.

# Schools and programs

NAZ's new Results Plan seeks to track the following measures for NAZ schools and programs.

- # of college-ready courses and supports offered at schools
- # of counselors per student in schools
- # of teachers and administrators of color in schools
- # and % of master teachers (6+ years of experience) in schools that teach general and special education courses
- # of years school retains the same administrator

Currently, the only publically available data on these measures is on teachers and administrators of color (Figure 28). For comparison, we have also compiled data on the percent students of color in each of the NAZ schools. All three NAZ high schools are comprised by between 93 and 96 percent students of color. Of note, PYC has the highest percentage of teachers of color (21%), followed by North (17%) and Henry (13%).

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## 28. Teachers, administrators, and students of color, school year 2016-17

	Administ-rators of color	% teachers of color	% students of color	N administ-erators	N teachers	N students
Plymouth Youth Center (PYC)	*	21%*	94%	*	11.63	133
North Academy Senior High	2	17%	96%	2	35.6	390
Henry Senior High	1	13%	93%	3	82.6	1152
NAZ high schools	3	15%	94%	5	129.83	1675
Minneapolis Public School District	52.17	14%	66%	137.34	2,673.55	36,538

Source. MDE – [http://rc.education.state.mn.us/#staffing/orgld--74083010000\\_p--1](http://rc.education.state.mn.us/#staffing/orgld--74083010000_p--1)

Notes. PYC did not report data for administrators, and did not provide complete data for the race/ethnicity of its teachers. All staff positions expressed in FTEs.

# Appendix

## Data sources

Figure A1 below lists all data sources used in this report. Further description about each (methods, dates, etc.) and additional detailed information from each source follow in the same order as shown in the table.

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<b>A1. Data sources</b>		
<b>Data source</b>	<b>Date / time frame</b>	<b>Population coverage</b>
NAZ Partner survey	May, 2017	NAZ OST partners
NAZ Community survey	Summers, 2013 & 2015	Zone-wide
NAZ Student Survey	Sep-Oct, 2013–2016	School-wide gr.6-12
NAZ Family Assessment	Summers, 2014–2016	NAZ-enrolled
Minnesota SLEDS	Grad. cohorts thru 2015	School-wide
MDE website	AY2016-17	School-wide
NAZ Connect	As of April 1, 2017	NAZ-enrolled
GPA data	AY2016-17, qtrs. 1-3	NAZ-enrolled

## Partner survey

Six NAZ out-of-school time (OST) partners participated in a telephone survey in May, 2017. Questions addressed a list of 17 elements selected from the strategies in the January 2017 High School Into College Results Plan, and asked if the partner did each, if it was core or peripheral to their organization, and about the organizations to and from which they referred students for each. Additional questions asked about the demographic match of their staff with the students they work with, what was working best about the current partnership, what partners could do to strengthen effectiveness, and what they would most like NAZ’s help to strengthen.

Unfortunately, due to a technical problem, many of the survey responses for Achieve Minneapolis were not saved to the data file, so results shown here are incomplete for that partner.

An abridged version of the printed form of the survey instrument is reproduced below.

First we have some questions about which strategies are implemented at your program/school, and how you support NAZ scholars. We've looked at each broad strategy area – the big categories in orange on the left side of the Results Plan – and identified a few key elements of each. We'll ask whether or not your organization is doing this item in the 2016-17 school year, and if there's anything else you're doing to support the strategy area.

Do you...

