



# Northside Achievement Zone 2014 Year-End Report

*Presented to the Board of Directors,  
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# Introduction

This report includes the Wilder Research analysis of student outcomes from the latest school year (2013-14) for scholars touched by the NAZ ecosystem, the CEED analysis of progress monitoring results for NAZ scholars, and NAZ implementation measures as reported by Northside Achievement Zone (NAZ) based on administrative records.

## **This report includes three sections:**

- Executive summary
- NAZ benchmarks and status report, an analysis of:
  - Kindergarten readiness
  - 3<sup>rd</sup> grade reading and early school-age outcomes
  - 8<sup>th</sup> grade math and middle school outcomes
  - Additional areas of interest
- Appendix

## **The key findings from this report are:**

- NAZ is on track to achieve its long-term goals for kindergarten readiness and 3<sup>rd</sup> grade reading
- NAZ is not on track to meet its middle school targets, but is continuing to build solutions in this area

## **Future evaluation will include:**

- Study of a cohort of scholars over time and growth measures for scholars
- Additional analysis at the high school level, including graduation rates for NAZ scholars

# Executive summary

This executive summary describes NAZ's progress on its four key academic goal areas: kindergarten readiness, 3<sup>rd</sup> grade reading, 8<sup>th</sup> grade math, and high school graduation. The key findings from this report are:

## **NAZ is on track to achieve its long-term goals for kindergarten readiness and 3<sup>rd</sup> grade reading.**

- NAZ-enrolled kindergarteners and kindergarteners zone-wide exceeded their kindergarten readiness targets
- Though proficiency for NAZ-enrolled 3<sup>rd</sup> graders trailed zone-wide in 2012-13, the NAZ-enrolled proficiency rate jumped 8 percentage points in 2013-14—four times the growth of 3<sup>rd</sup> graders zone-wide

## **NAZ is not on track to meet its middle school targets, but is continuing to build solutions in this area.**

- 8<sup>th</sup> grade math proficiency rates decreased for NAZ-enrolled, zone resident, and anchor school students, a likely result of a change in test administration
- NAZ is actively building out its solutions for middle school students and has plans to emphasize their development in 2015
- Current NAZ solutions appear to be increasing grade-level proficiency among participants. Compared to non-participants, 6<sup>th</sup>-8<sup>th</sup> grade NAZ scholars in Expanded Learning (ExL) were nearly twice as likely to be proficient in reading and math

## **NAZ currently has limited data available for high school graduation benchmarks.**

- NAZ's high school solution plan is still in development
- Due to the small number of eligible students, there are currently no graduation rates to report for NAZ-enrolled students

## **NAZ solutions seem to be improving grade-level proficiency, particularly for the youngest scholars.**

- NAZ-enrolled students who had at least one parent participating in Family Academy were more likely to be kindergarten-ready than those who did not

- NAZ kindergarten scholars enrolled in academic solutions (high-quality early childhood education or expanded learning) were more likely to be proficient in reading and math than those who were not

**Academic outcomes improve with greater length of NAZ enrollment for younger scholars.**

- Of the 3<sup>rd</sup>-5<sup>th</sup> grade scholars enrolled for 18 months or more, 22 percent were proficient in reading (37% in math), compared to 14 percent of scholars enrolled less than 6 months (23% in math)
- Results for 6<sup>th</sup>-8<sup>th</sup> grade scholars were mixed, but are expected to improve as middle school solutions are expanded

# NAZ benchmarks and status analysis

NAZ tracks its results against four key academic benchmarks to identify where the organization is on track and where adjustments are necessary to reach their long-term targets. The key benchmarks and their status are shown below; further analysis for each area follows. As noted above, high school graduation data are unavailable for NAZ scholars (NAZ-enrolled students) due to the small number of eligible students to this point.

	Status	Baseline 2011-12	2012-13	2013-14	Long-Term Targets (2020+)
<b>Kindergarten readiness</b>					
NAZ-enrolled (NAZ scholars)	<b>ON TRACK</b>	N/A	53% <i>(Target: 35%)</i>	49% <i>(Target: 42%)</i>	80%
Zone-wide		28%	33% <i>(Target: 30%)</i>	35% <i>(Target: 35%)</i>	
Anchor schools		34%	40% <i>No target set</i>	48% <i>No target set</i>	
<b>3rd grade reading proficiency</b>					
NAZ-enrolled (NAZ scholars)	<b>ON TRACK</b>	-	14%* <i>(Baseline)</i>	22% <i>(Target: 15%)</i>	75%
Zone-wide		-	16% Baseline* <i>(Baseline)</i>	18% <i>(Target: 17%)</i>	
Anchor schools		-	28%* <i>(Baseline)</i>	29% <i>(Target: 29%)</i>	
<b>8th grade math proficiency</b>					
NAZ-enrolled (NAZ scholars)	<b>NOT ON TRACK</b>	N/A	21% <i>(Target: 25%)</i>	17% <i>(Target: 27%)</i>	70%
Zone-wide		28%	20% <i>(Target: 24%)</i>	16% <i>(Target: 25%)</i>	
Anchor schools		40%	46% <i>No target set</i>	29% <i>No target set</i>	
<b>% Graduating on time **</b>					
NAZ-enrolled (NAZ scholars)	<b>Not Available</b>	N/A	-	-	80%
Anchor schools ***		51%	57% <i>No target set</i>	N/A <i>No target set</i>	

\* Set a new baseline and targets to align with the new MCA-III reading test.

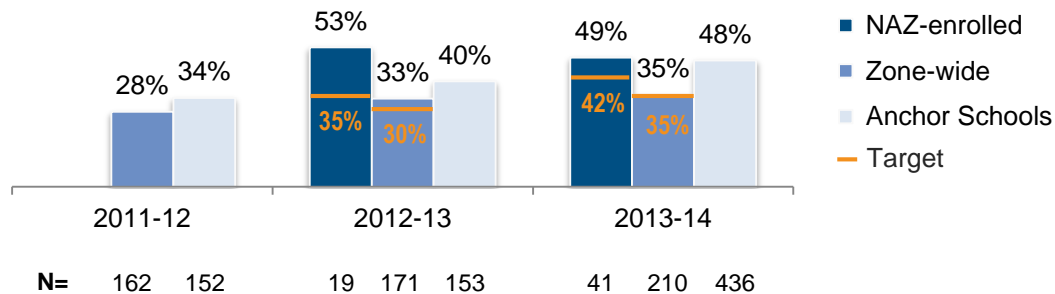
\*\* The Minnesota Department of Education (MDE) only computes graduation rate at the school-wide level—we will not be able to calculate outcomes at the zone-wide level. For NAZ scholars, we will be collecting graduation information directly from scholars and parents. Graduation rates for 2013-14 will become available in January of 2015.

\*\*\* Anchor high school graduation rates include Plymouth Youth Center (PYC), an alternative high school where only a small percentage of its students graduate annually, typically less than 10 percent.

## Kindergarten readiness: ON TRACK

*NAZ-enrolled kindergartners arrive in kindergarten more ready to learn than non-enrolled students. NAZ scholars met or exceeded early childhood targets two years in a row (2012-13 and 2013-14).*

### 1. Kindergarten readiness, proficient in both literacy and numeracy



**Note:** Where applicable, targets are shown in orange. Targets were not set for all years. 2014 is the first year all schools used the BKA. Prior to 2014, figures reflect only Nellie Stone Johnson and Hall. NAZ-enrolled counts for 2011-12 are suppressed due to the small number of students tested ( $N < 10$ ). In addition, note that, due to the addition of newly available data for some NAZ scholars, the proficiency rate for 2013-14 is lower than initially reported (though still well above the target). Retroactive adjustments like this may occur as data completeness improves, though most adjustments will be smaller and their incidence will be much less common in the future as the completeness of our data system has improved significantly this year.

**Reason for Impact:** NAZ implemented early childhood solutions earlier than other solutions and has had a broad reach into this age group.

### *What solutions do we believe are leading to this result?*

NAZ early learning solutions were among the first to be implemented. By late 2010, NAZ was offering Family Academy: College Bound Babies (CBB) for parents of 0-3 year olds, and they began driving and tracking enrollment in Early Learning centers with alignment of the Race to the Top federal investment.

