Collective Impact for Children and Youth

Year 3 Collective Results: Charlotte-Mecklenburg

August 2015

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Acknowledgements

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United Way of Central Carolinas

Many Thanks for the Support and Contributions of:

Charlotte-Mecklenburg Schools

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- Ada Jenkins Center
- Big Brothers Big Sisters of Greater Charlotte
- Boy Scouts, Mecklenburg Council
- Boys and Girls Clubs of Greater Charlotte
- Care Ring
- Charlotte Speech & Hearing
- Child Care Resources, Inc.
- Communities In Schools
- Council for Children's Rights
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Executive Summary

The "Collective Impact for Children and Youth" initiative brings together stakeholders from 16 United Way of Central Carolinas (UWCC)-funded agencies that provide services to children from pre-kindergarten through high school. The goal of this Collective Impact initiative is to **increase the cohort graduation rate** for the at-risk, low-performing students served by these agencies over the next ten years.

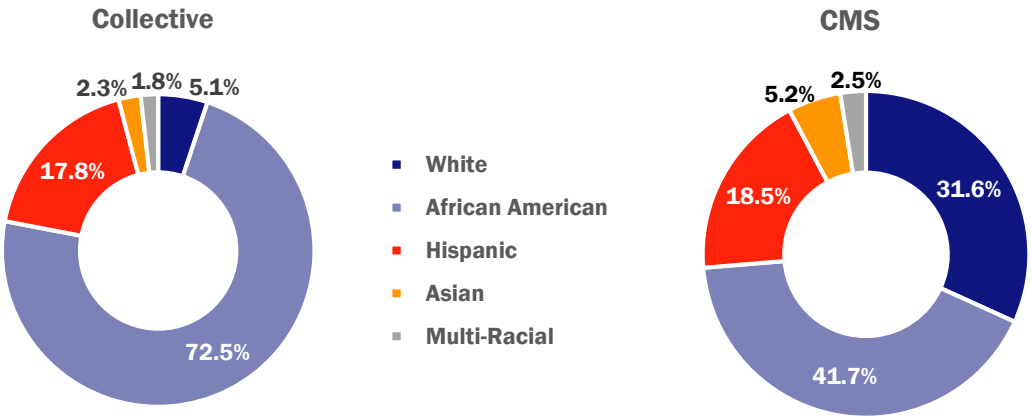
This report presents the results of the Year 3 data analysis. Program participants from the 14 agencies directly serving school-aged children[1] were matched in the Institute for Social Capital Community Database with their Charlotte-Mecklenburg Schools (CMS) records. In addition to the analyses of attendance, suspension, and academics completed in year two, a comparison group was added and participant data were analyzed by how many years they had been served by a program.

The key findings for each of the guiding questions are presented below. All data presented in the Executive Summary is from the 2012-2013 school year.

What are the demographics of Collective participants? How do these compare to CMS?

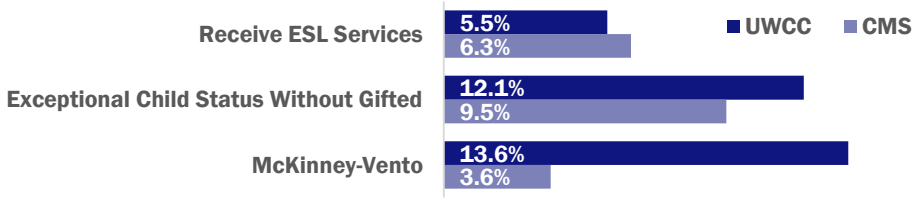
The matching process identified 12,040 unique participants served during the 2012-2013 school year: 10,955 participated in one agency and 1,085 participated in multiple agencies.

Findings indicate that UWCC-funded agencies are serving the most vulnerable students in our community. The racial/ethnic make-up between CMS and the Collective, in particular, differed. As seen below, the Collective agencies served a much higher percentage of African American students than CMS.



[1] Agencies include: A Child's Place, Ada Jenkins Center, Big Brothers Big Sisters of Greater Charlotte, Boy Scouts, Boys & Girls Clubs of Greater Charlotte, Girl Scouts, Care Ring, Charlotte Speech & Hearing, Communities in Schools, Council for Children's Rights, Right Moves for Youth, The Urban League, YMCA, and YWCA.

The Collective differed from CMS in several other ways. Though a smaller percentage received ESL services, a larger percentage were categorized as Exceptional Children (when gifted students were omitted) and identified as McKinney-Vento (students experiencing homelessness).

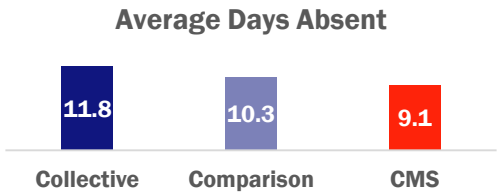


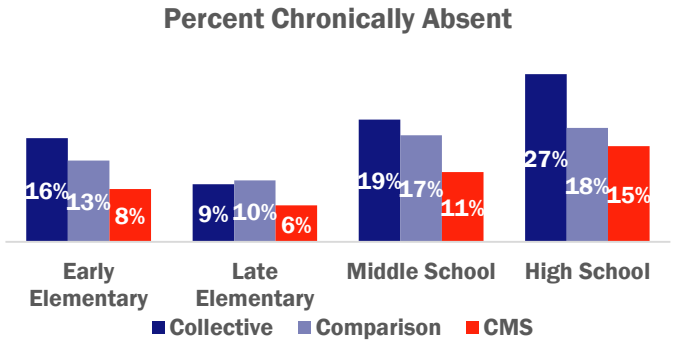
Collective participants attended nearly every school in the CMS system (157 out of 164), but 68.3% of Collective participants attended a Title I school compared to just 33% of CMS students overall.

What are the attendance records of Collective participants? How do these compare to a demographically similar group and to CMS?

Attendance is a critically important measure for UWCC-funded agency participants. Relationships have been found between poor attendance and multiple indicators including academic performance, on-time promotion, and high school graduation.

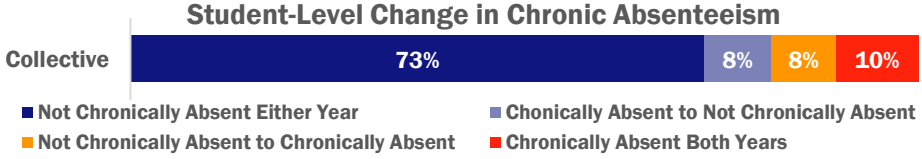
Collective participants averaged 1.5 more days absent than the comparison group and 2.7 more days than CMS. The findings varied by the grade-level category of students and the number of years served, particularly when looking at chronic absenteeism.



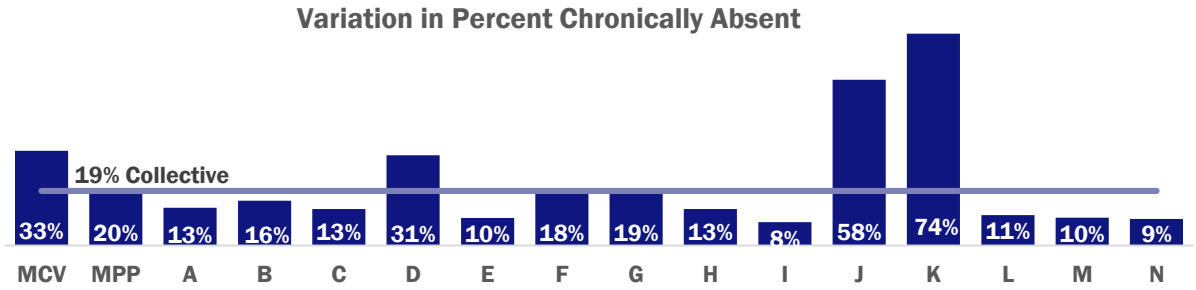


Chronic Absenteeism is defined as missing 10% or more of the school year. Nineteen percent of Collective participants were chronically absent in 2012-2013. The severity varied by grade-level: over one-quarter of High School participants, but just 9% of Late Elementary students were chronically absent.

Students who were chronically absent tended to stay that way. The majority of students were never chronically absent, but 10% of participants were in both 2012-2013 and 2013-2014.

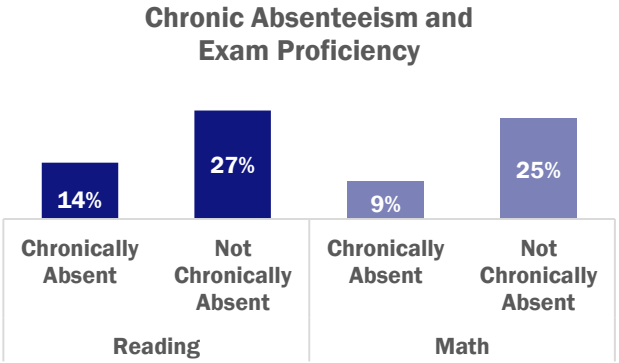


In addition to variation across grade-levels, there was great variation across groups. Participants identified as McKinney-Vento (MCV) and multi-program participants (MPP) had higher rates of chronically absent students. Some agencies (randomized here as A – N) also had much higher or lower rates than the Collective, often depending on the vulnerability of the population served.



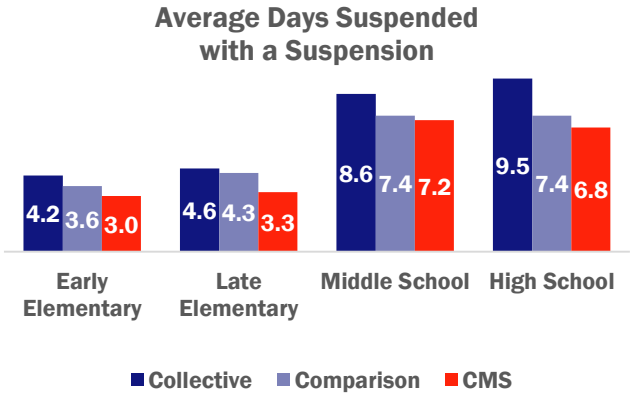
There is a strong literature regarding the impact of chronic absenteeism on academic performance. Investigation into this relationship for Collective participants was consistent with national findings.

Only 14% of chronically absent students passed their reading/English exam compared to 27% of not chronically absent students. The difference for math was even more pronounced: only 9% of chronically absent students passed compared to 25% of those not chronically absent. A similar pattern was seen across the comparison group and the agencies.



What are the suspension records of Collective participants? How do these compare to a demographically similar group and to CMS?

Chronic absenteeism includes both days absent and days suspended so both are important indicators for school success and, ultimately, graduation.

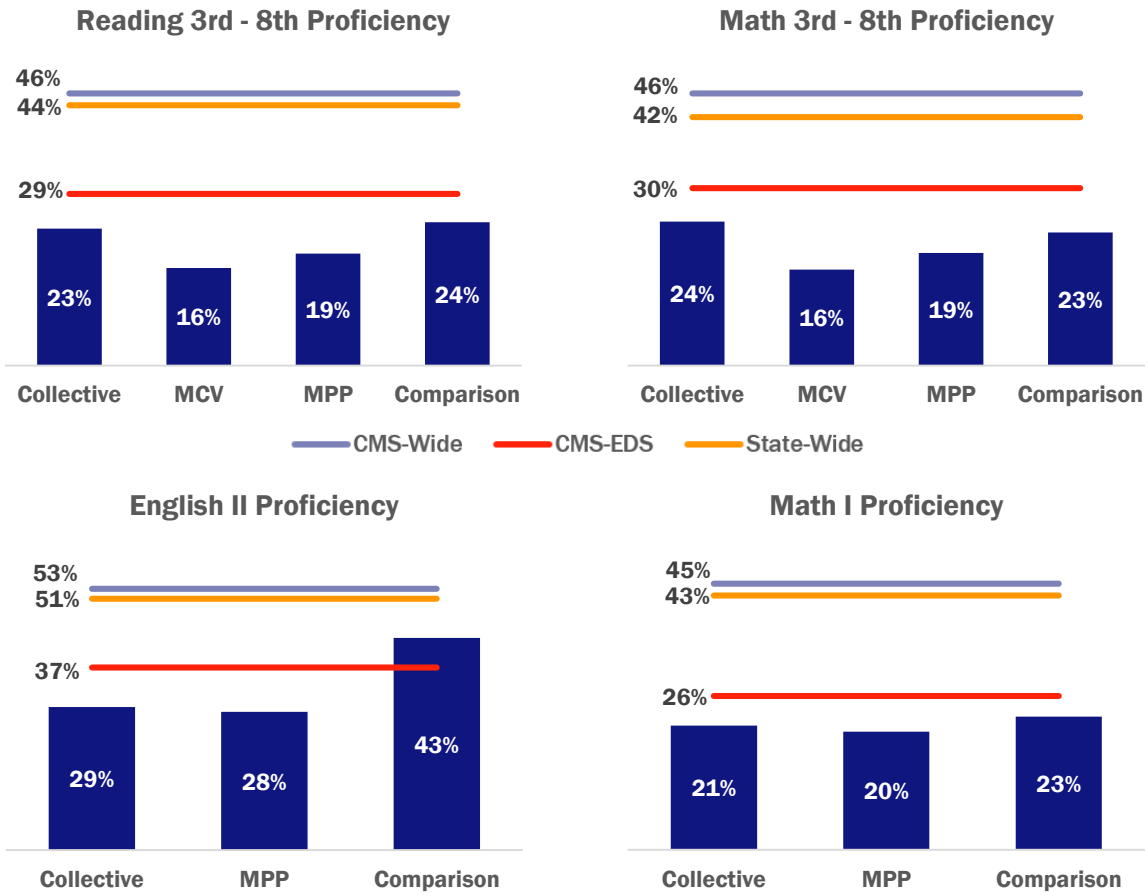


Collective participants averaged 2.0 days suspended compared to 1.3 days for the comparison group, and 0.6 days for CMS. These averages include all the students who were never suspended (over 75% for the Collective), which masks the impact. When just looking at students who were suspended the Collective average was 8.1 days. As with attendance, days suspended varied by grade-level for all groups.

What are the reading/English and math proficiency records of Collective participants? How do these compare to a demographically similar group and to CMS?

Academic analyses focused on the state administered End-of-Grade Tests in math and reading comprehension for grades 3-8 and End-of-Course Tests in Math I and English II.

The Collective had a lower proficiency rate than CMS and the state in each of the exams and lower than the comparison in all but 3rd – 8th grade math. The percent proficient for the Collective was higher than the Collective students identified as MCV[2] or multi-program participants, a trend seen throughout the attendance and suspension data as well. Though the proficiency of the Collective averaged up to 24 percentage points less than CMS, it was consistently closer to the proficiency of economically disadvantaged students in CMS (CMS-EDS).



[2] Fewer than 5 participants identified as MCV were proficient in English II or Math I so they could not be reported.

Introduction

The United Way of Central Carolinas (UWCC) adopted a Collective Impact model in 2011 in order to facilitate a more concentrated and purposeful funding and management model. Titled "Collective Impact for Children and Youth," this Collective Impact initiative benefits funders, agencies, their clients and the community-at-large by 1) setting a common agenda, 2) establishing a shared measurement system, 3) providing mutually reinforcing activities, and 4) facilitating continuous communication among participants.

Setting a Common Agenda	Charlotte-Mecklenburg Schools (CMS) identified graduation as one of the greatest challenges in our community. The Collect Impact Initiative goal is to **increase the cohort graduation rate** for at-risk, low-performing students over 10 years.
Establishing a Shared Measurement System	The UWCC commissioned the UNC Charlotte Urban Institute to facilitate the annual collection and analysis of critical data for students served by each agency. This report presents the findings of year three of this effort.
Providing Mutually Reinforcing Activities	All agencies involved provide education related services to children from pre-school through high school.
Facilitating Continuous Communication	Agencies meet regularly to review and discuss data results, learn best practices, connect and network, and work together in support of common initiatives, such as the community-wide attendance awareness campaign.

The Collective Impact for Children and Youth initiative launched in the spring of 2012 by convening the 16 UWCC-supported agencies that provide education related services to children from pre-school through high school. The following UWCC supported agencies are involved:[3]

- A Child's Place
- Ada Jenkins Center
- Big Brothers Big Sisters of Greater Charlotte
- Boy Scouts, Mecklenburg Council
- Boys and Girls Clubs of Greater Charlotte
- Care Ring
- Charlotte Speech & Hearing
- Child Care Resources, Inc.
- Communities In Schools
- Council for Children's Rights
- Girl Scouts, Hornets' Nest Council
- The Learning Collaborative
- Right Moves for Youth
- The Urban League
- YMCA of Greater Charlotte
- YWCA Central Carolinas

The UWCC commissioned the University of North Carolina at Charlotte Urban Institute (the Institute) to facilitate the collection and analysis of data from each agency. This report presents the findings from year 3 of the initiative.

Year 1: During the 2012-2013 school year, the Institute helped to establish the shared measurement system for future years and provided technical assistance to each of the partner agencies to support their internal data collection and management processes.

Year 2: In 2013-2014, the Institute acquired participant data from each of the 14 agencies identified above. Participants from each agency were then matched to their academic records. Analysis described the performance of participants, including attendance, suspensions, and academics. The analysis also looked across years to determine the change from the year before participants received agency services to the 2011-2012 school year.

Year 3: In 2014-2015, the Institute again matched participants from each agency to their academic records. A comparison group was added and participant data were analyzed by how many years they had been served by a program. Data from the 2012-2013 and 2013-2014 school years were included.

[3] Child Care Resources, Inc. is participating in strategic planning for the long-term evaluation, but data is not included in the analysis since services provided to youth are indirect. Data from The Learning Collaborative is not included in the analysis because participants are not school age.

The following questions drove the analysis for year 3:

1. What are the demographics of Collective participants?
    a. How do participant demographics compare to each district as a whole?

2. What are the attendance and suspension records of Collective participants?
    a. Have these records changed from 2012-2013 to 2013-2014?
    b. How do these records compare to a demographically similar comparison group?
    c. How do these records compare to their district as a whole?

3. How do Collective participants perform on state math and reading/English tests?
    a. Did proficiency change from 2012-2013 to 2013-2014?
    b. How do they perform compared to a demographically similar comparison group?
    c. How do they perform compared to their district as a whole?

The methodology more specifically describes the processes of the shared measurement system. The findings in this report are presented in three ways: 1) for all students served by an involved agency (the Collective), 2) for all students identified as McKinney-Vento[4] in 2012-2013, and 3) for all students who were identified as a participant in more than one program.

[4] McKinney-Vento is the identification for students experiencing homelessness.

Methodology

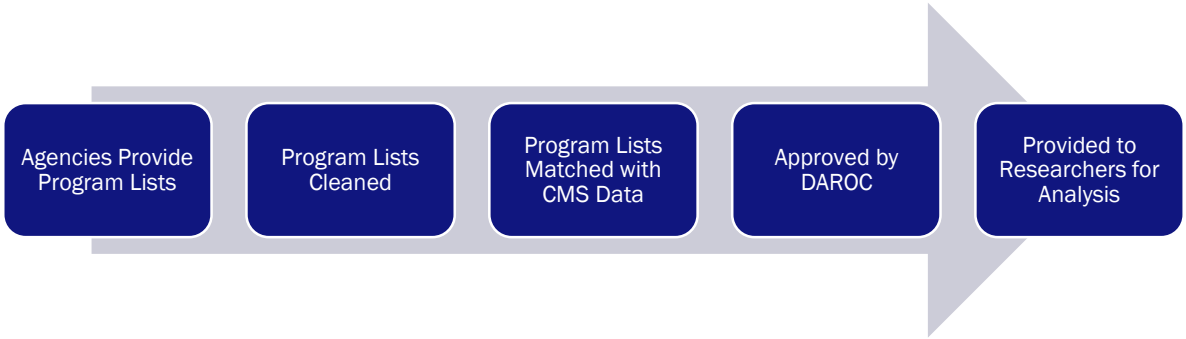
For the year three analysis, research staff from the Institute matched children and youth who were identified as participants in an UWCC-funded agency to their Charlotte-Mecklenburg Schools (CMS) data.

Process

The 14 agencies updated their previous list of program participants including: name (first, middle, and last), date of birth, program entry date, and program exit date (if applicable) for analysis. Any student served before May 31, 2013 was included.

The program lists were provided to the Institute for Social Capital, Inc. (ISC), an integrated data system that holds individual-level data from multiple governmental and nonprofit agencies, including CMS. The ISC Data Scientist matched the participant on the provided lists to their CMS data by first name, last name, and birthdate. Any student who did not have a date of birth or student ID was removed from the list. There were 16,690 unique participants with first name, last name and date of birth or student ID across the agency lists. The initial match rate was 90%. There were a few reasons some students did not match. The most common include incorrect birthdate, typo or misspelling in the name (commonly spaces and apostrophes), or the student does not attend a CMS school.[5]

In keeping with ISC policies and procedures, members of the ISC's Data and Research Oversight Committee (DAROC) reviewed the dataset to ensure no individual participant could be identified. DAROC stipulates that any categories with fewer than five participants must be suppressed either by combining it with another category (where logical) or by not reporting it at all. After this stipulation was met, the de-identified dataset was released to Institute researchers who performed analyses using SPSS and SAS statistical software.



[5] ISC does not hold charter school or private school data.

Analysis

All participants with start dates since 2007 were included in the graduation analysis. The other analyses of attendance, suspensions, and academic performance include only students who participated in the 2012-2013 school year. Participants had to have a start date before May 31, 2013 and, if they had one, an exit date after October 1, 2012. With these parameters, 12,040 were included in the year 3 report analysis.

To better understand the relationship between participation in UWCC-funded agencies and student outcomes, two efforts were made:

1. Number of years served by 2012-2013 were added as categories. This allows us to better understand the relationship between student outcomes and "dosage," or time spent in program.
2. A comparison group was created. The comparison group is made up of students at the schools most commonly attended by Collective participants that did not participate in any of the involved agencies. The comparison group was also matched demographically by gender and race/ethnicity.

Though these efforts provide important context, it is important to note that **no causative relationship** can be made. Students who participated in a program multiple years may outperform those served fewer years, but available data does not allow us to conclude that it is because of their participation. Outperforming the comparison group can also not be attributed to participation. Further, just because members of the comparison group were not served by any of the agencies involved in the Collective does not mean they were not served by an agency not involved in this study. These numbers are provided to explore relationships as well as to help understand how Collective Participants compare to their most closely matched peers. Where available, district and state-level data are also included to provide this valuable context.

Data were analyzed for both the year served (2012-2013) and the next school year (2013-2014). Some of the students were likely still served in 2013-2014, however that programmatic data was not available. Therefore, analysis into 2013-2014 seeks to understand how participants did the year after being served. Since the goal of the Collective Initiative is to increase graduation rate over ten years, how students did in subsequent years is important, regardless of if they continued to be served.

Findings

As described in the methodology, after cleaning and matching, 12,040 participants met the parameters of being served in the 2012-2013 school year. This section presents the analysis of the CMS data for these participants. The section is divided into three analyses: Collective, McKinney-Vento Students, and Multi-Agency Participants. All participants were included in the first analysis (Collective). A second analysis of the same indicators was completed for students identified as McKinney-Vento. Finally, the same indicators were also analyzed for multi-program participants. The two latter categories are analyzed with the Collective findings as points of context. Each section begins with an overview of participant demographics then is followed by attendance, suspension, and academic data.

I: Collective

Participant Overview[6]

The **12,040 participants** were distributed across the 14 agencies (Table 1). Communities In Schools served the most students (5550) followed by Right Moves for Youth (1920) and A Child's Place (1109). The list is not mutually exclusive as some students participate in multiple programs.

Table 1. Overview of Collective Participants in 2012-2013

Participants by Agency	Number	Percent
A Child's Place	1109	8.4%
Ada Jenkins Center	114	0.9%
Big Brothers Big Sisters	827	6.3%
Boy Scouts	609	4.6%
Boys and Girls Clubs	741	5.6%
Care Ring	27	0.2%
Charlotte Speech and Hearing Center	64	0.5%
Communities In Schools	5550	42.0%
Council for Children's Rights	571	4.3%
Girl Scouts	682	5.2%
Right Moves for Youth	1920	14.5%
The Urban League	126	1.0%
YMCA	411	3.1%
YWCA	466	3.5%

[6] All demographic data can be found in Appendix A, Tables 13-15.

Gender and Race

The students served by UWCC-funded agencies represent 8.5% of CMS students during the 2012-2013 school year. **While the gender representation is similar, the racial representation differs significantly.**

- 51% of UWCC- funded agency participants were female and 49% were male; CMS served 51% male students and 49% female students in 2012-2013.
- The majority of Collective participants were African American (72.5%), followed by Hispanic (17.8%) and white (5.1%). African Americans also represented the highest percentage of CMS students, 41.7%, followed by 31.6% white and 18.5% Hispanic. Figures 1 and 2 break down the race/ethnicity of Collective participants compared with CMS.

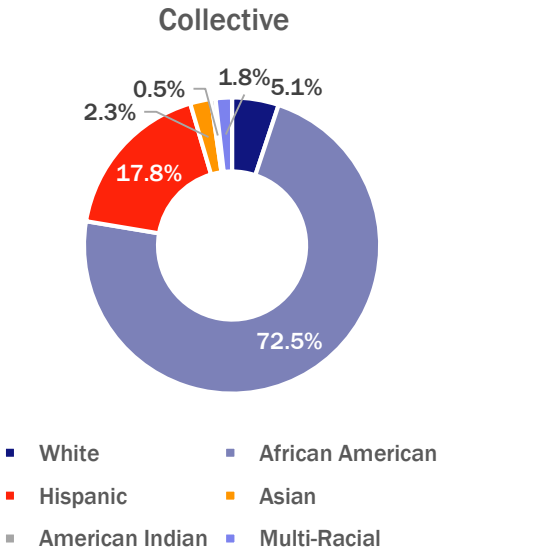


Figure 1. Collective Participants Race/Ethnicity in 2012-2013

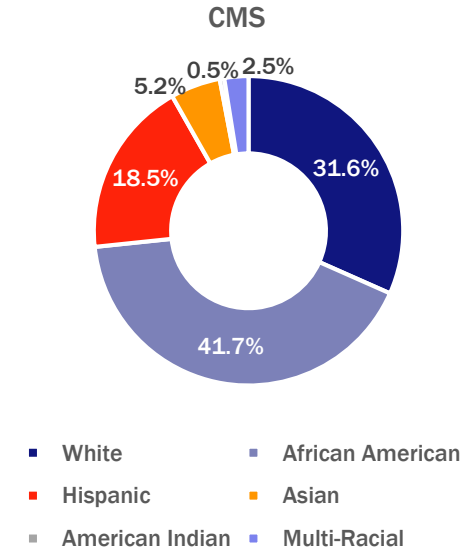


Figure 2. CMS Race/Ethnicity in 2012-2013

UWCC-funded agencies served 14.8% of African American students in CMS during the 2012-2013 school year. The next highest demographics served were American Indian and Hispanic (Figure 3).

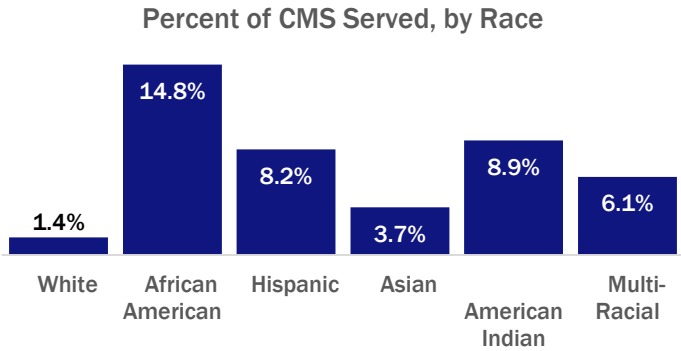


Figure 3. Percent of CMS Served by Race in 2012-2013

Exceptional Child Status

Fifteen percent of Collective participants were identified as EC in the 2012-2013 school year compared to 19.6% of CMS. CMS, however, had a much higher number of academically gifted students. Without the gifted designation, 12% of Collective participants were identified as EC compared to 9.5% of CMS (Figure 4).

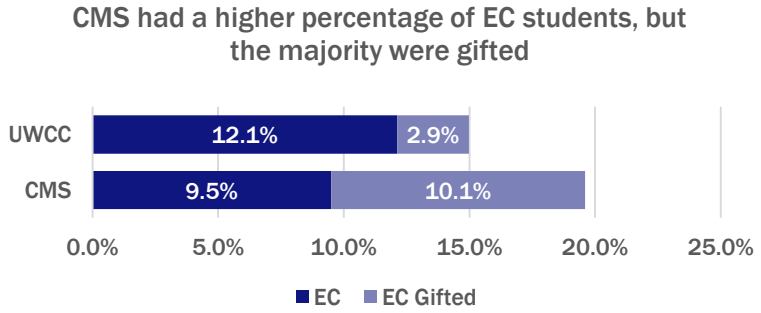


Figure 4. EC Status in 2012-2013

- **6.1%** Specific Learning Disabled — CMS: 3.9%
  - Specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
- **3.4%** "Other" Disability — CMS: 2.9%
  - Disabilities that do not fall into any of the other categories were grouped into an "other" category. These disabilities include: deafness, hearing impaired, multi-handicapped, orthopedically handicapped, speech-language impaired, traumatic brain injury, visually impaired, and other health impaired.
- **2.9%** Gifted — CMS: 10.1%
  - Students can be identified as gifted in math-only, reading-only, or in both.
- **1.8%** Developmental/Intellectual Disability — CMS: 2.3%
  - Developmental / intellectual disability means a severe, chronic disability of an individual that is attributable to a mental or physical impairment, or combination of mental and physical impairment, that results in substantial functional limitations.
- **0.9%** Serious Emotional Disability — CMS: 0.3%
  - Serious Emotional disturbance means a condition exhibiting one or more of the following characteristics that adversely affects a child's educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) Inappropriate types of behavior or feelings under normal circumstances; (d) A general pervasive mood of unhappiness or depression; or (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

English as a Second Language

Five and a half percent of Collective participants receive ESL services compared to 6.3% of CMS.

McKinney-Vento Status

McKinney-Vento (MCV) Status identifies students experiencing homelessness. Of the 12,040 Collective participants, 13.5% were identified as MCV during the 2012-2013 school year[7] compared to 3.6% of CMS. Many students who experience homelessness are never identified as McKinney-Vento; therefore, this figure is likely underreported. A separate analysis of students identified as MCV follows this section.

Grade Level

Collective participants were divided into four grade-level categories: Early Elementary, Late Elementary, Middle School, and High School. Student outcome trends are often grade-level dependent. For example, Early Elementary students are less likely to be suspended than students in other grade-levels.

- Early Elementary consists of kindergarten, first, and second graders. As seen in Figure 5, it represented the smallest portion of students in 2012-2013. Kindergarten had the smallest number of participants with 472 (3.9%).
- Late Elementary consists of third, fourth, and fifth graders. Twenty-one percent of students were in Late Elementary school in the 2012-2013 school year.
- Middle School consists of sixth, seventh, and eighth graders. Just under a third of students were in Middle School.
- High School had the most students, but represents four grade-levels: ninth, tenth, eleventh, and twelfth. Ninth graders were the most represented grade-level: 1527 (12.7%) participants served in 2012-2013.

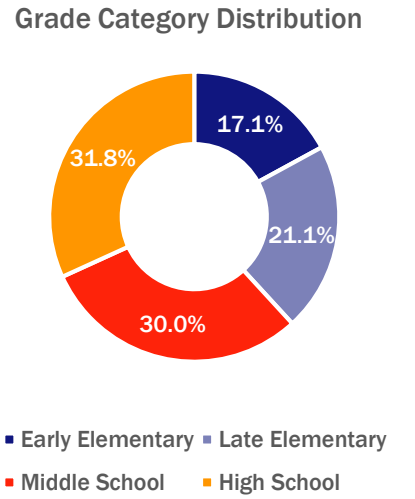


Figure 5. Grade Category in 2012-2013

[7] McKinney-Vento beginning and end dates were used to determine status. Included students had a beginning date before June 2013 and end date after September 2012.

Years Served

To better understand the contribution of UWCC-funded agency programs, how many years a student received services from at least one agency was determined. With the exception of Early Elementary, which only had two categories due to the young age of participants, participants were grouped into one of three categories: 1-2 years, 3-4 years, and 5+ years. This was based on the start and, if applicable, end date provided by each agency. Figure 6 shows the percentage of participants who fell into each category by grade-level. As expected, older students have participated in agency programming for more years than younger students.

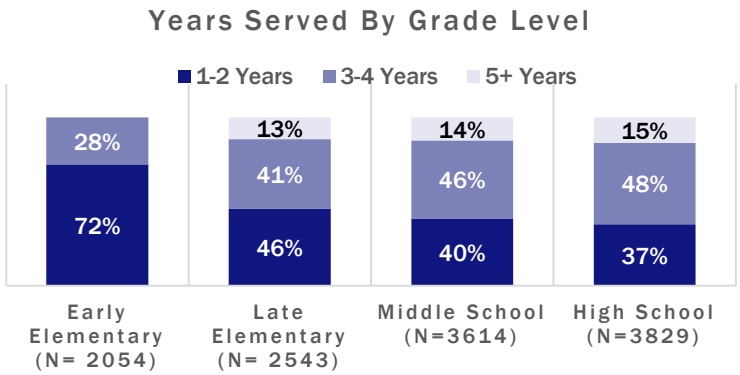


Figure 6. Years Served by Grade-Level

Beyond age, there are some other important differences of note between the students who fall into the 1-2 years, 3-4 years, and 5+ years categories. As seen in Table 2, a higher percentage of Hispanic students were served 5+ years. The largest difference, however, is across McKinney-Vento. Over 20% of students served 1-2 years were identified as MCV compared to just 4.1% of students served 5+ years.