- Connect scholars to appropriate post-secondary programs?
- Use data to support college access, retention, and graduation among your students?
- Implement Scholar Achievement Planning with high school scholars?
- Implement Scholar Achievement Planning with college-level scholars?
- Provide academic supports to high schoolers (e.g., tutoring, study groups, or mentoring)?
- Utilize culturally-responsive teaching or coaching methods?
- Offer, or help students enroll in dual enrollment courses via Post-Secondary Education Opportunities (PSEO), College in the Schools, etc.?
- Organize college visits or connections to college multicultural support programs for NAZ scholars?
- Provide staff support for the college financial aid process?
- Help scholars solve unmet financial aid?
- Monitor progress of scholars during the first year of college/post-secondary enrollment?
- Provide programming to support scholars' acclimation to college life?
- Provide a work-based, credit-earning experience?
- Connect scholars to internships or fellowships?
- Connect students to professional affinity groups for mentoring and job shadowing?
- Educate NAZ parents on college process?
- Promote and advocate for a college-going culture across the Northside?
- Looking at the Results Plan, are there other things you do that are central to your work?

Now, we have some questions about whether each item is core or peripheral to your work, if you receive referrals from this work, and if you make referrals for this service. The following questions will reference the current 2016-17 school year.

We'll start with the list of items that you currently do:

- Is this core or peripheral to your work? (Core/Peripheral)
- Do you get referrals for this from NAZ partners? From whom?

- Do you refer scholars to NAZ partners for this service? To whom?
- Now, moving on to the items you don't currently do:
- Do you refer scholars to NAZ partners for this service? To whom?

Do you feel like your staff members reflect the student populations that you serve?  
Would you say:

- Yes, strongly agree
- Yes, agree
- No, disagree
- No, strongly disagree
- Would you like to comment on your response?

Now we have a few questions about the partners you work with on the NAZ High School into College pipeline and how you work together to achieve outcomes for scholars. This includes both partner programs and high school partners. Partners include Achieve Minneapolis, Beacons at Patrick Henry, College Possible, Cookie Cart, Juxtaposition Arts, Project Success, and Youthprise.)

- Thinking about the work you and partners do that relates to the Results Plan, what's currently working best about this group?
- What could this particular set of partners do better to strengthen the effectiveness of the work to produce outcomes for scholars?
- Thinking about the activities on the Results Plan, what would your organization most like NAZ's help to strengthen?

## NAZ student survey

NAZ student surveys were administered in the classroom each year in late September or early October, to all students in grades 6 through 12 in NAZ partner schools. Questions included some that addressed the student's perception of safety in school and on the way to and from school, and questions about some aspects of college-going culture among adults they know and friends they spend time with. This survey, required for Promise Neighborhood reporting, will no longer be administered.

Demographics of the high school students represented in the results reported here are shown in Figure A2. Detailed tables, showing all response options for the college-going culture questions, are shown in Figures A3 and A4.

### A2. Student survey demographics, students in grades 9-12

School-wide



	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17
<b>School</b>	<b>N=1,211</b>	<b>N=1,186</b>	<b>N=1,124</b>	<b>N=1,112</b>
North Community Arts and Communications	8%	8%	6%	10%
Patrick Henry High School	84%	81%	85%	80%
Plymouth Youth Center (PYC)	8%	10%	9%	9%
<b>Grade</b>	<b>N=1,190</b>	<b>N=1,168</b>	<b>N=1,112</b>	<b>N=1,096</b>
9	30%	26%	26%	26%
10	26%	26%	26%	26%
11	23%	24%	26%	22%
12	21%	24%	21%	27%
<b>Gender</b>	<b>N=1,186</b>	<b>N=1,166</b>	<b>N=1,115</b>	<b>N=1,089</b>
Male	50%	51%	53%	50%
Female	49%	48%	47%	48%
Other	1%	1%	0%	2%
<b>Race/ethnicity</b>	<b>N=1,211</b>	<b>N=1,186</b>	<b>N=1,124</b>	<b>N=1,112</b>
Black/African American	45%	47%	51%	51%
White	16%	16%	14%	14%
Asian	36%	34%	32%	30%
Hispanic/Latino	10%	10%	11%	11%
American Indian/Alaska Native	7%	6%	6%	5%
African Native	3%	3%	3%	4%
Other	2%	2%	1%	1%

Figures A3 and A4 below provide greater detail for the same college-going culture questions summarized more briefly in Figures 6 and 7.