### **Current implementation data (from mid-year NAZ 2014 Dashboard):**

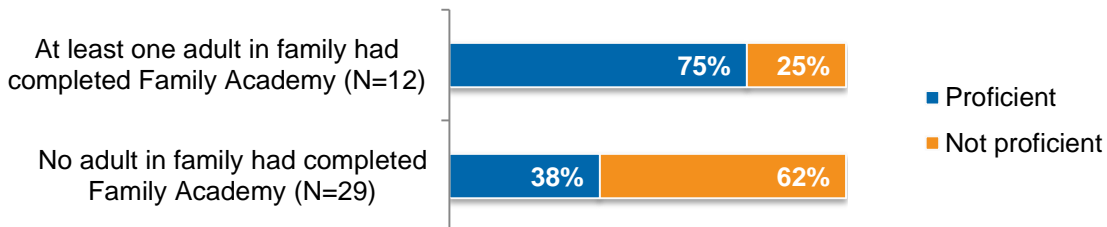
- 183 scholars have been enrolled in high quality early learning centers in 2014
- 73 parents have graduated from CBB since its introduction in 2010
- 83% of NAZ Parents with 0-4 year olds are engaged in Achievement Planning with a focus on supporting kindergarten-readiness (333 scholars)



NAZ scholars (NAZ-enrolled students) enrolled in early learning centers tended to enter kindergarten more ready than their counterparts, as did scholars whose parents graduated from a Family Academy program (Figures 2 and 3).

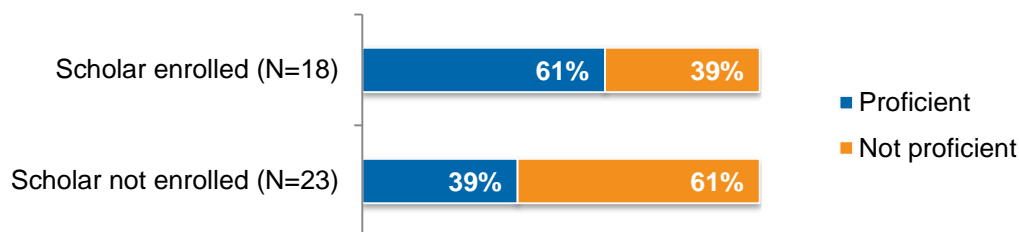
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**2. Fall 2013 kindergarten readiness overall: Family Academy completion**




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**3. Fall 2013 kindergarten readiness overall: High-quality early learning center enrollment**



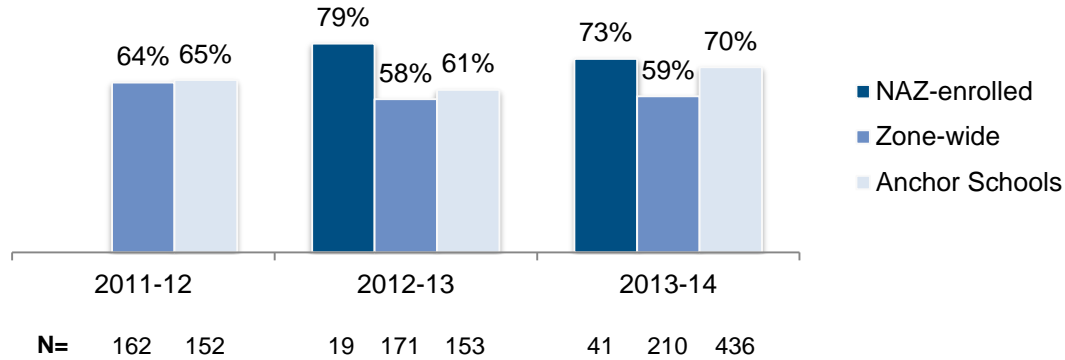
Lastly, NAZ is focused on screening all young scholars every six months, with a special focus on screening at the age of 3, to identify and address learning barriers early. In total, 171 scholars were screened with the Ages and Stages Questionnaire over the last year. Of these, 88 (51%) were on track in all early learning domains.

***Assessment changes will affect future kindergarten readiness reporting***

As of fall 2014, Minneapolis Public Schools (MPS) has modified its Beginning Kindergarten Assessment (BKA), which is used to measure kindergarten readiness. Because proficiency on this assessment is linked directly to third grade MCA results, MPS will be unable to identify the proficiency threshold for the numeracy portion of the assessment until this year’s kindergarteners take the 3<sup>rd</sup> grade MCA. The proficiency threshold for the literacy portion may be modified as well to better align with the new third grade MCA reading test.

To address the change, NAZ will develop new targets for kindergarten readiness based on literacy alone. Figure 4 shows proficiency in literacy over the past three years. NAZ scholars have out-performed students zone-wide and in anchor schools for the last two years.

#### 4. Kindergarten readiness, proficient in literacy

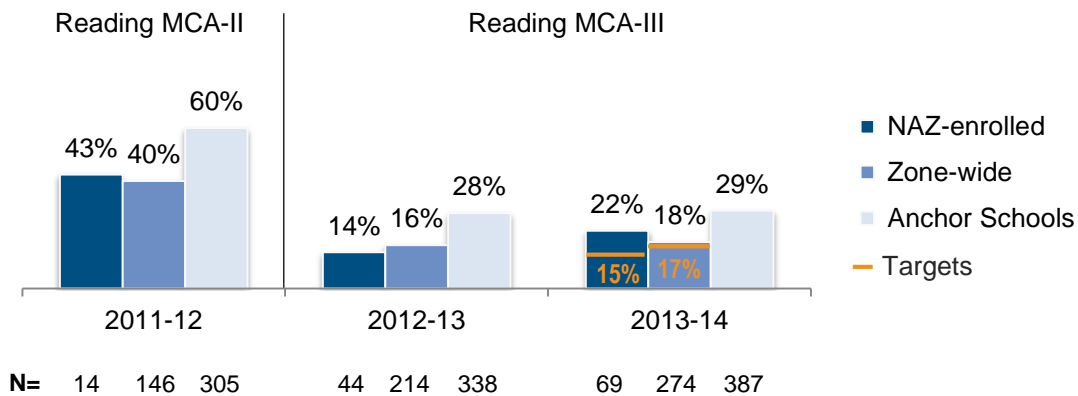


### Reading by 3<sup>rd</sup> grade and early school-age outcomes: ON TRACK

*NAZ exceeded the 3<sup>rd</sup> grade reading target for 2013-14, achieving an 8 percentage point increase in the proficiency rate among NAZ scholars.*

Though NAZ scholars were behind the other groups in 2012-13, the NAZ-enrolled proficiency rate increased at four times the zone-wide rate between 2012-13 and 2013-14.

#### 5. MCA reading proficiency, grade 3



**Note:** Where applicable, targets are shown in orange. Targets were not set for all years. Third grade reading baselines and targets were updated in 2012-13 to reflect the new MCA-III exam. Due to changes in the MCA assessment, scores prior to 2012-13 should not be compared to scores in 2012-13 and 2013-2014.

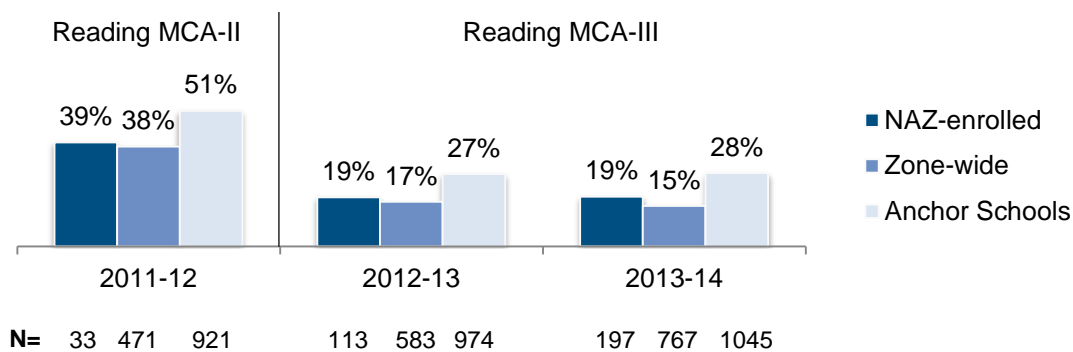
*NAZ scholars in grades 3-5 perform slightly better than their zone-wide peers.*

The higher proficiency rate of NAZ scholars (compared to their zone-wide classmates) does not appear to be a single grade phenomenon. Though NAZ-enrolled 3<sup>rd</sup>-5<sup>th</sup> grade scholars were less likely to be proficient in math in 2011-12 (Figure 7), NAZ scholars made considerable growth relative to their zone-wide peers in 2012-13 and lost little

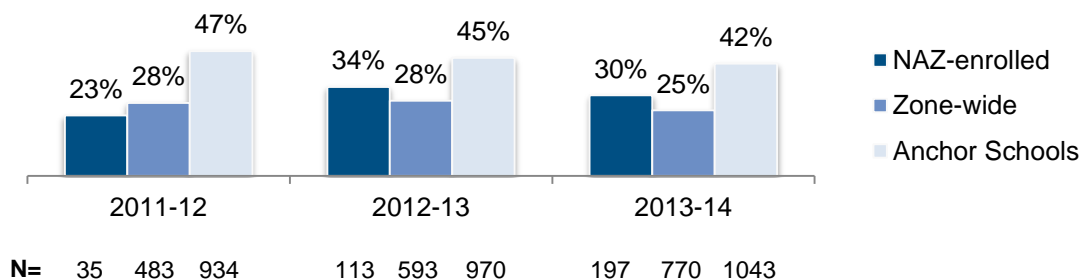
ground in 2013-14 despite the change in test administration. Similarly, NAZ scholars have remained slightly more likely to be proficient in reading than students zone-wide since 2011-12 (Figure 6), though the gains for NAZ scholars are less dramatic than for math.