Table 2. Demographics by Years Served

	1-2 Years		3-4 Years		5+ Years	
Gender						
Female	2643	48.1%	2761	53.9%	736	51.6%
Male	2850	51.9%	2360	46.1%	690	48.4%
Race/Ethnicity						
African American	4132	75.2%	3699	72.2%	903	63.3%
Hispanic	820	14.9%	931	18.2%	393	27.6%
White	322	5.9%	250	4.9%	41	2.9%
Other	116	3.9%	156	3.1%	89	6.2%
Misc. Identifications						
McKinney Vento	1268	23.1%	305	6.0%	59	4.1%
EC	779	14.2%	778	15.2%	247	17.3%
Receives ESL Services	311	5.7%	262	5.1%	91	6.4%

Schools Attended

Title I School

Title I Schools serve a high proportion of low-income students. In CMS, this was defined as at least 75% of the student population identified as economically disadvantaged.

A high percentage of Collective participants attended Title I schools. In CMS, 62, or 37%, of schools were considered Title I in 2012-2013.[8] **Title I schools served approximately 33% of CMS students, but 68.3% of Collective participants.**

Project LIFT School

Project LIFT (Leadership & Investment for Transformation) is a public-private partnership serving West Charlotte High School and its feeder schools: Allenbrook Elementary, Ashley Park PreK-8 School, Bruns Academy, Druid Hills Academy, Ranson IB Middle School, Statesville Road Elementary, Thomasboro Academy, and Walter G. Byers School. All Project LIFT schools are Title I.

In 2012-2013, **2,391 Collective participants (19.9%) attended a Project LIFT school.** UWCC-funded agencies served over one-third (33.6%) of Project LIFT students.

Schools

In the 2012-2013 school year, participants attended 157 CMS schools. The schools most commonly attended were categorized by elementary, middle, and high school.[9] Elementary School participants attended 101 different schools. Over one-third attended one of the top 10 listed in Table 3 below.

Table 3. Top 10 Elementary Schools Attended

Elementary Schools	Number of Students	Percent of Elementary
Rama Road Elementary	204	4.4%
Albemarle Road Elementary	184	4.0%
Billingsville Elementary	179	3.9%
Thomasboro Academy	174	3.8%
Walter G Byers School	172	3.7%
Hidden Valley Elementary	167	3.6%
Druid Hills Academy	165	3.6%
Bruns Academy	165	3.6%
Reid Park Academy	148	3.2%
Winterfield Elementary	135	2.9%
All Other (91) Schools	2904	63.19%

[8] Based on 40th day Average Daily Membership data (October 2012).

[9] Students in K-8 schools were divided into K-5 and 6-8, so some schools appear on both the Elementary and Middle lists.

Middle School participants attended 47 different schools. Nearly half of middle school students attended one of the top 10 schools listed below. The other 50.5% were distributed amongst the other 37 schools, which includes K-8 schools.

Table 4. Top 10 Middle Schools Attended

Middle Schools	Number of Students	Percent of Middle
Ranson Middle	276	7.6%
McClintock Middle	203	5.6%
Coulwood Middle	195	5.4%
Albemarle Road Middle	186	5.2%
Martin Luther King, Jr. Middle	171	4.7%
Sedgefield Middle	162	4.5%
Cochrane Collegiate	157	4.3%
Whitewater Middle	150	4.2%
Bruns Academy	146	4.0%
Reid Park Academy	144	4.0%
All Other (37) Schools	1824	50.5%

High School participants attended 34 different schools. The vast majority, nearly 75%, attended one of the top 10 listed below. West Charlotte High had the highest number of Collective participants with 486. In addition to being used for the creation of the comparison group, data on the top 5 high schools are used as comparison points in the graduation section of this report.

Table 5. Top 10 High Schools Attended

High Schools	Number of Students	Percent of High
West Charlotte High	486	12.7%
West Mecklenburg High	354	9.3%
Garinger High	298	7.8%
East Mecklenburg High	296	7.7%
Harding University High	290	7.6%
Vance High	251	6.6%
Phillip O Berry Academy of Technology	248	6.5%
Independence High	235	6.1%
South Mecklenburg High	216	5.6%
Myers Park High	180	4.7%
All Other (24) Schools	975	25.5%

Note on Comparison Group

Care was taken to create comparison groups for each age grouping. In addition to being drawn from the most attended elementary, middle, and high schools in 2012-2013, comparison group students were also drawn from seven K-8 schools: Bruns Academy, Druid Hills Academy, Walter G Byers School, Reid Park Academy, Thomasboro Academy, Westerly Hills Academy, and Ashley Park Pre-K – 8 School; as well as the following secondary schools (6 - 12): Cochrane Collegiate Academy and Hawthorne High School. The comparison group was also closely matched in terms of gender and race: approximately 51% are male and 49% are female; and approximately 70% are African American, 19% are Hispanic, and 6% are white.

Though the comparison group was pulled from the most attended schools and matched in terms of gender and race/ethnicity, **the Collective participants were still more vulnerable**. Even though the comparison group also attended high need schools and are more vulnerable than the population of CMS, numerous UWCC-funded agencies only serve the most vulnerable students in these schools. For example, an agency may not get involved unless a child is identified by the school as a drop-out risk or as McKinney-Vento; over 13% of the Collective participants were identified as McKinney-Vento in 2012-2013 compared to 5.2% of the comparison group. The comparison group does, however, provide better context than CMS as a whole.

Attendance

Based on the findings of the year two report, the Collective agencies and UWCC took up the charge to improve student attendance. An attendance taskforce has been formed and events are being planned for Attendance Awareness Month in September 2015.

Relationships have been found between poor attendance and the following indicators: academic performance, soft-skills (e.g. perseverance), on-time promotion, dropout rates, high school graduation, and college completion.[10] Of particular importance are students who are chronically absent, which is defined as missing 10% or more of the school year.

Given the Collective's ultimate goal of improving the high school graduation rate, the relationship between attendance and graduation is pertinent. A study that utilized the data of over 3.4 million tenth-graders during the 2001-2002 school year found that students with 10 or more absences were three times more likely to drop out of high school, even though they had already made it to tenth grade.[11] A study seeking to identify early predictors of dropping out found that absenteeism could be used as an indicator as early as 6th grade.[12]

Improving attendance is particularly important among the Collective participant population. Research demonstrates that low-income students are more likely to be chronically absent, which exacerbates the achievement gap, also referred to as the 'opportunity to learn' gap. Absenteeism has been shown to have a greater impact on low-income students because their families lack the resources to make-up the lost time.[13] Further, a study using a nationally representative data set found that chronic absence in

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[10] Ginsburg, A., Jordan, P., & Chang, H. (2014). Absences Add Up: How School Attendance Influences Student Success. *Attendance Works.* Retrieved from: http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/09/Absenses-Add-Up_September-3rd-2014.pdf

[11] Balfanz, R. & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data.* Baltimore: Johns Hopkins University Center for Social Organization of Schools. Retrieved from: http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf

[12] Balfanz, R., Herzog, L., & Mac Iver D. (2007). Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions. *Educational Psychologist, 42*(4), 223-235. Retrieved from: http://new.every1graduates.org/wp-content/uploads/2012/03/preventing_student_disengagement.pdf

[13] Ready, D. (2010). Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure. *Sociology of Education, 83*(4), 271-286. Retrieved from: http://www.attendancecounts.org/wordpress/wp-content/uploads/2010/04/Ready-2010-2.pdf

kindergarten was not only associated with lower academic performance in first grade, but that the impact was twice as great for low-income families.[14]

Attendance, therefore, is an appropriate indicator to trigger early intervention.[15] This is where community programs, such as those provided by the Collective agencies can make an impact. This section explores average days absent and chronic absenteeism for the 2012-2013 and 2013-2014 school years. Where available, aggregate CMS data are used in addition to the comparison group to help inform the discussion around impacting absenteeism.

Average Absences[16]

In the 2012-2013 school year, Collective participants averaged 11.8 days absent compared to 10.3 days for the comparison group and 9.1 days for CMS.[17] As seen in Figure 7, Late Elementary students averaged the fewest number of days absent for the Collective and comparison group, while High School students averaged the most. This was not the case for CMS, where Middle School students experienced the most days absent.

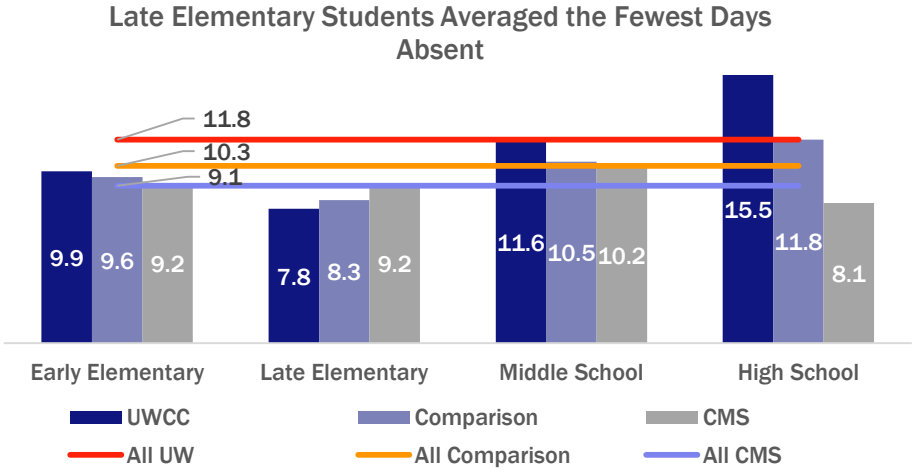

Figure 7. Average Absences in 2012-2013 School Year

[14] Balfanz, R. & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data.* Baltimore: Johns Hopkins University Center for Social Organization of Schools.

[15] Chang, H. & Romero, M. (2008). Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. *National Center for Children in Poverty.* Retrieved from: http://www.nccp.org/publications/pdf/text_837.pdf

[16] All absenteeism data is available in Appendix A, Tables 16-19.

[17] The CMS average is calculated using publicly available data. Since this is aggregate school-level data, early and late elementary could not be distinguished. Further, in order to not skew the data, only schools that fall into a single category were included (e.g. K-8 schools were not included as they would likely lower the Middle School average and raise the Elementary School average). The CMS-wide figure includes all schools (Appendix A, Table 17).

Delving deeper into the Collective data, we find that students who participated in an UWCC-funded agency program for more years averaged fewer days absent in each grade-level category. As seen in Figure 8, students who participated 1-2 years averaged more days absent than students who participated 3-4 years or 5+ years. This finding was most pronounced for High School students.

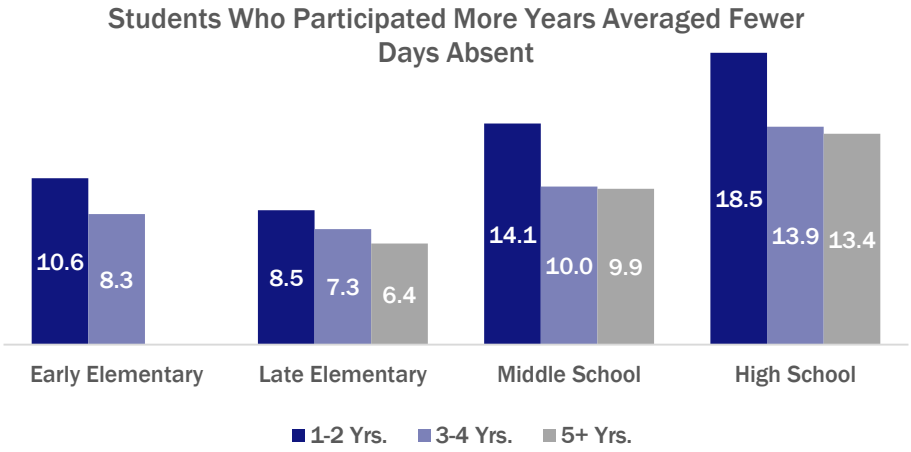

Figure 8. Average Days Absent in 2012-2013 by Years Served

Further, students who had attended a program 3-4 years or 5+ years averaged fewer days absent than the comparison group. As demonstrated by the Middle School data in Figure 9, multi-year Elementary and Middle School participants also averaged fewer days absent than CMS. High School students, even those who participated 5+ years however, still averaged more (see Appendix A, Table 16).

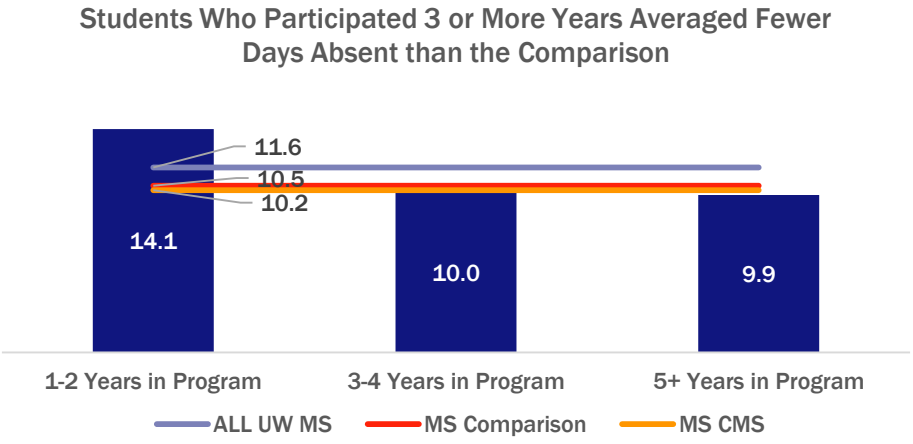

Figure 9. Average Days Absent of Middle School Students by Years Served

The above trends persisted into the 2013-2014 school year: Late Elementary Students averaged the fewest days absent for both the UWCC-funded agency served students and comparison group (Figure 10). For CMS, however, High School students averaged the least days absent in 2013-2014.

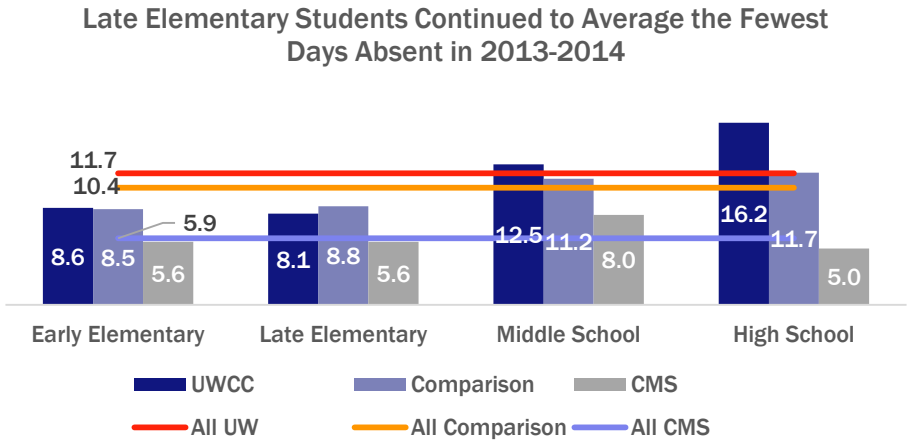

Figure 10. Average Absences in 2013-2014 School Year

Additionally, with the exception of High School, students who participated in an UWCC-funded agency program for more years averaged fewer days absent in 2013-2014 than those who participated 1-2 years or the comparison group, as demonstrated by Late Elementary data in Figure 11. In 2013-2014, all grade categories averaged more days absent than CMS.

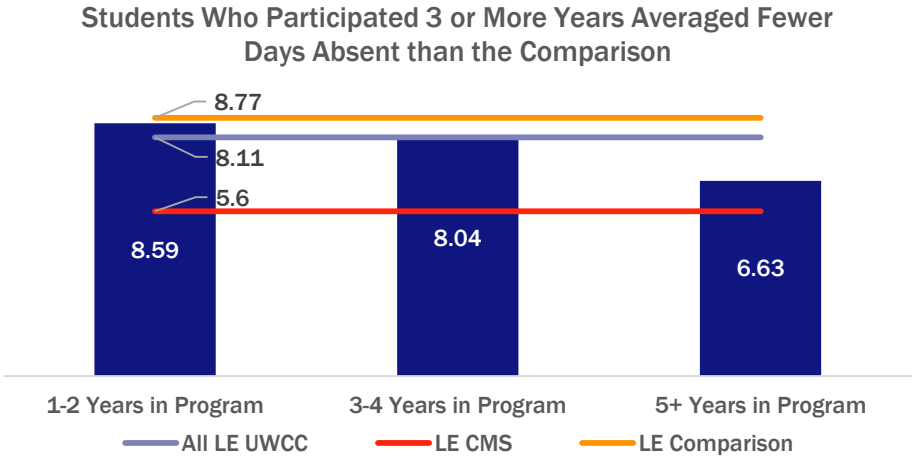

Figure 11. Average Days Absent for Late Elementary Students in 2013-2014 by Years Served

In order to track how the same groups of students progressed, students remained in their 2012–2013 grade-level categorization in 2013–2014. Students who were categorized as Early Elementary in 2012–2013 decreased their average absences by 1.3 days (Figure 12). This decrease was expected as research shows that absences tend to decrease as Early Elementary students transition into older grades.[18]

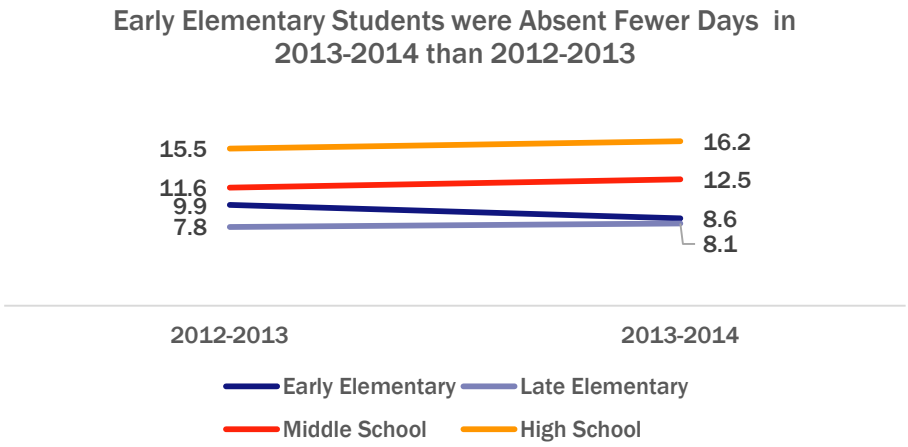

Figure 12. Change in Average Days Absent By 2012-2013 Grade Categorization

The trends in Figure 12 held true for the years served analysis as well. All categories of participation decreased for Early Elementary and all increased for Late Elementary and Middle School. One category of High School participants did decrease (1–2 years). Even with the increases and decreases, the students who participated for more years still averaged fewer days absent, as demonstrated in the Late Elementary data in Figure 13.

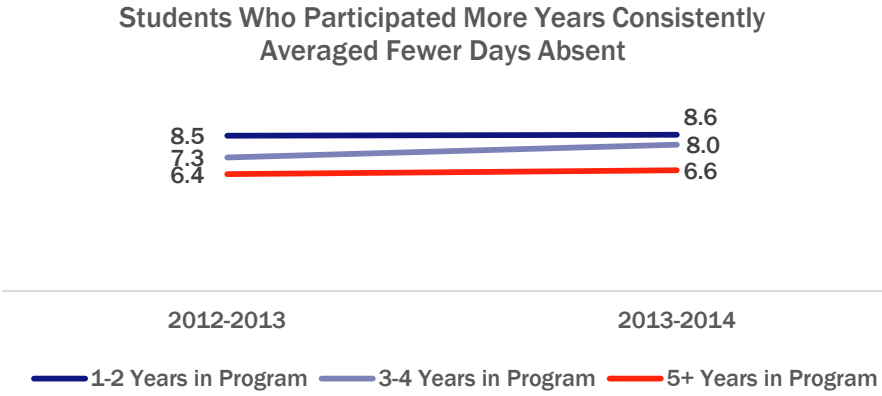

Figure 13. Change in Average Days Absent for Late Elementary Students

[18] Balfanz, R. & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data.* Baltimore: Johns Hopkins University Center for Social Organization of Schools.

Chronic Absenteeism

Chronic Absenteeism is defined as missing 10% or more of the school year. Due to data limitations, any student who was absent for 18 or more days was considered chronically absent as opposed to a 10% calculation. Chronic absenteeism may therefore be underreported because some students may have not been enrolled the entire school year, lowering their threshold for chronic absenteeism (e.g. if a student is enrolled for 100 days, they are considered chronically absent if they miss 10 days). In order to facilitate direct comparison, the comparison and CMS chronic absenteeism rates were calculated the same way.

In the 2012-2013 school year, 19.0% of Collective Participants were chronically absent compared to 15.1% of the comparison group and 10.3% of CMS.[19] Trends in chronic absenteeism mirror trends identified for average absences. Late Elementary students were the least likely to be chronically absent and High School students were the most likely to be (Figure 14). With the exception of Late Elementary, Collective participants had a higher percentage of students chronically absent than the comparison group.

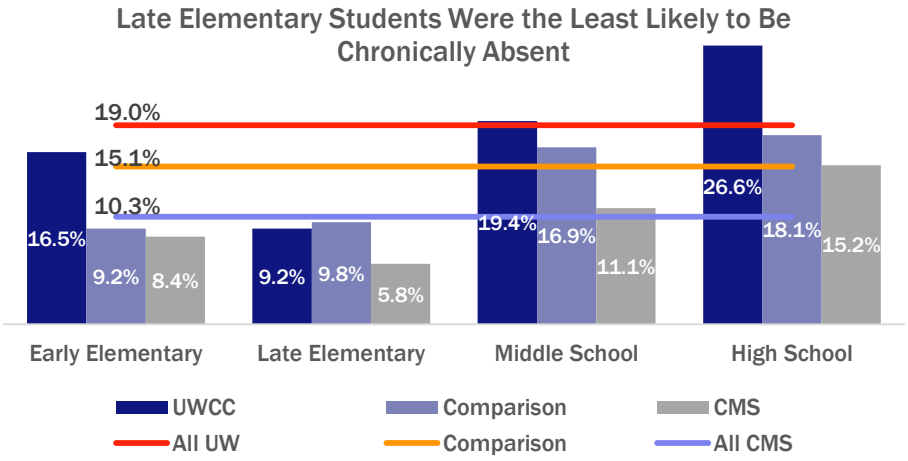

Figure 14. Percent Chronically Absent in 2012-2013 School Year

Collective participants had nearly double the chronic absenteeism rate as the rest of CMS in both 2012-2013 and 2013-2014.

[19] The CMS data are from an aggregate data pull from the ISC Community Database. For purposes of comparison, chronic absenteeism was operationalized the same way as for the collective and comparison data: 18 or more days absent.

As with days absent, further analysis found that students who participated in an UWCC-funded agency program for more years were less likely to be chronically absent in all grade-level categories (Figure 15).

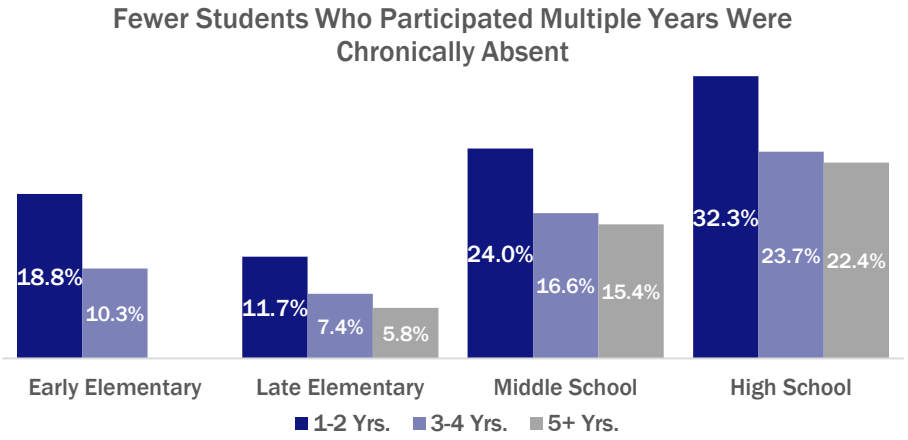

Figure 15. Percent Chronically Absent in 2012-2013 by Years Served

Further, with the exception of High School, fewer students who had attended a program 3-4 years or 5+ years were chronically absent than the comparison group. Figure 16 demonstrates this trend among Middle School students.

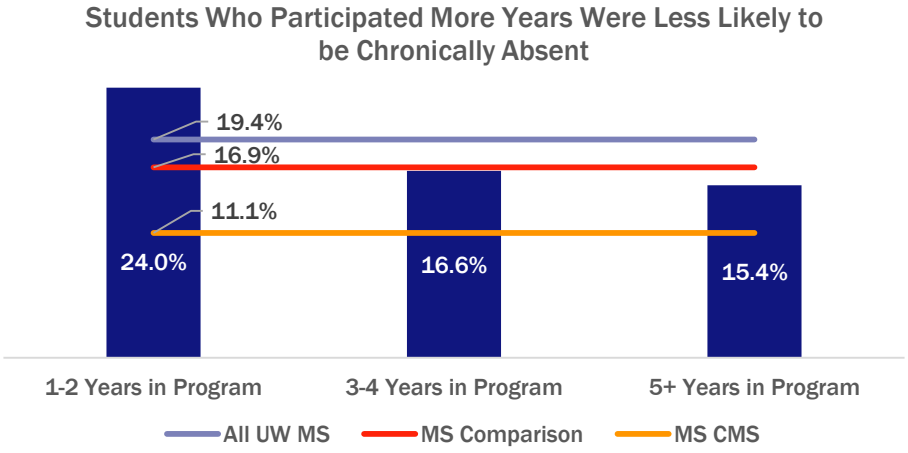

Figure 16. Percent Chronically Absent for Middle School Students in 2012-2013 by Years Served

Unlike with average absences, no category of Collective participants had a smaller percentage of students chronically absent than the grade-level CMS percentage. Late Elementary students who participated 5+ years did equal to CMS, however (Appendix A, Table 16).

The trends identified above continued into the 2013-2014 school year:

1. Even with an increase, Late Elementary students were the least likely to be chronically absent (Figure 17).

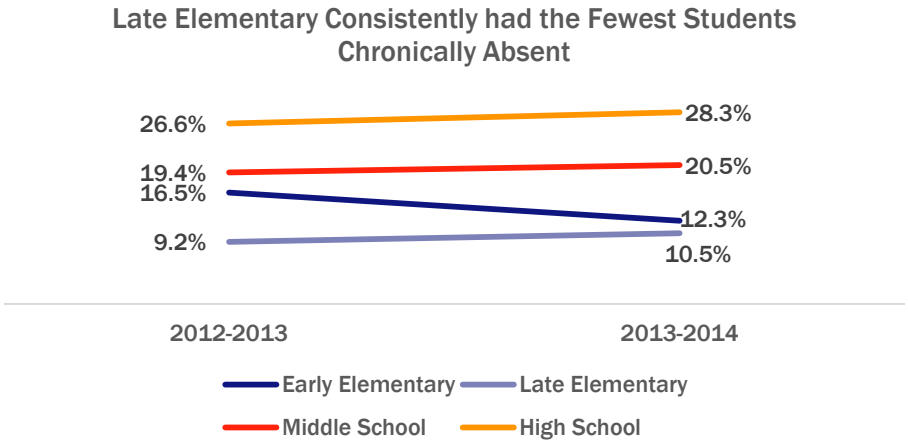

Figure 17. Change in Percent Chronically Absent

2. With the exception of a slightly higher percentage of chronically absent 5+ year participants in the High School category, students who participated for more years were still less likely to be chronically absent in each grade category as evidenced by the Late Elementary data in Figure 18.

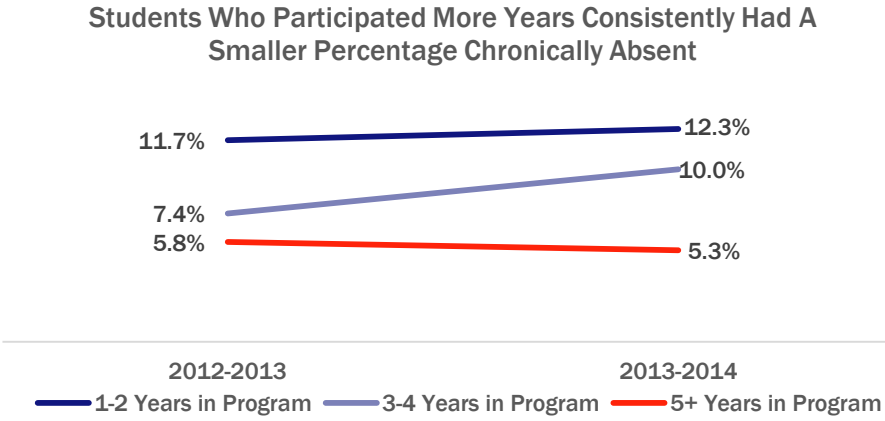

Figure 18. Change in Percent Chronically Absent for Late Elementary Students

3. The comparison group continued to have a smaller percentage chronically absent in 2013-2014. However, the gap decreased (Figure 19).

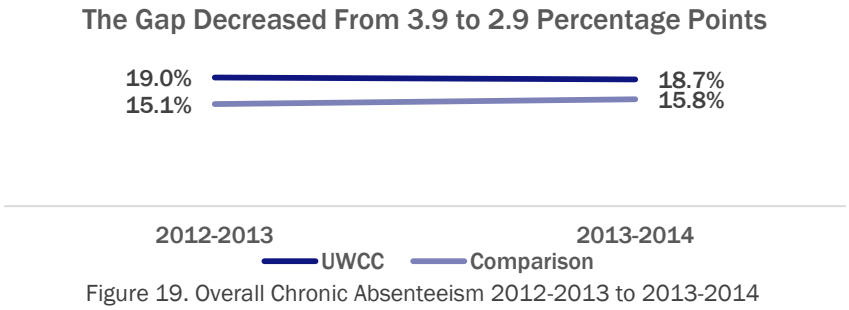

Figure 19. Overall Chronic Absenteeism 2012-2013 to 2013-2014

Student-Level Chronic Absenteeism[20]

To better understand how students experience chronic absenteeism, the following analyses considered student-level change in chronic absenteeism between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: not chronically absent either year (less than 18 absences in both 2012-2013 and 2013-2014), chronically absent to not chronically absent (18 or more absences in 2012-2013 and less than 18 in 2013-2014), not chronically absent to chronically absent (less than 18 absences in 2012-2013 and 18 or more in 2013-2014), and chronically absent both years (more than 18 absences in both 2012-2013 and 2013-2014).

As seen in Figure 20, the majority of students were not chronically absent in either year. This figure illustrates that chronic absenteeism tends to be the same students every year for students served by UWCC-funded agencies and students in the comparison group. Of the approximately 2,300 chronically absent Collective participants in 2012-2013, nearly half were also chronically absent in 2013-2014.

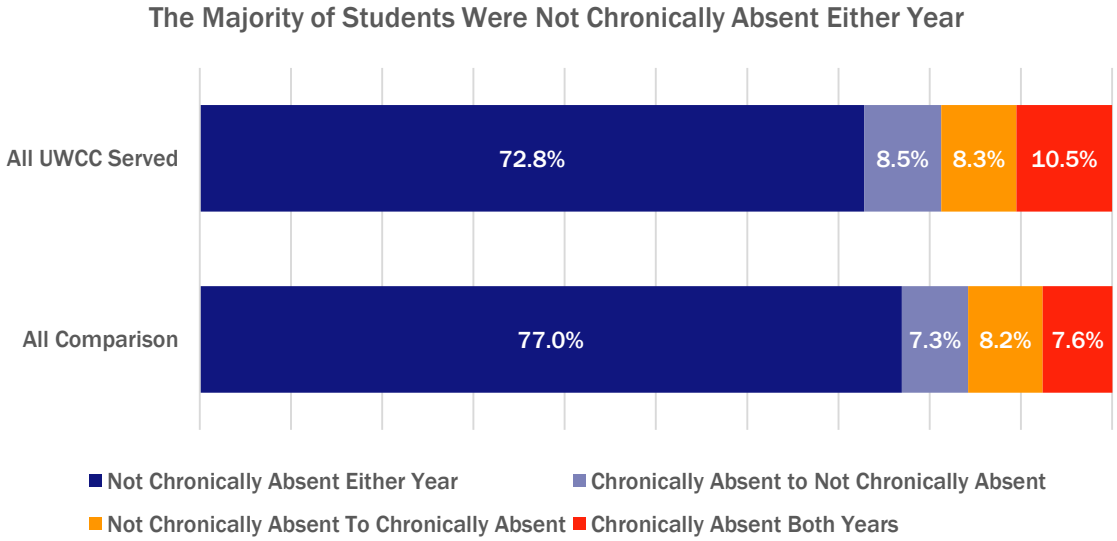

Figure 20. Change in Student-Level Chronic Absenteeism 2012-2013 to 2013-2014

Though more Collective participants were chronically absent than the comparison group, a higher percentage of Collective participants transitioned from chronically absent in 2012-2013 to not chronically absent in 2013-2014 in all grade-level categories. This helps explain the closing of the chronic absenteeism gap between the Collective participants and comparison group from the 2012-2013 to 2013-2014 school years shown in Figure 19.