### A3. College-going culture question about adults, students in NAZ partner schools

About how many adults do you know who have attended college?	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17
<b>Grade 9-12</b>	<b>(N=1,178)</b>	<b>(N=1,151)</b>	<b>(N=1,095)</b>	<b>(N=1,081)</b>
None	4%	5%	4%	6%
1-2	19%	16%	20%	22%
3-5	26%	27%	26%	24%
6-10	14%	15%	12%	12%
More than 10	30%	28%	28%	23%
Don't know	8%	9%	11%	12%
<b>Grades 6-8 (for comparison)</b>	<b>(N=639)</b>	<b>(N=564)</b>	<b>(N=460)</b>	<b>(N=278)</b>
None	4%	4%	3%	3%
1-2	10%	13%	10%	9%
3-5	13%	15%	15%	19%
6-10	13%	10%	11%	13%
More than 10	51%	45%	43%	42%
Don't know	9%	14%	18%	13%

### A4. College-going culture questions about peers, students in NAZ partner schools

About how many friends that you spend time with... Do well in school?	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17
<b>Grade 9-12</b>	<b>(N=1,184)</b>	<b>(N=1,159)</b>	<b>(N=1,108)</b>	<b>(N=1,090)</b>
None	2%	1%	1%	2%
1-2	8%	14%	12%	15%
3-5	29%	26%	33%	29%
6-10	20%	22%	20%	20%
More than 10	35%	28%	26%	25%
Don't know	7%	9%	9%	10%
<b>Grades 6-8 (for comparison)</b>	<b>(N=639)</b>	<b>(N=562)</b>	<b>(N=464)</b>	<b>(N=278)</b>
None	1%	2%	1%	1%
1-2	8%	10%	12%	16%
3-5	23%	27%	26%	26%
6-10	29%	23%	26%	22%

**A4. College-going culture questions about peers, students in NAZ partner schools (continued)**

<b>About how many friends that you spend time with... Do well in school? (continued)</b>	<b>Fall 2013-14</b>	<b>Fall 2014-15</b>	<b>Fall 2015-16</b>	<b>Fall 2016-17</b>
<b>Grades 6-8 (for comparison) (continued)</b>	<b>(N=639)</b>	<b>(N=562)</b>	<b>(N=464)</b>	<b>(N=278)</b>
More than 10	33%	33%	28%	31%
Don't know	6%	5%	8%	4%
<b>About how many friends that you spend time with... Plan to go to college?</b>				
<b>Grade 9-12</b>	<b>(N=1,181)</b>	<b>(N=1,158)</b>	<b>(N=1,106)</b>	<b>(N=1,081)</b>
None	2%	2%	2%	2%
1-2	7%	11%	13%	14%
3-5	21%	21%	23%	23%
6-10	17%	19%	16%	17%
More than 10	43%	35%	33%	32%
Don't know	11%	13%	12%	13%
<b>Grades 6-8 (for comparison)</b>	<b>(N=638)</b>	<b>(N=556)</b>	<b>(N=458)</b>	<b>(N=275)</b>
None	1%	2%	2%	2%
1-2	5%	9%	8%	9%
3-5	11%	15%	12%	13%
6-10	14%	13%	15%	15%
More than 10	55%	49%	51%	49%
Don't know	13%	13%	12%	12%
<b>About how many friends that you spend time with... Think it's important to work hard on school work?</b>				
<b>Grade 9-12</b>	<b>(N=1,181)</b>	<b>(N=1,154)</b>	<b>(N=1,104)</b>	<b>(N=1,084)</b>
None	2%	2%	2%	2%
1-2	8%	14%	12%	16%
3-5	24%	22%	26%	23%
6-10	20%	21%	21%	18%
More than 10	37%	33%	30%	31%
Don't know	9%	9%	10%	10%
<b>Grades 6-8 (for comparison)</b>	<b>(N=632)</b>	<b>(N=557)</b>	<b>(N=456)</b>	<b>(N=272)</b>
None	2%	2%	2%	3%
1-2	7%	10%	10%	10%
3-5	18%	19%	19%	18%