During the past three years, anchor school students have consistently achieved higher proficiency rates in math and reading than NAZ-enrolled and Zone residents. In both cases, this result is to be expected. The geographic area of the Zone was defined for its high level of need; students living in the Zone experience high levels of poverty and mobility, which present challenges in the classroom, leading to lower performance for Zone residents. Furthermore, the NAZ-enrolled population is a combination of Zone residents and the non-Zone anchor school attendees who are in greatest need, leading to lower average performance than for the schools as a whole.

## 6. MCA reading proficiency, grades 3-5



## 7. MCA math proficiency, grades 3-5

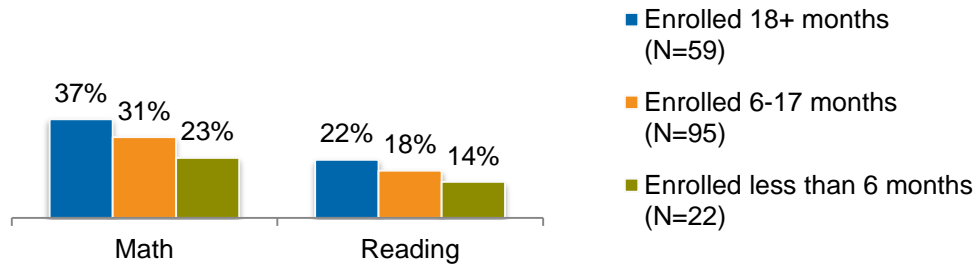


**Reason for Impact:** NAZ has focused on improving the effectiveness and reach of academic solutions for early school-age years, with a particular focus on children who are the farthest behind.

We see strongest outcomes for those scholars who have been enrolled in NAZ the longest (Figure 8).

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## 8. MCA proficiency by length of NAZ enrollment, grades 3-5



### *What solutions do we believe are leading to this result?*

As program partners and NAZ staff are learning together what works and what doesn't work, NAZ academic solutions for elementary grades have both expanded in reach and improved in fidelity of implementation.

**Expanded Learning (ExL)** efforts have grown in enrollment as programs developed and parent engagement began to demonstrate the importance of more learning time for the scholars most behind. Enrollment jumped from 80 scholars in 3 programs in 2012 to 563 scholars in 6 programs in 2014, with programs offered during summer and after school (Figure 9). Half of NAZ programs are embedded in Anchor School settings to connect after-school learning to the school day. All NAZ programs are beginning to make fuller use of NAZ Connect for a more integrated team approach and shared data tracking around scholar outcomes.

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## 9. ExL enrollment, 2012-2014

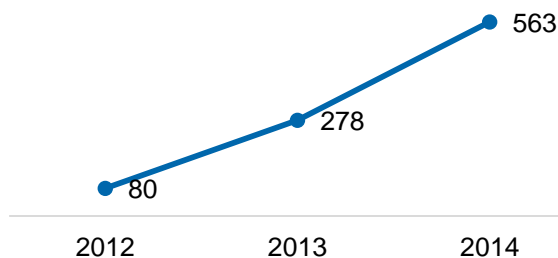


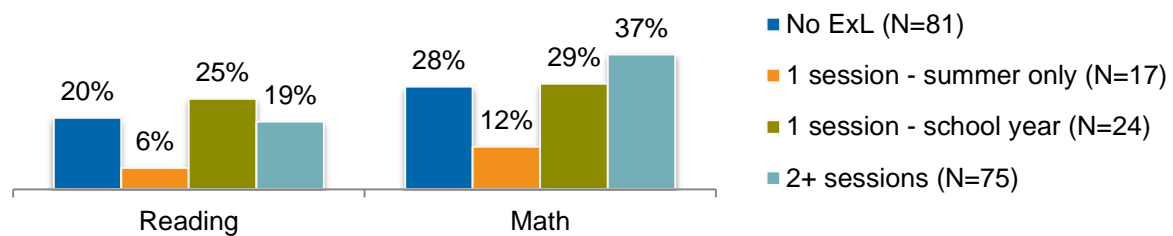
Figure 10 shows MCA results for 3<sup>rd</sup> through 5<sup>th</sup> grade students in ExL programs. With the exception of summer-only ExL participants, students who participated in at least one session of ExL were at least as likely as non-participants to be proficient in math, and students who participated in two or more sessions were more likely to be proficient than non-participants. The increased proficiency rate for high-dosage (2+ session) participants

may result from the close alignment of the ExL curriculum with the skills required for the MCA math test.

In reading, students who attended one school-year session of ExL were more likely to be proficient than other students. Students who participated in multiple sessions may have been farther behind in reading at entry, making it more difficult for them to reach proficiency. Future analyses will explore measures of growth in addition to grade-level proficiency to capture improvements in proficiency even if those improvements do not (yet) reach the grade-level standard.

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#### 10. 2013-14 MCA proficiency by participation in ExL, grades 3-5



#### *Goals for 2015 implementation*

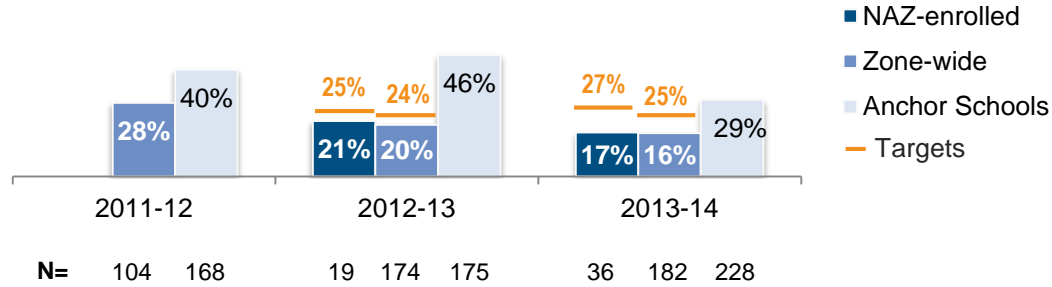
In the coming year, NAZ will be:

- Expanding the proven Family Academy curriculum to families of school-age children, piloting the program at Nellie Stone Johnson (NSJ) in the fall of 2014.
- Developing a more focused approach to working weekly with parents through a “Focus 5” initiative with the goal of increased effectiveness at supporting learning in the home, impacting up to 100 scholars.
- Increasing the effectiveness of the NAZ partnership with all parents through an upgraded Achievement Planning 2.0 process.
- Better integrating into Anchor Schools, in partnership with MPS and GenNext, with special focus on Nellie Stone Johnson (which is most aligned with the geographic Zone, has the potential to become an MPS Community Partnership school and has the highest population of NAZ scholars).

## Middle school outcomes: NOT ON TRACK

*NAZ did not meet targets for middle school outcomes. Results for middle school are mixed.*

### 11. MCA math proficiency, grade 8

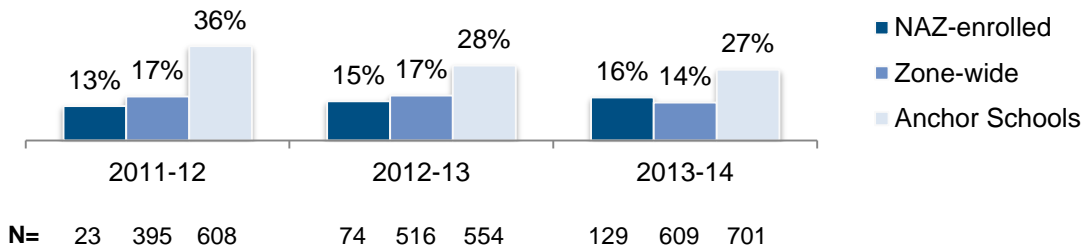


**Note:** Where applicable, targets are shown in orange. Targets were not set for all years.

Eighth grade math proficiency rates decreased for all three groups, with the greatest losses in the overall anchor school population (Figure 11). Both NAZ-enrolled and zone-wide groups have shown steady decreases in proficiency over the past two to three years, while outcomes for anchor schools have been mixed. The declining proficiency rates suggest that 8<sup>th</sup> grade continues to be an area of need, and the high volatility may indicate the presence of a “cohort effect” (a class of students who are particularly high- or low-performing).

