



NAZ 2012 evaluation summary

Early measures of progress and promise

M A Y 2 0 1 3

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We are also grateful to Professor Scott McConnell and his colleagues at the University of Minnesota for the excellent work they have done to help create the logic model, identify internal and external evaluation questions, and find appropriate data sources to assess progress on the wide range of NAZ activities and goals. We also greatly appreciate the support and cooperation of the staff of SupplyCore Inc., who developed and support the NAZ Connect system, and who have been very helpful in providing data extracts and answering our many questions.

In addition, we have relied heavily on our colleagues at the Minneapolis Public Schools, especially those in the Research, Evaluation and Assessment office, as well as the leaders and staff of Plymouth Christian Youth Center, who have provided data on the academic performance of children served by NAZ and living in the Zone.

We also appreciate the work of our colleagues at Wilder Research who have helped in much of the early work required to create and support this evaluation.

Finally, and critical to all of this work, we are indebted to the many NAZ staff who have been busy engaging families and implementing programming, making it possible to produce measurable and positive changes in the lives of children and families.

Introduction and background

This report presents in one place a variety of data analyzed and reported by Wilder Research during calendar year 2012.

NAZ program growth

2012 was the first year during which NAZ operated as a federally funded Promise Neighborhood. As such, it was a year of great increase in the scale of operations. At the end of 2011, 155 families were enrolled in NAZ, but by the end of 2012 this number was 217, including 584 children. The pace of scale-up and the rate of increase continue to rise as evidenced by the fact that the number of families had risen to 266 just a few months later in the first quarter of 2013.

In addition to more families, NAZ has added significantly to its program offerings for families. Academic-based out-of-school-time programs were launched first with one anchor partner during the summer, and then, after pilot testing, with two additional programs during the fall. Race to the Top scholarships were awarded to parents of 30 preschool children to support attendance in high-quality-rated preschool programs. Family Academy offerings were expanded to three different programs of 8 to 12 weeks each. Sixty-six families graduated from one or more of these classes, and many completed two or three.

Housing Navigators helped 30 families whose housing was insecure to stabilize their housing. New Action Teams were formed or increased their membership and level of activity, and have begun to identify program priorities to be rolled out in 2013.

Within NAZ itself, staffing grew during 2012 from 12 to 53. In addition to filling a host of key administrative and management positions, frontline staff have been added to serve the many additional families and link NAZ with its many anchor partners. Academic Connectors and Navigators have been placed in three of the anchor schools, where they are beginning their work of supporting students and families.

The evaluation landscape

Wilder Research is one of two evaluation partners for NAZ. The work of these two partners is described as covering the “internal evaluation” on the one hand and the “external evaluation” on the other.

The University of Minnesota evaluation team is conducting the internal evaluation. They work with Action Teams to identify critical elements to be included in Solution Action Plans, or descriptions of the interventions to be developed and offered to help families succeed. Once these plans have been developed and peer reviewed, the internal evaluators identify the appropriate measures to track the success of the plans. Using real-time data, they examine the activities and outcomes of Action Teams to determine whether they are implemented with fidelity (include all required elements for quality), whether they are reaching as many participants as intended, and whether they are producing the intended outcomes for those participants.

Wilder Research is the external evaluator. This team's role is to examine effectiveness of NAZ at the larger scale. Key accomplishments during 2012 have been the development of a logic model, in partnership with NAZ staff and the internal evaluators; identification of data sources for required federal measures; and identification of annual targets for monitoring progress toward the four key academic outcomes. We have also worked closely with the staff of NAZ Connect to build capacity to download and analyze the data stored in this case monitoring system, and we have worked together to identify the components of a dashboard that can be used to monitor incremental progress on shorter time frames.

The development of this evaluation capacity is vital to the results-based accountability framework within which NAZ works. The long-term goals of NAZ will take years to accomplish, so it is essential to develop shorter-term measures that indicate whether or not NAZ is making progress that will get them to these goals in the expected time frame. This requires many interrelated measurement components, most of which were begun during 2012, and all of which should be in place by the end of 2013.

The sections of the report below include the logic model developed during this past year, a description of the methods for choosing annual targets for key academic outcomes, and a presentation of participation and outcome measures reported on for 2012. Because 2012 was a year of ramping up, including of data systems, this report mainly shows data for a single point in time. Future reports will include more measures of growth for individuals and families.

NAZ logic model

The NAZ logic model graphically illustrates key assumptions that underlie the selection of activities, required resources and other inputs, and how those resources and activities are expected to produce the desired results. The model shown here is a highly simplified design that shows key examples of the kinds of programs and players that are central to NAZ's work, but not all partners or activities are shown.