[20] A CMS comparison point is not available for this section because individual-level data is required for this analysis.

Consistent with earlier trends, Late Elementary students were the least likely to be chronically absent. Figure 21 presents the percentage of students who were chronically absent in both the 2012-2013 and 2013-2014 school years. Only 3.9% of Late Elementary Collective participants were chronically absent both school years, which was less than the comparison group. High School participants, however, nearly doubled the comparison group and had a very high percentage of students chronically absent both years.

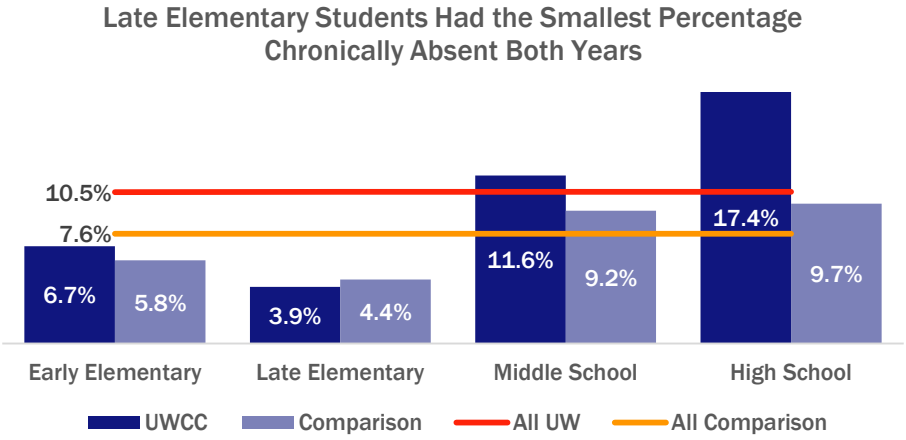

Figure 21. Percent of Students Chronically Absent Both Years

Earlier, Figure 16 demonstrated that students who participated more years were less likely to be chronically absent than both the students who had participated 1-2 years and the comparison group. As demonstrated with the Late Elementary data in Figure 22, multi-year participants were also less likely to be chronically absent in both analyzed school years. In fact, it is the 3-4 year and 5+ year participants that lowered the Late Elementary Collective average to below the comparison group's average of 4.4% as 5.1% of 1-2 year participants were chronically absent both years.

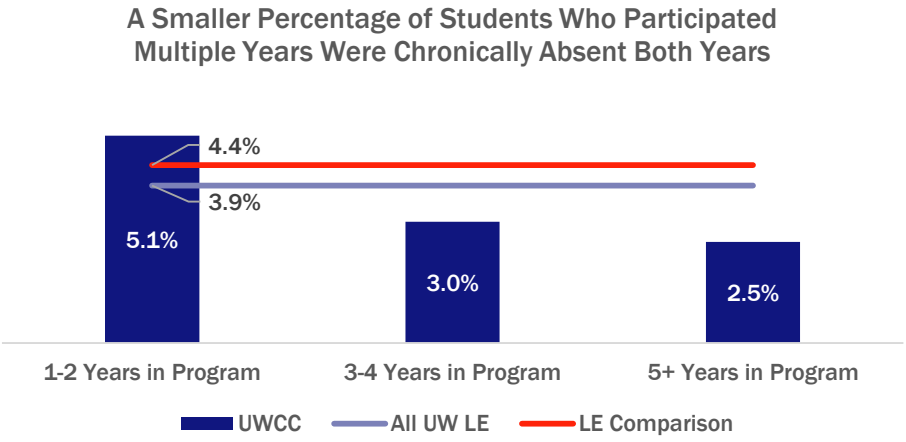

Figure 22. Percent of Late Elementary Students Chronically Absent Both Years By Years Served

Suspensions

Out-of-school (OSS) suspension is a disciplinary action defined as the removal of a student from the school environment.[21] While there are typically guidelines in place for behavior that constitutes receiving OSS, school administrators have discretion in using suspension as a disciplinary action, and suspension rates vary widely across schools and districts. Out-of-school suspensions are typically lowest in the elementary grades and the highest rates during the middle grades.[22]

Schools that serve a high percentage of children from high poverty backgrounds typically have higher suspension rates than schools that serve less economically disadvantaged students.[23] Further, findings indicate that disciplinary actions, particularly OSS, are applied inequitably: students of color and with disabilities are disproportionately suspended from school.[24] Black male students are the most likely to be suspended.[25] An important finding for the Collective, as 35.3% of agency participants are black males.

The more days students are suspended the greater the likelihood they will perform poorly on achievement tests.[26] Students that are suspended once are more likely to experience subsequent suspensions.[27] Experiencing a suspension is highly correlated with school failure, and is a strong predictor of dropping out for all students.[28] Students that are suspended are more likely to subsequently display negative or delinquent behavior, perform worse academically, participate in criminal activity and substance abuse, and are less likely to graduate on time.[29]

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[21] Mendez, L. M. R., Knoff, H. M., & Ferron, J. M. (2002). School demographic variables and out-of-school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district. *Psychology in the Schools*, *39*(3), 259-277.

[22] Losen, D. J., & Martinez, T. E. (2013). Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools. *Civil Rights Project/Proyecto Derechos Civiles*.

[23] Ibid.

[24] Losen, D. J., & Gillespie, J. (2012). Opportunities suspended: The disparate impact of disciplinary exclusion from school. *Civil Rights Project/Proyecto Derechos Civiles*.

[25] Ibid.

[26] Arcia, E. (2006). Achievement and enrollment status of suspended students' outcomes in a large, multicultural school district. *Education and Urban Society*,*38* (3), 359-369.

[27] Mendez, L. M. R., & Knoff, H. M. (2003). Who gets suspended from school and why: A demographic analysis of schools and disciplinary infractions in a large school district. *Education and Treatment of Children*, 30-51.

[28] Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children*, *34*(2), 167-192.

[29] American Academy of Pediatrics. Committee on School Health.(2003) Out-of-school suspension and expulsion. *Pediatrics*, *112*(5), 1206-1209.; Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children*, *34*(2), 167-192.

Suspension Data[30]

It is important to note that each day suspended also counts as an absence, so the suspension data presented contributes to the absence and chronic absenteeism data already presented in this report.

In the 2012-2013 school year, Collective participants averaged 2.00 days suspended compared to 1.28 days for the comparison group and 0.62 for CMS. As seen in Figure 23, Early Elementary students averaged the fewest days suspended, while Middle School averaged the most.

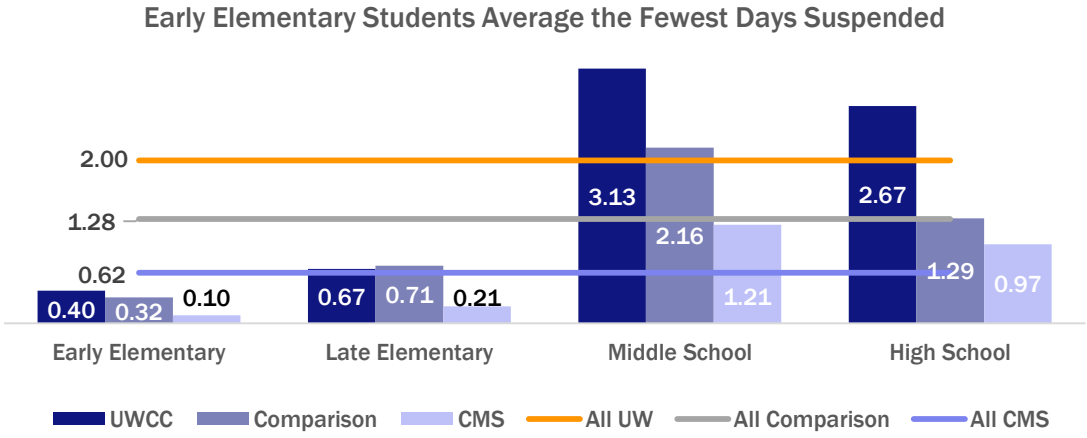

Figure 23. Average Days Suspended in 2012-2013 School Year

The averages presented in Figure 23 include all of the students who have no suspensions, which was over 75% of Collective participants and 80% of the comparison group. To gain further insight into how suspension affects students, an average was calculated for just students that had been suspended. Figure 24 presents the average days suspended for these students in 2012-2013.

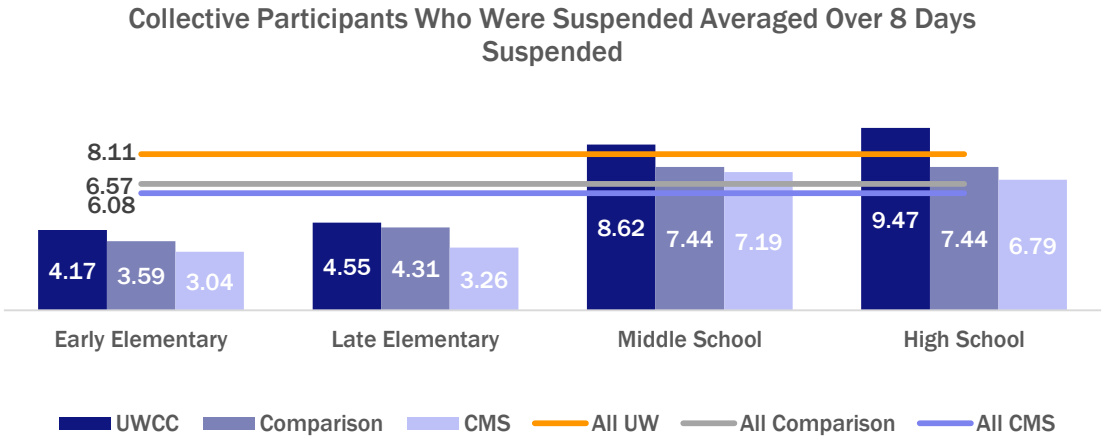

Figure 24. Average Days Suspended for Suspended Students in 2012-2013 School Year

[30] All suspension data can be found in Appendix A, Tables 20 and 22. CMS raw data can be found in Table 21.

The data presented in Figure 23 mask the impact of suspensions on students and, subsequently, their school attendance. In total, Early Elementary students averaged less than a half a day suspended, but when considering just those who were suspended, they averaged over four days. Across all grade-levels, the 25% of Collective participants who were suspended missed, on average, over eight days of school due to suspension.

The percentage of students who had a least one suspension is presented in Figure 25. Though just 9.6% of Early Elementary students were suspended for the 4.17 days seen in Figure 24 that equates to 197 students in grades K – 2. For suspended 3rd-5th graders, the 14.8% represents 376 students that averaged 4.55 days of missed school. Over a third of middle school students, or 1,314, averaged 8.62 days suspended.

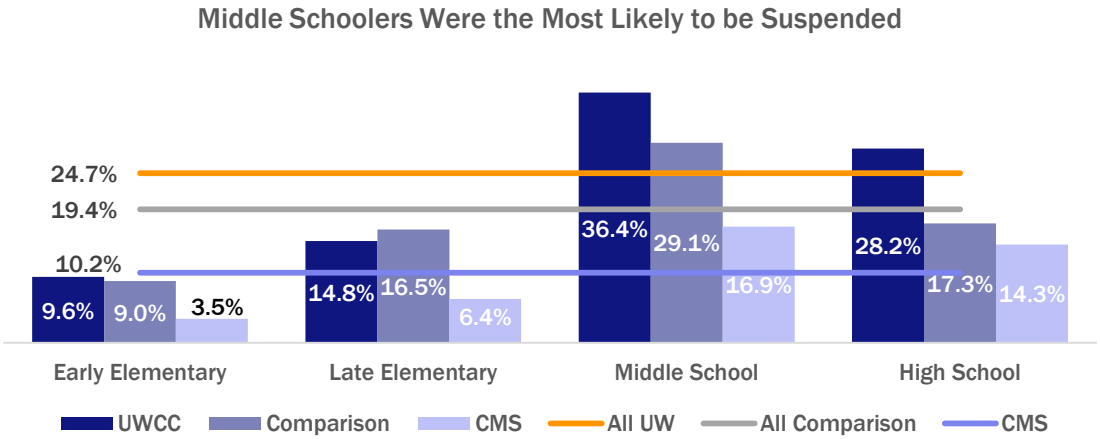

Figure 25. Percentage of Students Suspended in the 2012-2013 School Year

Though a smaller percentage of High School students were suspended than Middle School students, 1,080 were suspended an average of 9.47 days. If the suspended High School students were enrolled the entire school year, just their suspensions would account for half the days they could be absent before they were considered chronically absent at 18 days.

Analysis into years served found that students who participated in UWCC-funded agency programs for more years were less likely to be suspended. As seen in Figure 26, both categories of Early Elementary had approximately 9.6% of participants suspended. For the other categories, a higher percentage of 1-2 year participants were suspended than either 3-4 year or 5+ year participants. The most pronounced difference was between Middle School participants: a 14 percentage point difference was found between 1-2 year and 5+ year participants.

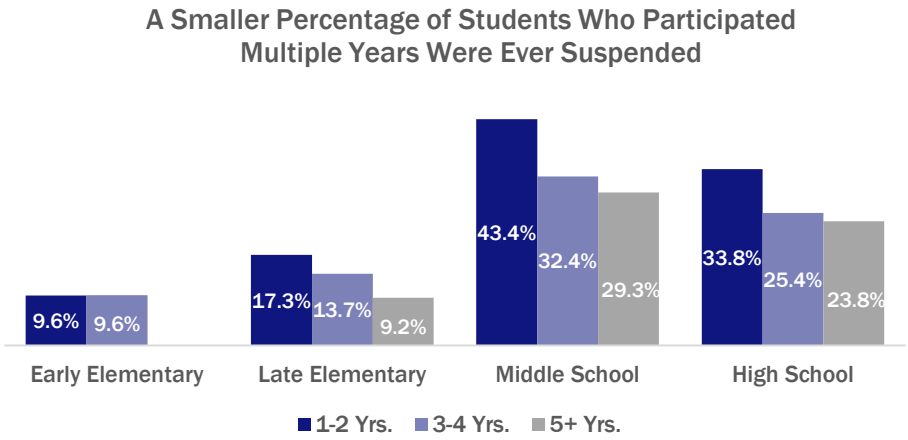

Figure 26. Percent Suspended in 2012-2013 by Years Served

Students who participated more years also averaged fewer days suspended both when those with zero suspensions were and were not included, with a minor exception.[31]

As with attendance, students were categorized by the grade-level they were in for 2012-2013 when 2013-2014 data were analyzed so that the students would be in the same category. The same trends identified above continued into 2013-2014: Early Elementary students averaged the fewest days suspended, Middle School had the highest percentage of students suspended, High School averaged the most days suspended for students who had been suspended, and students who participated more years averaged fewer days suspended and a smaller percentage suspended than their 1-2 year counterparts in nearly all cases.

[31] The average days suspended for Late Elementary students that had been suspended were slightly higher (less than half of one day) for students who participated 3-4 and 5+ years than 1-2 years (Appendix A, Table 20).

Between 2012-2013 and 2013-2014 a higher percentage of Elementary School students (both Early and Late) and a smaller percentage of Middle and High School experienced at least one suspension (Figure 27). With the exception of Early Elementary though, the average days suspended for suspended students increased in all grade categories (Figure 28).

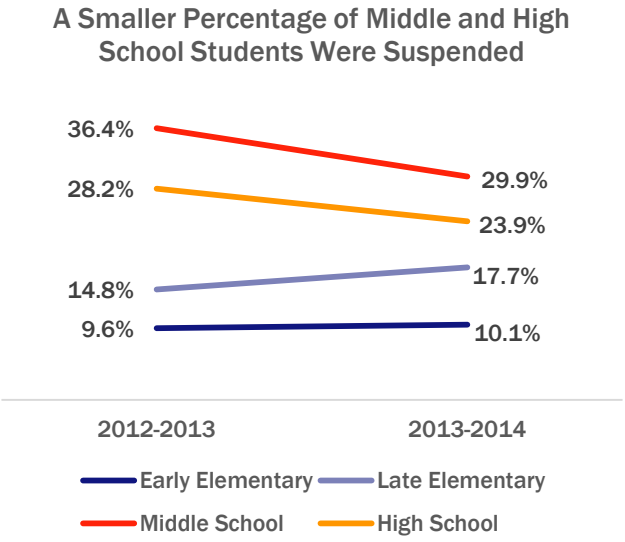

Figure 27. Change in Percent Experiencing Suspension

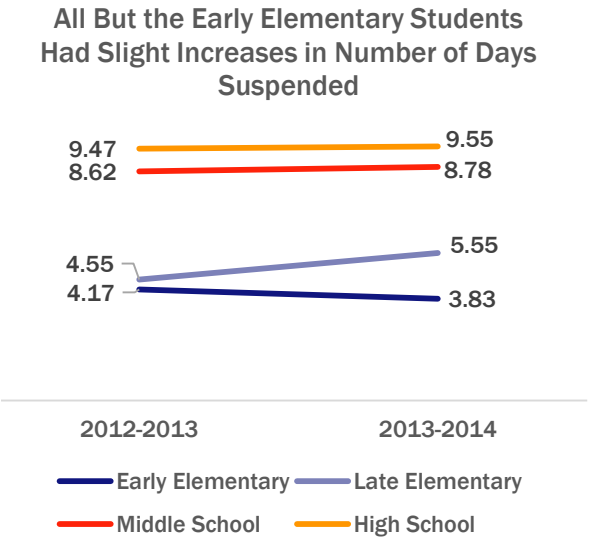

Figure 28. Change in Average Days Suspended

Figure 27 and 28 demonstrate that even though a smaller percentage of Middle and High School students were suspended in 2013-2014, those that were suspended were, on average, suspended for more days. Overall, however, the percentage and numbers of days suspended decreased for Collective participants. Further, Collective participants began to close the gap between themselves and the comparison group in all categories (average days suspended with and without zero suspensions and percent suspended). The gap closed the most for average days suspended among suspended students, decreasing from a 1.54 day difference to a 0.73 day difference (Figure 29).

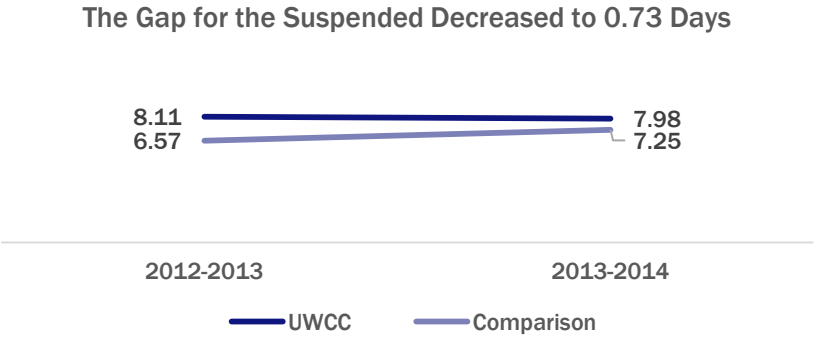

Figure 29. Average Days Suspended Among Suspended

Student-Level Suspension

The following analyses considered student-level change in suspension between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: no suspensions either year, suspension to no suspension, no suspension to suspension, and suspended both years. As seen in Figure 30, the majority of Collective participants and comparison group members were not suspended either year.

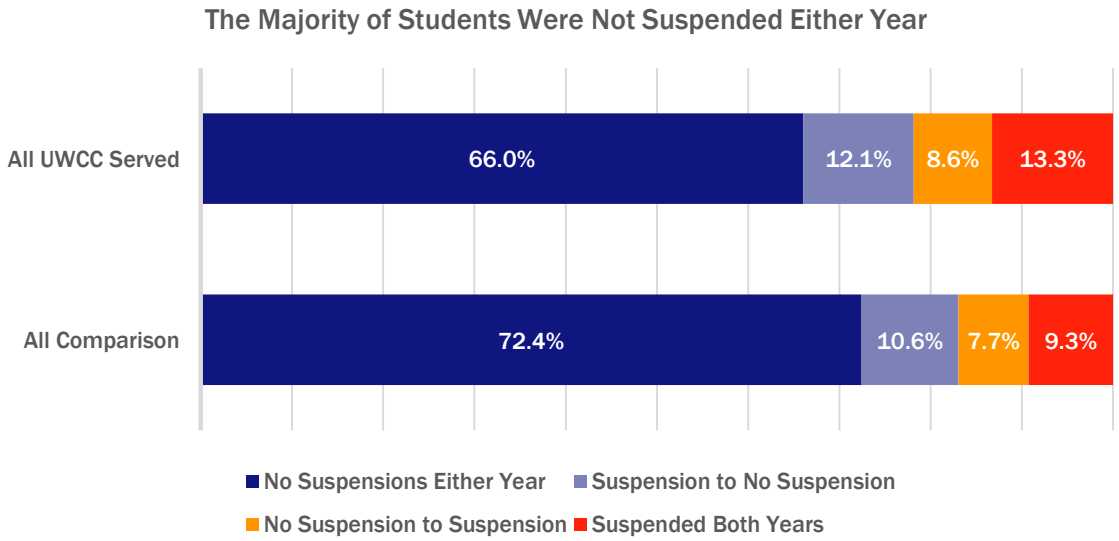

Figure 30. Change in Student-Level Suspension 2012-2013 to 2013-2014

Though a higher percentage of Collective participants were suspended at some point than the comparison group, a higher percentage of Collective participants transitioned from suspension in 2012-2013 to no suspensions in 2013-2014. These figures help explain the narrowing of the gap between the two groups in 2013-2014.

Consistent with suspension trends, Early Elementary students were the least likely to be suspended. Figure 31 presents the percentage of students who were suspended in both the 2012-2013 and 2013-2014 school years. Only 4.1% of Early Elementary students were suspended both years, but over 20% of Middle School students were suspended both years.

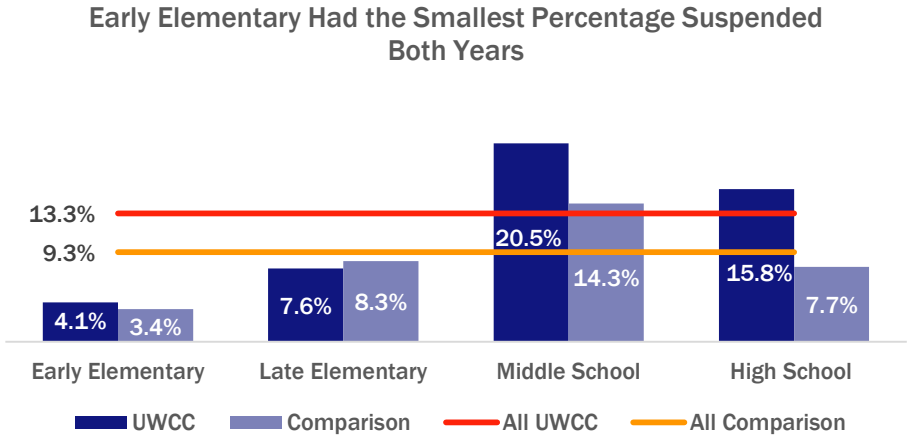

Figure 31. Percent of Students Suspended Both Years

A smaller percentage of multi-year participants were suspended both years across all grade categories. As demonstrated by the Middle School data in Figure 32, a smaller percentage of 5+ year participants were suspended than 3-4 year or 1-2 year. A higher percentage of Middle and High School participants, however, were suspended both years than the comparison group, regardless of how many years they participated.

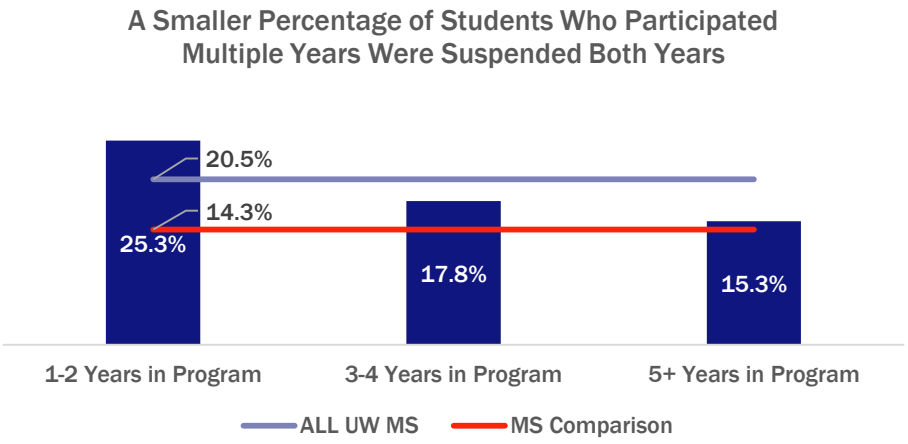

Figure 32. Percent of Middle School Students Suspended Both Years By Years Served

Academics[32]

Testing

The state of North Carolina adopted the Common Core State Standards in 2010 for English language arts and math. The Common Core State Standards were fully implemented for the 2012-2013 school year.[33] The state of North Carolina administers End-of-Grade Tests in math and reading comprehension for grades 3-8 and science for grades 5-8. End-of-Course Tests are given to assess subject knowledge and are given for Math I, Biology, and English II.[34] This section presents the proficiency rates for the reading and mathematics exams aggregated by grade-level categories and years served. In 2012-2013, a level of 3 or 4 was considered proficient. Starting in 2013-2014, a level of 3, 4, or 5 is considered proficient and 4 and 5 is considered "College and Career Ready."

Reading (Grades 3-8)

Third Grade Reading

The transition between second and third grade is an important developmental shift, and third grade becomes the time when many children transition from learning to read, to reading to learn. For this reason, 3rd grade reading proficiency is a critical metric for predicting success. 96% of third graders who are proficient readers graduate from high school on time.[35] Struggling readers rarely catch up, and are four times more likely to drop out of high school than peers who are reading on grade level by 3rd grade.[36]

In 2012, NC legislatures passed the "Read to Achieve" legislation, which requires all third graders demonstrate proficiency in reading before promotion to fourth grade. Proficiency is determined by students earning a 3 or 4 (or 5, starting in 2013-2014) on the End of Grade reading exam. If students do not pass the exam, there are four exemptions that can lead to promotion: 1) Limited English Proficiency students, 2) Students with disabilities with alternate assessments as indicated by their Personal Education Plan (PEP), 3) Students who demonstrate proficiency through a student reading portfolio, and 4) Students who have received reading intervention and have been retained more than once between kindergarten

[32] All academic data can be found in Appendix A, Tables 23 – 29.

[33] North Carolina Department of Public Instruction. (2015). NC Common Core Explained. Retrieved from http://www.ncpublicschools.org/core-explained/

[34] North Carolina Department of Public Instruction. (2015). North Carolina Testing Program. Retrieved from http://www.ncpublicschools.org/accountability/testing/

[35] Hernandez, D. J. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. *Annie E. Casey Foundation*.

[36] Ibid.

and third grade. If students do not meet the required EOG score or fall under any of the exemptions, they can also be enrolled in a Summer Reading Camp.[37]

While there are multiple ways to demonstrate reading proficiency, the only data point available for this report is proficiency on the EOG exam.

In 2012-2013, 746 students served by UWCC-funded agencies took the 3rd grade reading EOG exam. Twenty-one percent were proficient, nearly identical to the comparison group, but less than half the proficiency of CMS and the state (Figure 32).

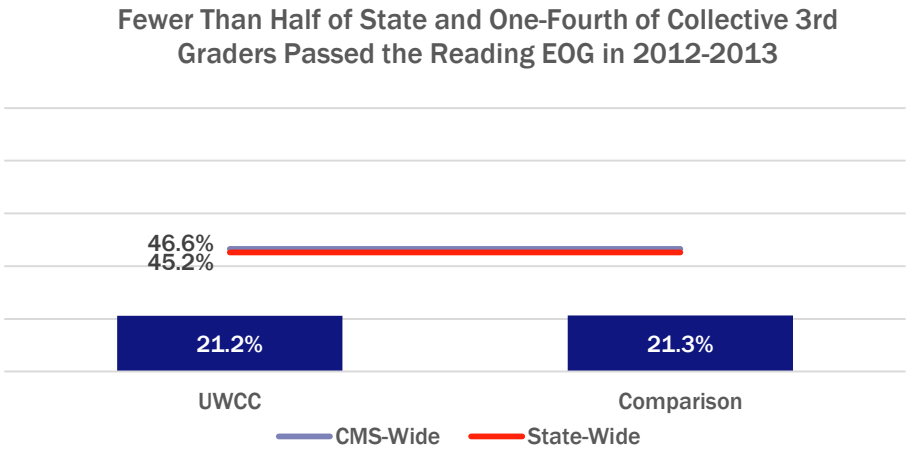

Figure 32. 2012-2013 3rd Grade Reading Proficiency

Though Collective participants had a pass rate of just 21.2%, this rate is higher than the top five elementary schools participants attended (identified in Table 2): Rama Road Elementary (15.9%), Albermarle Road Elementary (19.9%), Billingsville Elementary (19.7%), Thomasboro Academy (9.6%), and Walter G. Byers School (14.8%).

[37] North Carolina Department of Public Instruction. (2014). North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-142 Section 7A and House Bill 230. Retrieved from http://www.cms.k12.nc.us/parents/Read%20to%20Achieve/Read%20to%20Achieve%20Guidebook%202015-03-05.pdf

Reading (Grades 3-8)

In the 2012–2013 school year, over 5,500 students served by UWCC-funded agencies took an end-of-grade reading test. About one-fifth of Late Elementary and one-quarter of Middle School students passed their test (Figure 33).

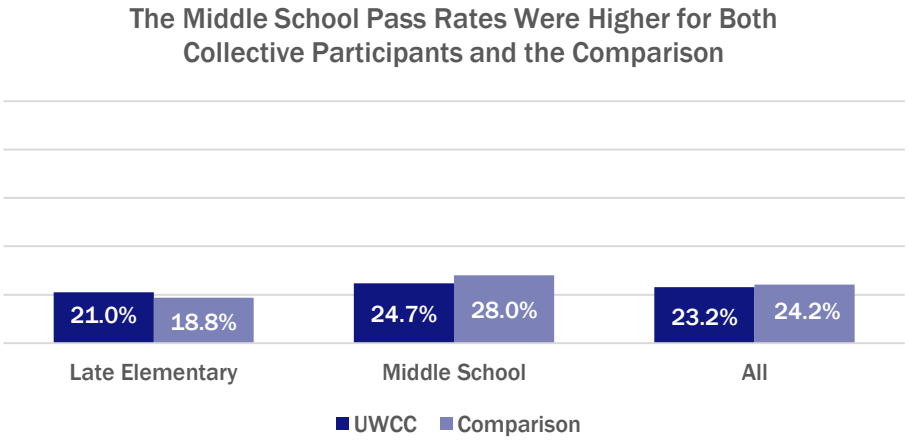

Figure 33. 2012-2013 Reading EOG Pass Rates

As illustrated by the Middle School data below, students who participated for more years had a higher pass rate than students served fewer years and the comparison group (Figure 34).

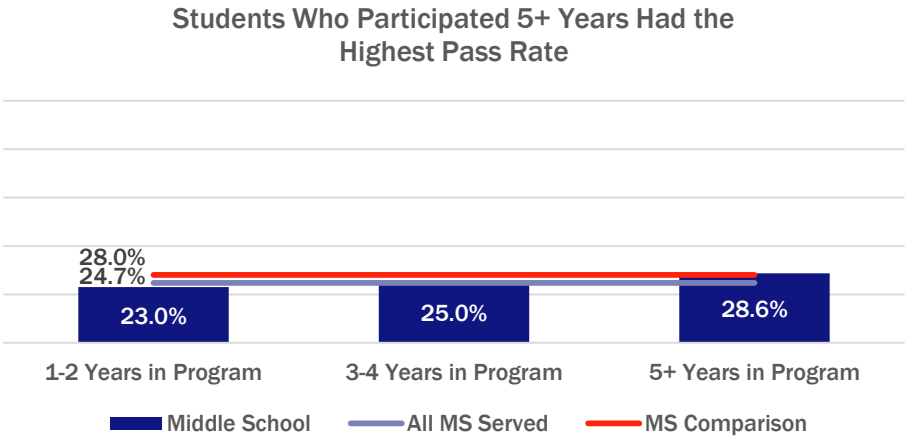

Figure 34. 2012-2013 Reading EOG Middle School Pass Rate by Years Served

Though students who participated more years had a higher pass rate, they fell far below CMS and the state pass rates. Collective participants in grades three through eight had approximately half the pass rate of CMS and 20 percentage points lower than the state. The pass rate was, however, just 5.5 percentage points lower than the pass rate for economically-disadvantaged students in CMS (Figure 35).