In contrast, combined results for 6<sup>th</sup>-8<sup>th</sup> grade students showed less volatility in proficiency rates (Figure 12). NAZ scholars grew slightly in math between 2012-13 and 2013-14, while the zone-wide population saw a slight decline in math proficiency. Anchor school proficiency rates also decreased by one percentage point, but this is a much more moderate change than the 18 percentage point drop for anchor school 8<sup>th</sup> graders alone. School leadership may have better insights on reasons for these changes over time.

### 12. MCA math proficiency, grades 6-8



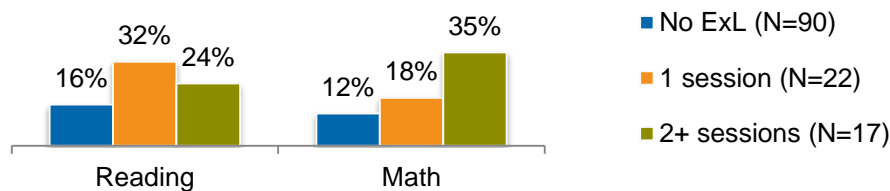
**Reason for lack of impact:** NAZ has a smaller reach into middle school ages, with newer and fewer solutions implemented to date. Additionally, changes in the 2013-14 MCA math test administration negatively impacted scores in schools across the state.

**Analysis of solutions in current state:** NAZ solutions began to touch the middle school level in a measurable way in 2014. Kwanzaa 21<sup>st</sup> Century Learning—a dedicated middle school Expanded Learning program—fully launched its efforts starting in Fall 2013. With the addition of Breakthrough Twin Cities and middle school spots at Nellie Stone Beacons, 109 middle school scholars were enrolled in ExL programs as of mid-year 2014 (which includes summer).

Figure 13 shows that middle school ExL scholars who participated in one or more sessions of ExL were more likely to be proficient than those who did not participate. Increases were steady for math: those who attended multiple sessions were increasingly more likely to be proficient. As in grades 3-5 (Figure 10), ExL participants in multiple sessions did not perform as well on reading as those in only one session. This may be because they were farther behind grade-level than their peers at entry, and were therefore unable to reach proficiency even if making progress.

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### 13. 2013-14 MCA proficiency by participation in ExL, grades 6-8



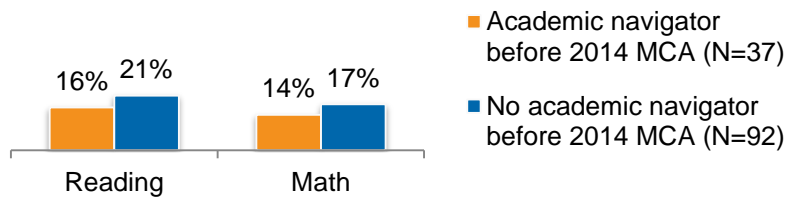
**Note:** Figure 10 demonstrates the same analysis for grades 3-5, but uses four categories (no ExL, one session – summer only, one session – school year only, and multiple sessions). That is the preferable approach, as summer sessions are shorter than school-year sessions and represent a different dosage. However, due to the small number of summer-only 6<sup>th</sup>-8<sup>th</sup> grade participants (N=9), this graph analyzes outcomes using only three categories.

#### ***Individual academic focus: targeting the scholars most in need***

NAZ has staff located in the Anchor Schools to coach scholars identified as needing high support to get on track. Staffing in this area reached full scale in 2014. As of mid-year 2014, 172 scholars had received this support (42 in middle school grades), an increase from 148 at 2013 year-end. As demonstrated by the lower achievement of scholars receiving Academic Navigation (Figure 14), this solution is effectively targeting those scholars with the greatest need.

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#### 14. 2013-14 MCA proficiency by receipt of Academic Navigation, grades 6-8



#### *Goals for 2015 implementation*

In 2015, NAZ will work at multiple levels to increase NAZ reach and effectiveness in the middle school years. They will:

- Continue to build effectiveness in the middle school Expanded Learning solution area through a capacity grant from Robert Wood Johnson focused on middle school boys of color
- Expand the reach of individual academic focus through the Promise Fellow initiative, allowing NAZ to add eight new staff focused on the middle-school level
- Roll out a new Family Academy course focused on middle school youth, beginning in 2015
- Improve integration into middle schools (including NSJ, KIPP, and Best)

#### **Additional analyses**

##### *Parent engagement, education, and whole family support*

As demonstrated throughout the implementation analysis related to key benchmarks, NAZ family engagement, education, and whole family support strategies undergird the academic strategies. The goal is that NAZ parents become active, skilled effective partners in supporting school success with their scholars. The initial Family Engagement evaluation by the University of Minnesota points to some strong indicators that NAZ is positioned to achieve those goals, even though the metrics for parent support of scholar success are not as clearly developed.

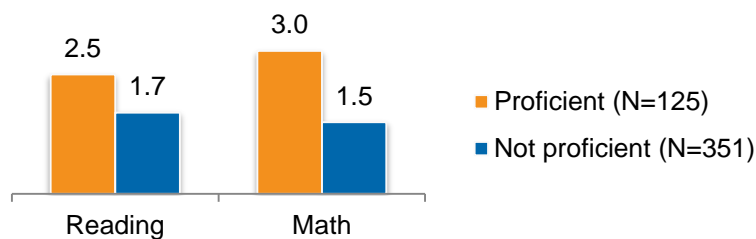


Some highlights from the full report include:

- Connector work is highly aligned with Protective Factors Framework, which builds family strengths and a family environment that promotes optimal child development.
- Connectors are supporting families to set goals and work on Achievement Plans, with 83% of parents of early childhood scholars and 69% of parents of K-12 scholars working on Plans.
- 50% of families meet with Connectors at least once a month.
- Approximately 50% of NAZ families have completed 1 or more goal steps in the second quarter of 2014. The data show that scholars who were proficient in reading and math (via the FAST assessment) had parents who completed substantially more goal steps than those who were not proficient (Figure 15).

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**15. Number of goal steps completed by parent and their child's progress monitoring proficiency**



**Family Academy – Providing critical knowledge and skills to parents**

A core goal of NAZ is to build stronger parenting by supporting as many families as possible to complete Family Academy curriculum. As demonstrated through its evaluation with the University of Minnesota (UROC), the College Bound Babies (CBB) curriculum significantly impacts parenting knowledge and behavior (77% of active participants were proficient at the end of session based on the content test—parent assessment self-report—compared to 24% of the control group). NAZ is expanding the curriculum to all age group levels and expects to see the same results.

**Whole Family Support – Ensuring scholars can show up ready to learn**

The whole family support team of staff and partners are providing significant levels of stability support to parents to ensure achievement planning and academic support strategies are not uprooted due to family crises and instability. Additionally, the career team is

capitalizing on the new-found belief in many parents that their children will be successful, which is spurring new levels of commitment and action on their own success plans.

As of mid-year 2014, 37 NAZ families with housing support needs were stabilized through housing team efforts (16% of those in need). To provide additional resources, NAZ recently partnered with Project for Pride in Living (PPL) to implement the Achieving through Stability fund, which increased NAZ's housing support capacity in the second half of 2014. NAZ expects the needs of families to increase as more families enroll, so leadership is working with lead housing partners to develop resources to meet instability needs.

As of mid-year 2014, 93 adults received support from the Career Navigator. During that time, 22 individuals completed career milestones, including 10 who secured full-time jobs. As of November 24, 2014, the number of adults completing career milestones had nearly doubled to 43 individuals. Of these, 11 had secured full-time jobs and 8 had increased the viability of future career prospects. As solution plans for these areas—finalized in 2014—are being implemented more fully, impacts should increase.

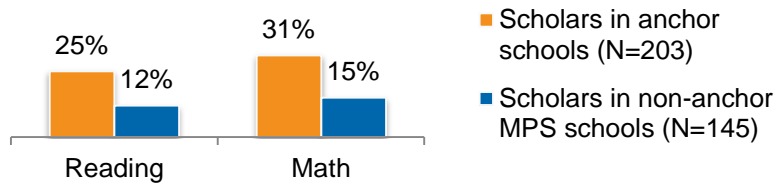
In a focus group that Wilder Research conducted with members of the Parent Advisory Board in October, parents shared numerous stories about the support NAZ has provided to them and their families. Their experiences indicate that, in addition to the benefits from concrete support, the moral support is helping to increase parents' hopefulness, motivation, and confidence, and also helping to build a community of mutual support among parents who are fully engaged.