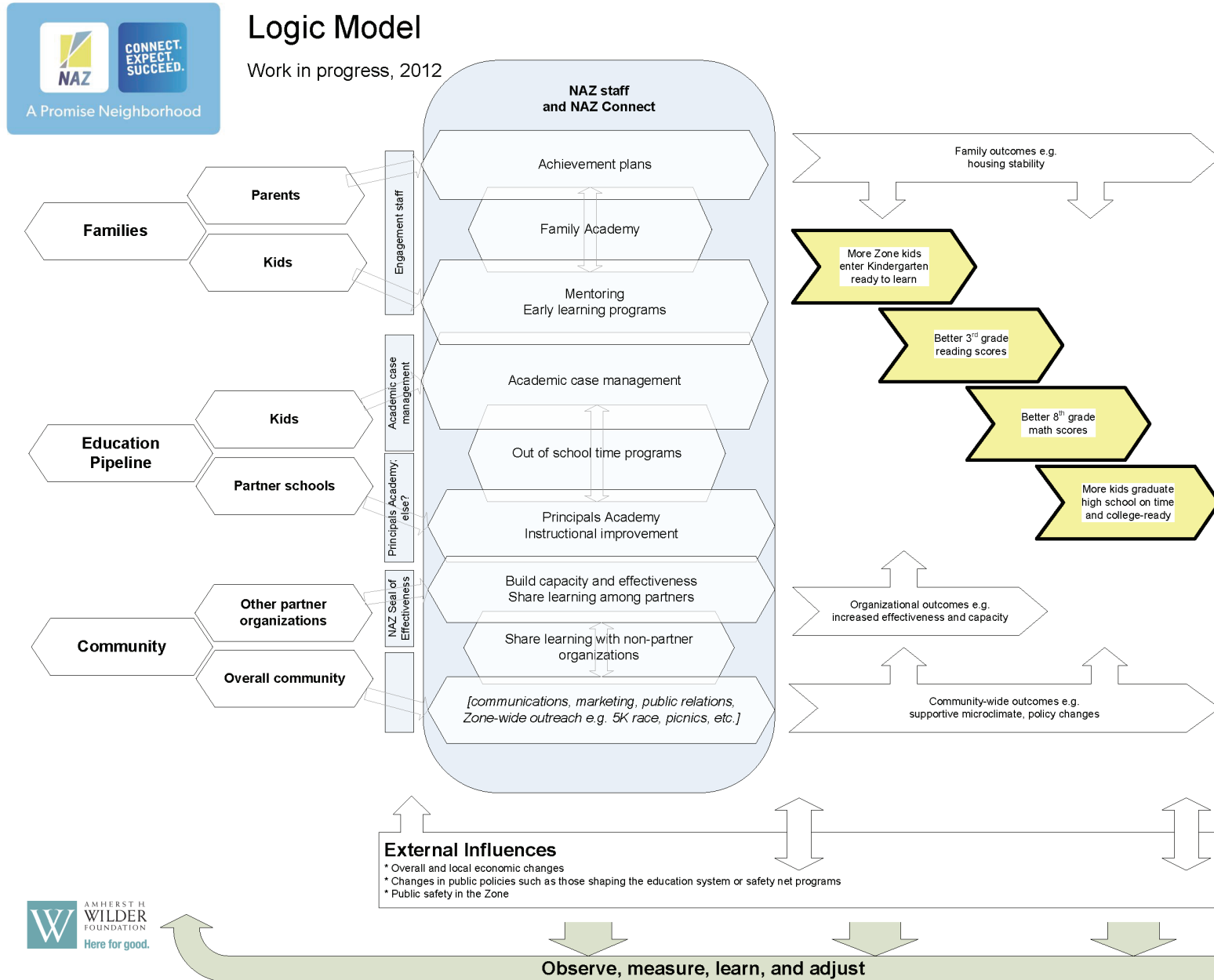
The left-hand side of this logic model shows the core organization of the NAZ philosophy: strong schools at the center, surrounded by strong families and a strong community. Each of these three strands can be thought of as having two components. The family strand includes some activities targeted specifically at parents and some focusing specifically on children. The education strand includes some activities focusing on individual children, and others focusing on the schools themselves and the staff within them. The community strand includes a component involving other anchor partners and referral partners that are part of the NAZ network, as well as a broader set of activities that targets the overall Northside community and the institutions that are essential to its well-being.

Each of these components is addressed by a variety of NAZ activities, represented in the shaded oval at the center of the logic model. The activities specifically named in this abbreviated model are only some of all of those that are either offered currently or under development. They are shown for illustrative purposes to represent the full set of activities. Note, as shown by the oval that connects them all, that all of these activities are held together into a single whole through the coordinating work of the NAZ staff, NAZ philosophy, and the NAZ Connect case management system.

On the right side, four types of outcomes are shown. At the top we represent outcomes for families as a result of the work focused on parents. An example is housing stability. At the bottom are community-wide outcomes such as a more supportive microclimate in the Zone and policy changes that better support the well-being of people and institutions in the Zone. Just above the community outcomes are outcomes for partner organizations. Examples include increased effectiveness of their operations and increased capacity to serve more children and families in the Zone.

All of these outcomes — for families, the community, and partner organizations — while important in their own right, also support and strengthen the core outcomes of NAZ, which are children's academic achievement. These are represented by the four shaded arrows at the center of the outcomes side. The diagonal array of these arrows represents the way in which outcomes build. Reading from top to bottom, outcomes grow in strength as children experience an increasing number of supports and services. Reading from left to right, outcomes grow in strength as children age over time and build new learning that is at a higher level because it is built on a more solid foundation. For example, a third grade child in NAZ who received early childhood services through NAZ is expected to read more proficiently than a comparable third grader who did not have such an early childhood preparation.

1. NAZ Logic Model



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The four top-level outcomes being measured are kindergarten readiness, third grade reading proficiency, eighth grade math proficiency, and on-time high school graduation. Over a 10-year time period, targets have been set for each of these at a level that is needed to erase current racial disparities.