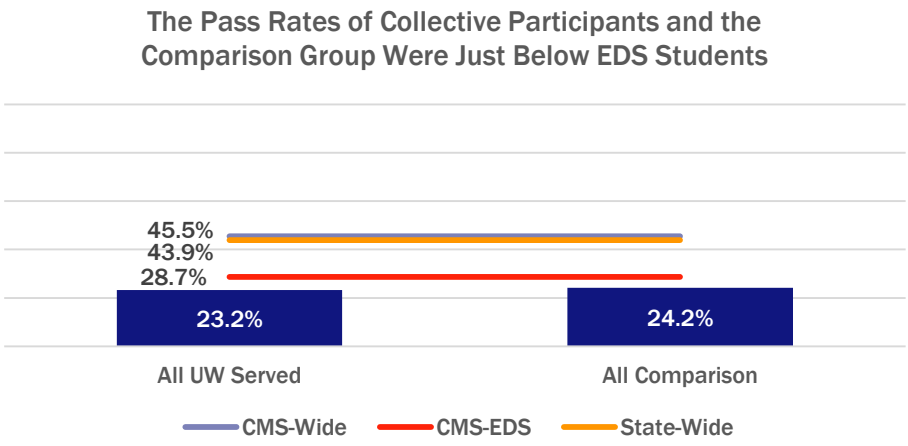

Figure 35. 2012-2013 Reading EOG Pass Rates Compared to CMS & State

In 2013-2014, the pass rates rose across the board. Figure 36 presents the increase in pass rates for Collective participants. There was a 10 percentage point increase in Collective participants (Late Elementary and Middle School) who were proficient on the reading EOG test (Figure 36).

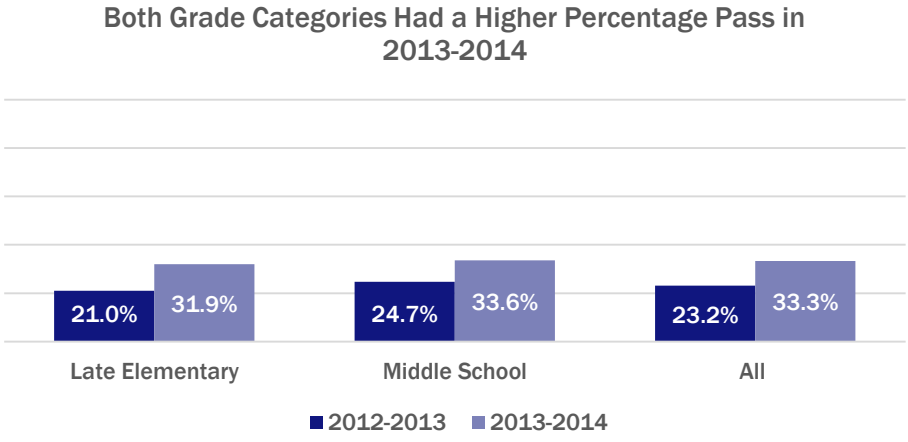

Figure 36. Change in Reading EOG Pass Rates (2012-2013 to 2013-2014)

Though Collective rates increased, the rates still fell below the proficiency rates of CMS and EDS students in CMS, which were 56.8% and 40.9%, respectively. The aggregate state proficiency is not available for 2013-2014.

English II

All High School students take the English II End-of-Course exam, typically in the 10th grade. In 2012-2013, 680 students served by UWCC-funded agencies took the exam. The pass rate for Collective participants was considerably below all other comparison points (Figure 37).

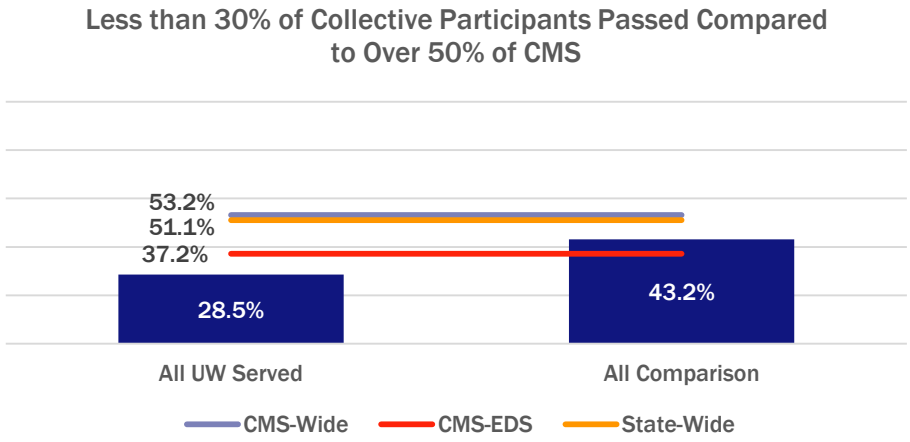

Figure 37. 2012-2013 English II Pass Rates Compared to CMS & State

In the case of English II, there were no patterns based on the number of years served. Students served 1-2 years had a pass rate of 32.3% compared to a much lower pass rate of 22.5% among 3-4 year participants and a similar pass rate of 31.5% for students participating 5+ years.

In 2013-2014, improvements were seen across the board (Figure 38). Improvements were also seen for CMS and the state: CMS and CMS-EDS and the state had rates of 67.1%, 53.1%, and 61.2%, respectively.

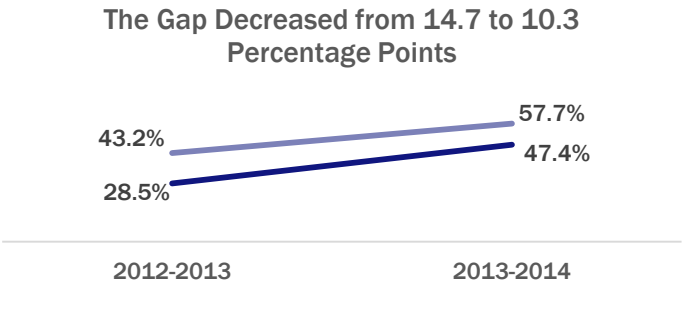

Figure 38. Change in English II Pass Rate

Mathematics (Grades 3-8)

In the 2012-2013 school year, over 5,600 students served by UWCC-funded agencies took an end-of-grade math test. About one-quarter of Collective participants passed (Figure 39).

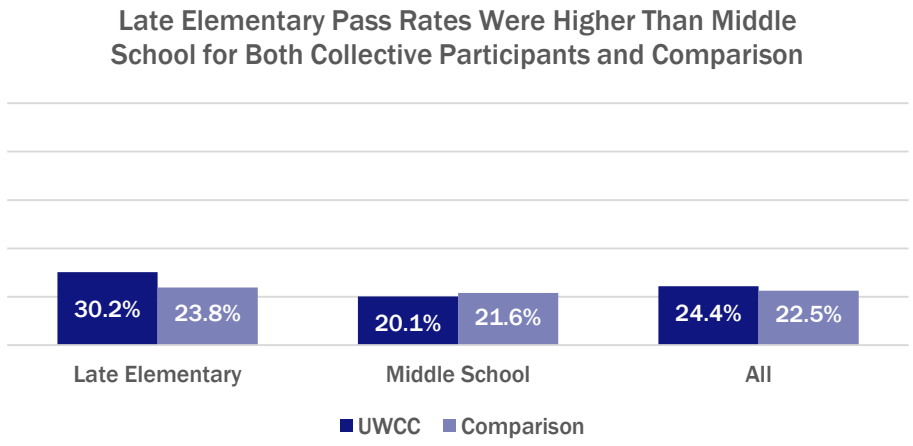

Figure 39. 2012-2013 Math EOG Pass Rates

The proficiency rate across the different years served did not vary greatly for the Middle School group: 18.8% for 1-2 year participants, 21.4% for 3-4 year participants, and 19.4% for 5+ years. Larger variation was seen among the different Late Elementary groupings (Figure 40). In the case of Late Elementary, all categories of year served outperformed the comparison group.

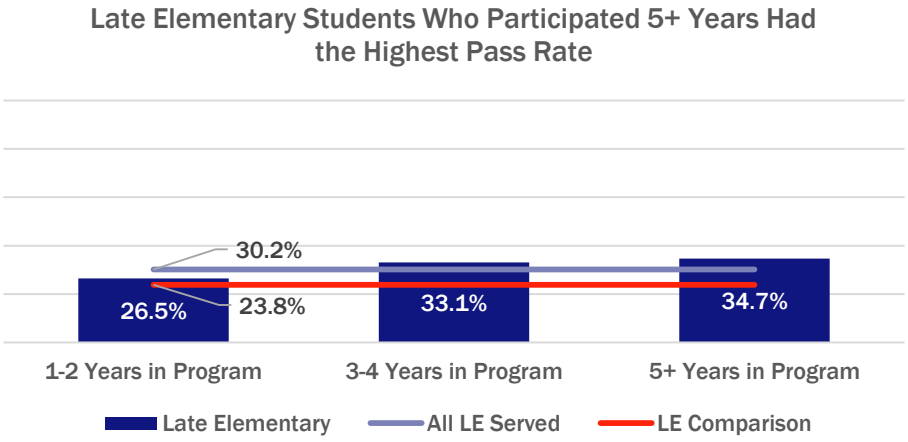

Figure 40. 2012-2013 Math EOG Late Elementary Pass Rates by Years Served

As with the reading EOG, though students who participated more years had a higher pass rate, they still fell below the district and state pass rates. Late Elementary Collective participants did, however, have a slightly higher proficiency rate than EDS students across CMS (Figure 41).

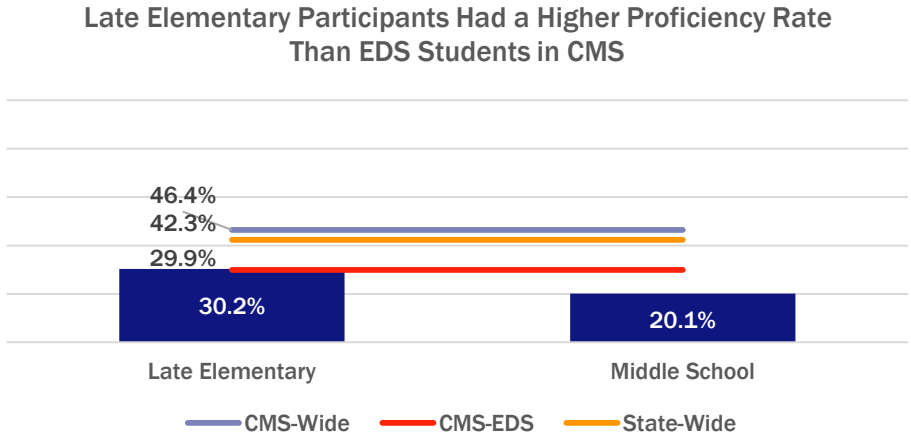

Figure 41. 2012-2013 Math EOG Pass Rates Compared to CMS & State

In 2013-2014, the pass rates rose across the board. There was an 8.3 percentage point increase in Collective participants who were proficient on the math EOG test (Figure 42).

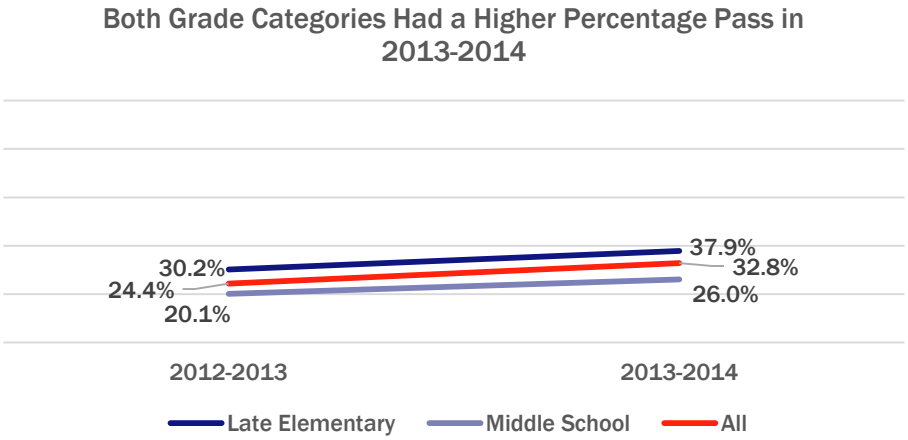

Figure 42. Change in Math EOG Pass Rates (2012-2013 to 2013-2014)

Improvements were also seen for CMS and CMS-EDS: rates were 55.7% and 40.2%, respectively. The aggregate state proficiency is not available for 2013-2014.

Math I

Unlike the English II exam, the Math I exam can be taken in Middle School or High School. In 2012–2013, 186 Middle School and 1,034 High School students served by UWCC-funded agencies took the Math I exam. The overall pass rate was 20.7%, but this differed greatly between grade categories. As only advanced students take Math I in Middle School, the pass rate tends to be much higher. As seen in Figure 43, this was the case for the comparison group as well.

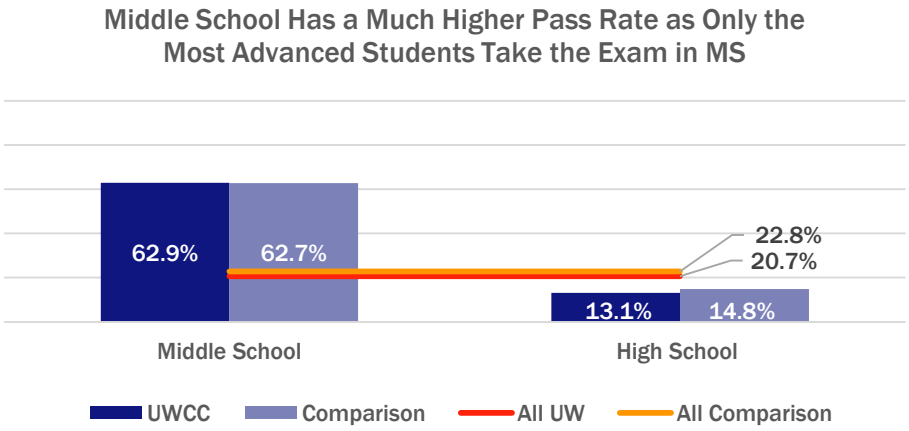

Figure 43. 2012-2013 Math I Pass Rate

The publicly available data from the district and state does not delineate between Middle School and High School students who take the Math I exam. The pass rate for CMS, CMS-EDS, and the state were all considerably above the High School rate and overall rate for Collective participants but below the Middle School rate (Figure 44).

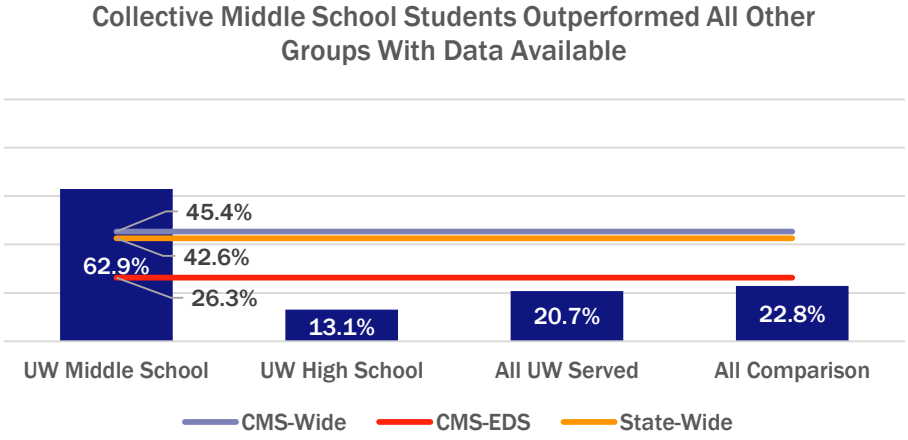

Figure 44. 2012-2013 Math I Pass Rate Compared to CMS and State

There were significant increases in pass rates between 2012-2013 and 2013-2014 for all grade categories of Collective participants (Figure 45).

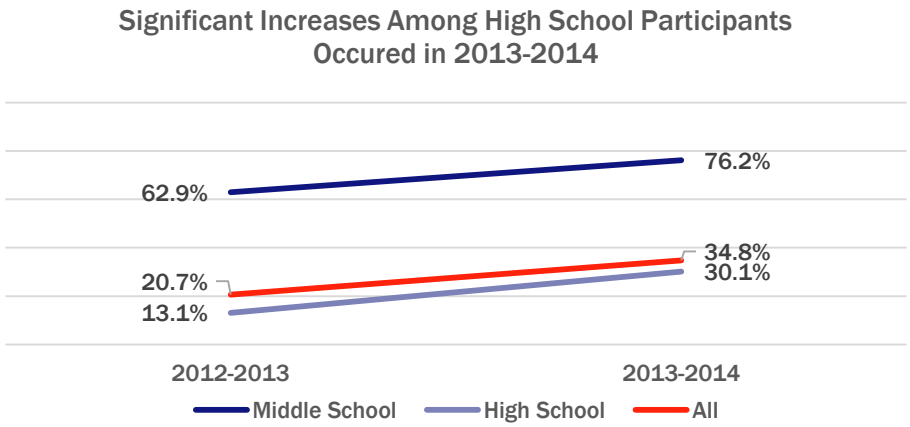

Figure 45. Change in Math I Pass Rates Among Collective Participants

Improvements were also seen for CMS and the state. Rates for CMS, CMS-EDS and the state were 63.8%, 46.1%, and 60.0%, respectively.

Student-Level Proficiency[38]

The following analyses considered student-level change in proficiency between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: passed both years, failed in 2012-2013 then passed in 2013-2014, passed in 2012-2013 then failed in 2013-2014, and failed both years.

In both reading and math (Figures 46 and 47), the majority of students failed their exam both years. Across the board, though, we have seen increases in proficiency between 2012-2013 and 2013-2014. This is reflected in both figures below. While 15.2% of Collective participants moved from failing to passing their reading exam, only 4.5% passed in 2012-2013 then failed in 2013-2014.

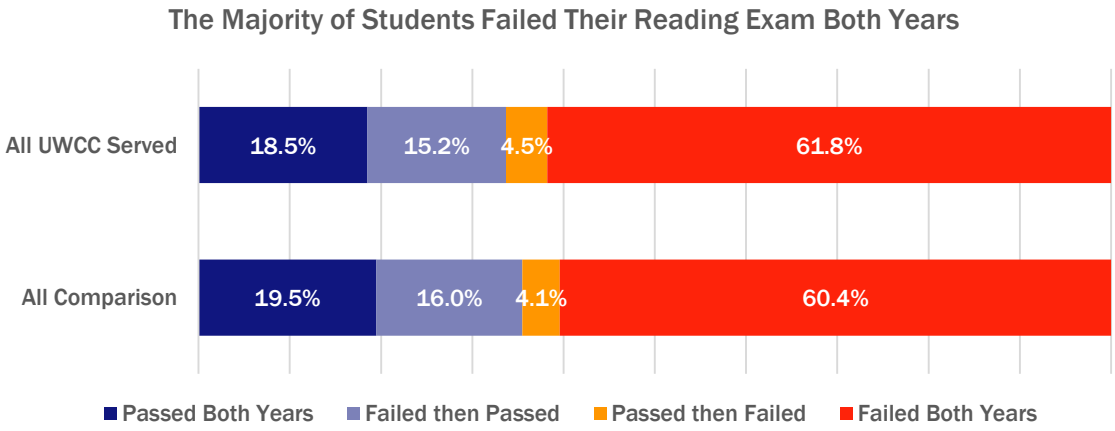

Figure 46. Change in Student-Level Reading Proficiency

Similarly, 12.7% of Collective participants moved from failing to passing their math exam and only 4.5% changed from passing in 2012-2013 to failing in 2013-2014.

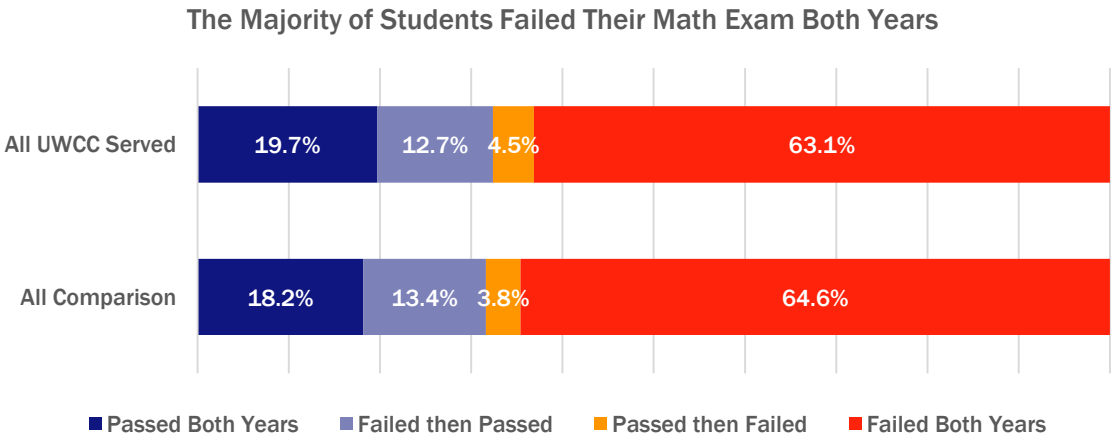

Figure 47. Change in Student-Level Math Proficiency

[38] Consistent differences were not seen between grade-levels or years served.

Impact of Chronic Absenteeism on Academics

With the increased focus on absenteeism, particularly chronic absenteeism, efforts were made to investigate the impact of attendance on academics.

Across all grade levels, students that were chronically absent in 2012-2013 had lower proficiency rates in both reading and math than students who were not chronically absent. As seen in Figure 48, this was the case for every grade-level for the Collective and the comparison group. For Collective participants, the math proficiency rate for not chronically absent students was nearly three times the proficiency rate of chronically absent students.

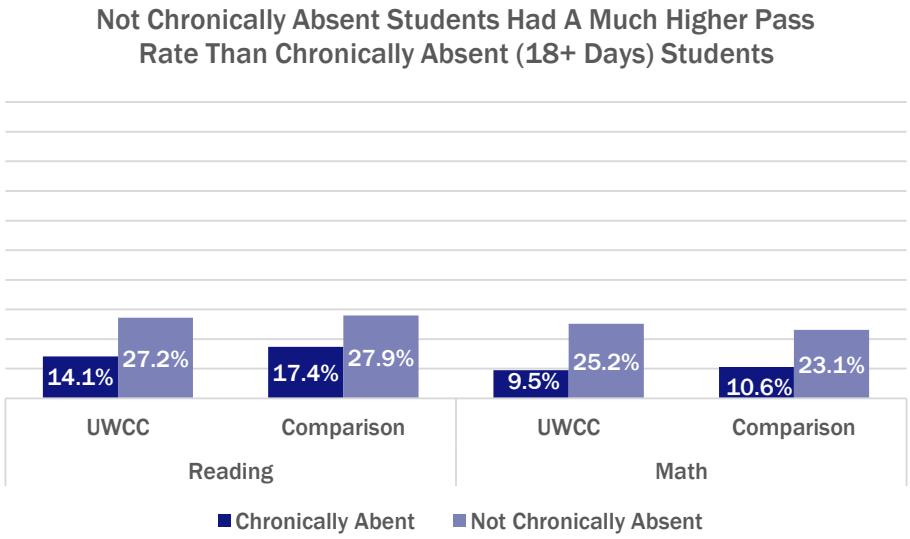

Figure 48. Exam Proficiency Rates by Chronic Absenteeism Status

Nearly twice as many students who were not chronically absent in 2012-2013 passed their reading/English exam. Not chronically absent Middle School students had over twice the pass rate when compared to their chronically absent peers (Figure 49).

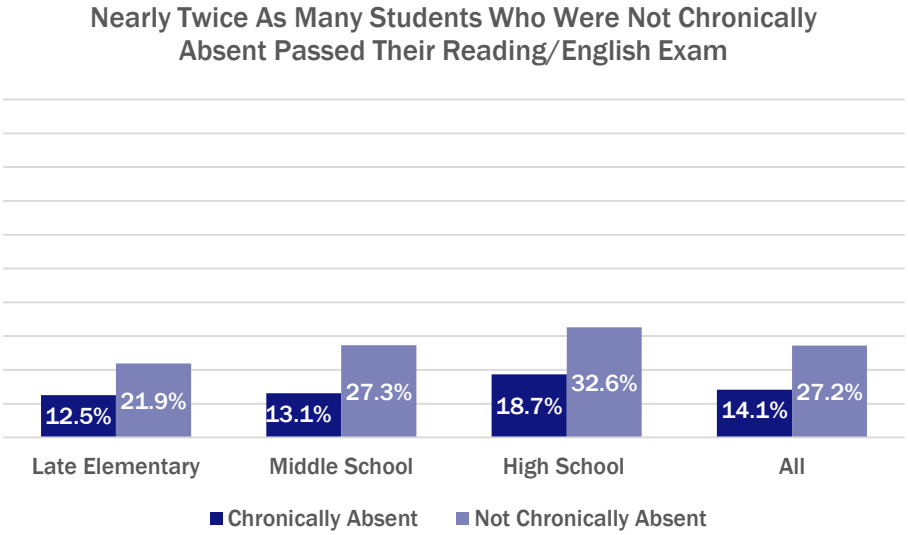

Figure 49. Grade Category Reading/English Proficiency by Chronic Absenteeism Status

Less than one-tenth of chronically absent students passed their math exam compared to one-fourth of not chronically absent students. The relationship between attendance and proficiency was particularly substantial in High School. Less than five percent of chronically absent High School students passed their Math I exam compared to 16.2% of students who were not chronically absent (Figure 50).

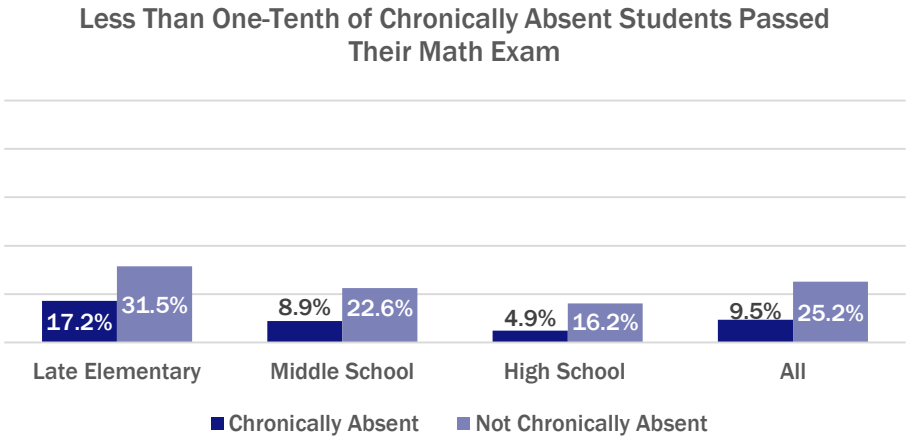

Figure 50. Grade Category Math Proficiency by Chronic Absenteeism Status

Graduation[39]

As discussed in the methodology, the data of all students provided on the agency program lists were analyzed to determine graduation rate as opposed to just those served in 2012-2013. **Of the 2,934 Collective Participants that were eligible for graduation by 2013-2014, 2,609 graduated for a graduation rate of 88.9%.** Students served longer by UWCC-funded agencies posted higher graduation rates: students served 1-2 years had an aggregate graduation rate of 85.1%; those students who spent 3-4 years in the program had a graduation rate more than 4 percentage points higher (89.2%), and those students who spent 5 or more years in the program had a graduation rate of 91.6%.

Table 6 provides the 2013-2014 cohort graduation rates for the top 5 high schools attended by Collective participants, CMS, EDS students in CMS, the state, and EDS students across the state. Given the differences in calculation described in the footnote, direct comparisons should not be made between the cohort graduation rates and the Collective Participants' aggregate graduation rates.

Table 6. 2013-2014 Cohort Graduation Rate

	Cohort Graduation Rate
West Charlotte High	78.0%
West Mecklenburg High	85.0%
Garinger High	86.6%
East Mecklenburg High	83.5%
Harding University High	87.6%
CMS	85.1%
CMS EDS	79.5%
State Wide	83.9%
State Wide EDS	78.0%

[39] There are a number of different ways that states, districts, and schools calculate and report graduation rates. The State of North Carolina reports a 4-year cohort graduation rate. In order to capture the cumulative graduation rate for collective participants over several years, an aggregate rather than a cohort graduation rate was calculated. There were also some data limitations, primarily that withdrawal reporting is often only complete for transfers and dropouts. As a result, in some schools a student only receives a withdrawal code if she drops out or transfers, while other schools code their graduates with a graduate withdrawal code. Students will also often transfer within the district and even back and forth between schools. Therefore, students were coded as follows: if a student was ever coded as a graduate or dropout they remained coded as such. If they were coded as a transfer in the original data and did not show up in the data again, the researchers coded them as transferred out and they are not included. If they are labeled as a transfer, and show back up in the district data again and make it to the 12th grade without being labeled as a transfer again or as a dropout they are coded as a graduate. So, the graduation rate was calculated as follows: collective participants who graduated divided by collective participants who were eligible to graduate minus those who transferred out of the district/state and students who are deceased.

As seen in Table 6, a smaller percentage of EDS students graduated in four-years than the district and state as a whole. West Charlotte High School, the most attended high school by Collective participants, had the lowest cohort graduation rate at 78.0%. As West Charlotte High School is the high school for all Project LIFT students, nearly 20% of 2012-2013 Collective Participants attended or will attend.

II: McKinney-Vento Students

The McKinney-Vento Homeless Assistance Act (1987) is a federal law designed to help people experiencing homelessness. This act protects students who do not have a regular address, which can include "doubling up" with friends or family, living in transitional housing such as a motel or shelter, or another temporary residence. Schools are required to remove barriers to enrollment, attendance, and success for students who are experiencing homelessness.

McKinney-Vento stipulates that students who are homeless are not isolated to one school but must attend schools with children who are not homeless; students who are homeless are allowed to stay in his or her school of origin even if they move out of the school district; the district must provide transportation to school even if their temporary residence is outside the district; and, students who are homeless are eligible for Title I services by default. These are a few of the protections in place to ensure students who are experiencing homelessness have greater opportunities for success in the public education system.[40]

Participant Overview[41]

Of the 12,040 Collective participants, 13.6% were identified as McKinney-Vento (MCV) at some point during the 2012-2013 school year compared to 3.6% of CMS. **UWCC-funded agencies served 31.5% of CMS students identified as MCV in 2012-2013.**

Gender and Race

The gender breakdown of MCV students matched that of the Collective and CMS (50.7% female, 49.3% male). Compared to the full Collective, a higher percentage of participants identified as MCV were African American (Figures 51 and 52).

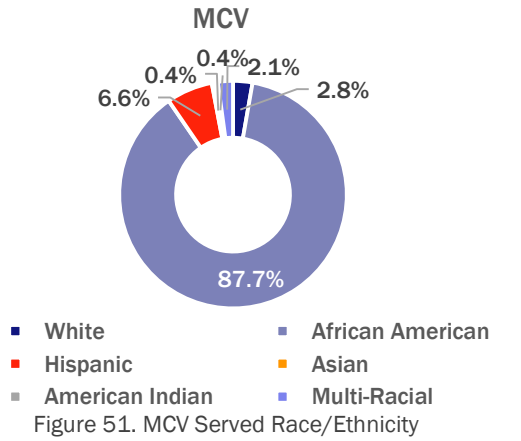

Figure 51. MCV Served Race/Ethnicity

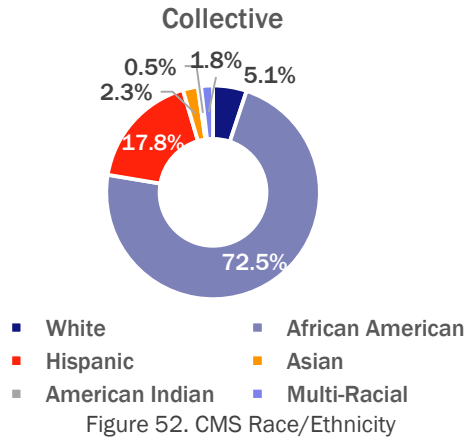

Figure 52. CMS Race/Ethnicity

[40] North Carolina Department of Public Instruction. (2015) Homeless Program. Retrieved from http://www.ncpublicschools.org/program-monitoring/homeless/

[41] All demographic data for MCV can be found in Appendix B, Tables 30 and 31.

Exceptional Child Status

Thirteen percent of MCV participants were identified as EC in the 2012-2013 school year compared to 15% of Collective participants and 9.6% of CMS. Without the gifted designation, 11.8% of MCV participants were identified as EC compared to 12% of Collective participants and 9.5% of CMS.

Five categories of EC were considered, which are elaborated upon on page 8 of this report. Table 7 provides the percent of multi-program participants identified as each category of EC with the Collective and CMS percentages for comparison.