### ***Anchor schools***

NAZ is turning a corner in their efforts to fully integrate their work with Anchor Schools. With an enrollment criteria shift to remove the Zone-boundary limit with Anchor Schools, NAZ intends to create a more streamlined process with school partners starting with the 2014-15 school year. They are also working in a collaboration with GenNext and Serve MN to build out effective layers of support that are more coordinated, aligned with each other, and set up to achieve results. Analysis of reading and math MCA scores indicates that NAZ-enrolled students in anchor schools are outperforming those not attending anchor schools (Figure 16).

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**16. 2013-14 MCA proficiency for NAZ-enrolled students by enrollment in anchor schools, grades 3-8**

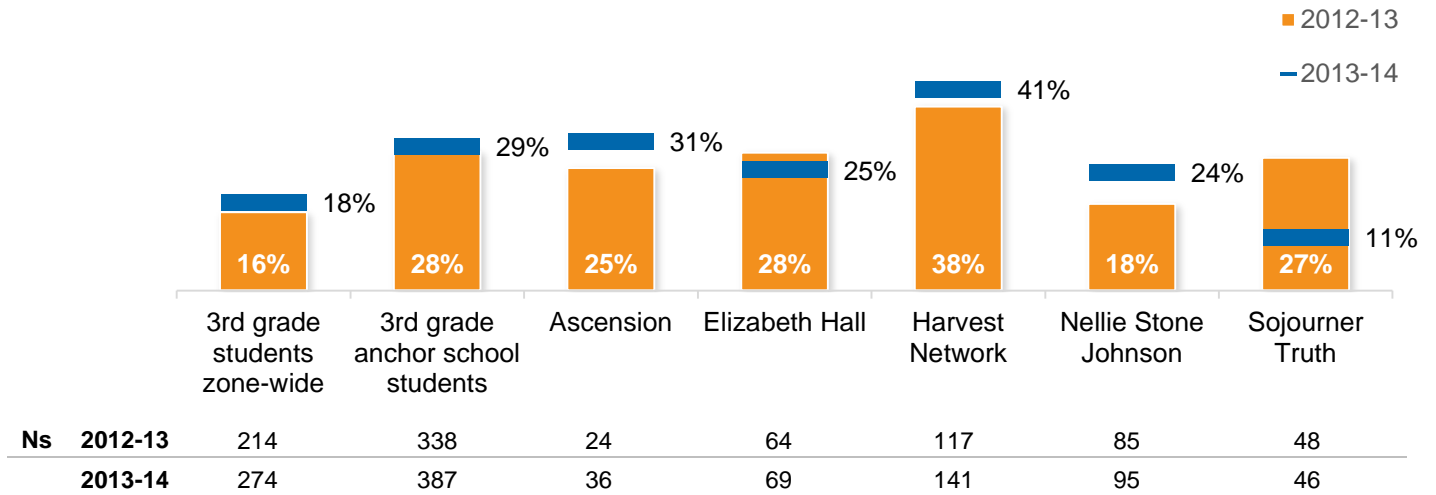


For example, NAZ is building a Community Partnership model with Nellie Stone Johnson (NSJ), the partner school most aligned with the NAZ geographic Zone and with the greatest number of scholars and school population (144 NAZ scholars out of over 800 students at NSJ as of mid-year 2014). They will pilot components of this partnership effort for effectiveness in the 2014-15 school year, with full rollout the following school year. Strategies will include:

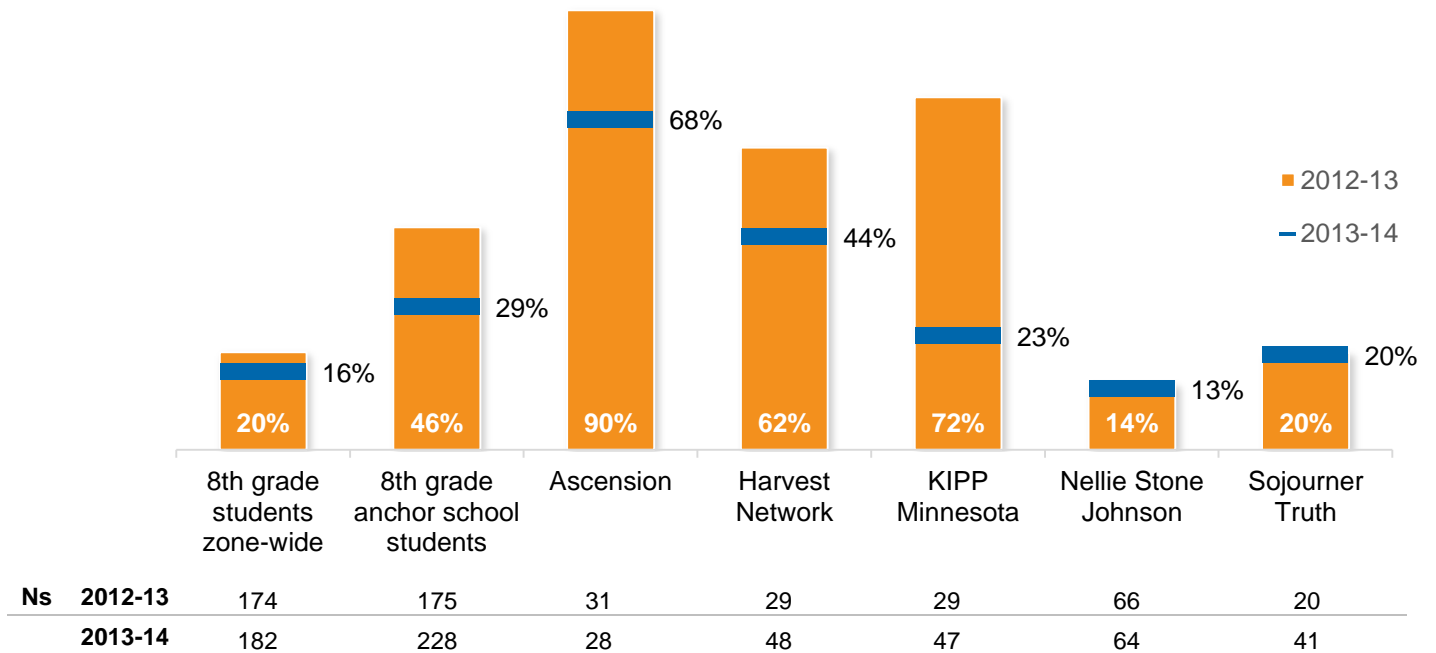
- Community partners (as identified) become shared, collaborative leaders, with NAZ taking a lead role and partners taking authentic, shared responsibility for school outcomes
- Increased staff at NSJ via key partners to implement school-wide strategies
- NAZ engagement team and strategies work directly with NSJ leadership to dramatically increase authentic parent engagement in both the school setting and in supporting achievement in the home
- Increased the number of NSJ teaching staff completing the NAZ-sponsored “Innocence Classroom” training focused on increasing teacher skills in relationship building with students, cultural responsiveness, and behavior management
- YMCA Beacons at NSJ remodels Expanded Learning program to become core academic and engagement strategy for all 300+ students in their current after-school model (compared to the current rate of 130 scholars getting the academic focus through the NAZ-Beacons partnership)

With this NSJ partnership effort as a flagship, NAZ will continue to pilot and integrate effective strategies with all Anchor Schools, as solidified by finalizing and launching implementation of the School Success Solution Plan.