#### A4. College-going culture questions about peers, students in NAZ partner schools (continued)

About how many friends that you spend time with... Think it's important to work hard on school work? (continued)	Fall 2013-14	Fall 2014-15	Fall 2015-16	Fall 2016-17
<b>Grades 6-8 (for comparison) (continued)</b>	<b>(N=632)</b>	<b>(N=557)</b>	<b>(N=456)</b>	<b>(N=272)</b>
6-10	23%	19%	21%	19%
More than 10	42%	43%	40%	43%
Don't know	7%	8%	8%	7%
<b>About how many friends that you spend time with... Know anyone who has attended college?</b>				
<b>Grade 9-12</b>	<b>(N=1,180)</b>	<b>(N=1,159)</b>	<b>(N=1,103)</b>	<b>(N=1,081)</b>
None	5%	5%	6%	6%
1-2	13%	15%	16%	17%
3-5	21%	20%	23%	22%
6-10	14%	15%	11%	12%
More than 10	30%	27%	27%	21%
Don't know	17%	18%	18%	21%
<b>Grades 6-8 (for comparison)</b>	<b>(N=632)</b>	<b>(N=557)</b>	<b>(N=459)</b>	<b>(N=274)</b>
None	5%	7%	7%	5%
1-2	9%	13%	12%	13%
3-5	16%	14%	14%	18%
6-10	14%	10%	12%	12%
More than 10	37%	34%	30%	34%
Don't know	18%	22%	24%	18%

### NAZ Family Assessment

The NAZ Family Assessment survey has been administered each summer for the past three years. In 2014, Connectors contacted parents on their roster and collected information about each child in the family. In 2015, the same interviewers who did the NAZ Community Survey also administered the Family Assessment (with some final interviews completed by Wilder Research), again collecting information for children of all ages. In 2016, the interview was administered by Wilder Research, and data were collected only for scholars in high school (in the year just completed) and family members (children or parents) who were ages 17 through 25 and not in high school in the previous year.

Due to the survey methods, data could be completed for the same individual in more than one year. For students in high school, all those for whom data were collected are reported for each year to which it applies. For postsecondary students, data are reported only from the latest year in which it was collected.

Many parents contacted for the survey declined to give data about their older children. Anecdotal information from interviewers indicates that some parents explained that they did not consider these children to be NAZ scholars. Since the response rates for the age 17-25 group has been close to or lower than 50 percent, results should be interpreted with caution, and it should be borne in mind that a higher proportion of them are likely provided by parents who feel a stronger affiliation with NAZ.

### Minnesota SLEDS (post-secondary enrollment data)

Data about post-secondary enrollment for high school graduates (aggregate data for entire graduating class cohorts) is available from Minnesota’s Statewide Longitudinal Education Data System (SLEDS). These data include whether, where, and when students enroll in any postsecondary institution (including private career academies such as Brown Institute in Minnesota, as well as nearly all accredited two-year and four-year colleges and universities in the US). Data also include whether they finish any postsecondary degree and how long after enrollment they finished it, and whether or not they enrolled in any remedial (developmental) courses.

Figure A5 shows the number of students who graduated from Henry and PYC between 2008 and 2015, which serve as the denominators for Figures 17 and 18. North is omitted, as North Academy did not have its first graduating class until 2016.

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**A5. Total number of students in the graduating class, associated with Figures 11 and 12**

Year	Henry	PYC
2008	204	13
2009	168	17
2010	214	25
2011	167	28
2012	169	36
2013	166	37
2014	170	46
2015	202	36

A more complete list of colleges attended by students who graduated from Henry High School in 2015 is shown in Figure A6.