To facilitate tracking of progress, annual benchmarks were set for each of these four goals. These annual benchmarks identify the pace of progress needed to reach these longer-term outcomes. It is important to keep in mind that while NAZ recruits and engages families to participate in a wide range of services and supports, enrolled families are not the only population of interest. In fact, the federal Promise Neighborhood grant focuses specifically on the goal of reaching all children within the Zone with the intention of improving “cradle to career” outcomes for everyone. Thus, the benchmarks are calculated not only for those children who are enrolled in NAZ, but also for the population of all school-age children who reside within the Zone.

The annual benchmarks are based on the following four assumptions about factors that will drive progress:

- **Early childhood foundation.** Students who were enrolled in high-quality early childhood programs are more likely to begin kindergarten already at age-appropriate functioning and better prepared to make annual gains of at least one year in proficiency. However, similar gains are not expected among non-enrolled children until after the first three years.
- **Increased number and effectiveness of NAZ programs.** After several years of initial implementation, NAZ will reach the point where enrolled students and families are receiving increased benefits from programs through two related mechanisms. One is the increased “dosage” received from the larger array of programs and services that are available. The second is the increased effectiveness due to Solution Action Plans being in place and followed, assuring that NAZ activities are operating at expected scale and quality. Percentage gains begin to widen because NAZ is better at impacting results with enrolled kids and families.
- **Scale-up of NAZ enrollment.** In approximately five years, NAZ expects to reach full scale, at a point where approximately 60% of families and children in the Zone are enrolled. At this point, Zone-wide outcomes will begin to increase simply because more of the people are NAZ-enrolled.
- **Tipping point.** After approximately 10 years of NAZ activity we expect to see a tipping point in the Zone, where more systemic change has begun to occur. Here, it is assumed that the NAZ system of change has taken root and has begun to measurably impact even those kids and families who are not NAZ-enrolled.

Outcomes reported for 2012

During the calendar year 2012, Wilder Research produced or contributed to a number of different reports. These described implementation progress and outcomes for NAZ as a whole or certain components of NAZ. This section compiles all of those reports into one place.

It should be noted that data systems are still under construction. In many cases, data reported here represent the best available information rather than the most complete possible information. A major focus of activity during 2013 will be the completion of data systems to allow next year's reports to be both more complete and more targeted to Zone children and families.

2. Key outcome measures: Baseline and 2013 target measures

Key measure	Baseline (2010)	2013 target: NAZ-enrolled	2013 target: Zone-wide	Long-term target	
				NAZ-enrolled (by what year)	Zone-wide (by what year)
Children ready for kindergarten	29%	35%	30%	80% (2020)	80% (2023)
Children proficient in reading, third grade	27%	30%	28%	75% (2021)	75% (2024)
Children proficient in math, eighth grade	24%	25%	24%	70% (2024)	70% (2027)
High school students who graduate on time	54% ^a	55%	54%	80% (2025)	80% (2030)

Source: Benchmarks table prepared jointly by Wilder Research and NAZ staff. Baseline data provided by Minneapolis Public Schools, Research, Evaluation and Assessment department, for all students living in the Zone, for academic year 2009-2010.

^a Graduation rates are typically computed for entire classes of students, rather than for individuals. The graduation rate shown here is for all students in the year's cohort at North High School, which included many children not living in the Zone. The district-wide graduation rate for African American children was only 38%, so it is likely that when we have more complete data from more schools, this baseline figure may need to be revised downward.

The sections below show data reported during 2012. Because data systems are still being developed, not all information is as complete as it will be in later years. These data represent what is available at this time, and may be amended based on better data available at a later time.

Demographic description of families enrolled in NAZ, 2012

This section is based on data in NAZ Connect as of December 31, 2012. It describes characteristics of 419 families enrolled at any point since 2009.

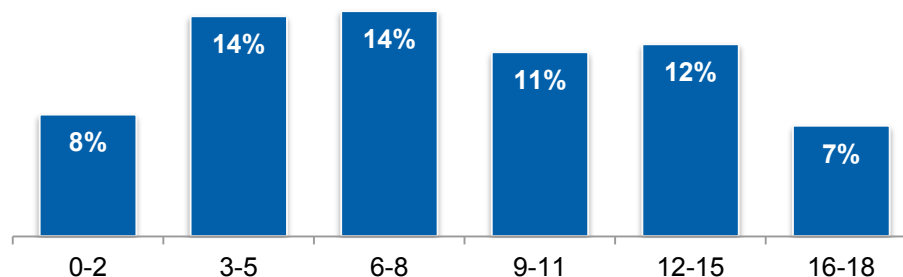
These families included 1,048 children ages 0 to 18. On average, families had two to three children. Just under half of families (45%) had three or more children. The families included 559 adults age 19 or older. Most households included just one adult.

Charts below represent data as it was recorded in NAZ Connect at the end of 2012. At that time, data systems were still under development, many experienced NAZ Connectors had been hired into new positions in NAZ, and new NAZ Connectors were still being trained on data entry and maintenance. A NAZ data manager had been recently hired but had not yet had time to develop procedures for monitoring data completeness and quality. During 2013, the training and procedures will be fully implemented and data will be much more complete.