**17. MCA reading proficiency at NAZ anchor schools, 3<sup>rd</sup> grade**



**18. MCA math proficiency at NAZ anchor schools, 8<sup>th</sup> grade**

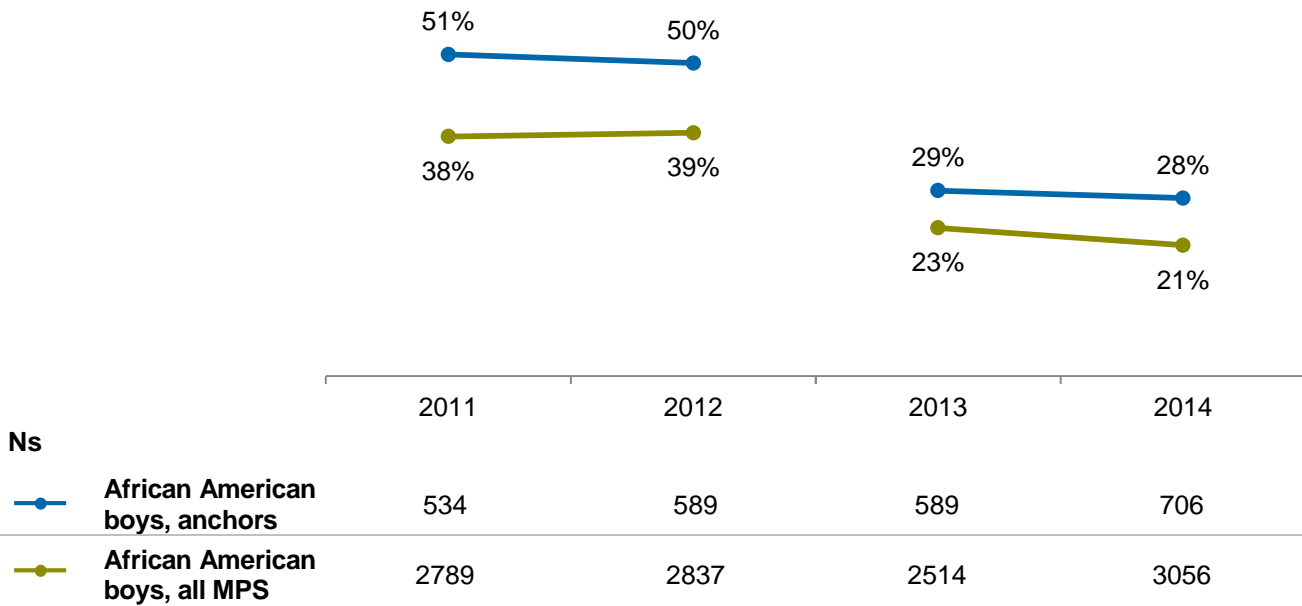


*Addressing Educational Inequities: Our focus on African American boys*

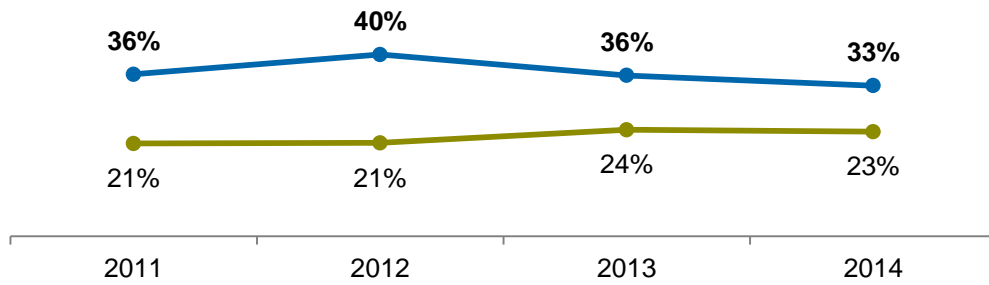
**African American boys in NAZ anchor schools outperform African American boys in Minneapolis Public Schools overall.**

Although African American boys throughout the Zone and MPS often significantly lag academically behind all other demographic groups, at NAZ anchor schools they are more likely to be proficient on the MCA reading and math than their peers at MPS schools overall. Over the past four years, anchor school African American males have consistently scored 6 to 13 percentage points higher in reading and 10 to 20 percentage points higher in math.

**19. MCA reading proficiency, African American boys in NAZ anchor schools compared to African American boys in all Minneapolis Public Schools, grades 3-8 and 10**



**20. MCA math proficiency, African American boys in NAZ anchor schools compared to African American boys in all Minneapolis Public Schools, grades 3-8 and 11**



**Ns**

	2011	2012	2013	2014
<b>African American boys, anchors</b>	542	604	635	687
<b>African American boys, all MPS</b>	2742	2824	2981	3082

**Note:** NAZ MPS partners (Nellie Stone Johnson, Hall, Henry, and PYC) are included in the “all MPS” estimates, so there is some overlap between “NAZ anchor schools” and “All MPS.” Charter schools and Ascension are not included in the MPS measures.

# Appendix I: How is NAZ doing?

## Including:

- MCA reading proficiency for all 3<sup>rd</sup>-8<sup>th</sup> grade students
- MCA math proficiency for all 3<sup>rd</sup>-8<sup>th</sup> grade students

## Notes:

There are very few NAZ scholars who graduated from high school during the reporting period. Therefore, graduation rates for NAZ-enrolled students are not reported here. Graduation rates for anchor schools are shown in the NAZ schools section of this report.

## Key messages:

- **Reading and math proficiency rates for 3rd-8th graders have remained fairly steady for NAZ-enrolled, zone-wide, and anchor school groups.** Small declines in math proficiency can be attributed to a change in math assessment administration (see below for further discussion).

## MCA reading proficiency

A new MCA reading assessment was administered beginning in 2013. Scores from the new test, the Reading MCA-III, should not be directly compared with scores from previous years. Schools statewide showed substantial declines in proficiency, which are also seen in the NAZ results below.

### A1. 3<sup>rd</sup>-8<sup>th</sup> grade MCA reading proficiency

Percent of scholars proficient	2009-10	2010-11	2011-12	2012-13	2013-14
NAZ-enrolled	-	*	34.0%	16.7%	18.8%
Zone-wide	24.5%	29.7%	31.6%	12.5%	12.1%
Anchor schools	43.1%	51.8%	50.1%	28.2%	27.7%
Number tested					
N NAZ-enrolled	0	5	53	186	329
N zone-wide	685	784	883	1119	1380
N anchor schools	1178	1406	1517	1637	1627

**Note:** Due to a change in assessment, scores prior to 2012-13 should not be compared to scores in 2012-13 and 2013-2014.

\* Suppressed due to the small number of students tested (N<10).

## MCA math proficiency

The 2013-14 school year was the first time schools were required to administer the MCA-III math test electronically; many educators believe that this change negatively impacted scores. In 2012-13, schools were given the option to administer the math test electronically, on paper, or both. If they took both, students kept the higher of their two scores.

### A2. 3<sup>rd</sup>-8<sup>th</sup> grade MCA math proficiency

Percent of scholars proficient	2009-10	2010-11	2011-12	2012-13	2013-14
NAZ-enrolled	-	*	19.0%	26.2%	24.8%
Zone-wide	30.4%	21.3%	22.7%	23.1%	20.1%
Anchor schools	43.8%	35.3%	42.6%	37.8%	35.8%
Number tested					
N NAZ-enrolled	0	5	58	187	326
N zone-wide	625	794	878	1109	1386
N anchor schools	1169	1423	1542	1657	1792

\* Suppressed due to the small number of students tested (N<10).



# Appendix II: How are NAZ schools doing?

## Including:

- Proficiency rates at individual NAZ anchor schools and for all anchor school students combined
- Changes in MCA reading and math proficiency rates from 2012-13 to 2013-14
- Anchor high school graduation rates for 2011-12 and 2012-13

Please note that the following results are for school-wide populations only, not NAZ-enrolled students or the zone-wide population.<sup>1</sup>

## Key messages:

- **As a group, NAZ anchor schools are holding steady in reading proficiency, both for third graders and for all grades combined.** The school-specific proficiency rates varied widely across schools but remained fairly steady within schools over time.
- **Math proficiency remained relatively flat for all grades combined, but math proficiency among 8<sup>th</sup> graders dropped noticeably, likely due at least in part to a change in test administration.** Three anchor schools experienced a decrease in proficiency of 18 percentage points or more among their eighth graders.
- **Graduation rates have increased slightly,** though NAZ does not expect their efforts to have significantly impacted graduation rates yet.

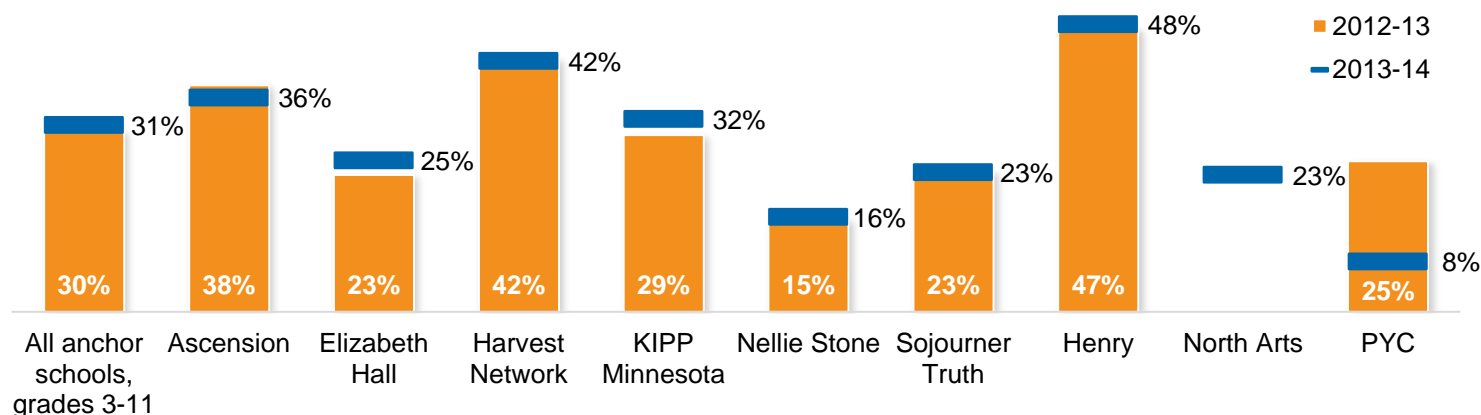
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<sup>1</sup> Achievement of NAZ-enrolled students differs from that of the anchor school population, as explained above. With the exception of kindergarten readiness scores, all data are publically available on the Minnesota Department of Education (MDE) website. Throughout the analysis, “North” and “North Arts” refer to only the new North Academy of Arts and Communication. The old North High School and North Senior Academy are not included. “Harvest” and “Harvest Network” refer to Harvest Prep, Best, and Mastery, which have been combined for reporting.