Table 7. Percent MCV Participants Identified EC

EC Category	MCV	Collective	CMS
Specific Learning Disabled	6.3%	6.1%	3.9%
"Other" Disability	2.6%	3.4%	2.9%
Gifted	1.4%	2.9%	10.1%
Developmental/Intellectual Disability	2.1%	1.8%	2.3%
Serious Emotional Disability	0.9%	0.9%	0.3%

English as a Second Language

Just 2.3% of MCV students receive ESL services compared to 5.5% of Collective Participants and 6.3% of CMS.

Grade-Levels

The majority of MCV students served were in Elementary School with 28.4% in Grades K-2. Though the High School grade category encompasses the most grade-levels, only 18.3% of served MCV students were in High School (Figure 53).

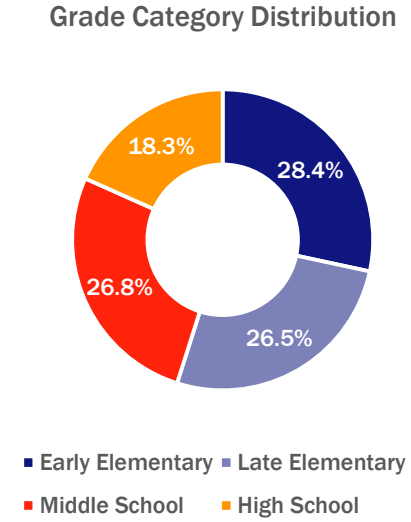

Figure 53. Grade Category in 2012-2013

Schools Attended

Table 8 presents the top 10 schools attended by served MCV students. Over half of MCV participants attended the ten schools listed. Five of the top 10 schools attended by MCV students are Project LIFT schools. 29.3% of MCV students attended a Project LIFT school and 83.1% attended a Title I school in 2012-2013.

Table 8. Top 10 Schools Attended by Served MCV Students

	Number	Percent
Bruns Academy	72	8.0%
Druid Hills Elementary	68	7.6%
Thomasboro Elementary	51	5.7%
Shamrock Gardens Elementary	49	5.5%
Walter G Byers Elementary	42	4.7%
Ashely Park Elementary	41	4.6%
Billingsville Elementary	36	4.0%
Winterfield Elementary	35	3.9%
Nathaniel Alexander Elementary	33	3.7%
Hidden Valley Elementary	31	3.5%
All Other (49) Schools	438	48.9%

Attendance[42]

Attendance is a critically important measure for UWCC-funded agency participants. Relationships have been found between poor attendance and multiple indicators including academic performance, on-time promotion, and high school graduation. This section explores average days absent and chronic absenteeism for the 2012-2013 and 2013-2014 school years.

Attendance Data

In the 2012-2013 school year, participants identified as MCV averaged 16.4 days absent compared to 11.8 days for the Collective, 10.3 days for the comparison group, and 9.1 days for CMS. Figure 54 presents the average for each grade category. Participants identified as MCV averaged more days absent than all comparison points across all grade categories

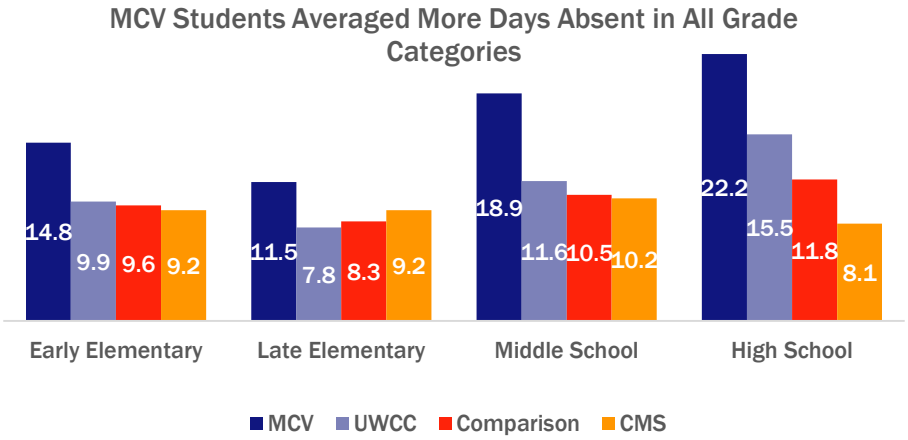

Figure 54. Average Absences in 2012-2013 by Grade Category

[42] All attendance data can be found in Appendix B, Tables 32 and 33.

In 2013–2014, participants identified as MCV averaged 14.4 days absent compared to 11.7 days for the Collective, 10.4 days for the comparison group, and 5.9 days for CMS. Figure 55 presents the average for each grade category. In order to compare between years, students remained in their 2012–2013 grade category. Between 2012–2013 and 2013–2014, the average days absent for participants identified as MCV decreased 2 full days. The largest decrease was for Early Elementary students (3.4 days).

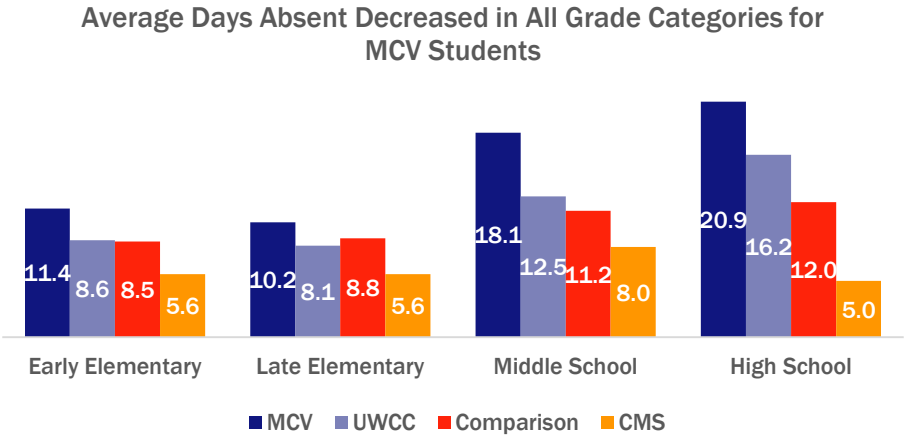

Figure 55. Average Days Absent in 2013-2014 by Grade Category

Chronic Absenteeism

Chronic Absenteeism is defined as missing 10% or more of the school year. Due to data limitations, any student who was absent for 18 or more days was considered chronically absent as opposed to a 10% calculation. Chronic absenteeism may therefore be underreported because some students may have not been enrolled the entire 180-day school year, lowering their threshold for chronic absenteeism (e.g. if a student is enrolled for 100 days, they are considered chronically absent if they miss 10 days). In order to facilitate direct comparison, the Collective, comparison, and CMS chronic absenteeism rates were calculated the same way.

In the 2012-2013 school year, 33.0% of participants identified as MCV were chronically absent compared to 19.0% of Collective participants, 15.1% of the comparison group, and 10.3% of CMS. Figure 56 presents the percentage of each grade category that were chronically absent. Trends in chronic absenteeism mirror trends in average absences. Participants identified as MCV were much more likely to be chronically absent across all grade categories.

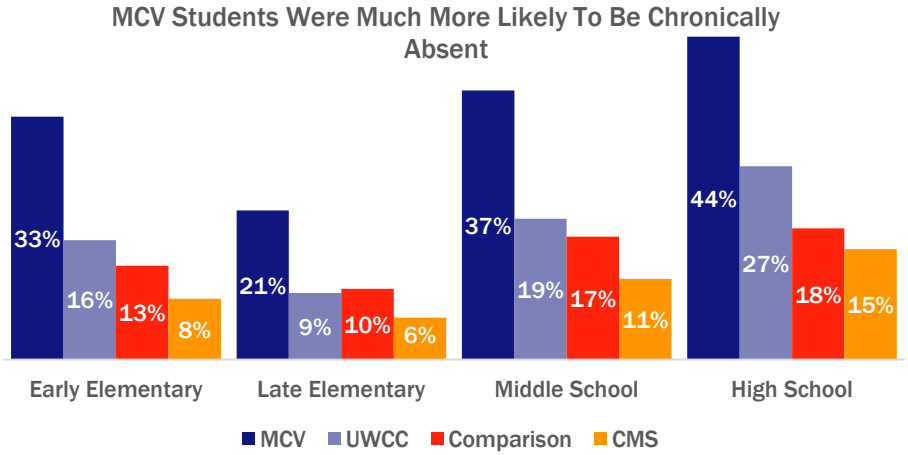

Figure 56. Chronic Absenteeism by Grade Category in 2012-2013

In 2013–2014, there was a slight decrease in chronic absenteeism among MCV students from 33% to 28%. 18.7% of Collective participants, 15.8% of the comparison group, and 9.8% of CMS were chronically absent. Figure 57 presents the percentage of each grade category that were chronically absent. There was a large decrease in the percentage of MCV Early Elementary students who were chronically absent, small decreases for Late Elementary and Middle School, and the same percentage for High School. Even with the 12 percentage point decrease for Early Elementary, Late Elementary still had the smallest percentage of MCV students chronically absent.

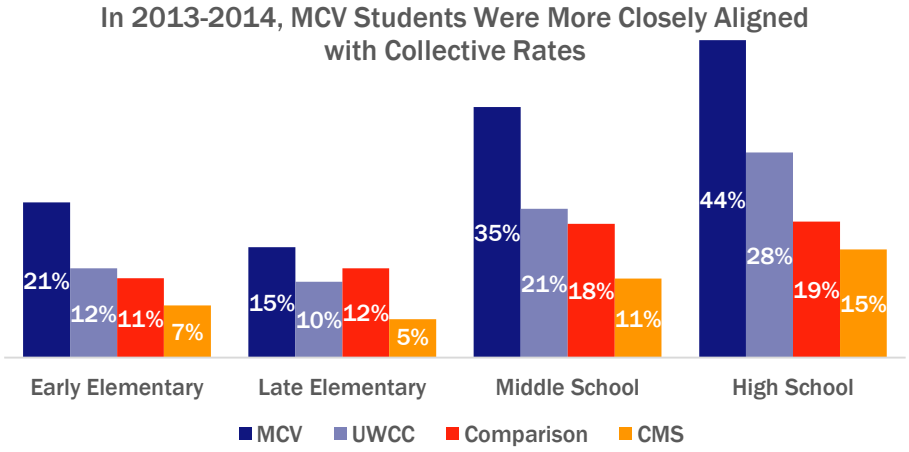

Figure 57. Chronic Absenteeism by Grade Category in 2013-2014

Student-Level Chronic Absenteeism

To better understand how students experience chronic absenteeism, the following analyses considered student-level change in chronic absenteeism between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: not chronically absent either year (less than 18 absences in both 2012-2013 and 2013-2014), chronically absent to not chronically absent (18 or more absences in 2012-2013 and less than 18 in 2013-2014), not chronically absent to chronically absent (less than 18 absences in 2012-2013 and 18 or more in 2013-2014), and chronically absent both years (more than 18 absences in both 2012-2013 and 2013-2014).

Though a much smaller percentage of participants identified as MCV were not chronically absent either year, the majority still fell into this category (Figure 58). A large percentage of MCV students (17%) also transitioned from chronically absent in 2012-2013 to not chronically absent in 2013-2014.

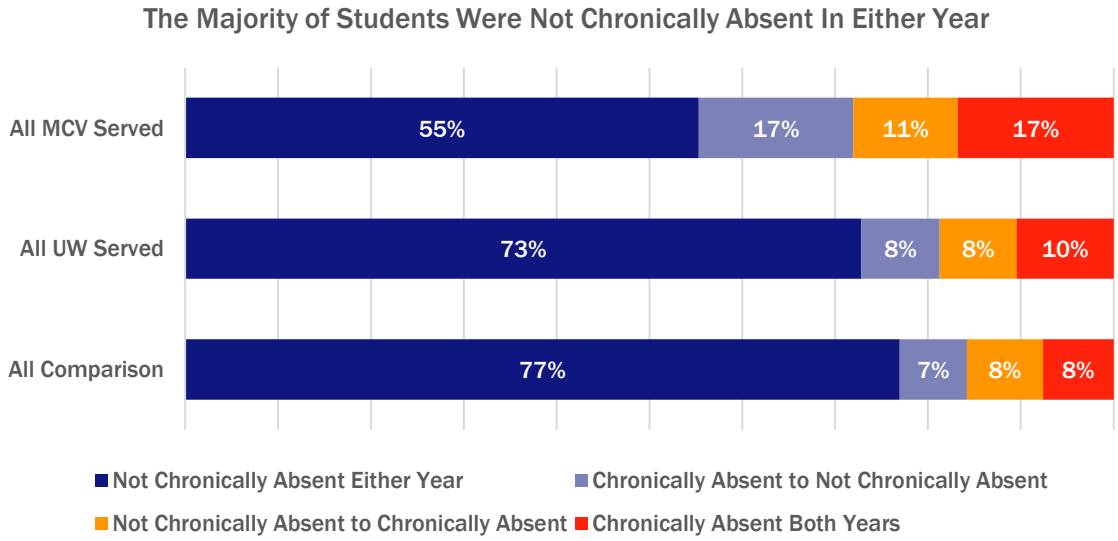

Figure 58. Change in Student-Level Chronic Absenteeism from 2012-2013 to 2013-2014

Figure 59 presents the percentage of students who were chronically absent both years by grade category. Late Elementary students were the least likely to be chronically absent both years and High School students were the most likely.

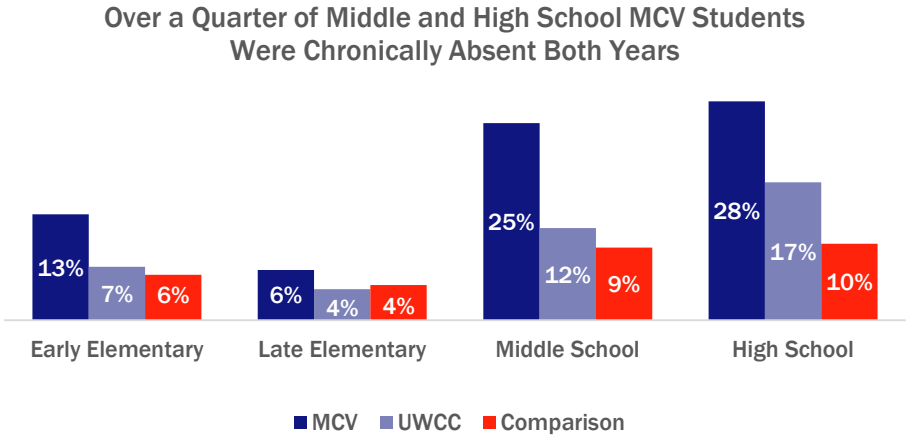

Figure 59. Percentage of Students Chronically Absent Both Years by Grade Category

Though a large percentage of participants identified as MCV were chronically absent both years, a large percentage of students (17%) transitioned from chronically absent to not chronically absent. Over one-fifth of Early Elementary students transitioned from chronically absent to not chronically absent, which is nearly one-third of the Early Elementary students that were chronically absent in 2012-2013. Every grade category had more students improve from chronically absent to not chronically absent than the reverse (Figure 60).

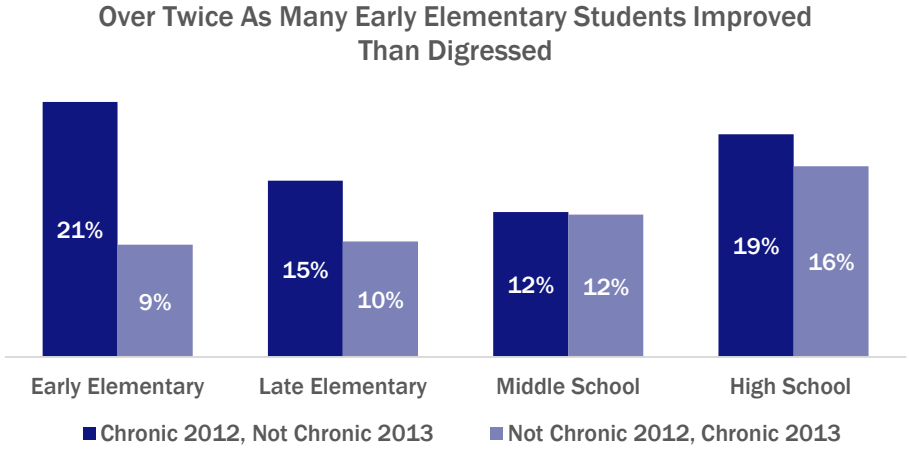

Figure 60. Percentage of Students Transitioning

Suspensions[43]

Out-of-school (OSS) suspension is a disciplinary action defined as the removal of a student from the school environment.[44] It is important to note that each day suspended also counts as an absence, so the suspension data presented contributes to the absence and chronic absenteeism data already presented in this report.

Suspension Data

In the 2012-2013 school year, participants identified as MCV averaged 2.5 days suspended compared to 2.0 days for the Collective, 1.3 days for the comparison group and 0.62 days for CMS. These figures, however, mask the impact of suspension on students who experience suspension. Nearly 70% of MCV participants never experienced a suspension. When only considering those who were suspended, the average days suspended for participants identified as MCV was 8.4 days compared to 8.1 for the Collective, 6.6 for the comparison group, and 6.1 days for CMS. Figure 61 below presents the average days suspended for those who had at least one suspension. On average, Early Elementary students were suspended the fewest number of days and High School students were suspended the most. Participants identified as MCV averaged more days suspended than all other comparison points.

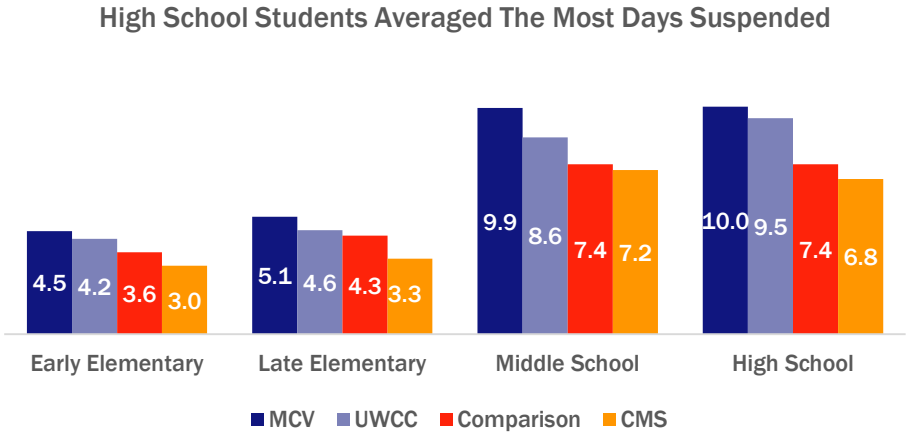

Figure 61. Average Days Suspended for Students Who Had at Least One Suspension in 2012-2013

[43] All suspension data can be found in Appendix B, Tables 34 and 35.

[44] Mendez, L. M. R., Knoff, H. M., & Ferron, J. M. (2002). School demographic variables and out-of-school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district. *Psychology in the Schools, 39*(3), 259-277.

In 2013-2014, participants identified as MCV who had at least one suspension averaged 7.5 days suspended compared to 8.0 days for the Collective, 7.3 days for the comparison group, and 6.3 days for CMS. Figure 62 presents the average days suspended for those who had at least one suspension in 2013-2014. In order to compare between years, students remained in their 2012-2013 grade category. The overall average for participants identified as MCV decreased almost a day between the two years with the average for all but Late Elementary decreasing.

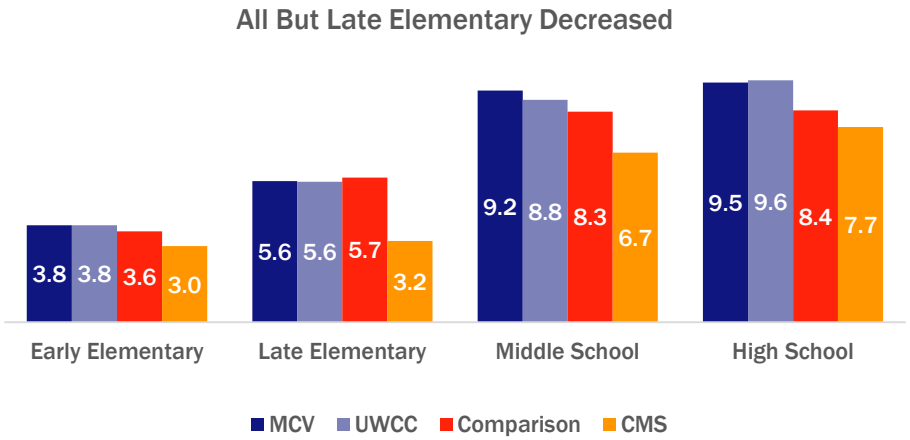

Figure 62. Average Days Suspended for Students Who Had at Least One Suspension in 2013-2014

In 2012-2013, 30.1% of participants identified as MCV were suspended at least once compared to 24.7% of Collective participants, 19.4% of the comparison group, and 10.2% of CMS. The percentage of students who had a least one suspension is presented by grade category in Figure 63. Half of Middle School participants identified as MCV were suspended at least once.

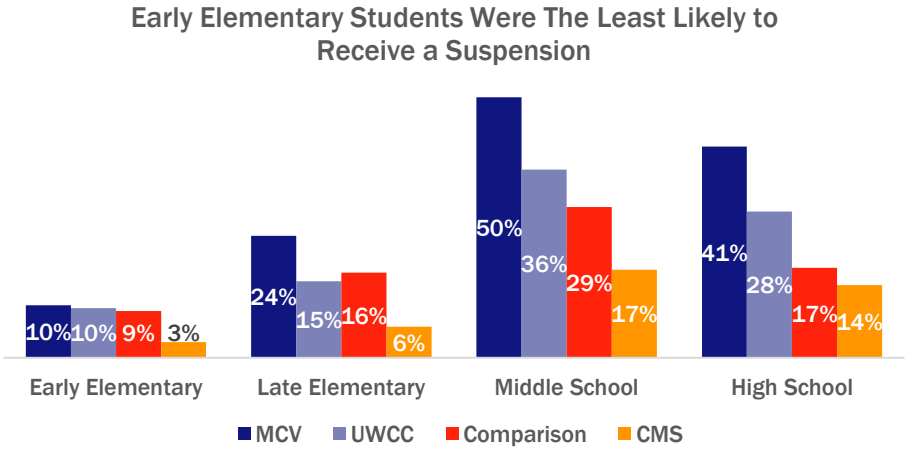

Figure 63. Percentage of Students Suspended in the 2012-2013 School Year

In 2013–2014, 27.4% of participants identified as MCV were suspended compared to 21.9% of Collective participants, 16.9% of the comparison group, and 8.2% of CMS. The percentage of students who had at least one suspension is presented by grade category in Figure 64. Early Elementary again had the smallest percentage experiencing a suspension. Early Elementary and Late Elementary had slight increases in percentage, while Middle School decreased by 10 percentage points and High School by 12 percentage points.

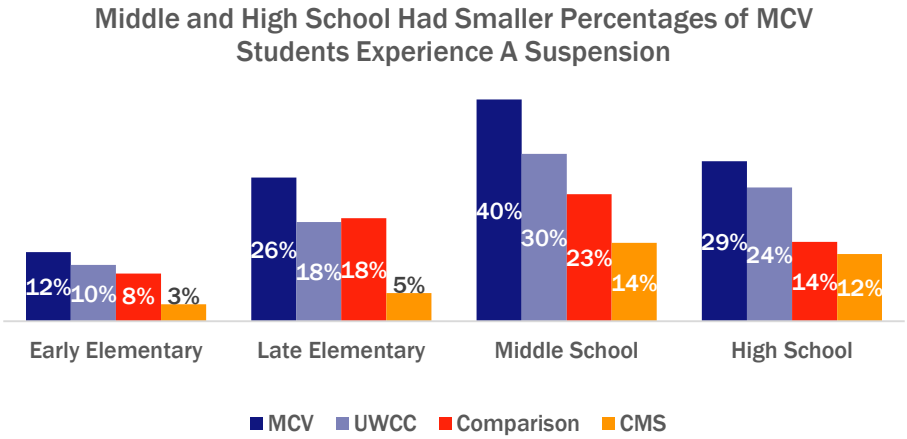

Figure 64. Percentage of Students Suspended in the 2013-2014 School Year

Student-Level Suspension

The following analyses considered student-level change in suspension between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: no suspensions either year, suspension to no suspension, no suspension to suspension, and suspended both years. As seen in Figure 65, the majority of participants identified as MCV, Collective participants, and comparison group members were not suspended either year.

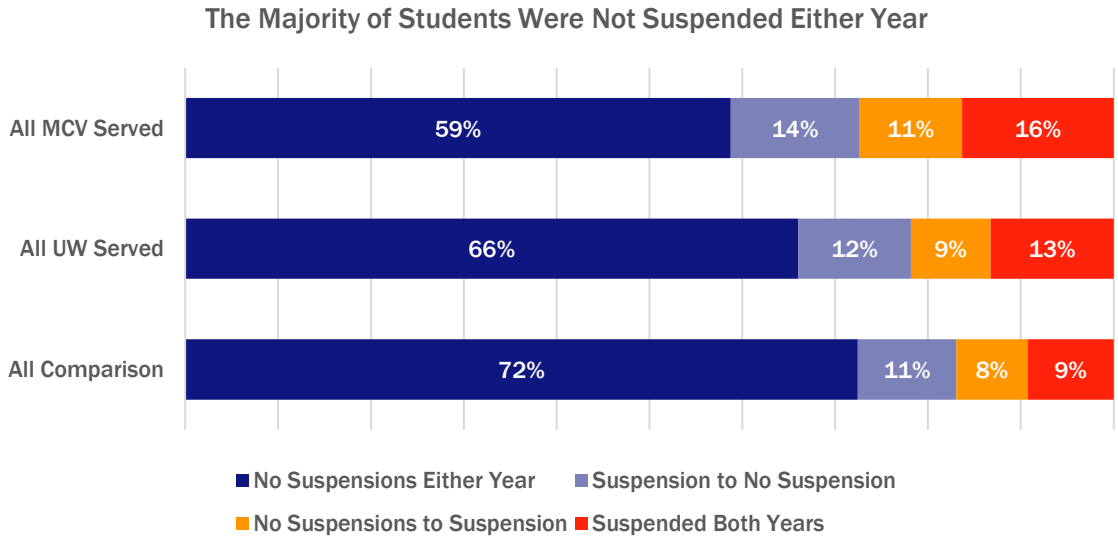

Figure 65. Change in Suspension from 2012-2013 to 2013-2014

Figure 66 presents the percentage of students who were suspended both years by grade category. Early Elementary students were the least likely to be suspended both years and Middle School students were the most likely for all analyzed groups. Nearly one-third of Middle School participants identified as MCV were suspended both years compared to 21% of the entire Collective.

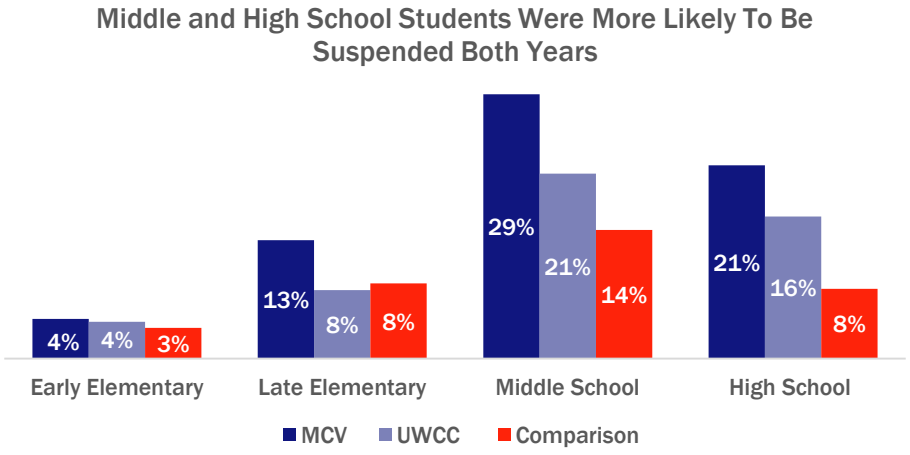

Figure 66. Percent of Students Suspended Both Years by Grade Category

The data presented in Figure 64 showed a ten percentage point decrease in Middle School students and twelve percentage point decrease in High School students experiencing a suspension. The transitions of Middle and High School students seen below explain the decrease. 21% of both Middle and High School students went from having been suspended in 2012 to no suspensions in 2013 while just 13% and 7%, respectively, transitioned the other way. Elementary students, however, had more students transition from having no suspension in 2012 to at least one suspension in 2013 (Figure 67).

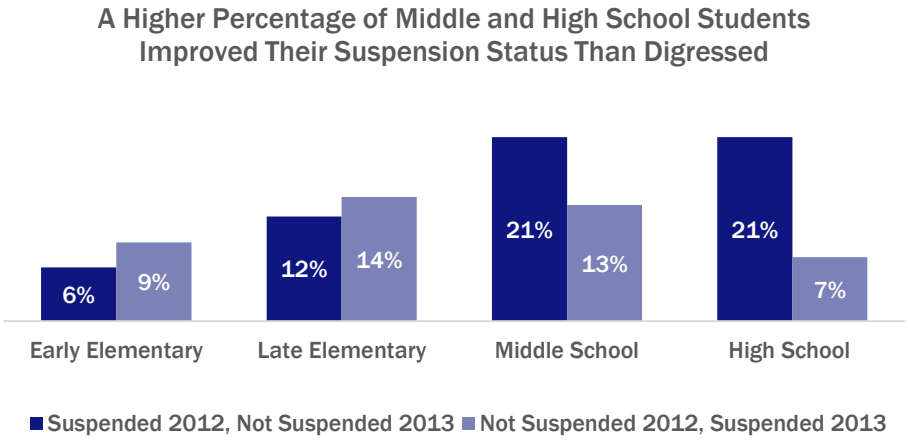

Figure 67. Percent of Students Suspended in 2012-2013 but Not Suspended in 2013-2014

Academics[45]

Testing

Reading (Grades 3-8)

Third Grade Reading

As described in the Collective section, there are multiple ways to demonstrate reading proficiency. The only data point available for this report, however, is proficiency on the EOG exam.

Of the 23 participants identified as MCV who took the 3rd grade reading EOG, less than 5 passed. Therefore the proficiency rate cannot be reported.

Reading (Grades 3-8)

In the 2012-2013 school year, 129 participants identified as MCV took an end-of-grade test in reading. Figure 68 shows the pass rate for MCV (16.5%) compared to all Collective participants, the comparison group, the district, and the state. The pass rate for economically disadvantaged students in CMS (CMS-EDS) is also provided below. Participants identified as MCV had a lower proficiency rate than all other groups.

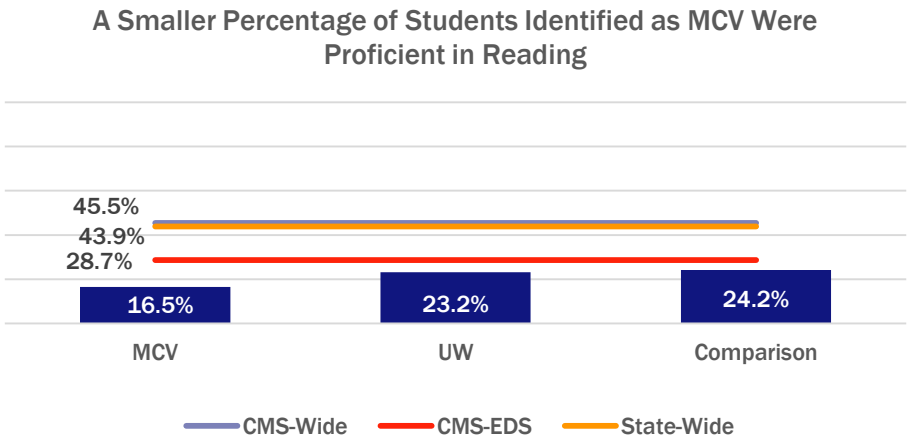

Figure 68. 3rd-8th Grade Reading Proficiency in 2012-2013

Middle School students had a slightly higher proficiency rate than Late Elementary students: 16.9% of Middle School students passed compared to 16.0% of Late Elementary students.

The 2013-2014 school year saw improvements across the board. Proficiency rose from 16.5% to 26.5%.

[45] All academic data for the 2012-2013 and 2013-2014 school years can be found in Appendix B, Tables 36-41.

English II

All High School students take the English II End-of-Course exam, typically in the 10th grade. In the 2012-2013 school year, only 15 participants identified as MCV took the end-of-course exam in English II. Less than 5 students passed, therefore the proficiency rate cannot be reported.