Demographics

The figure below shows the age distribution of children in NAZ households at the end of 2012. Slightly over half were age 8 or younger, reflecting the emphasis on enrollments of families with younger children at this early stage of implementation.

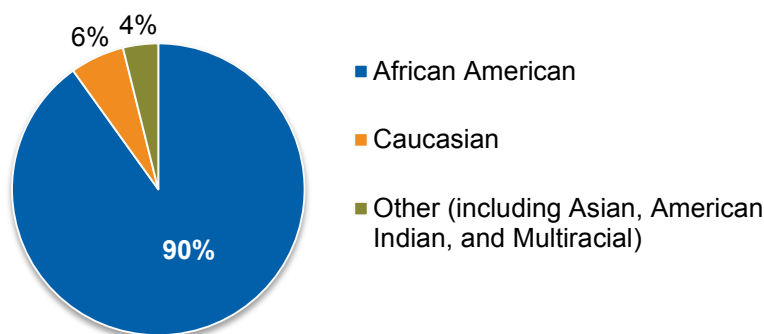
3. Age distribution of NAZ-enrolled children



Source: NAZ Connect 12/31/2012 download, based on data for 1,048 children.

For those families for whom NAZ Connect included information about race and ethnicity, the vast majority identified themselves as African American. NAZ Connectors report that this is also true for other enrolled families for whom this information was not recorded in NAZ Connect.

4. Race distribution of NAZ household heads

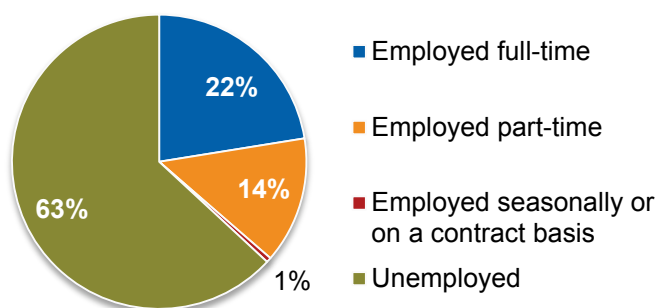


Source: NAZ Connect 12/31/2012 download, based on data for 283 household heads for whom race and ethnicity data were recorded.

Employment and income sources of NAZ household heads

Employment data was recorded for 71 percent of household heads who were actively enrolled in NAZ as of December 31, 2012.¹ Among this group of individuals, just under two-thirds (63%) were unemployed. Just under one-quarter (22%) were employed full-time, and 14 percent were employed part-time. One percent reported employment that was seasonal or on a contract basis.

5. Employment status of NAZ household heads, where known



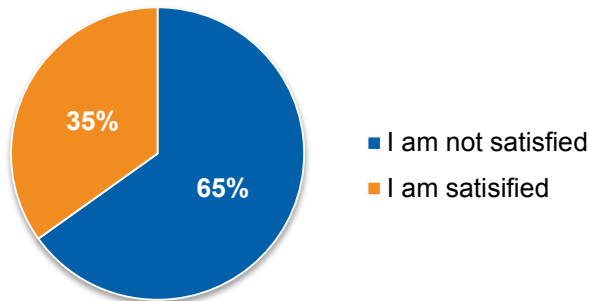
Includes 187 adults who are known to be household heads. Excludes:
**25 household heads for whom employment status was unknown*
**37 individuals for whom household role is unknown*

Source: NAZ Connect 12/31/2012 download. Includes 187 adults known to be household heads for whom employment data was recorded.

¹ Note that this is a different population for analysis than that shown in the other sections of this report. This reflects the different purpose for which the analysis was conducted, which was to inform the planning activities of the Career and Finance Action Team. Other sections were compiled for the sake of a broader view of NAZ families and activities through the end of 2012.

A subset of household heads was asked additional questions about their satisfaction with their current employment. As Figure 6 shows, two-thirds of those with current employment expressed dissatisfaction with their job.

6. Satisfaction in current employment, for currently-enrolled household heads



Includes 172 adults who are known to be household heads. Excludes:

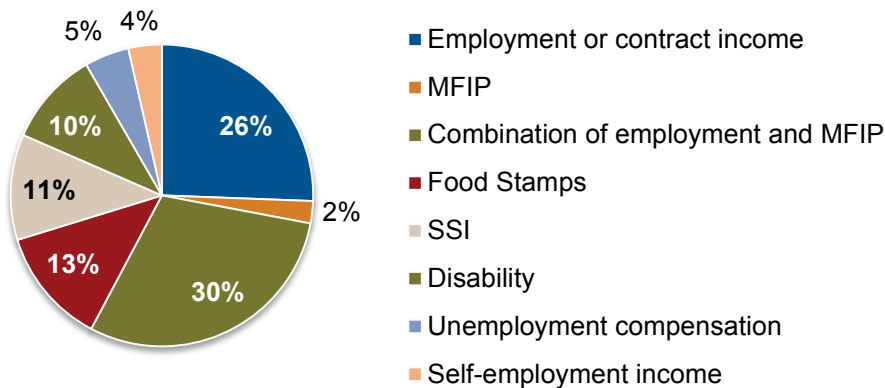
**40 household heads for whom employment satisfaction is unknown*

**37 individuals for whom household role is unknown*

Source: NAZ Connect 12/31/2012 download.