#### **A6. Where 2015 Henry High School graduates attended college**

<b>Institution</b>	<b>State</b>	<b>Number of students</b>
Minneapolis Community and Technical College	MN	32
University of Minnesota-Twin Cities	MN	23
North Hennepin Community College	MN	16
Saint Cloud State University	MN	7
Hennepin Technical College	MN	6
Rochester Community and Technical College	MN	6
Minnesota State University-Mankato	MN	5
St Catherine University	MN	5
Augsburg College	MN	3
Bethune-Cookman University	FL	2
College of Saint Benedict	MN	2
Dakota County Technical College	MN	2
Hamline University	MN	2
Metropolitan State University	MN	2
Ridgewater College	MN	2
Saint Paul College	MN	2
University of Minnesota-Morris	MN	2

Note. Only includes institutions attended by more than one student from this class. Twenty-five additional institutions received one student each; 11 of these were outside of Minnesota.

#### **NAZ Connect and GPA data**

Data reported here are from a NAZ Connect file accessed on April 1, 2017. For more complete data, age was used as a proxy for grade. Scholars age 13 and under at enrollment were considered to be “before starting high school,” and 14 and older “after starting high school.” Enrollment date data were missing for 25 scholars.

Data on the number of NAZ visits are limited: 97 percent of high school scholars had no recorded visits with a Family Achievement Coach, and 27 percent had no recorded visits with a NAZ collaborative member, despite high levels of support (78-85%).

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**A7. High school youth visits with NAZ staff between 7/1/2016 and 4/1/2017**

	Visits with Family Achievement Coach (N=310)	Visits with any NAZ collaborative staff member (N=310)
No visits	97%	73%
1-4 visits	3%	22%
5 or more visits	<1%	5%

NAZ staff provided 2016-17 GPA data to Wilder Research for analysis. The tables below show GPA for groups of students based on the number of visits with NAZ staff (Figure A8) and by participation in OST (Figure A9). Comparisons between groups should be made with caution due to the small number of students in each group, the substantial GPA differences between Henry and North, and the selection bias – that students who are struggling may meet more frequently with NAZ staff or be more likely to engage in an out-of-school program. Likewise, it seems that visit data may be underreported for this group, and thus this should also be interpreted with caution.

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**A8. GPA trajectory by number of visits with NAZ staff**

	Quarter 1	Quarter 2	Quarter 3
No visits (N=42)	2.38	2.22	2.13
1-4 visits (N=19)	2.11	1.83	1.91
5 or more visits (N=6)	2.50	2.59	2.20

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**A9. GPA trajectory by OST participation, omitting Achieve Minneapolis and Project Success**

	Quarter 1	Quarter 2	Quarter 3
Never attended OST (N=40)	2.25	2.17	2.03
Past OST only (AY2015-16 or earlier) (N=22)	2.38	2.12	2.16
Current (AY2016-17) OST (N=5) (omitting Achieve Minneapolis and Project Success)	2.52	1.99	1.99

## Data recommendations

1. In collaboration with partners, finish identifying implementation input and outcome measures and develop processes for collecting them (e.g., number of counselors of color, etc.).

2. Work with partners to determine the appropriate database design and data collection strategy for GPA data and other academic measures identified in the Results Plan.
3. Determine the best way to use NAZ Connect or other platforms to allow partners to make referrals in a way that respects student privacy.
4. Discuss whether or not it would be useful to add SLEDs data to the NAZ release of information form in order to be able to collect individual-level data specific to NAZ-enrolled scholars. Include a demo of SLEDs capability by Wilder Research to demonstrate the potential for long-term evaluation.
5. Discuss the importance of having accurate visits data in order to access the contribution of different types of staff help.
6. Clarify whether Family Achievement Coaches are using Scholar or Family Goal Plans when working with high school scholars.
7. Increase efforts to persuade parents completing the Family Assessment to include high school and college-age scholars.