Mathematics (Grades 3-8)

In the 2012-2013 school year, 127 participants identified as MCV took an end-of-grade test in math. Figure 69 shows the pass rate compared to all Collective participants, the comparison group, the district, EDS students in the district, and the state. Students identified as MCV had a lower proficiency rate than all other groups

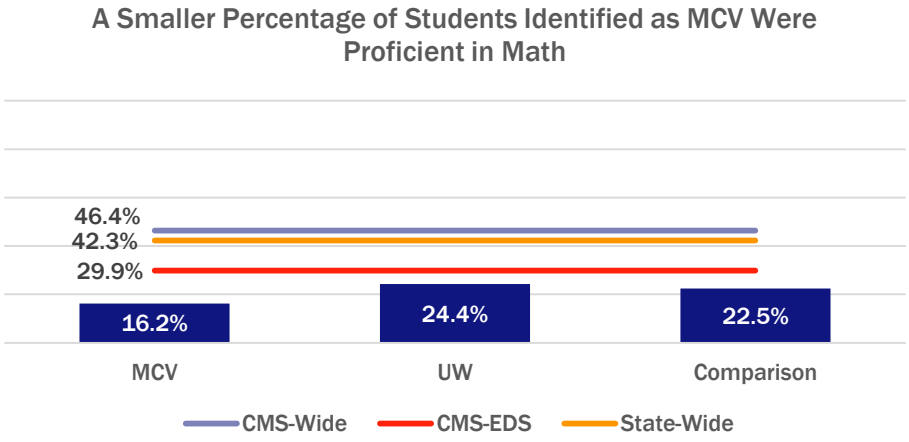

Figure 69. 3rd - 8th Grade Math Proficiency in 2012-2013

Late Elementary students had a higher proficiency rate than Middle School students: 18.2% of Late Elementary students passed compared to 14.2% of Middle School students.

The 2013-2014 school year saw improvements across the board. Proficiency rose from 16.2% to 23.9%.

Math I

Unlike the English II exam, the Math I exam can be taken in Middle School or High School. In 2012-2013, 16 students participants identified as MCV took the Math I exam. Less than 5 students passed, therefore the proficiency rate cannot be reported.

Student-Level Pass Rates

The following analyses considered student-level change in proficiency between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: passed both years, failed in 2012-2013 then passed in 2013-2014, passed in 2012-2013 then failed in 2013-2014, and failed both years.

For both reading and math, over 70% of participants identified as MCV failed both years. Positive change did begin, however: a higher percentage went from failing to passing (12%) then from passing to failing (2%) between the 2012-2013 and 2013-2014 school year (Figure 70).

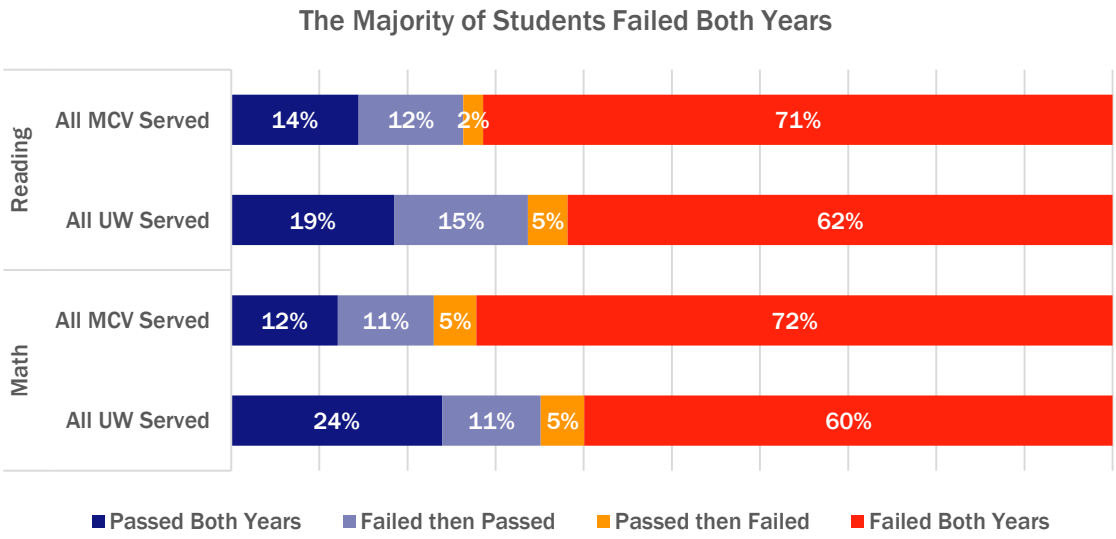

Figure 70. Student-Level Change in Proficiency

Impact of Chronic Absenteeism on Academics

With the increased focus on absenteeism, particularly chronic absenteeism, efforts were made to investigate the impact of attendance on academics.

Across all grade levels, students that were chronically absent in 2012-2013 had lower proficiency rates in both reading and math than students who were not chronically absent. As seen in Figure 71, this was the case for participants identified as MCV and the Collective, though the difference for MCV was not as large.

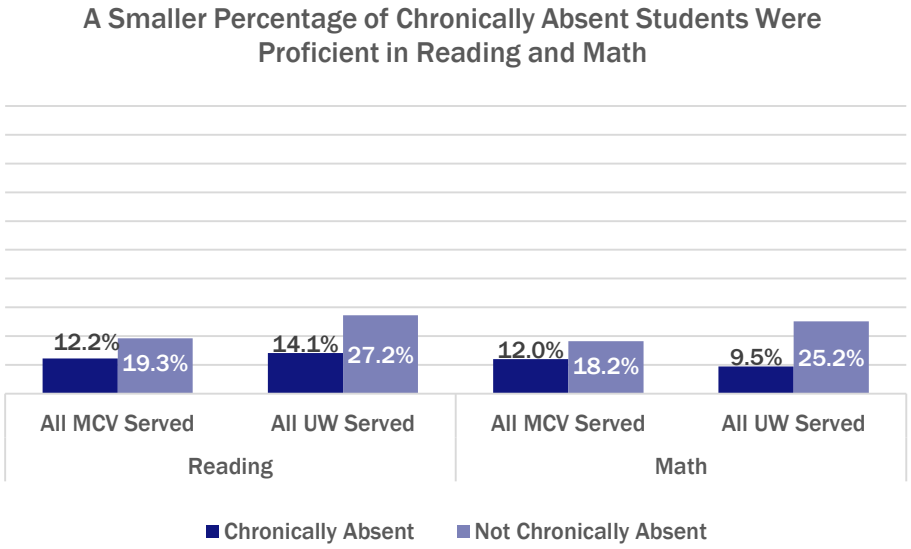

Figure 71. Exam Proficiency by Chronic Absenteeism Status

III: Multi-Program Participants

Participant Overview[46]

A total of 1085 participants were enrolled in more than one program in the 2012-2013 school year (Table 9). The majority of multi-program participants were enrolled in two programs. However, 67 students were identified as enrolled in three programs and 11 were identified as enrolled in four.

Table 9. Multi-Program Participants

	Number	Percent
Collective	12,040	
Participants in 1 Program	10,955	91.0%
Multi-Program Participants	1,085	9.0%
Participants in 2 Programs	1,007	8.4%
Participants in 3 Programs	67	0.6%
Participants in 4 or more Programs	11	0.1%

Agency Overlap

Table 10 presents the overlap between agencies in alphabetical order. The "Other Agency Participated In" is in descending order.

The greatest overlap was between the two largest agencies: Communities In Schools and Right Moves for Youth. Communities In Schools had the most overlap of any agency: 913 students. All agencies had at least one participant who also participated in another agency. However, some could not be reported because fewer than five students were identified. Ada Jenkins, Care Ring, and Charlotte Speech and Hearing all fell into this category.

Table 10. Multi-Program Participants by Additional Agency Participation

Agency	Other Agency Participated In	Number of Participants
A Child's Place	Communities In Schools	87
	Right Moves for Youth	20
	Boys and Girls Club	14
	Big Brothers Big Sisters	12
	Boy Scouts	6
	Girl Scouts	6
	Council for Children's Rights	*

[46] All demographic data for multi-program participants can be found in Appendix C, Tables 42 and 43.

	YMCA	*
	Charlotte Speech and Hearing	*
	The Urban League	*
Ada Jenkins Center	Big Brothers Big Sisters	*
	Girl Scouts	*
Big Brothers Big Sisters	Girl Scouts	176
	Communities In Schools	94
	Right Moves for Youth	46
	Boys and Girls Club	14
	A Child's Place	12
	Boy Scouts	9
	Ada Jenkins Center	*
	Council for Children's Rights	*
	The Urban League	*
	YMCA	*
	YWCA	*
Boys and Girls Club	Communities In Schools	58
	Right Moves for Youth	34
	Girl Scouts	26
	Boy Scouts	16
	Big Brothers Big Sisters	14
	A Child's Place	14
	Council for Children's Rights	9
	Charlotte Speech and Hearing	*
	The Urban League	*
	YMCA	*
	YWCA	*
Boy Scouts	Communities In Schools	72
	Right Moves for Youth	21
	Boys and Girls Club	16
	Big Brothers Big Sisters	9
	A Child's Place	6
	YWCA	6
	Council for Children's Rights	*
	Girl Scouts	*
	YMCA	*
Care Ring	Communities In Schools	*
Charlotte Speech and Hearing Center	A Child's Place	*
	Boys and Girls Club	*

	Council for Children's Rights	*
	Communities In Schools	*
	Right Moves for Youth	*
Communities In Schools	Right Moves for Youth	359
	Big Brothers Big Sisters	94
	A Child's Place	87
	Boy Scouts	72
	Boys and Girls Club	58
	YMCA	44
	Council for Children's Rights	44
	The Urban League	6
	Care Ring	*
	Charlotte Speech and Hearing	*
	YWCA	*
Council for Children's Rights	Communities In Schools	44
	Right Moves for Youth	30
	Boys and Girls Club	9
	A Child's Place	*
	Big Brothers Big Sisters	*
	Boy Scouts	*
	Charlotte Speech and Hearing	*
	Girl Scouts	*
	The Urban League	*
	YMCA	*
	YWCA	*
Girl Scouts	Communities In Schools	137
	Boys and Girls Club	26
	Big Brothers Big Sisters	20
	Right Moves for Youth	19
	A Child's Place	6
	Ada Jenkins Center	*
	Boy Scouts	*
	Council for Children's Rights	*
	YMCA	*
Right Moves for Youth	Communities In Schools	359
	Big Brothers Big Sisters	46
	Boys and Girls Club	34
	Council for Children's Rights	30
	Boy Scouts	21

	A Child's Place	20
	Girl Scouts	19
	Charlotte Speech and Hearing	*
	The Urban League	*
	YMCA	*
The Urban League	Communities In Schools	6
	A Child's Place	*
	Big Brothers Big Sisters	*
	Boys and Girls Club	*
	Council for Children's Rights	*
	Right Moves for Youth	*
YMCA	Communities In Schools	44
	A Child's Place	*
	Big Brothers Big Sisters	*
	Boys and Girls Club	*
	Boy Scouts	*
	Council for Children's Rights	*
	Girl Scouts	*
	Right Moves for Youth	*
	YWCA	*
YWCA	Boy Scouts	6
	Boys and Girls Club	*
	Council for Children's Rights	*
	Communities In Schools	*
	YMCA	*
	Big Brothers Big Sisters	*

Gender and Race

A slightly higher percentage of females than males were multi-program participants (54.6% female, 45.4% male). Compared to the full Collective group, a higher percentage of multi-program participants were African American (Figures 51 and 52).

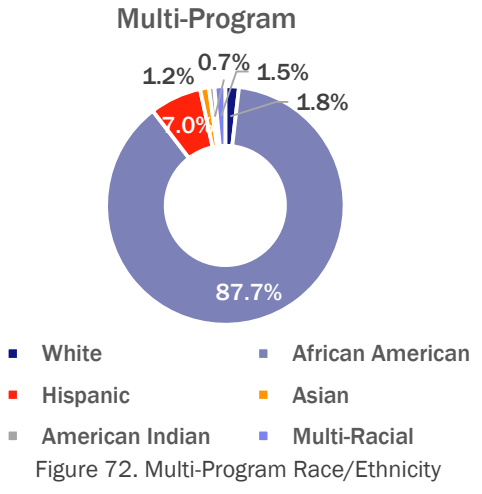

Figure 72. Multi-Program Race/Ethnicity

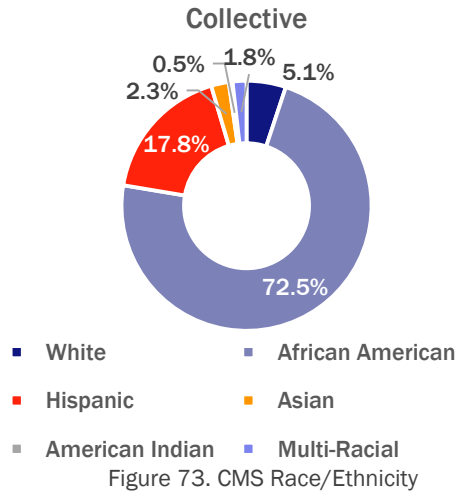

Figure 73. CMS Race/Ethnicity

Exceptional Child Status

15.4% of multi-program participants were identified as EC in the 2012-2013 school year compared to 15% of Collective participants and 9.6% of CMS. CMS, however, had a much higher number of academically gifted students. Without the gifted designation, 13.1% of multi-program participants were identified as EC compared to 12% of Collective participants and 9.5% of CMS.

Five categories of EC were considered, which are elaborated upon on page 8 of this report. Table 11 provides the percent of multi-program participants identified as each category of EC with the Collective and CMS percentages for comparison. The EC status of multi-program participants reflected the larger Collective population.

Table 11. Percent Multi-Program Participants Identified EC

EC Category	Multi	Collective	CMS
Specific Learning Disabled	6.8%	6.1%	3.9%
"Other" Disability	3.3%	3.4%	2.9%
Gifted	2.3%	2.9%	10.1%
Developmental/Intellectual Disability	1.7%	1.8%	2.3%
Serious Emotional Disability	1.3%	0.9%	0.3%

English as a Second Language

Just 1.6% of multi-program participants receive ESL services. This is much smaller than the Collective-wide rate of 5.5% and CMS rate of 6.3%.

McKinney-Vento Status[47]

McKinney-Vento (MCV) Status identifies students experiencing homelessness. Of the 1,085 Collective participants, 15.9% were identified as MCV during the 2012-2013 school year compared to 13.5% of the Collective and 3.6% of CMS. Many students who experience homelessness are never identified as McKinney-Vento; therefore, this figure is likely underreported.

Grade-Levels

Multi-program participants were predominately older students: 76% between Middle and High School. This is much older than the Collective population, which is more evenly distributed amongst grades (Figure 74).

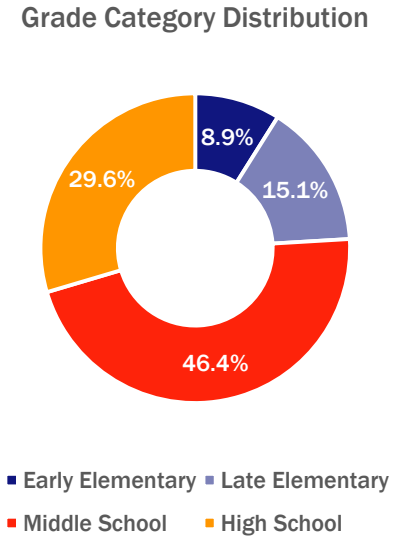

Figure 74. Grade Category in 2012-2013

[47] McKinney-Vento beginning and end dates were used to determine status. Included students had a beginning date before June 2013 and end date after September 2012.

Schools Attended

Table 12 presents the top 10 schools attended by multi-program participants. Six of the top 10 schools attended by multi-program participants are Project LIFT schools. 37.9% of multi-program participants attended a Project LIFT school, a much higher percentage than the full Collective population of 19.9%. 79.3% attended a Title I school in 2012-2013 compared to 68.3% of the Collective.

Table 12. Top 10 Schools Attended by Multi-Program Participants

	Number	Percent
West Charlotte High	70	6.45%
Ranson Middle	64	5.90%
Reid Park Academy	48	4.42%
Walter G Byers School	43	3.96%
West Mecklenburg High	41	3.78%
Bruns Academy*	40	3.69%
Ashley Park*	38	3.50%
East Mecklenburg High	35	3.23%
Druid Hills Academy	34	3.13%
Harding University High	32	2.95%
All Other (94) Schools	640	58.99%

Attendance[48]

This section explores average days absent and chronic absenteeism for multi-program participants in the 2012-2013 and 2013-2014 school years.

Attendance Data

In the 2012-2013 school year, multi-program participants averaged 12.0 days absent compared to 11.8 days for the Collective, 10.3 days for the comparison group, and 9.1 days for CMS. Multi-program participants averaged slightly more days absent for all grade categories but High School (Figure 75). Late Elementary students continued to average the fewest days absent.

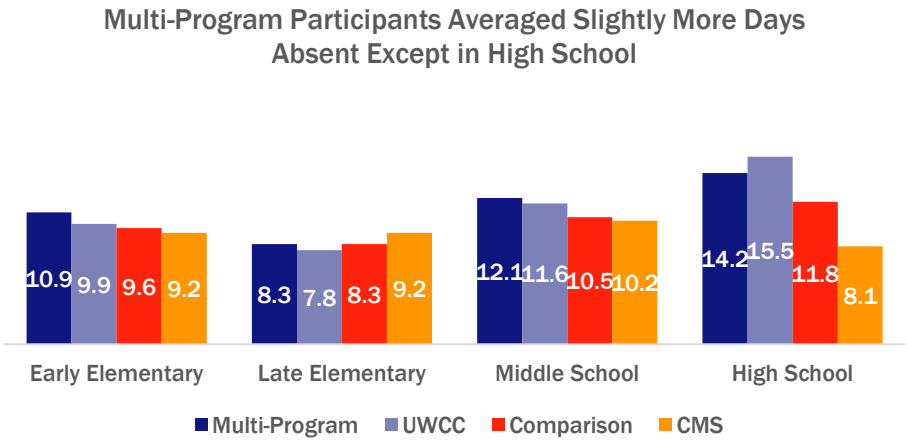

Figure 75. Average Absences in 2012-2013 by Grade Category

[48] All attendance data for multi-grogram participants can be found in Appendix C, Tables 44 and 45.

In 2013-2014, multi-program participants averaged 13.6 days absent compared to 11.7 days for the Collective, 10.4 days for the comparison group, and 5.9 days for CMS. In order to compare between years, students remained in their 2012-2013 grade category. Between 2012-2013 and 2013-2014, the average days absent for multi-program participants increased 1.6 days. Multi-program participants in Middle School increased 2.6 days (Figure 76).

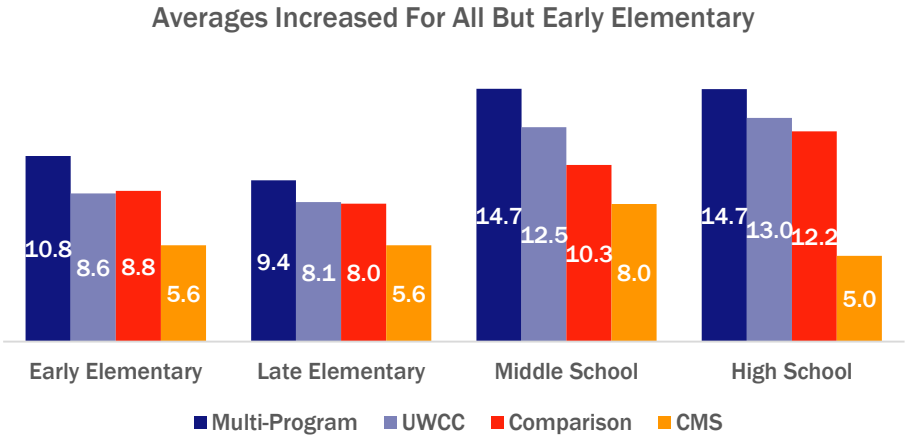

Figure 76. Average Days Absent in 2013-2014 by Grade Category

Chronic Absenteeism

In the 2012-2013 school year, 19.8% of multi-program participants were chronically absent compared to 19.0% of Collective participants, 15.1% of the comparison group, and 10.3% of CMS. Trends in chronic absenteeism mirror trends in average absences: a higher percentage of multi-program participants were chronically absent than the Collective with the exception of High School. Furthermore, Late Elementary students were the least likely to be chronically absent (Figure 77).

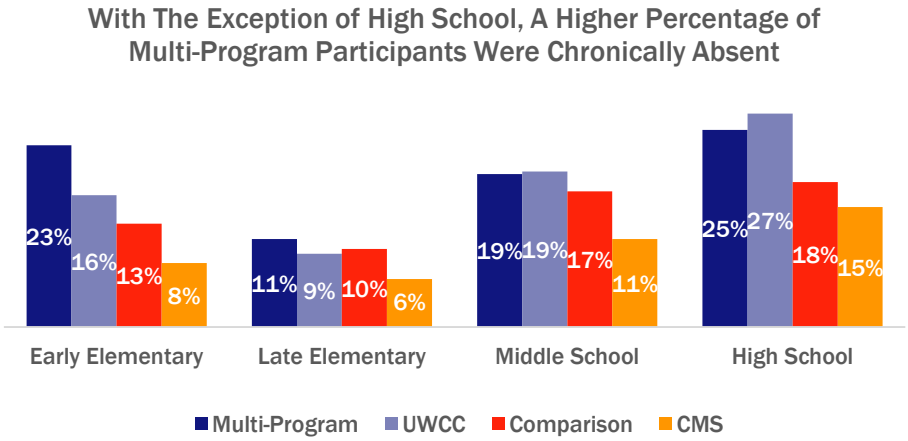

Figure 77. Chronic Absenteeism by Grade Category in 2012-2013

In 2013–2014, there was an increase in chronic absenteeism among multi-program participants from 19.8% to 23.1%, while the Collective and CMS decreased slightly from 19.0% to 18.7% and 10.3% to 9.8%, respectively. The largest increases were among Late Elementary and Middle School students (Figure 78). Early Elementary had a slight decrease.

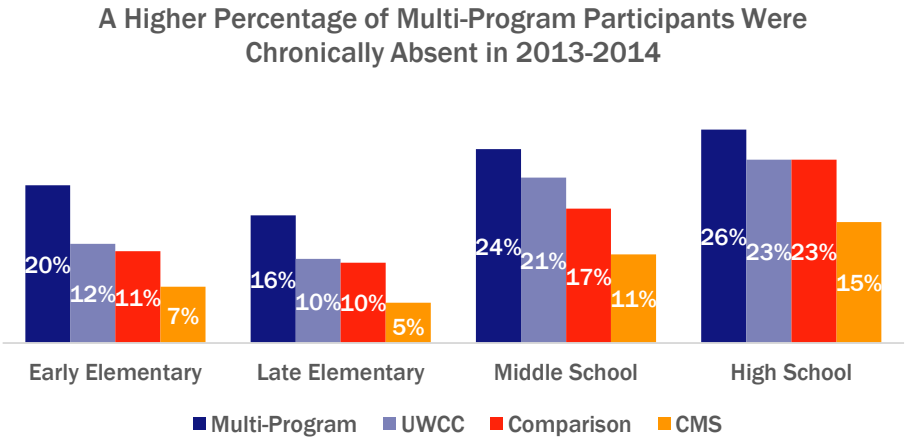

Figure 78. Chronic Absenteeism by Grade Category in 2013-2014

Student-Level Chronic Absenteeism

To better understand how students experience chronic absenteeism, the following analyses considered student-level change in chronic absenteeism between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: not chronically absent either year (less than 18 absences in both 2012-2013 and 2013-2014), chronically absent to not chronically absent (18 or more absences in 2012-2013 and less than 18 in 2013-2014), not chronically absent to chronically absent (less than 18 absences in 2012-2013 and 18 or more in 2013-2014), and chronically absent both years (more than 18 absences in both 2012-2013 and 2013-2014).

Though a smaller percentage of multi-program participants were not chronically absent either year, the majority still fell into this category (Figure 79).

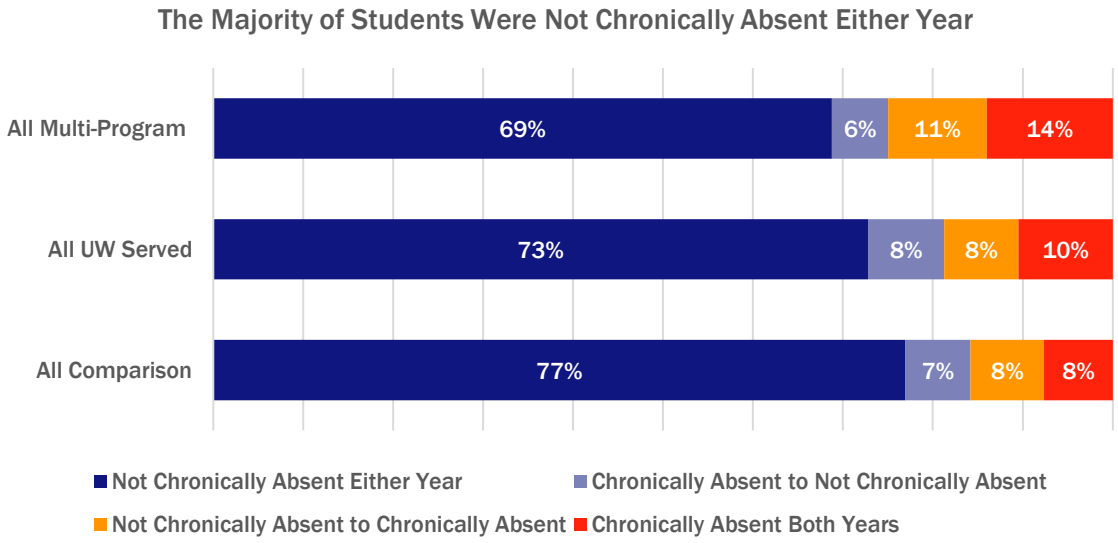

Figure 79. Change in Student-Level Chronic Absenteeism from 2012-2013 to 2013-2014

Late Elementary students were the least likely to be chronically absent both years and High School students were the most likely (Figure 80). Multi-program participants reflected the same patterns as the Collective and comparison group.

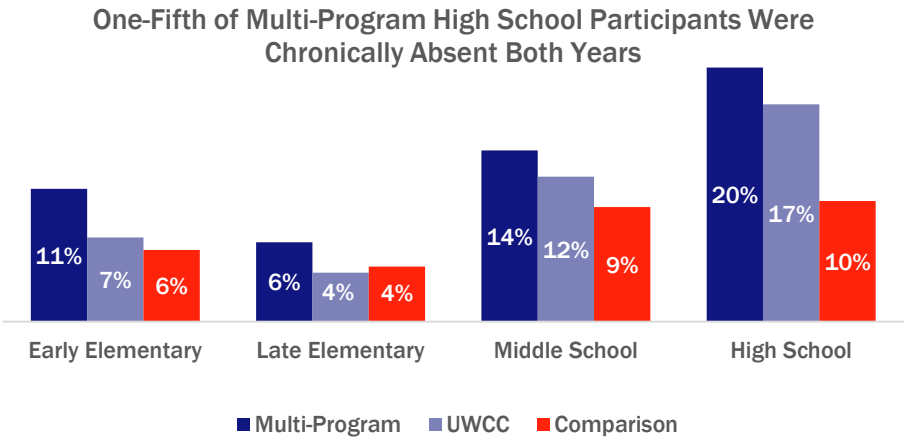

Figure 80. Percentage of Students Chronically Absent Both Years by Grade Category

A higher percentage of multi-program participants transitioned from not being chronically absent in 2012-2013 to being chronically absent in 2013-2014 than the reverse. The youngest students (Early Elementary) were the only category that had more students improve from chronically absent in 2012 to not chronically absent in 2013 than digress from not chronically absent to chronically absent (Figure 81).

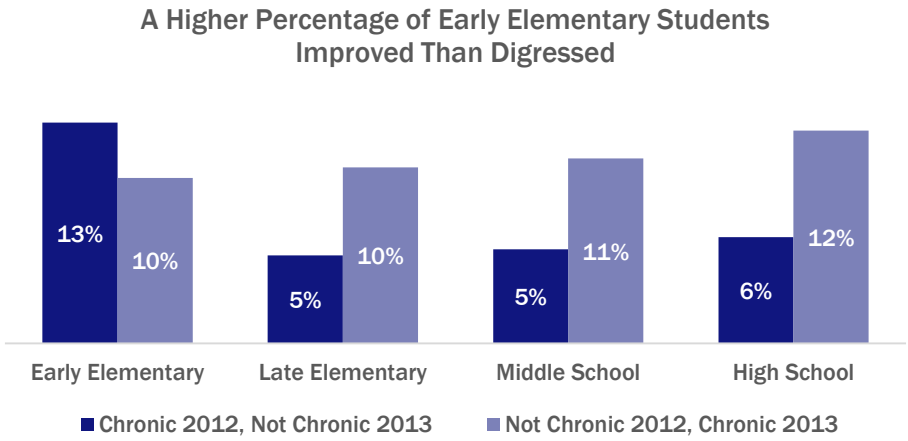

Figure 81. Percentage of Students Transitioning Between Chronic Absenteeism Categories by Grade Category

Suspensions

Out-of-school (OSS) suspension is a disciplinary action defined as the removal of a student from the school environment. It is important to note that each day suspended also counts as an absence, so the suspension data presented contributes to the absence and chronic absenteeism data already presented in this report.

Suspension Data[49]

In the 2012-2013 school year, multi-program participants averaged 2.6 days suspended compared to 2.0 days for the Collective, 1.3 days for the comparison group and 0.62 days for CMS. These figures, however, mask the impact of suspension on students who experience suspension. Nearly 67% of multi-program participants never experienced a suspension. When only considering those who were suspended, the average days suspended for multi-program participants was 7.9 days compared to 8.1 for the Collective, 6.6 for the comparison group, and 6.1 days for CMS. Therefore, multi-program participants that were suspended averaged fewer days suspended than the larger Collective, but overall multi-program participants averaged more, indicating a higher percentage experiencing at least one suspension.

Figure 82 below presents the average days suspended for those who had at least one suspension. On average, Early Elementary students were suspended the fewest number of days and High School students were suspended the most. Elementary level multi-program participants averaged slightly more days suspended than the larger Collective, while Middle and High School averaged slightly fewer days.

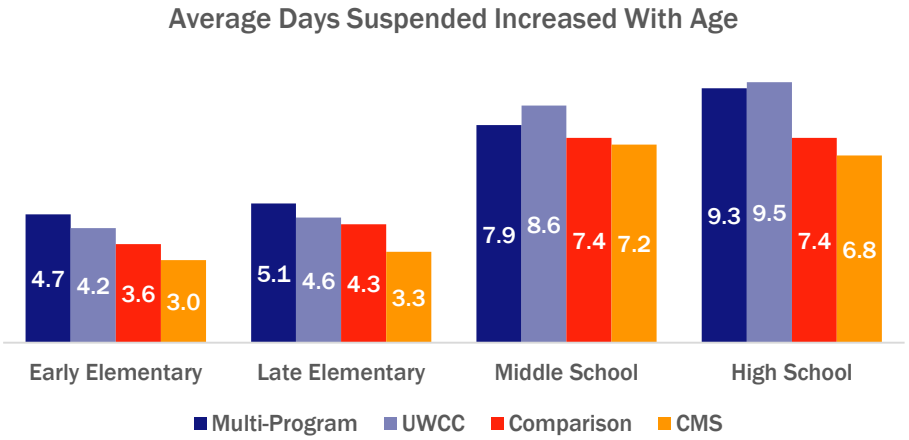

Figure 82. Average Days Suspended for Students Who Had at Least One Suspension in 2012-2013

[49] All suspension data for multi-program participants can be found in Appendix C, Tables 46-47.

In 2013-2014, multi-program participants who had at least one suspension averaged 6.2 days suspended compared to 8.0 days for the Collective, 7.3 days for the comparison group, and 6.3 days for CMS. The overall average for multi-program participants decreased over day and a half between the two years with the average for all grade categories decreasing (Figure 83).

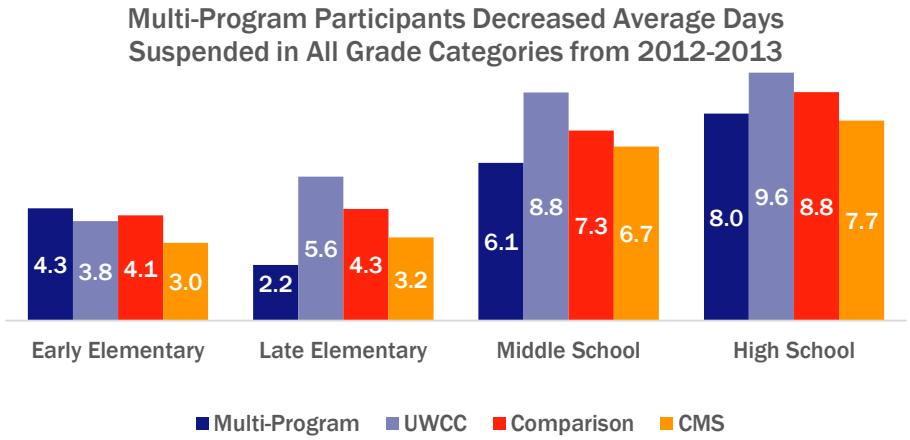

Figure 83. Average Days Suspended for Students Who Had at Least One Suspension in 2013-2014

In 2012-2013, 33.3% of multi-program participants were suspended at least once compared to 24.7% of Collective participants, 19.4% of the comparison group, and 10.2% of CMS. Early Elementary students were the least likely to be suspended (Figure 84). A higher percentage of multi-program participants were suspended at least once in all grade categories.