The same household heads were also asked about their current main source of income. Because NAZ Connect allowed only one main source to be recorded, Figure 7 below is likely to under-report the proportion of families receiving income from each source. The largest primary source of income for enrolled families was MFIP, reported by 30 percent. The next largest primary source was employment, at 26 percent, and another 13 percent combined employment income with MFIP. In addition, 10 percent reported income from SSI (Supplemental Security Income).

7. Primary income sources of NAZ-enrolled household heads



Includes 168 adults who are known to be household heads. Excludes:

*44 household heads for whom income sources were unknown

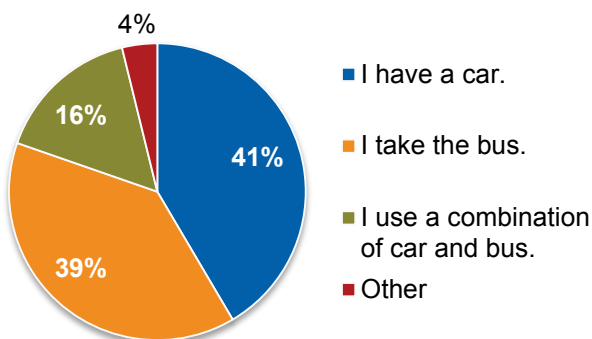
*37 individuals for whom household role is unknown

Source: NAZ Connect 12/31/2012 download.

The same sequence of questions in NAZ Connect also asked people about their transportation options. Four in 10 (41%) reported that they used a car, and an equal proportion used the bus. Most of the rest (16%) used a combination of car and bus. A majority of household heads answering these questions (58%) said they could always get where they needed to go, but just over one-third (36%) reported sometimes having a challenge getting where they needed to go, and 6 percent said they did not have reliable transportation at all.

8. Type and reliability of transportation used by NAZ household heads

Type of transportation, household heads CURRENTLY enrolled in NAZ

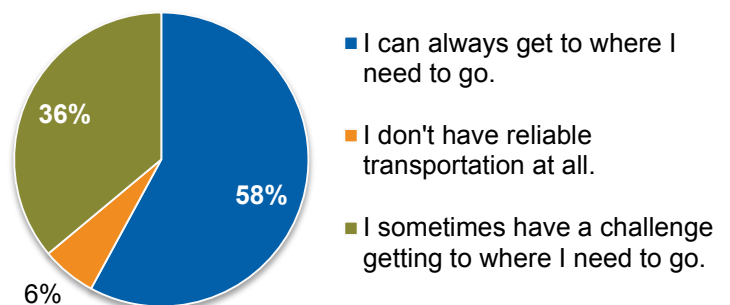


Includes 183 adults who are known to be household heads. Excludes:

*29 household heads for whom type of transportation is unknown

*37 individuals for whom household role is unknown

Reliability of transportation, household heads CURRENTLY enrolled in NAZ



Includes 183 adults who are known to be household heads. Excludes:

*29 household heads for whom reliability of transportation is unknown

*37 individuals for whom household role is unknown

Source: NAZ Connect 12/31/2012 download.

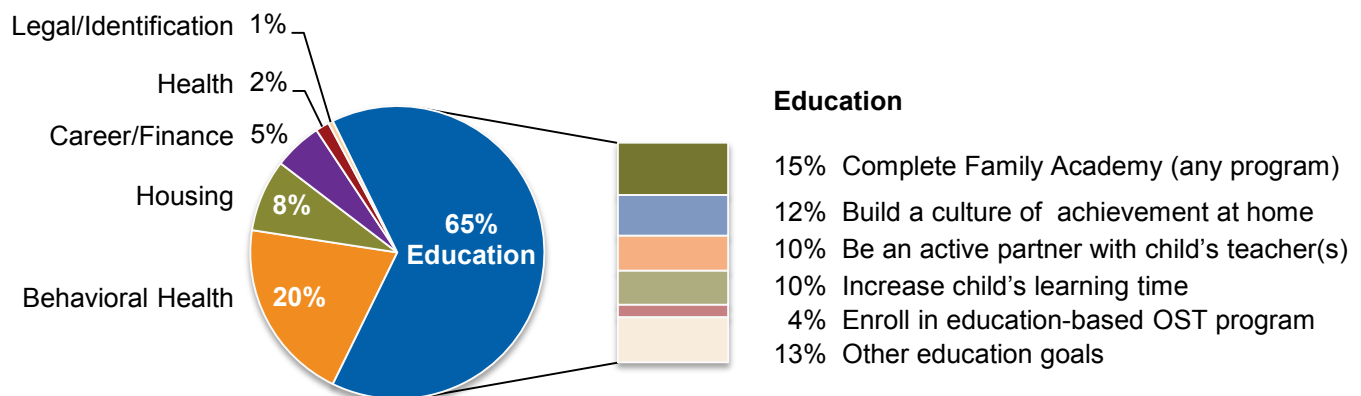
Goal setting and completion

One of the uses of NAZ Connect is to document the goals set by NAZ-enrolled families, and people's progress in meeting those goals. The families who had been enrolled at any time through the end of 2012 had set a cumulative total of 3,913 goals. Nearly two-thirds of these goals (65%) were in the Education category. The next most common goal category was Behavioral Health, at 20 percent, followed by Housing at 8 percent.