## MCA reading proficiency

- When all anchor schools were combined, there was no substantial change in reading proficiency among 3rd-8th and 10th graders (31% proficient in 2013, 30% in 2014).<sup>2</sup>

### A3. Reading proficiency in NAZ anchor schools, all grades in school



**Note:** Throughout the analysis, “North” and “North Arts” refer to only the new North Academy of Arts and Communication. The old North High School and North Senior Academy are not included. “Harvest” and “Harvest Network” refer to Harvest Prep, Best, and Mastery, which have been combined for reporting.

	Percent Proficient			Number Tested		Grades Tested
	2012-13	2013-14	Change	2012-13	2013-14	Both Years
Ascension	38%	36%	-2%	157	180	3-8
Elizabeth Hall	23%	25%	2%	185	199	3-5
Harvest	42%	42%	0%	479	497	3-8
KIPP	29%	32%	3%	133	175	5-8
Nellie Stone Johnson	15%	16%	0%	468	502	3-8
Sojourner Truth	23%	23%	0%	235	242	3-8
Henry	47%	48%	1%	264	264	10
North Arts	NA	23%	NA	NA	66	10
PYC	25%	8%	-17%	16	24	10
All anchor schools	31%	30%	0%	1937	2149	3-8, 10
Anchor high schools	46%	40%	-5%	280	354	10
3 <sup>rd</sup> -8 <sup>th</sup> grade anchors	28%	29%	0%	1657	1795	3-8

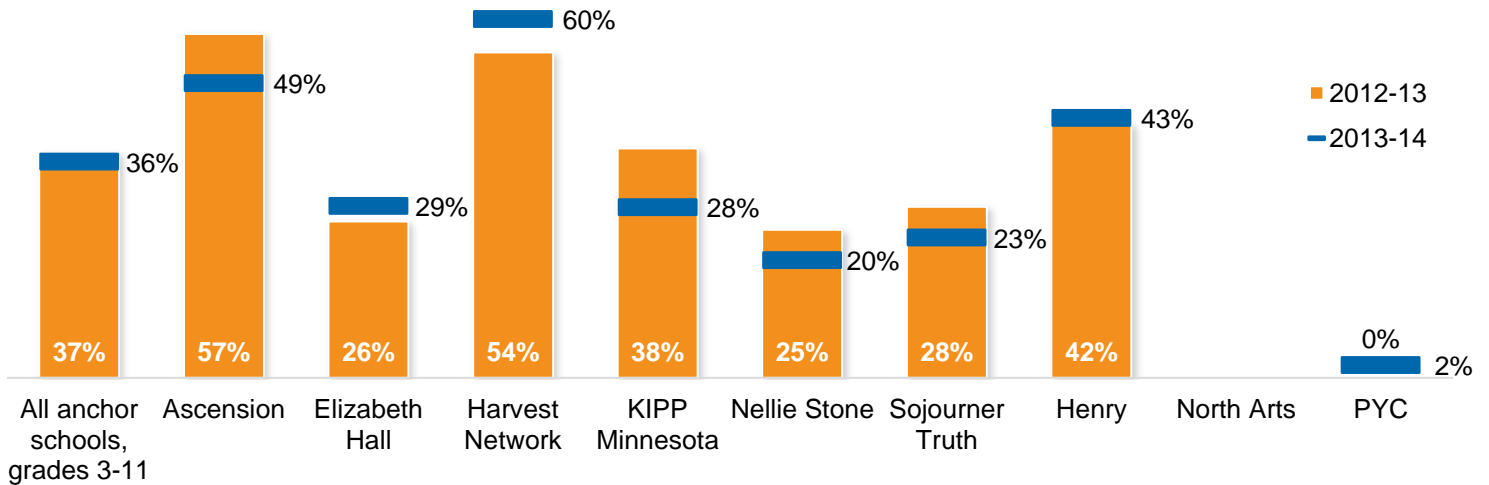
**Note:** Due to a change in assessment, scores prior to 2012-13 should not be compared to scores in 2012-13 and 2013-2014. Only 10<sup>th</sup> grade students take the MCA Reading test, so the first year North Academy students were tested was 2013-14.

<sup>2</sup> The MCA reading assessment was updated in 2012-13 to reflect the new Minnesota Literacy Standards. Both years reflected in the graph show performance on this new assessment, the Reading MCA-III.

## MCA math proficiency

- Pooling all grade levels across all schools, the math proficiency rate was unchanged (37% proficient in 2013, 36% in 2014).
- **Test change:** Beginning in 2013-14, schools were required to administer the MCA-III math test electronically. (In 2012-13, schools were given the option to administer the math test electronically, on paper, or both. If they took both, students kept the higher of their two scores.) Many educators believe that the change to mandatory electronic administration of the assessment had a negative impact on scores.

### A4. Math proficiency in NAZ anchor schools, all grades in schools



	Percent Proficient			Number Tested		Grades Tested Both Years
	2012-13	2013-14	Change	2012-13	2013-14	
Ascension	57%	49%	-8%	156	180	3-8
Elizabeth Hall	26%	29%	3%	185	200	3-5
Harvest	54%	60%	6%	474	492	3-8
KIPP	38%	28%	-10%	134	173	5-8
Nellie Stone Johnson	25%	20%	-5%	472	502	3-8
Sojourner Truth	28%	23%	-5%	236	245	3-8
Henry	42%	43%	NA	197	232	11
North Arts	NA	NA	NA	NA	0	NA
PYC	0%	2%	NA	48	48	11
All anchor schools	37%	36%	-1%	1902	2072	3-8, 11
High school students	34%	36%	2%	245	280	11
3 <sup>rd</sup> -8 <sup>th</sup> grade students	38%	36%	-2%	1657	1792	3-8

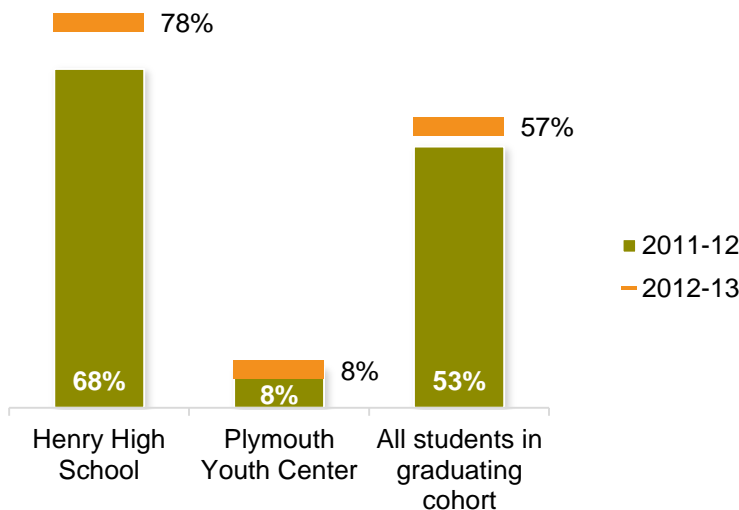
**Note:** Both PYC and Henry took the MCA-II Math assessment in 2012-13 and the MCA-III Math assessment in 2013-14. MCA-II and MCA-III scores are not directly comparable, so “change” has not been calculated. Only students in 11<sup>th</sup> grade take the MCA math, so North Academy will take its first math MCA this year.

## Graduation rates

The Minnesota Department of Education (MDE) calculates graduation rates as the number of graduates out of the total number of students in their class cohort. For example, the 2012-13 cohort would include all students who enrolled in 9<sup>th</sup> grade four years prior (2008-09) and any students who transferred into the class during those four years. Students who transfer out to another school are not included in the cohort. MDE will not finish computing a graduation rate for the 2013-14 graduating class until January 2015.