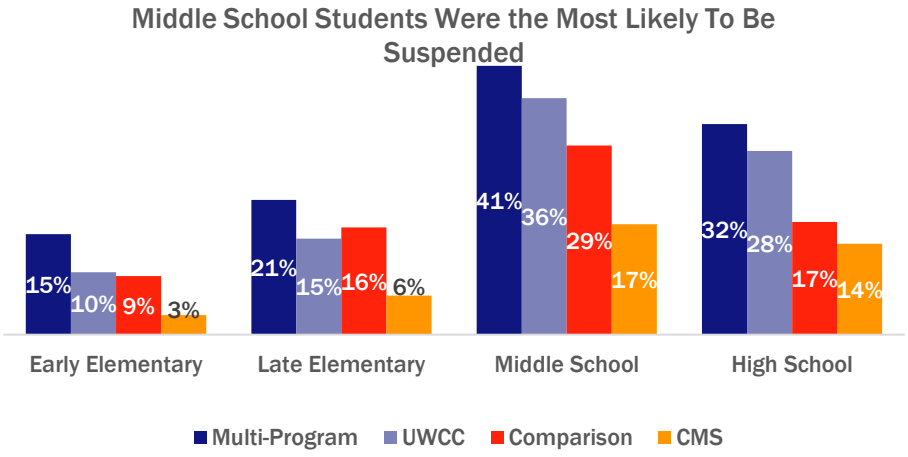

Figure 84. Percentage of Students Suspended in 2012-2013

In 2013-2014, 27.1% of multi-program participants were suspended compared to 21.9% of Collective participants, 16.9% of the comparison group, and 8.2% of CMS. Early Elementary again had the smallest percentage experiencing a suspension. Late Elementary had a slight increases in percentage, while Middle School decreased by 11 percentage points and High School by 7 percentage points (Figure 85).

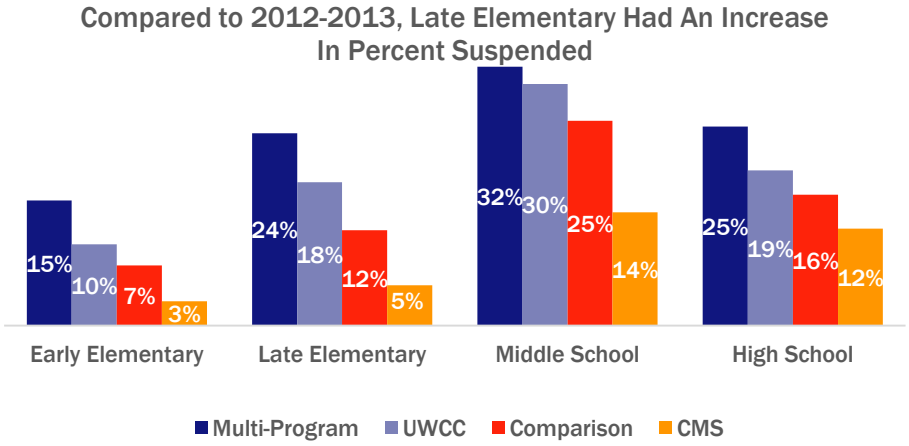

Figure 85. Percentage of Students Suspended in 2013-2014

Student-Level Suspension

The following analyses considered student-level change in suspension between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: no suspensions either year, suspension to no suspension, no suspension to suspension, and suspended both years. The majority of multi-program participants, Collective participants, and comparison group members were not suspended either year. However, fewer multi-program participants fell into this category (Figure 86).

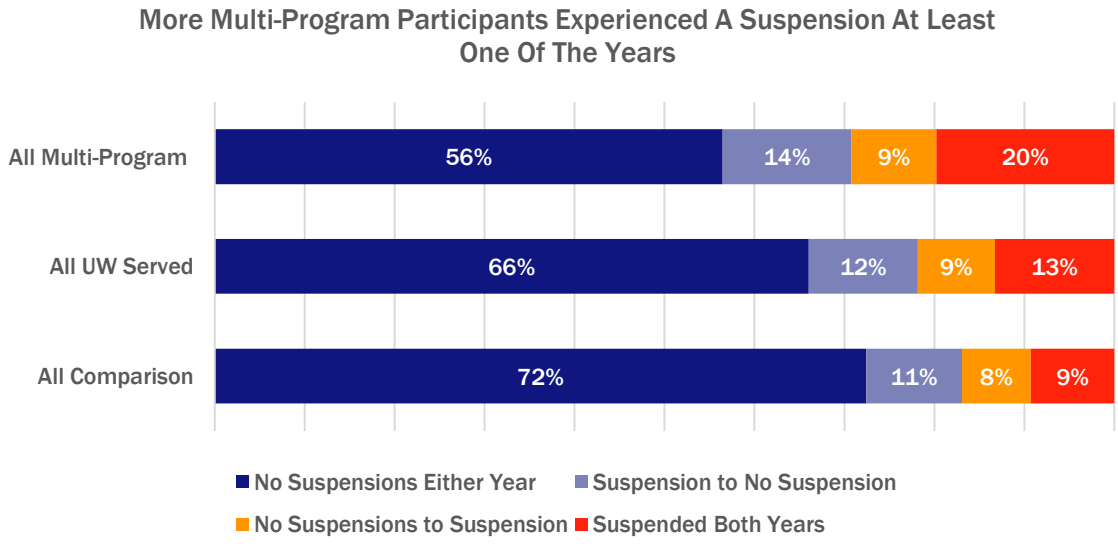

Figure 86. Change in Suspension from 2012-2013 to 2013-2014

Figure 87 presents the percentage of students who were suspended both years by grade category. Early Elementary students were the least likely to be suspended both years and Middle School students were the most likely for all analyzed groups.

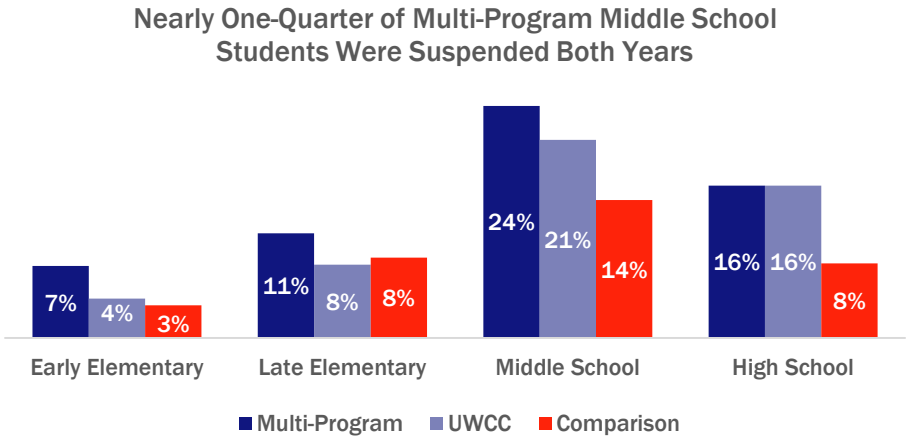

Figure 87. Percent of Students Suspended Both Years by Grade Category

A higher percentage of multi-program participants transitioned from being suspended in 2012-2013 to not being suspended in 2013-2014 (14%) than the reverse (9%). Though the overall group had more students improve, a higher percentage of Late Elementary students experienced a suspension in 2013 after not experiencing one in 2012. Middle and High School students had much higher percentages of students improve rather than digress. Early Elementary had about the same percentage transition each way (Figure 88).

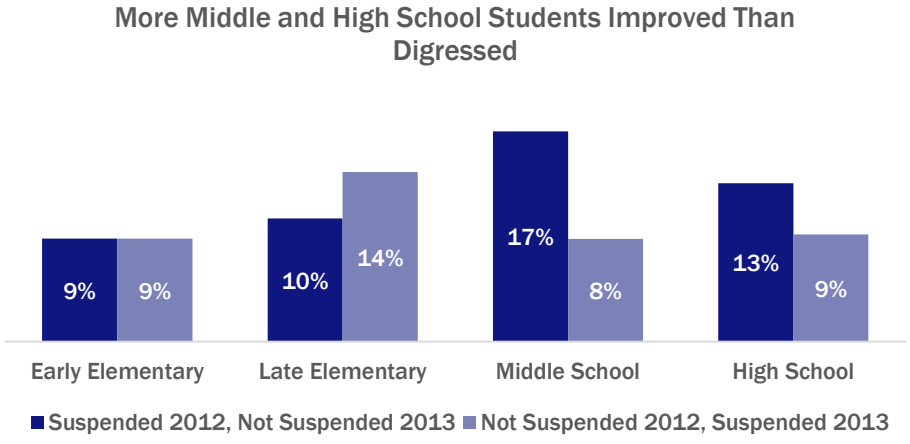

Figure 88. Percentage of Students Transitioning Between Suspension Categories by Grade Category

Academics[50]

Reading (Grades 3-8)

Third Grade Reading

As described in the Collective section, there are multiple ways to demonstrate reading proficiency. The only data point available for this report, however, is proficiency on the EOG exam.

Of the 48 multi-program participants who took the 3rd grade reading EOG, 20.8% passed, which is just below the larger Collective pass rate of 21.2% (Figure 89).

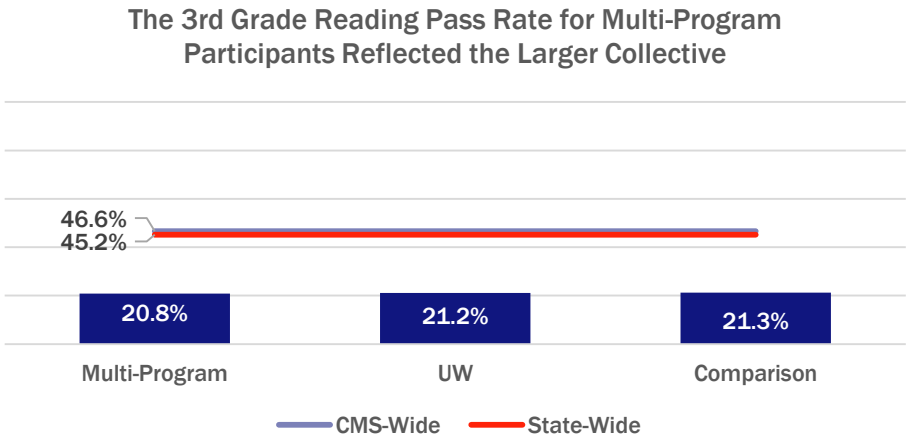

Figure 89. 3rd Grade Reading Proficiency in 2012-2013

Reading (Grades 3-8)

In the 2012-2013 school year, 613 multi-program participants took an end-of-grade test in reading. Multi-program participants had a lower proficiency rate than all other groups (Figure 90).

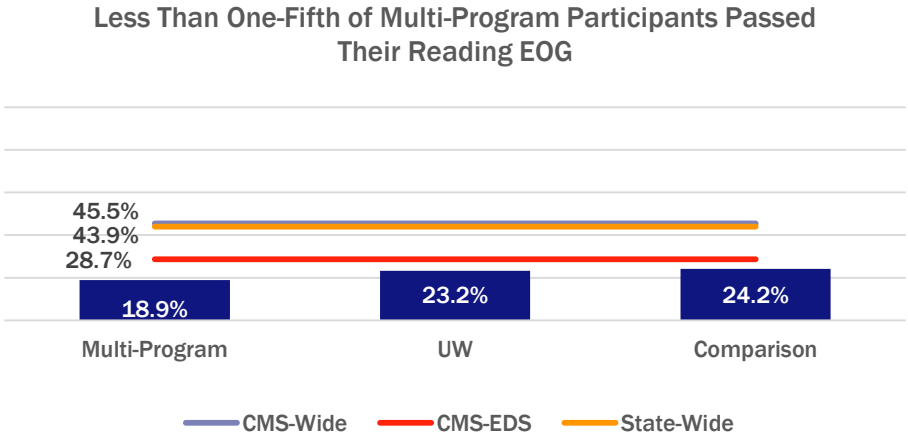

Figure 90. 3rd-8th Grade Reading Proficiency in 2012-2013

[50] All academic data for the 2012-2013 and 2013-2014 school years can be found in Appendix B, Tables 48-53.

Middle School students had a slightly higher proficiency rate than Late Elementary students: 18.9% of Middle School students passed compared to 14.3% of Late Elementary students.

The 2013-2014 school year saw improvements across the board. Proficiency rose from 18.9% to 31.7%.

English II

All High School students take the English II End-of-Course exam, typically in the 10th grade. In the 2012-2013 school year, 46 multi-program participants took the end-of-course exam in English II. The pass rate for multi-program participants was just below the larger Collective's (Figure 91).

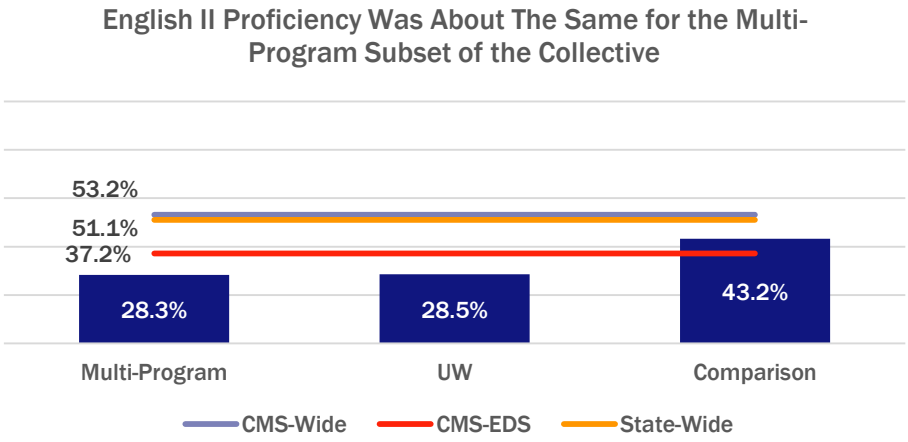

Figure 91. English II Proficiency in 2012-2013

Proficiency rose across the board in 2013-2013. Multi-program participants had an over twenty percentage point increase from 28.3% to 49.6%.

Mathematics (Grades 3-8)

In the 2012-2013 school year, 620 multi-program participants took an end-of-grade test in math. Multi-program participants had a lower proficiency rate than all other groups (Figure 92).

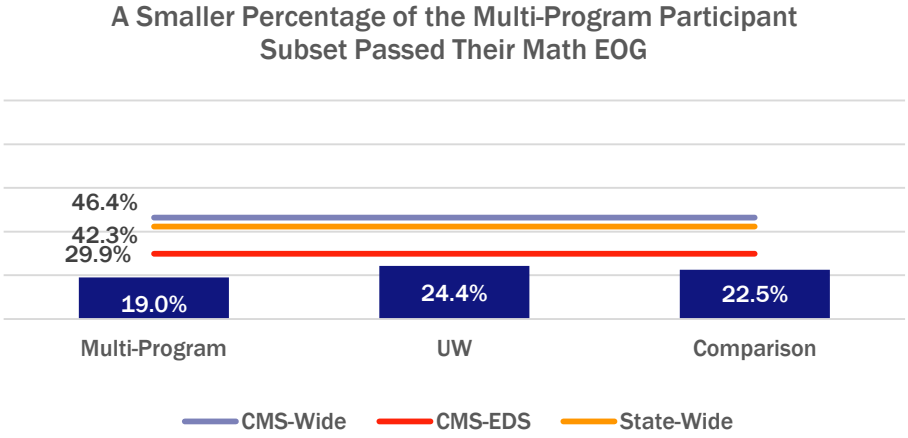

Figure 92. Grades 3-8 Math Proficiency in 2012-2013

Late Elementary students had a higher proficiency rate than Middle School students: 23.9% of Late Elementary students passed compared to 17.4% of Middle School students.

The 2013-2014 school year saw improvements across the board. Proficiency rose from 19.0% to 24.3%.

Math I

Unlike the English II exam, the Math I exam can be taken in Middle School or High School. In 2012-2013, 162 multi-program participants took the Math I exam. The pass rate for multi-program participants was just below the larger Collective's (Figure 93).

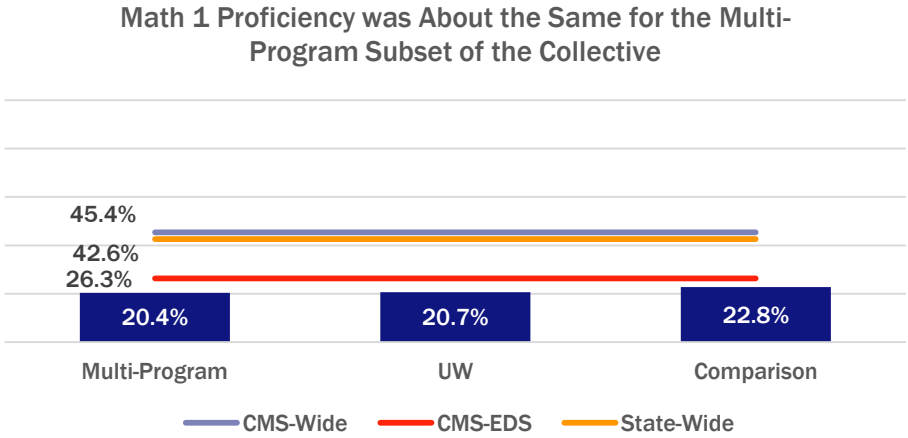

Figure 93. Math I Proficiency in 2012-2013

Middle School students who take the Math I exam are considered advanced and accordingly have a higher pass rate (55.2%) than High School students (12.8%). The 2013-2014 school year saw improvements across the board. Proficiency rose from 20.4% to 31.5% for all multi-program participants.

Student-Level Pass Rates

The following analyses considered student-level change in proficiency between the 2012-2013 and 2013-2014 school years. Students were categorized one of four ways: passed both years, failed in 2012-2013 then passed in 2013-2014, passed in 2012-2013 then failed in 2013-2014, and failed both years. For math, over 70% of multi-program participants failed both years, ten percentage points higher than the Collective. Just one percentage point separated multi-program participants from the larger Collective in reading (Figure 94).

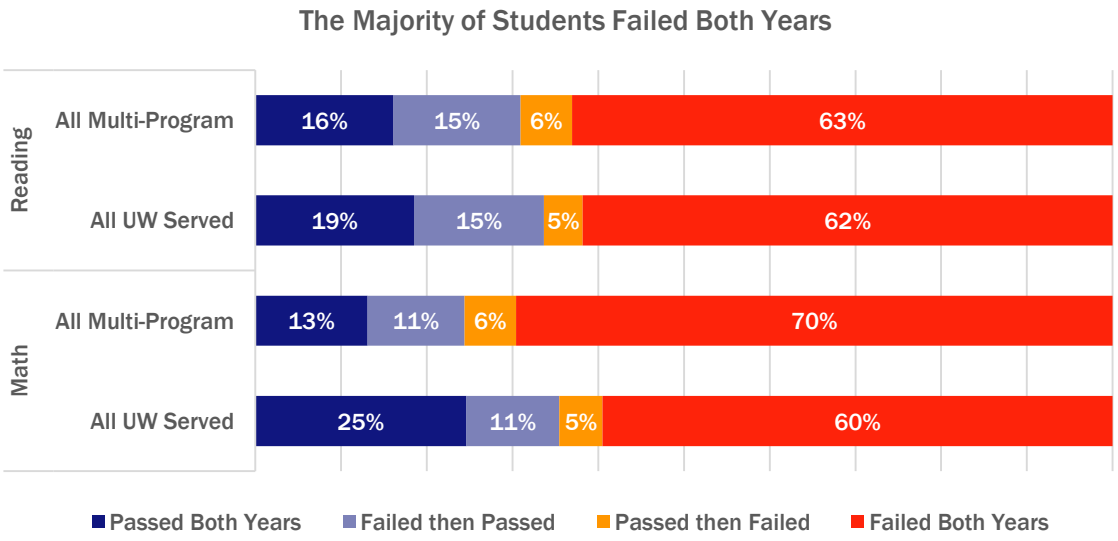

Figure 94. Student-Level Change in Proficiency

Impact of Chronic Absenteeism on Academics

With the increased focus on absenteeism, particularly chronic absenteeism, efforts were made to investigate the impact of attendance on academics.

Across all grade levels, students that were chronically absent in 2012-2013 had lower proficiency rates in both reading and math than students who were not chronically absent. As seen in Figure 95, this was the case for multi-program participants and the Collective, though the difference for multi-program was not as large in reading.

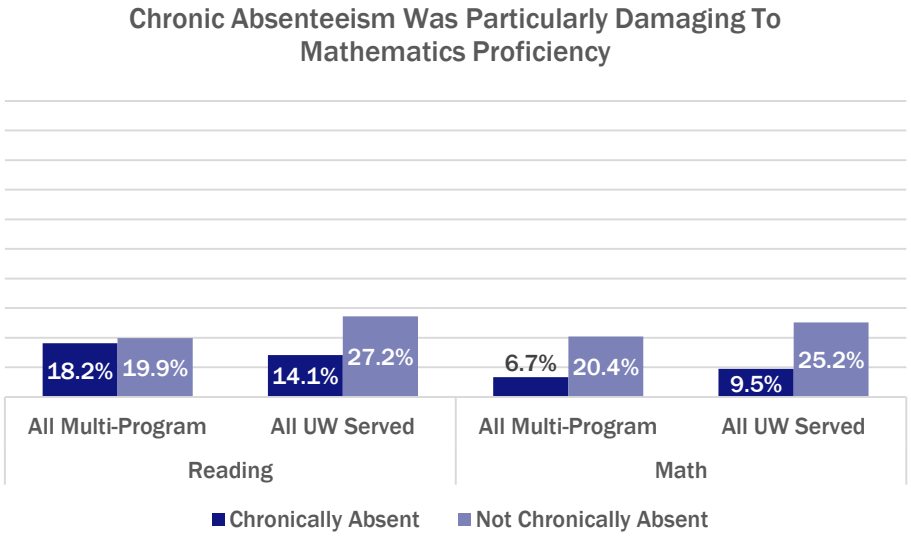

Figure 95. Exam Proficiency by Chronic Absenteeism Status

Graduation

As discussed in the methodology, the data of all students provided on the agency program lists were analyzed to determine graduation rate as opposed to just those served in 2012-2013. **Of the 153 multi-program Collective Participants that were eligible for graduation by 2013-2014, 137 graduated for a graduation rate of 89.5%.** This graduation rate is just slightly above the Collective-wide rate of 88.9%

Appendices

Appendix A: Collective Tables

Table 13. Demographics of Students Served in 2012-2013

	2012-2013[51]	
	Number	Percent
Race/Ethnicity		
White	613	5.1%
African American	8734	72.5%
Hispanic	2144	17.8%
Asian	274	2.3%
American Indian	59	0.5%
Multi-Racial	216	1.8%
Gender		
Male	5900	49.0%
Female	6140	51.0%
English as a Second Language (ESL) Status		
Receiving Services	664	5.5%
Exceptional Child (EC) Status		
Specific Learning Disabled	735	6.1%
Serious Emotional Disability	103	0.9%
Developmental/ Intellectual Disabilities	215	1.8%
Other Disability	408	3.4%
Gifted	343	2.9%
McKinney-Vento Status (MCV)	1632	13.6%
Attend Title I School	8228	68.3%
Attend Project LIFT School	2391	19.9%

[51] In some cases, race and ethnicity are not the same between years for students (example, student's race may change from mixed race to African American). The numbers reported are the race and ethnicity recorded in 2012-2013.

Table 14. Grade-Level in 2012-2013 School Year

	2012-2013	
	Number	Percent
Kindergarten	473	3.93%
1st	753	6.25%
2nd	828	6.88%
3rd	804	6.68%
4th	878	7.29%
5th	861	7.15%
6th	1055	8.76%
7th	1151	9.56%
8th	1408	11.69%
9th	1527	12.68%
10th	768	6.38%
11th	748	6.21%
12th	786	6.53%

Table 15. Years Served by 2012-2013 School Year

	2012-2013	
	Number	Percent
All Early Elementary (K-2)	2054	17.10%
1-2 Years in Program	1481	12.30%
3+ Years in Program	573	4.80%
All Late Elementary (3-5)	2543	21.10%
1-2 Years in Program	1165	9.70%
3-4 Years in Program	1050	8.70%
5+ Years in Program	328	2.70%
All Middle School (6-8)	3614	30.00%
1-2 Years in Program	1448	12.00%
3-4 Years in Program	1671	13.90%
5+ Years in Program	495	4.10%
All High School (9-12)	3829	31.80%
1-2 Years in Program	1399	11.60%
3-4 Years in Program	1850	15.40%
5+ Years in Program	580	4.80%

Table 16. Absenteeism Overview

	2012-2013			2013-2014		
Grade in 2012-2013	Total Number	Average Days Absent	Percent Chronically Absent	Total Number	Average Days Absent	Percent Chronically Absent
All Early Elementary (K-2)	2054	9.93	16.46%	1959	8.60	12.30%
1-2 Years in Program	1481	10.58	18.84%	1423	9.00	13.56%
3+ Years in Program	573	8.29	10.30%	536	7.54	8.96%
EE Comparison	2123	9.59	12.91%	2123	8.50	10.93%
All Late Elementary (3-5)	2543	7.77	9.16%	2449	8.11	10.45%
1-2 Years in Program	1165	8.54	11.67%	1128	8.59	12.32%
3-4 Years in Program	1050	7.34	7.43%	1001	8.04	9.99%
5+ Years in Program	328	6.42	5.79%	320	6.63	5.31%
LE Comparison	2787	8.27	9.76%	2782	8.77	12.33%
All Middle School (6-8)	3614	11.63	19.42%	3432	12.48	20.51%
1-2 Years in Program	1448	14.05	24.03%	1385	14.11	24.55%
3-4 Years in Program	1671	10.04	16.64%	1571	11.44	18.08%
5+ Years in Program	495	9.90	15.35%	476	11.14	16.81%
MS Comparison	4000	10.49	16.93%	3984	11.21	18.45%
All High School (9-12)	3829	15.49	26.64%	2796	16.19	28.29%
1-2 Years in Program	1399	18.54	32.31%	1045	17.57	31.00%
3-4 Years in Program	1850	13.85	23.68%	1352	15.20	25.89%
5+ Years in Program	580	13.39	22.41%	399	15.90	29.32%
HS Comparison	4002	11.76	18.09%	3204	11.98	18.76%
All UW Served	12040	11.75	19.04%	10636	11.73	18.73%
All Comparison	12912	10.25	15.08%	12093	10.38	15.80%

Table 17. Charlotte-Mecklenburg Schools Average Days Absent

	2012-2013		2013-2014	
	Number	Average Days Absent	Number	Average Days Absent
Elementary	74,650	9.21	75,714	5.61
Middle School	21,889	10.24	21,636	8.00
High School	22,496	8.14	22,686	4.98
All	140,161	9.11	142,389	5.90

Table 18. Student-Level Change in Chronic Absenteeism (2012-2013 to 2013-2014)

Grade Level in 2012-2013	Number	Chronic to Not Chronic	Not Chronic to Chronic	Not Chronic Either Year	Chronic Both Years
All Early Elementary (K-2)	1959	10.31%	5.56%	77.39%	6.74%
1-2 Years in Program	1423	11.88%	6.11%	74.56%	7.45%
3+ Years in Program	536	6.16%	4.10%	84.89%	4.85%
EE Comparison	2123	7.16%	5.18%	81.91%	5.75%
All Late Elementary (3-5)	2449	5.47%	6.53%	84.08%	3.92%
1-2 Years in Program	1128	6.74%	7.18%	80.94%	5.14%
3-4 Years in Program	1001	4.80%	6.99%	85.21%	3.00%
5+ Years in Program	320	3.13%	2.81%	91.56%	2.50%
LE Comparison	2782	5.36%	7.91%	82.31%	4.42%
All Middle School (6-8)	3432	8.01%	8.89%	71.47%	11.63%
1-2 Years in Program	1385	9.31%	9.96%	66.14%	14.58%
3-4 Years in Program	1571	7.38%	8.40%	74.54%	9.68%
5+ Years in Program	476	6.30%	7.35%	76.89%	9.45%
MS Comparison	3984	7.76%	9.26%	73.80%	9.19%
All High School (9-12)	2796	10.37%	10.87%	61.34%	17.42%
1-2 Years in Program	1045	12.82%	10.43%	56.17%	20.57%
3-4 Years in Program	1352	8.73%	10.50%	65.38%	15.38%
5+ Years in Program	399	9.52%	13.28%	61.15%	16.04%
HS Comparison	3204	8.33%	9.08%	72.91%	9.68%
All UW Served	10636	8.47%	8.25%	72.80%	10.47%
All Comparison	12093	7.25%	8.19%	76.95%	7.62%

Table 19. Charlotte-Mecklenburg Schools Chronic Absenteeism

	2012-2013	2013-2014
Early Elementary	8.4%	7.2%
Late Elementary	5.8%	5.3%
Middle School	11.1%	10.9%
High School	15.2%	14.9%
All	10.3%	9.8%

Table 20. Suspension Overview

Grade in 2012-2013	2012-2013				2013-2014			
	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)
All Early Elementary (K-2)	2054	0.40	9.59%	4.17	1959	0.39	10.06%	3.83
1-2 Years in Program	1481	0.42	9.59%	4.39	1423	0.45	11.10%	4.02
3+ Years in Program	573	0.35	9.60%	3.60	536	0.22	7.28%	3.08
EE Comparison	2123	0.32	9.00%	3.59	2123	0.30	8.48%	3.59
All Late Elementary (3-5)	2543	0.67	14.79%	4.55	2449	0.98	17.72%	5.55
1-2 Years in Program	1165	0.76	17.34%	4.39	1128	0.95	18.97%	4.99
3-4 Years in Program	1050	0.65	13.71%	4.74	1001	1.12	17.58%	6.39
5+ Years in Program	328	0.43	9.15%	4.73	320	0.68	13.75%	4.91
LE Comparison	2787	0.71	16.47%	4.31	2782	1.05	18.37%	5.71
All Middle School (6-8)	3614	3.13	36.36%	8.62	3432	2.62	29.87%	8.78
1-2 Years in Program	1448	4.07	43.37%	9.39	1385	3.35	34.44%	9.73
3-4 Years in Program	1671	2.58	32.38%	7.96	1571	2.18	27.50%	7.93
5+ Years in Program	495	2.26	29.29%	7.71	476	1.95	24.37%	8.01
MS Comparison	4000	2.16	29.10%	7.44	3984	1.88	22.69%	8.31
All High School (9-12)	3829	2.67	28.23%	9.47	2796	2.28	23.89%	9.55
1-2 Years in Program	1399	3.78	33.81%	11.18	1045	2.73	25.55%	10.67
3-4 Years in Program	1850	2.13	25.41%	8.37	1352	2.07	23.52%	8.81
5+ Years in Program	580	1.75	23.79%	7.34	399	1.83	20.80%	8.81
HS Comparison	4002	1.29	17.34%	7.44	3204	1.19	14.17%	8.36
All UW Served	12040	2.00	24.65%	8.11	10636	1.74	21.85%	7.98
All Comparison	12912	1.28	19.42%	6.57	12093	1.22	16.94%	7.25

Table 21. Charlotte-Mecklenburg Schools Suspension Overview

Grade in 2012-2013	2012-2013				2013-2014			
	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)
Early Elementary (K-2)	36412	0.10	3.45	3.04	37061	0.08	2.73	2.99
Late Elementary (3-5)	33502	0.21	6.36	3.26	33786	0.15	4.74	3.16
Middle School (6-8)	31989	1.21	16.88	7.19	32832	0.93	14.00	6.66
High School (9-12)	37923	0.97	14.26	6.79	39053	0.89	11.56	7.72
All	139826	0.62	10.15	6.08	142732	0.52	8.21	6.27

Table 22. Student-Level Change in Suspension (2012-2013 to 2013-2014)

Grade in 2012-2013	Number	Suspension to No Suspension	No Suspension to Suspension	No Suspensions Either Year	Suspended Both Years
All Early Elementary (K-2)	1959	5.82%	5.97%	84.12%	4.08%
1-2 Years in Program	1423	5.20%	6.54%	83.70%	4.57%
3+ Years in Program	536	7.46%	4.48%	85.26%	2.80%
EE Comparison	2123	5.61%	5.09%	85.92%	3.39%
All Late Elementary (3-5)	2449	7.68%	10.13%	74.60%	7.59%
1-2 Years in Program	1128	9.40%	10.46%	71.63%	8.51%
3-4 Years in Program	1001	6.69%	10.09%	75.72%	7.49%
5+ Years in Program	320	4.69%	9.06%	81.56%	4.69%
LE Comparison	2782	8.16%	10.03%	73.47%	8.34%
All Middle School (6-8)	3432	16.64%	9.35%	53.50%	20.51%
1-2 Years in Program	1385	18.12%	9.10%	47.44%	25.34%
3-4 Years in Program	1571	15.85%	9.68%	56.65%	17.82%
5+ Years in Program	476	14.92%	9.03%	60.71%	15.34%
MS Comparison	3984	14.76%	8.41%	62.55%	14.28%
All High School (9-12)	2796	14.88%	8.12%	61.23%	15.77%
1-2 Years in Program	1045	18.09%	7.94%	56.36%	17.61%
3-4 Years in Program	1352	12.57%	8.21%	63.91%	15.31%
5+ Years in Program	399	14.29%	8.27%	64.91%	12.53%
HS Comparison	3204	10.99%	6.43%	74.84%	7.74%
All UW Served	10636	12.12%	8.58%	66.03%	13.27%
All Comparison	12093	10.63%	7.67%	72.42%	9.27%