Education goals were varied. In descending order of frequency, they included:

- Complete Family Academy, 15%
- Build a culture of achievement at home, 12%
- Be an active partner with child's teacher(s), 10%
- Increase child's learning time, 10%
- Enroll in an education-based out-of-school time program, 4%
- Other education goals, 13%

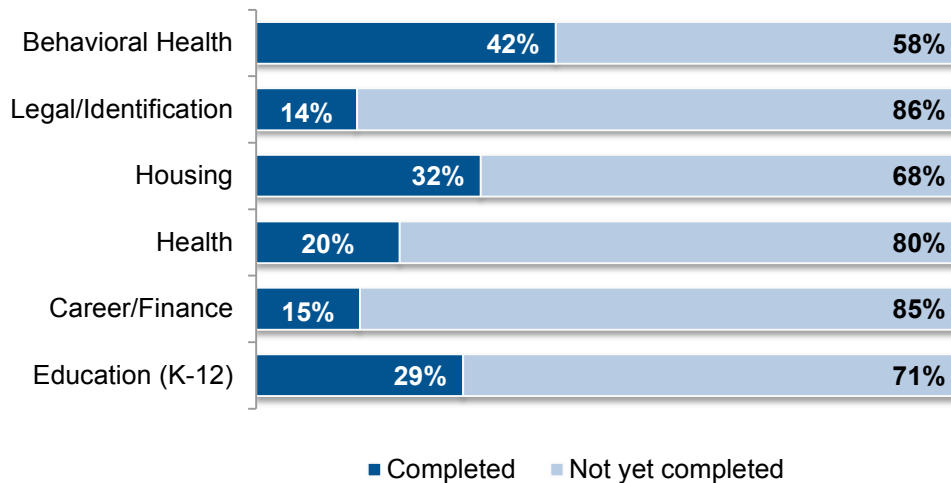
9. Goals set by NAZ-enrolled families



Source: NAZ Connect 12/31/2012 download, based on 3,913 goals set by or for 1,098 individuals (adults and children) enrolled in NAZ at any time from 2009 through 2012.

Figure 10 shows the percentage of goals that had been completed as of the end of December 2012, by the type of goal. Overall, across all goals, 31 percent had been completed.

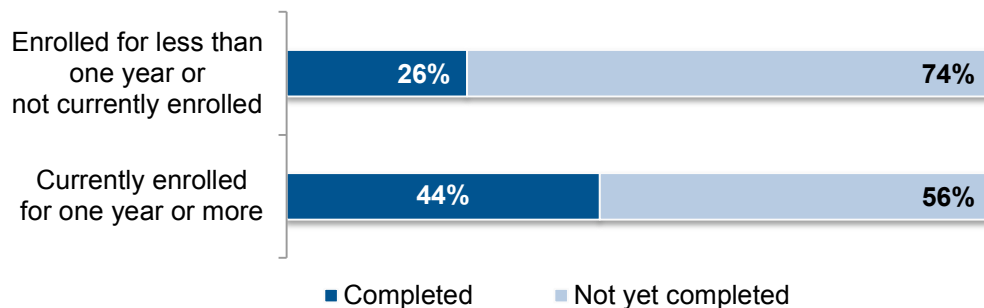
10. Percentage of goals completed, by goal type



Source: NAZ Connect 12/31/2012 download, based on 3,913 goals set by or for 1,098 individuals (adults and children) enrolled in NAZ at any time from 2009 through 2012.

Not surprisingly, families with longer or continuous enrollment in NAZ had higher success rates in completing their goals. As Figure 11 shows, only one-quarter of goals were completed by families who were enrolled for less than a year or those who are no longer enrolled. By contrast, 44 percent of goals were met by families who remained enrolled for longer, or those who had enrolled during 2012.

11. Percentage of goals completed, by length or currency of enrollment

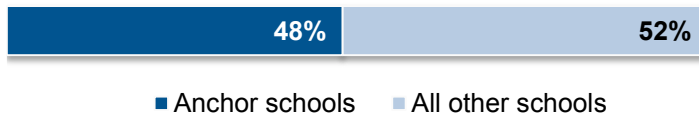


Source: NAZ Connect 12/31/2012 download, based on 3,913 goals set by or for 1,098 individuals (adults and children) enrolled in NAZ at any time from 2009 through 2012.

Enrollment in anchor schools

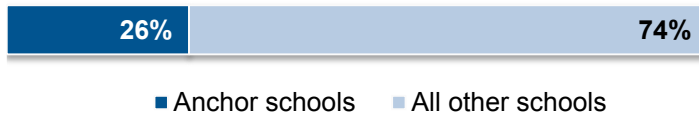
The figures below show that approximately half of NAZ-enrolled children were attending NAZ anchor schools. This is a significantly greater proportion than the quarter of all children living in the Zone who were enrolled in these schools at the time of a 2010 Zone-wide household survey. The survey data may no longer be accurate, and this proportion will be updated in 2013 based on a new community survey.

12. School enrollment of NAZ-enrolled children



Source: Based on 411 children ages 5-18 who were listed as “Active” in NAZ Connect and for whom school information was available as of 12/7/12. Excludes youth enrolled in postsecondary institutions.

13. School enrollment of all Zone-resident children



Source: Based on a 2010 representative survey sample of 367 families with 963 children age 18 or younger, including 661 children of school age (6-18). Of these children, identifiable school enrollment data were available for 658 children, shown above.