Please note that Plymouth Youth Center (PYC) is an alternative high school where students are referred in from MPS at any point in their high school career. Most students enter the school 2-4 grade levels behind and in need of intense credit recovery to graduate high school.

### A5. Graduation rates in NAZ high schools



#### Percent of students who graduated and number in graduating cohort

	Percent Graduated			Number in Cohort	
	2011-12	2012-13	Change	2011-12	2012-13
Henry	68%	78%	10%	240	215
PYC	8%	8%	0%	85	92
All students in graduating cohort	53%	57%	4%	325	307

**Note:** The 2011-12 graduation rate for all anchor school students appears as two different numbers in this report. The benchmarks chart on page 4 cites the 2011-12 graduation rate as 51% because the analysis includes North High School, which was a partner at the time. In 2011-12, the graduation rate at North was 44% and the graduating cohort consisted of 59 students. This graph and table, Figure A5, excludes North High School, resulting in a graduation rate of 53%. Graduation rates for new North Arts will be included in this analysis when they become available.

# Appendix III: How are our African American male students doing?

## Including:

- African American male proficiency compared to other students in NAZ anchors
- Comparison of the proficiency gap in NAZ anchors to all Minneapolis Public Schools

Please note that results are for school-wide populations only, not NAZ-enrolled students. Achievement of NAZ-enrolled students may vary. Data by race and gender were requested directly from the Minnesota Department of Education (MDE).<sup>3</sup>

## Key messages:

- **The African American male achievement gap is essentially undetectable within NAZ anchor schools.** The gap in proficiency rates between African American boys and other students has been at most 3 percentage points in any year (and either subject) since 2011. (For comparison, the gap between African American boys and other students in MPS has exceeded 20 percentage points each year, in both reading and math).<sup>4</sup>
- **Though the African American male achievement gap has been small (or even reversed) in anchor schools, African American male proficiency rates have been declining slightly (relative to other students) in recent years.**

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<sup>3</sup> Ascension does not report data by race and gender to the state, so their results are not included. Due to their small student population, PYC did not always have enough students tested to report on race and gender. In these cases, PYC was excluded from the data for that year.

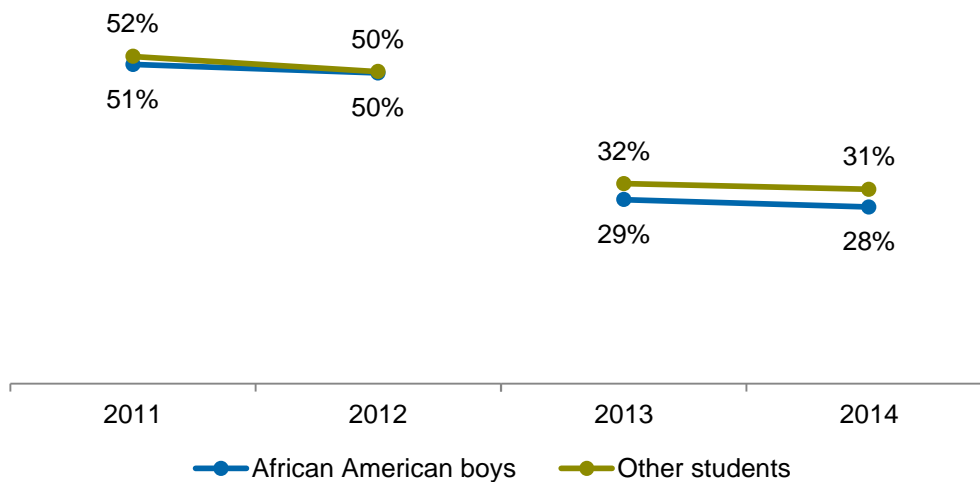
<sup>4</sup> The “other student” population at NAZ anchors has a greater proportion of students of color than the “other student” population at MPS overall. This should be considered when interpreting these results.

## African American boys compared to other students in anchor schools

- The African American male achievement gap is undetectable in NAZ anchors; African American boys and other students have had very similar proficiency rates in reading and math since 2011. (For comparison, reading and math proficiency rates among African American boys attending MPS schools have consistently been more than 20 percentage points lower than those of other students attending MPS schools.)
- There has, however, been a slight trend toward a math achievement gap in NAZ anchors; though African American boys had been performing better than their peers in math in 2011 and 2012, their proficiency rates have declined by 7 percentage points since 2012 to close the gap. This trend can also be seen in reading proficiency, though the relative change is smaller.

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### A6. Reading proficiency in NAZ anchor schools, African American boys compared to all other students



**Note:** Because the MCA reading test was changed in 2012-13, results from previous years are not comparable to those from 2012-13 and 2013-14.

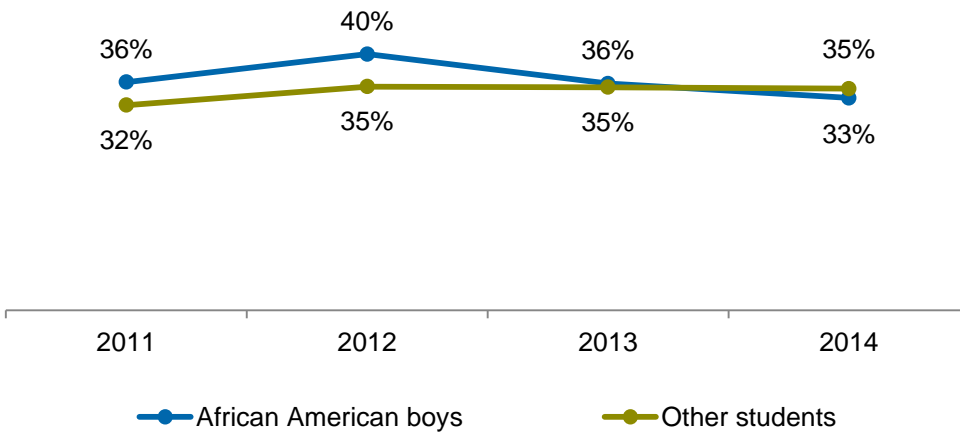
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**A7. Reading proficiency in NAZ anchor schools, African American boys compared to all other students (continued)**

<b>NAZ anchor schools</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% proficient, African American boys	51%	50%	29%	28%
% proficient, other students	52%	50%	32%	31%
Difference (Others – AA boys)	1%	0%	3%	3%
N African American boys	534	589	589	706
N other students	963	1026	1072	1274
<b>Minneapolis Public Schools</b>				
(for comparison only; not shown on graph)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% proficient, African American boys	38%	39%	23%	21%
% proficient, other students	61%	62%	49%	49%
Difference (Others – AA boys)	23%	23%	26%	28%
N African American boys	2789	2837	2514	3056
N other students	12,620	12,831	12,372	13,422

**Note:** Due to a change in assessment, scores prior to 2012-13 should not be compared to scores in 2012-13 and 2013-2014. "Other students" includes African American girls, and in NAZ anchor schools, African American girls and other students of color comprise a much larger percentage of the "other student" population than in Minneapolis Public Schools in general. For example, in the 2014 Reading MCA-III, 75 percent of NAZ anchor school students tested were African American (39% African American females, 36% African American males), compared to only 36 percent in Minneapolis Public Schools (17% African American females, 19% African American males). Use caution when comparing disparities between African American boys and other students within anchor schools and within MPS.

**A8. Math proficiency in NAZ anchor schools, African American boys compared to all other students**



<b>NAZ anchor schools</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% proficient, African American boys	36%	40%	36%	33%
% proficient, other students	32%	35%	35%	35%
Difference (Others – AA boys)	-4%	-5%	-1%	2%
N African American boys	542	604	635	687
N other students	1008	1052	1126	1214
<b>Minneapolis Public Schools</b> (for comparison only; not shown on graph)	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% proficient, African American boys	21%	21%	24%	23%
% proficient, other students	42%	45%	47%	49%
Difference (Others – AA boys)	21%	24%	23%	26%
N African American boys	2742	2824	2981	3082
N other students	12,599	12,781	13,189	13,343

**Note:** “Other students” includes African American girls, and in NAZ anchor schools, African American girls and other students of color comprise a much larger percentage of the “other student” population than in Minneapolis Public Schools in general. For example, in the 2014 Reading MCA-III, 75 percent of NAZ anchor school students tested were African American (39% African American females, 36% African American males), compared to only 36 percent in Minneapolis Public Schools (17% African American females, 19% African American males). Use caution when comparing disparities between African American boys and other students within anchor schools and within MPS.