Table 23. Percent Passing Summative End-of-Grade Exams

	2012-2013				2013-2014			
	EOG Reading		EOG Math		EOG Reading		EOG Math	
	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed
All Late Elementary (3-5)	2340	21.03%	2363	30.22%	1500	31.93%	1515	37.89%
1-2 Years in Program	1082	19.50%	1092	26.47%	705	30.64%	707	36.35%
3-4 Years in Program	959	21.90%	968	33.06%	609	33.00%	616	39.61%
5+ Years in Program	299	23.75%	303	34.65%	186	33.33%	192	38.02%
LE Comparison	493	18.80%	635	23.80%	825	34.10%	947	39.00%
All Middle School (6-8)	3222	24.71%	3252	20.08%	1903	33.63%	1909	26.03%
1-2 Years in Program	1285	22.96%	1296	18.75%	823	32.08%	827	24.55%
3-4 Years in Program	1490	25.03%	1508	21.42%	790	35.44%	791	27.56%
5+ Years in Program	447	28.64%	448	19.42%	290	33.10%	291	26.12%
MS Comparison	1027	28.00%	805	21.60%	1132	36.40%	858	27.50%
All UW Served	5562	23.16%	5615	24.35%	4848	33.33%	4879	32.79%
All Comparison	1520	24.20%	1440	22.50%	1957	35.40%	1802	32.60%
CMS-Wide	N/A	45.5%	N/A	46.4%	N/A	56.8%	N/A	55.7%
CMS- EDS	N/A	28.7%	N/A	29.9%	N/A	40.9%	N/A	40.2%
State-Wide	N/A	43.9%	N/A	42.3%	N/A	44.7%*	N/A	43.1%*

* - "College and Career Ready"

Table 24. Percent Passing Summative End-of-Course Exams

	2012-2013				2013-2014			
	English II		Math I		English II		Math I	
	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed
All Middle School (6-8)			186	62.90%			126	76.20%
1-2 Years in Program			42	50.00%			44	84.10%
3-4 Years in Program			114	65.80%			51	76.50%
5+ Years in Program			30	70.00%			31	64.50%
MS Comparison			225	62.70%			191	75.90%
All High School (9-12)	680	28.53%	1034	13.10%	998	47.39%	1109	30.10%
1-2 Years in Program	298	32.89%	364	8.24%	324	45.68%	366	26.50%
3-4 Years in Program	271	22.51%	517	16.44%	517	49.71%	600	32.80%
5+ Years in Program	111	31.53%	153	13.07%	157	43.31%	143	28.00%
HS Comparison	871	43.20%	1110	14.80%	1176	57.70%	1089	32.30%
All UW Served	680	28.53%	1220	20.66%	998	47.39%	1236	20.39%
All Comparison	871	43.20%	1335	22.80%	1176	57.70%	1280	38.80%
CMS-Wide	N/A	53.2%	N/A	45.4%	N/A	67.1%	N/A	63.8%
CMS-EDS	N/A	37.2%	N/A	26.3%	N/A	53.1%	N/A	46.1%
State-Wide	N/A	51.1%	N/A	42.6%	N/A	61.2%	N/A	60.0%

Table 25. Student-Level Change in Passing 2012-2013 to 2013-2014 (Reading & English)

Grade in 2012-2013	Total Number	Passed then Failed	Failed then Passed	Continued Failing	Continued Passing
All Late Elementary (3-5)	2197	3.69%	15.84%	62.95%	17.52%
1-2 Years in Program	1003	3.19%	15.45%	65.20%	16.15%
3-4 Years in Program	908	3.96%	16.30%	61.23%	18.50%
5+ Years in Program	286	4.55%	15.73%	60.49%	19.23%
LE Comparison	2476	2.99%	16.44%	64.66%	15.91%
All Middle School (6-8)	1849	5.52%	14.33%	60.47%	19.69%
1-2 Years in Program	803	5.23%	13.45%	62.39%	18.93%
3-4 Years in Program	762	5.12%	16.14%	59.06%	19.69%
5+ Years in Program	284	7.39%	11.97%	58.80%	21.83%
MS Comparison	2163	5.41%	15.58%	55.48%	23.53%
All UW Served	4046	4.52%	15.15%	61.81%	18.51%
All Comparison	4639	4.12%	16.04%	60.38%	19.47%

Table 26. Student-Level Change in Passing 2012-2013 to 2013-2014 (Math)

Grade in 2012-2013	Total Number	Passed then Failed	Failed then Passed	Continued Failing	Continued Passing
All Late Elementary (3-5)	2222	5.27%	10.17%	58.78%	25.79%
1-2 Years in Program	1011	5.14%	11.08%	61.23%	22.55%
3-4 Years in Program	919	5.01%	9.47%	56.91%	28.62%
5+ Years in Program	292	6.51%	9.25%	56.16%	28.08%
LE Comparison	2512	4.74%	12.46%	63.38%	19.43%
All Middle School (6-8)	2768	3.94%	14.78%	66.55%	14.74%
1-2 Years in Program	1098	3.92%	11.93%	69.03%	15.12%
3-4 Years in Program	1276	4.23%	16.61%	64.26%	14.89%
5+ Years in Program	394	3.05%	16.75%	67.01%	13.20%
MS Comparison	3136	3.09%	14.22%	65.50%	17.19%
All UW Served	4990	4.53%	12.73%	63.09%	19.66%
All Comparison	5648	3.82%	13.44%	64.55%	18.18%

Table 27. Chronic Absence and Exam Pass Rate in 2012-2013 School Year (Reading)

Grade in 2012-2013	Chronically Absent		Not Chronically Absent	
	Total Number	Percent Passed	Total Number	Percent Passed
All Late Elementary (3-5)	208	12.50%	2132	21.86%
LE Comparison	244	10.66%	2373	19.68%
All Middle School (6-8)	586	13.14%	719	27.28%
MS Comparison	587	17.89%	3087	29.87%
All High School (9-12)	198	18.69%	482	32.57%
HS Comparison	151	26.49%	720	46.67%
All UW Served	992	14.11%	3333	27.23%
All Comparison	982	17.41%	6180	27.91%

Table 28. Chronic Absence and Exam Pass Rate in 2012-2013 School Year (Math)

Grade in 2012-2013	Chronically Absent		Not Chronically Absent	
	Total Number	Percent Passed	Total Number	Percent Passed
All Late Elementary (3-5)	209	17.22%	678	31.48%
LE Comparison	248	13.71%	2416	24.88%
All Middle School (6-8)	593	8.94%	600	22.56%
MS Comparison	593	10.96%	3132	23.63%
All High School (9-12)	286	4.90%	121	16.18%
HS Comparison	201	5.47%	909	16.83%
All UW Served	1088	9.47%	5561	25.16%
All Comparison	1042	10.56%	6457	23.14%

Table 29. Graduation Rate

	Number of Students Eligible for Graduation by 2013-2014	Number of Students Graduated by 2013-2014	Percent Graduated
All UW Served	2934	2609	88.92%
1-2 Years in Program	646	550	85.14%
3-4 Years in Program	1531	1366	89.22%
5+ Years in Program	757	693	91.55%

Appendix B: McKinney-Vento (MCV) Tables

Table 30. Demographics of Students Served in 2012–2013

	2012–2013	
	Number	Percent
Race/Ethnicity		
White	45	2.76%
African American	1431	87.68%
Hispanic	107	6.56%
Asian	7	0.43%
American Indian	7	0.43%
Multi-Racial	35	2.14%
Gender		
Male	804	49.26%
Female	828	50.74%
English as a Second Language (ESL) Status		
Receiving Services	37	2.27%
Exceptional Child (EC) Status		
Specific Learning Disabled	102	6.25%
Serious Emotional Disability	14	0.86%
Developmental/ Intellectual Disabilities	34	2.08%
Other Disability	42	2.57%
Gifted	22	1.35%
Attend Title I School	1356	83.09%
Attend Project LIFT School	478	29.29%

Table 31. Grade-Level in 2012-2013 School Year

	2012-2013	
	Number	Percent
Kindergarten	146	8.95%
1st	159	9.74%
2nd	158	9.68%
3rd	159	9.74%
4th	131	8.03%
5th	143	8.76%
6th	138	8.46%
7th	147	9.01%
8th	152	9.31%
9th	135	8.27%
10th	72	4.41%
11th	38	2.33%
12th	54	3.31%

Table 32. MCV Students Absenteeism Overview

Grade in 2012-2013	2012-2013			2013-2014		
	Number	Average Days Absent	Percent Chronically Absent	Number	Average Days Absent	Percent Chronically Absent
MCV Early Elementary (K-2)	463	14.81	33.48%	433	11.42	21.38%
All EE Served	2054	9.93	16.46%	1959	8.60	12.30%
EE Comparison	2123	9.59	12.91%	2123	8.50	10.93%
MCV Late Elementary (3-5)	433	11.53	20.55%	411	10.20	15.24%
All LE Served	2543	7.77	9.16%	2449	8.11	10.45%
LE Comparison	2787	8.27	9.76%	2782	8.76	12.33%
MCV Middle School (6-8)	437	18.89	37.07%	409	18.14	34.55%
All MS Served	3614	11.63	19.42%	3432	12.48	20.51%
MS Comparison	4000	10.49	16.93%	3984	11.21	18.45%
MCV High School (9-12)	299	22.18	44.48%	224	20.91	43.75%
All HS Served	3829	15.49	26.64%	2796	16.19	28.29%
HS Comparison	4002	11.76	18.09%	3204	11.98	18.76%
All MCV Served	1632	16.38	33.03%	1477	14.38	28.03%
All UW Served	12040	11.75	19.04%	10636	11.73	18.73%
All Comparison	12912	10.25	15.08%	12093	10.38	15.80%

Table 33. Student-Level Change in Chronic Absenteeism (2012-2013 to 2013-2014)

Grade Level in 2012-2013	Number	Chronic to Not Chronic	Not Chronic to Chronic	Not Chronic Either Year	Chronic Both Years
MCV Early Elementary (K-2)	433	21.48%	9.47%	55.66%	13.39%
All EE Served	1959	10.31%	5.56%	77.39%	6.74%
EE Comparison	2123	7.16%	5.18%	81.91%	5.75%
MCV Late Elementary (3-5)	411	14.84%	9.73%	69.10%	6.33%
All LE Served	2449	5.47%	6.53%	84.08%	3.92%
LE Comparison	2782	5.36%	7.91%	82.31%	4.42%
MCV Middle School (6-8)	409	12.22	11.98%	50.86%	24.94%
All MS Served	3432	8.01%	8.89%	71.47%	11.63%
MS Comparison	3984	7.76%	9.26%	73.80%	9.19%
MCV High School (9-12)	224	18.75%	16.07%	37.50%	27.68%
All HS Served	2796	10.37%	10.87%	61.34%	17.42%
HS Comparison	3204	8.33%	9.08%	72.91%	9.68%
All MCV Served	1477	16.66%	11.24%	55.31%	16.79%
All UW Served	10636	8.47%	8.25%	72.80%	10.47%
All Comparison	12093	7.25%	8.19%	76.95%	7.62%

Table 34. MCV Suspension Overview

Grade in 2012-2013	2012-2013				2013-2014			
	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)
MCV Early Elementary (K-2)	463	0.45	10.15%	4.51	433	0.50	12.31%	3.82
All EE Served	2054	0.40	9.59%	4.17	1959	0.39	10.06%	3.83
EE Comparison	2123	0.32	9.00%	3.59	2123	0.30	8.48%	3.59
MCV Late Elementary (3-5)	433	1.21	23.56%	5.14	411	1.51	25.64%	5.57
All LE Served	2543	0.67	14.79%	4.55	2449	0.98	17.72%	5.55
LE Comparison	2787	0.71	16.47%	4.31	2782	1.04	18.37%	5.71
MCV Middle School (6-8)	437	4.99	50.34%	9.91	409	3.87	39.59%	9.15
All MS Served	3614	3.13	36.36%	8.62	3432	2.62	29.87%	8.78
MS Comparison	4000	2.16	29.10%	7.44	3984	1.88	22.69%	8.31
MCV High School (9-12)	299	4.07	40.80%	9.97	224	2.71	28.57%	9.46
All HS Served	3829	2.67	28.23%	9.47	2796	2.28	23.89%	9.55
HS Comparison	4002	1.29	17.34%	7.44	3204	1.19	14.17%	8.36
All MCV Served	1632	2.53	30.09%	8.41	1477	2.05	27.42%	7.47
All UW Served	12040	2.00	24.65%	8.11	10636	1.74	21.85%	7.98
All Comparison	12912	1.28	19.42%	6.57	12093	1.22	16.94%	7.25

Table 35. Student-Level Change in Suspension (2012-2013 to 2013-2014)

Grade in 2012-2013	Number	Suspension to No Suspension	No Suspension to Suspension	No Suspensions Either Year	Suspended Both Years
MCV Early Elementary (K-2)	433	6.00%	8.78%	80.83%	4.39%
All EE Served	1959	5.82%	5.97%	84.12%	4.08%
EE Comparison	2123	5.61%	5.09%	85.92%	3.39%
MCV Late Elementary (3-5)	411	11.68	13.87%	61.31%	13.14%
All LE Served	2449	7.68%	10.13%	74.60%	7.59%
LE Comparison	2782	8.16%	10.03%	73.47%	8.34%
MCV Middle School (6-8)	409	20.54%	12.96%	37.16%	29.34%
All MS Served	3432	16.64%	9.35%	53.50%	20.51%
MS Comparison	3984	14.76%	8.41%	62.55%	14.28%
MCV High School (9-12)	224	20.54%	7.14%	50.89%	21.43%
All HS Served	2796	14.88%	8.12%	61.23%	15.77%
HS Comparison	3204	10.99%	6.43%	74.84%	7.74%
All MCV Served	1477	13.81%	11.10%	58.77%	16.32%
All UW Served	10636	12.12%	8.58%	66.03%	13.27%
All Comparison	12093	10.63%	7.67%	72.42%	9.27%

Table 36. Percent Passing Summative End-of-Grade Exams

	2012-2013				2013-2014			
	EOG Reading		EOG Math		EOG Reading		EOG Math	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
MCV Late Elementary (3-5)	63	16.03%	72	18.23%	105	27.78%	121	31.84%
All LE Served	2340	21.03%	2363	30.22%	1500	31.93%	1515	37.89%
LE Comparison	493	18.80%	635	23.80%	825	34.10%	947	39.00%
MCV Middle School (6-8)	66	16.92%	55	14.18%	88	25.07%	54	15.38%
All MS Served	3222	24.71%	3252	20.08%	1903	33.63%	1909	26.03%
MS Comparison	1027	28.00%	805	21.60%	1132	36.40%	858	27.50%
All MCV Served	129	16.48%	127	16.22%	193	26.47%	175	23.94%
All UW Served	5562	23.16%	5615	24.35%	4848	33.33%	4879	32.79%
All Comparison	1520	24.20%	1440	22.50%	1957	35.40%	1802	32.60%
CMS-Wide	N/A	45.5%	N/A	46.4%	N/A	56.8%	N/A	55.7%
CMS EDS	N/A	28.7%	N/A	29.9%	N/A	40.9%	N/A	40.2%
State-Wide	N/A	43.9%	N/A	42.3%	N/A	44.7%*	N/A	43.1%*

* - "College and Career Ready"

Table 37. Percent Passing Summative End-of-Course Exams

	2012-2013				2013-2014			
	English II		Math I		English II		Math I	
	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed
MCV High School (9-12)	15	*	16	*	33	44.59%	*	*
All HS Served	680	28.53%	1034	13.10%	998	47.39%	1109	30.10%
HS Comparison	871	43.20%	1110	14.80%	1176	57.70%	1089	32.30%
CMS-Wide	N/A	53.2%	N/A	45.4%	N/A	67.1%	N/A	63.8%
CMS-EDS	N/A	37.2%	N/A	26.3%	N/A	53.1%	N/A	46.1%
State-Wide	N/A	51.1%	N/A	42.6%	N/A	61.2%*	N/A	60.0%*

* - "College and Career Ready"

Table 38. Student-Level Change in Passing 2012-2013 to 2013-2014 (Reading & English)

Grade in 2012-2013	Number	Passed then Failed	Failed then Passed	Continued Failing	Continued Passing
MCV Late Elementary (3-5)	355	1.69%	11.55%	72.68%	14.08%
All LE Served	2197	3.69%	15.84%	62.95%	17.52%
LE Comparison	2476	2.99%	16.44%	64.66%	15.91%
MCV Middle School (6-8)	226	3.10%	12.39%	69.47%	15.04%
All MS Served	1849	5.52%	14.33%	60.47%	19.69%
MS Comparison	2163	5.41%	15.58%	55.48%	23.53%
All MCV Served	581	2.24%	11.88%	71.43%	14.46%
All UW Served	4046	4.52%	15.15%	61.81%	18.51%
All Comparison	4639	4.12%	16.04%	60.38%	19.47%

Table 39. Student-Level Change in Passing 2012-2013 to 2013-2014 (Math)

Grade in 2012-2013	Number	Passed then Failed	Failed then Passed	Continued Failing	Continued Passing
MCV Late Elementary (3-5)	356	4.78%	12.92%	67.70%	14.61%
All LE Served	2222	5.27%	10.17%	58.78%	25.79%
LE Comparison	2512	4.74%	12.46%	63.38%	19.43%
MCV Middle School (6-8)	305	4.92%	8.52%	77.38%	9.18%
All MS Served	1023	4.59%	12.22%	61.09%	22.09%
MS Comparison	3136	3.09%	14.22%	65.50%	17.19%
All MCV Served	661	4.84%	10.89%	72.16%	12.10%
All UW Served	3245	4.93%	11.19%	59.93%	23.94%
All Comparison	5648	3.82%	13.44%	64.55%	18.18%

Table 40. Chronic Absence and Exam Pass Rate in 2012-2013 School Year (Reading)

Grade in 2012-2013	Chronically Absent		Not Chronically Absent	
	Number	Percent Pass	Number	Percent Pass
MCV Late Elementary (3-5)	78	10.26%	315	17.46%
All LE Served	208	12.50%	2132	21.86%
LE Comparison	244	10.66%	2373	19.68%
MCV Middle School (6-8)	140	11.43%	250	20.00%
All MS Served	586	13.14%	719	27.28%
MS Comparison	587	17.89%	3087	29.87%
MCV High School (9-12)	27	22.22%	27	33.33%
All HS Served	198	18.69%	482	32.57%
HS Comparison	151	26.49%	720	46.67%
All MCV Served	245	12.24%	592	19.26%
All UW Served	992	14.11%	3333	27.23%
All Comparison	982	17.41%	6180	27.91%

Table 41. Chronic Absence and Exam Pass Rate in 2012-2013 School Year (Math)

Grade in 2012-2013	Chronically Absent		Not Chronically Absent	
	Number	Percent Pass	Number	Percent Pass
MCV Late Elementary (3-5)	79	15.19%	316	18.99%
All LE Served	209	17.22%	678	31.48%
LE Comparison	248	13.71%	2416	24.88%
MCV Middle School (6-8)	139	10.79%	249	16.06%
All MS Served	593	8.94%	600	22.56%
MS Comparison	593	10.96%	3132	23.63%
MCV High School (9-12)	41	9.76%	49	24.49%
All HS Served	286	4.90%	121	16.18%
HS Comparison	201	5.47%	909	16.83%
All MCV Served	259	11.97%	614	18.24%
All UW Served	1088	9.47%	5561	25.16%
All Comparison	1042	10.56%	6457	23.14%

Appendix C: Multi-Program Participant (MPP) Tables

Table 42. Demographics of Students Served in 2012–2013

	2012–2013	
	Number	Percent
Race/Ethnicity		
White	20	1.84%
African American	952	87.74%
Hispanic	76	7.00%
Asian	13	1.20%
American Indian	8	0.74%
Multi-Racial	16	1.47%
Gender		
Male	493	45.44%
Female	592	54.56%
English as a Second Language (ESL) Status		
Receiving Services	17	1.57%
Exceptional Child (EC) Status		
Specific Learning Disabled	74	6.82%
Serious Emotional Disability	14	1.29%
Developmental/ Intellectual Disabilities	18	1.66%
Other Disability	36	3.32%
Gifted	25	2.30%
McKinney-Vento	173	15.94%
Attend Title I School	860	79.26%
Attend Project LIFT School	411	37.88%

Table 43. Grade-Level in 2012-2013 School Year

	2012-2013	
	Number	Percent
Kindergarten	16	1.47%
1st	34	3.13%
2nd	47	4.33%
3rd	49	4.52%
4th	55	5.07%
5th	60	5.53%
6th	123	11.34%
7th	160	14.75%
8th	220	20.28%
9th	178	16.41%
10th	46	4.24%
11th	52	4.79%
12th	45	4.15%

Table 44. Multi-Program Participant Absenteeism Overview

Grade in 2012-2013	2012-2013			2013-2014		
	Number	Average Days Absent	Percent Chronically Absent	Number	Average Days Absent	Percent Chronically Absent
MPP Early Elementary (K-2)	97	10.90	22.68%	94	10.80	19.59%
All EE Served	2054	9.93	16.46%	1959	8.61	12.30%
EE Comparison	2123	9.59	12.91%	1264	8.76	11.39%
MPP Late Elementary (3-5)	164	8.27	10.98%	157	9.39	15.85%
All LE Served	2543	7.77	9.16%	2449	8.11	10.45%
LE Comparison	2787	8.27	9.76%	2664	8.02	9.98%
MPP Middle School (6-8)	503	12.08	19.09%	495	14.71	24.06%
All MS Served	3614	11.63	19.42%	3433	12.47	20.51%
MS Comparison	4000	10.49	16.93%	3492	10.28	16.67%
MPP High School (9-12)	321	14.15	24.61%	304	14.68	26.48%
All HS Served	3829	15.49	26.64%	3479	13.01	22.74%
HS Comparison	4002	11.76	18.09%	4673	12.23	19.67%
All MPP Served	1085	12.01	19.82%	1050	13.55	23.13%
All UW Served	12040	11.75	19.04%	11320	11.03	17.60%
All Comparison	12912	10.25	15.08%	12886	9.74	14.80%

Table 45. Student-Level Change in Chronic Absenteeism (2012-2013 to 2013-2014)

Grade Level in 2012-2013	Number	Chronic to Not Chronic	Not Chronic to Chronic	Not Chronic Either Year	Chronic Both Years
MPP Early Elementary (K-2)	94	12.77%	9.57%	67.02%	10.64%
All EE Served	1959	10.31%	5.56%	77.39%	6.74%
EE Comparison	2123	7.16%	5.18%	81.91%	5.75%
MPP Late Elementary (3-5)	157	5.10%	10.19%	78.34%	6.37%
All LE Served	2449	5.47%	6.53%	84.08%	3.92%
LE Comparison	2782	5.36%	7.91%	82.31%	4.42%
MPP Middle School (6-8)	495	5.45%	10.71%	70.10%	13.74%
All MS Served	3432	8.01%	8.89%	71.47%	11.63%
MS Comparison	3984	7.76%	9.26%	73.80%	9.19%
MPP High School (9-12)	260	6.15%	12.31%	61.15%	20.38%
All HS Served	2796	10.37%	10.87%	61.34%	17.42%
HS Comparison	3204	8.33%	9.08%	72.91%	9.68%
All MPP Served	1006	6.26%	10.93%	68.79%	14.02%
All UW Served	10636	8.47%	8.25%	72.80%	10.47%
All Comparison	12093	7.25%	8.19%	76.95%	7.62%

Table 46. Multi-Program Participant Suspension Overview

Grade in 2012-2013	2012-2013				2013-2014			
	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)	Number	Average Days Suspended	Percent Experiencing Suspension	Average Days Suspended (W/ Suspension)
MPP Early Elementary (K-2)	97	0.72	15.46%	4.67	94	0.94	15.46%	4.33
All EE Served	2054	0.40	9.59%	4.17	1959	8.61	10.06%	3.83
EE Comparison	2123	0.32	9.00%	3.59	1264	0.30	7.44%	4.06
MPP Late Elementary (3-5)	164	1.05	20.73%	5.06	157	0.97	23.78%	2.15
All LE Served	2543	0.67	14.79%	4.55	2449	8.11	17.72%	5.55
LE Comparison	2787	0.71	16.47%	4.31	2664	0.51	11.79%	4.30
MPP Middle School (6-8)	503	3.27	41.35%	7.91	495	3.06	32.01%	6.07
All MS Served	3614	3.13	36.36%	8.62	3433	2.62	29.86%	8.78
MS Comparison	4000	2.16	29.10%	7.44	3492	1.85	25.32%	7.32
MPP High School (9-12)	321	3.00	32.40%	9.25	304	3.06	24.61%	7.97
All HS Served	3829	2.67	28.23%	9.47	3479	1.83	19.20%	9.55
HS Comparison	4002	1.29	17.34%	7.44	4673	1.43	16.20%	8.80
All MPP Served	1085	2.63	33.27%	7.89	1050	2.56	27.10%	6.15
All UW Served	12040	2.00	24.65%	8.11	11320	11.03	20.53%	7.98
All Comparison	12912	1.28	19.42%	6.57	12886	1.15	15.87%	7.26

Table 47. Student-Level Change in Suspension (2012-2013 to 2013-2014)

Grade in 2012-2013	Number	Suspension to No Suspension	No Suspension to Suspension	No Suspensions Either Year	Suspended Both Years
MPP Early Elementary (K-2)	94	8.51%	8.51%	75.53%	7.45%
All EE Served	1959	5.82%	5.97%	84.12%	4.08%
EE Comparison	2123	5.61%	5.09%	85.92%	3.39%
MPP Late Elementary (3-5)	157	10.19%	14.01%	64.97%	10.83%
All LE Served	2449	7.68%	10.13%	74.60%	7.59%
LE Comparison	2782	8.16%	10.03%	73.47%	8.34%
MPP Middle School (6-8)	495	17.37%	8.48%	50.10%	24.04%
All MS Served	3432	16.64%	9.35%	53.50%	20.51%
MS Comparison	3984	14.76%	8.41%	62.55%	14.28%
MPP High School (9-12)	260	13.08%	8.85%	56.54%	21.54%
All HS Served	2796	14.88%	8.12%	61.23%	15.77%
HS Comparison	3204	10.99%	6.43%	74.84%	7.74%
All MPP Served	1006	14.31%	9.44%	56.46%	19.78%
All UW Served	10636	12.12%	8.58%	66.03%	13.27%
All Comparison	12093	10.63%	7.67%	72.42%	9.27%

Table 48. Percent Passing Summative End-of-Grade Exams

	2012-2013				2013-2014			
	EOG Reading		EOG Math		EOG Reading		EOG Math	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
MPP Late Elementary (3-5)	154	14.29%	155	23.87%	94	28.72%	95	27.37%
All LE Served	2340	21.03%	2363	30.22%	1500	31.93%	1515	37.89%
LE Comparison	493	18.80%	635	23.80%	825	34.10%	947	39.00%
MPP Middle School (6-8)	459	20.48%	465	17.42%	244	32.79%	247	23.08%
All MS Served	3222	24.71%	3252	20.08%	1903	33.63%	1909	26.03%
MS Comparison	1027	28.00%	805	21.60%	1132	36.40%	858	27.50%
All MPP Served	613	18.92%	620	19.03%	338	31.66%	342	24.27%
All UW Served	5562	23.16%	5615	24.35%	4848	33.33%	4879	32.79%
All Comparison	1520	24.20%	1440	22.50%	1957	35.40%	1802	32.60%
CMS-Wide	N/A	45.5%	N/A	46.4%	N/A	56.8%	N/A	55.7%
CMS EDS	N/A	28.7%	N/A	29.9%	N/A	40.9%	N/A	40.2%
State-Wide	N/A	43.9%	N/A	42.3%	N/A	44.7%*	N/A	43.1%*

* - "College and Career Ready"

Table 49. Percent Passing Summative End-of-Course Exams

	2012-2013				2013-2014			
	English II		Math I		English II		Math I	
	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed	Total Number	Percent Passed
MPP Middle School (6-8)			29	55.17			19	68.42%
All MS Served			186	62.90%			126	76.20%
MS Comparison			225	62.70%			191	75.90%
MPP High School (9-12)	46	28.26%	133	12.78%	129	49.61	165	27.30%
All HS Served	680	28.53%	1034	13.10%	998	47.39%	1109	30.10%
HS Comparison	871	43.20%	1110	14.80%	1176	57.70%	1089	32.30%
All MPP Served	46	28.26%	162	20.37%	129	49.61%	184	31.52%
All UW	680	28.53%	1220	20.66%	998	47.39%	1236	20.39%
All Comparison	871	43.20%	1335	22.80%	1176	57.70%	1280	38.80
CMS-Wide	N/A	53.2%	N/A	45.4%	N/A	67.1%	N/A	63.8%
CMS EDS	N/A	37.2%	N/A	26.3%	N/A	53.1%	N/A	46.1%
State-Wide	N/A	51.1%	N/A	42.6%	N/A	61.2%*	N/A	60.0%*

* - "College and Career Ready"

Table 50. Student-Level Change in Passing 2012-2013 to 2013-2014 (Reading & English)

Grade in 2012-2013	Number	Passed then Failed	Failed then Passed	Continued Failing	Continued Passing
MPP Late Elementary (3-5)	147	2.72%	14.97%	70.07%	12.24%
All LE Served	2197	3.69%	15.84%	62.95%	17.52%
LE Comparison	2476	2.99%	16.44%	64.66%	15.91%
MPP Middle School (6-8)	237	8.02%	14.77%	58.65%	18.57%
All MS Served	1849	5.52%	14.33%	60.47%	19.69%
MS Comparison	2163	5.41%	15.58%	55.48%	23.53%
All MPP Served	384	6.00%	14.80%	63.00%	16.10%
All UW	4046	4.52%	15.15%	61.81%	18.51%
All Comparison	4639	4.12%	16.04%	60.38%	19.47%

Table 51. Student-Level Change in Passing 2012-2013 to 2013-2014 (Math)

Grade in 2012-2013	Number	Passed then Failed	Failed then Passed	Continued Failing	Continued Passing
MPP Late Elementary (3-5)	147	9.52%	7.48%	67.35%	15.65%
All LE Served	2222	5.27%	10.17%	58.78%	25.79%
LE Comparison	2512	4.74%	12.46%	63.38%	19.43%
MPP Middle School (6-8)	386	4.66%	12.69%	70.47%	12.18%
All MS Served	1023	4.59%	12.22%	61.09%	22.09%
MS Comparison	3136	3.09%	14.22%	65.50%	17.19%
All MPP Served	533	6.00%	11.30%	69.60%	13.10%
All UW	3245	5.05%	10.82%	59.51%	24.62%
All Comparison	5648	3.82%	13.44%	64.55%	18.18%

Table 52. Chronic Absence and Exam Pass Rate in 2012-2013 School Year (Reading)

Grade in 2012-2013	Chronically Absent		Not Chronically Absent	
	Number	Percent Pass	Number	Percent Pass
MPP Late Elementary (3-5)	18	5.56%	136	15.44%
All LE Served	208	12.50%	2132	21.86%
LE Comparison	244	10.66%	2373	19.68%
MPP Middle School (6-8)	80	17.50%	379	21.11%
All MS Served	586	13.14%	719	27.28%
MS Comparison	587	17.89%	3087	29.87%
MPP High School (9-12)	12	41.67%	34	23.53%
All HS Served	198	18.69%	482	32.57%
HS Comparison	151	26.49%	720	46.67%
All MPP Served	110	18.18%	549	19.85%
All UW Served	992	14.11%	3333	27.23%
All Comparison	982	17.41%	6180	27.91%

Table 53. Chronic Absence and Exam Pass Rate in 2012-2013 School Year (Math)

Grade in 2012-2013	Chronically Absent		Not Chronically Absent	
	Number	Percent Pass	Number	Percent Pass
MPP Late Elementary (3-5)	18	11.11%	137	25.55%
All LE Served	209	17.22%	678	31.48%
LE Comparison	248	13.71%	2416	24.88%
MPP Middle School (6-8)	83	7.23%	382	19.63%
All MS Served	593	8.94%	600	22.56%
MS Comparison	593	10.96%	3132	23.63%
MPP High School (9-12)	34	2.94%	99	16.16%
All HS Served	286	4.90%	121	16.18%
HS Comparison	201	5.47%	909	16.83%
All MPP Served	135	6.67%	618	20.39%
All UW Served	1088	9.47%	5561	25.16%
All Comparison	1042	10.56%	6457	23.14%

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