Retention of families in NAZ

The retention rate for a program is a way of measuring what proportion of participants stay active over a designated period. This can be done in a variety of ways, depending on the kind of program and the ways in which participants come and go. During 2012, NAZ transitioned from a very simple end-of-the-year method to one that can be updated periodically throughout the year. The new method takes a somewhat more nuanced approach that accounts for more variables and is therefore a more accurate representation of enrollment for a full 12-month period. It has the added advantage that it can be computed at more frequent intervals.

Under the new calculation method, the 2012 annual retention rate for individuals in NAZ was 55 percent. Briefly summarized, this means that for every 100 participants who were enrolled during the year, 55 remained enrolled for at least 12 months. For families, the 2012 retention rate was 52 percent.²

This rate cannot be directly compared to the rates previously published for 2011, because of the different calculation method. Additionally, between December 2011 and 2012, significant changes were made in the NAZ Connect data system. In future years, the new method of computation and the more robust data system will allow NAZ to track retention rates with much greater consistency.

² The retention rate is calculated as $[1 - (\text{total \# 2012 discontinuations} / \text{average monthly enrollment in 2012})]$, based on household heads. For cases with multiple intakes and status changes, they were considered enrolled for the entire period between their earliest intake and latest discontinuation. See note in Appendix for more information about this method of calculation, and challenges in comparisons to previous years.

Dashboard measures of implementation progress, 2012

One of the accomplishments of 2012 was the creation of a dashboard for the ongoing reporting of several kinds of progress. As additional programs are implemented, and additional Solution Action Plans identify progress measures to be monitored, more measures such as these will be recorded in NAZ Connect and additional sections of the dashboard will be added.

14. 2012 NAZ dashboard

	2012	Cumulative
Enrollment in NAZ ^a		
Families enrolled	Actively enrolled (as of 12/31/12): 217 families	Total over time: 419 families
Total # of children	584 children	1,046 children
Parent engagement & education		
Families graduating from Family Academy (all levels combined)	66 adults 56 families	92 adults 77 families
Part 1	44 adults 38 families	55 adults 47 families
Part 2	31 adults 27 families	39 adults 34 families
Infant/Toddler	27 adults 23 families	54 adults 46 families
Two or more of the above All three of the above	24 adults 6 adults	30 adults 13 adults
Supporting kindergarten readiness		
Enrollment in high-quality early centers coordinating with NAZ (through scholarships)	30 children	30 children
Accelerating learning ^c		
<i>Out-of-school time enrollment</i>		
Enrolled as of 12/31/2012 at:		
PCYC	57 children	
Patchwork Quilt	10 children	
Beacons	13 children	

14. 2012 NAZ dashboard (continued)

	2012	Cumulative
Accelerating learning ^c		
Cumulative in 2012 at PCYC (enrolled in summer and/or fall/winter, unduplicated)	114 children	
<i>Anchor school enrollment</i>		
Enrollment in all anchor schools, total	157 students	
Ascension Elementary	1 student	
Elizabeth Hall International	41 students	
Nellie Stone Johnson	38 students	
North High	7 students	
Patrick Henry High	13 students	
PYC Arts & Technology High	1 student	
Seed Academy & Harvest Preparatory School	32 students	
Sojourner Truth Academy	11 students	
WISE Charter	13 students	
<i>Other academic support</i>		
Mentoring applications submitted	161 children	209 children
Mentoring matches made	32 children	40 children
Children whose parents are participating in the education checklist plan	258 children	425 children
Whole family support		
# of adults setting career goals	82 adults	122 adults
# of adults completing career goals	17 adults	23 adults
# of adults securing part-time employment	4 adults	4 adults
# of adults securing full-time employment	10 adults	15 adults

^a Enrollment numbers for families do not include people for whom no household ID was recorded. This includes 35 people over the cumulative period of time to date, but only one person for 2012.

^c Data for these items come from program data. In 2013, the NAZ Connect system will also include this information.

Preliminary results of out-of-school time programs, 2012

Summer results for PCYC Summer Friends Enrichment program

During the summer of 2012 PCYC offered the first program guided by the NAZ out-of-school time Solution Action Plan. Students who were enrolled completed reading and math assessments at the beginning and end of the summer (June and August 2012). Proficiency in math was defined as a score of 80 percent or higher on the math assessment, and proficiency in reading was defined as scoring at or above grade level. The assessment results were provided to Wilder Research for analysis.

Although approximately one-quarter of students did not complete the end-of-summer testing, the progress of children who did complete both assessments was significant, and can be summarized as “no summer slide.”

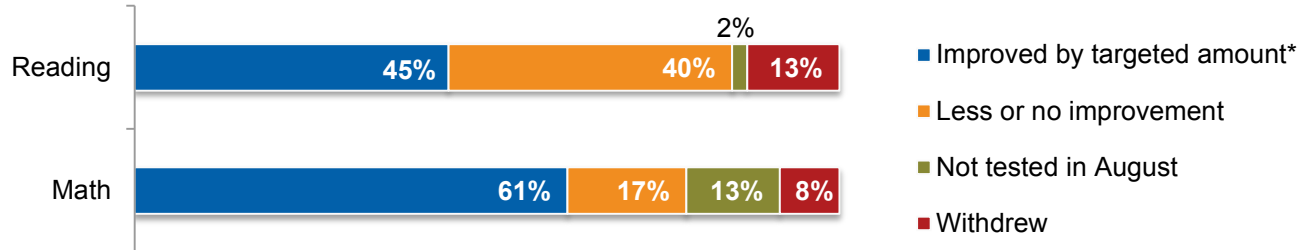
Math

- 78 percent of the 83 enrolled students completed both their June and August math assessments, and only 8 percent withdrew (13 percent were absent for the August assessment).
- The 65 students assessed in June and August improved their scores by an average of 17 percentage points, from an average score of 36 percent in June to 53 percent in August.
- Of the 65 students who completed the June and August assessments, 6 percent tested at or above the proficiency level (80%) in June, and 28 percent tested at or above the proficiency level in August. There was no summer slide among these students.

Reading

- 85 percent of the 92 enrolled students completed both their June and August reading assessments, and only 13 percent withdrew (2 percent were absent for the August assessment).
- The 78 students assessed in June and August improved their reading by an average of half a grade level during the summer.
- Of the 78 students who completed the June and August assessments, 42 percent tested at or above grade level in June, and 59 percent tested at or above grade level in August. There was no summer slide among these students.

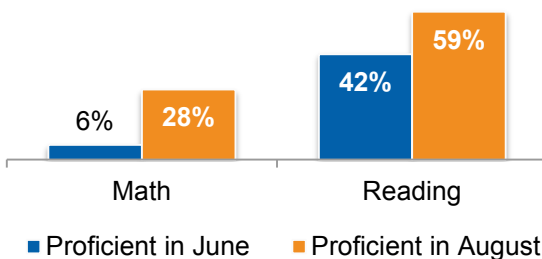
15. Assessment outcomes for students enrolled in PCYC, Summer 2012



Source: Program data provided by PCYC, analyzed by Wilder Research.

Note: * Reading improvement was defined as an increase of at least half a grade level between the June and August assessments. Math improvement was defined as a score increase of at least five percentage points between the June and August assessments.

16. Proportion of PCYC students testing as proficient in math and reading at the start and end of Summer 2012



Source: Program data provided by PCYC, analyzed by Wilder Research.

Note: Reading proficiency was defined as performance at grade level. Math proficiency was defined as a score of at least 80% on the assessment.

Fall results for PCYC Enrichment program

At the end of fall semester, PCYC again provided Wilder Research with data from their out-of-school time programs. Results were again highly positive for students who completed the fall program, although once again a significant proportion either withdrew or were absent from the follow-up assessment.

Math

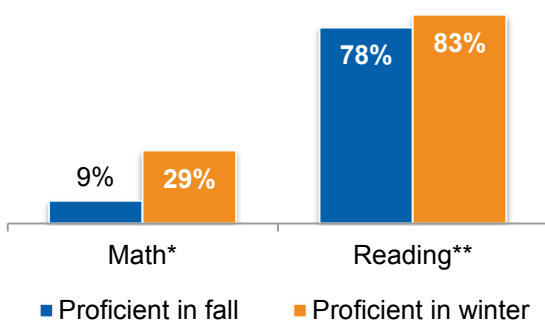
- 55 percent of the 62 enrolled students completed both their fall and winter math assessments, but over one-third of students withdrew (37%) and 8 percent were absent for either the fall or winter assessment.

- The 34 students assessed in the fall and winter improved their scores by an average of 18 percentage points, from an average score of 40 percent in the fall to 58 percent in the winter. Nineteen students (56% of those who completed both assessments) met their goals for math improvement during the semester. (These goals were set as intermediate steps to achieving proficiency (a score of 80%) by the end of the school year.)
- Of the 34 students who completed the fall and winter assessments, 9 percent tested at or above the proficiency level (80%) in the fall, and 29 percent were proficient in the winter.

Reading

- 59 percent of the 69 enrolled students completed both their fall and winter reading assessments, while 32 percent withdrew and 9 percent were absent for the fall assessment.
- The 41 students assessed in the fall and winter improved their reading by almost a full grade level (0.8) during the semester. Of these 41 students, 44 percent improved by at least one full grade level during the semester, and 34 percent improved by half a grade level.
- Of the 41 students who completed the fall and winter assessments, 78 percent tested at or above grade level in the fall, and 83 percent tested at or above grade level in the winter.

17. Math and reading proficiency outcomes for students enrolled in PCYC out-of-school time programs, Fall 2012 to Winter 2013



Source: Data provided by PCYC, analyzed by Wilder Research.

* End-of-year proficiency in math is defined as a score of 80 percent or higher on the math assessment, but note that these assessments were completed at the beginning and middle of the school year, so students would not be expected to be proficient at the time of those assessments. Math proficiency rates include only the 34 students (55%) who were tested in both the fall and winter.

** Proficiency in reading in the fall is defined as scoring at or above grade level, with the expectation that students will improve by half a grade level by the winter assessment. Reading proficiency rates include only the 41 students (59%) who were tested in both the fall and winter.

Next steps for 2013

During 2013, we will continue the work of building our data systems to strengthen the completeness, consistency, and accuracy of the data that can be reported. The work will include:

- Work with NAZ staff on the development of procedures for checking completeness and accuracy of data entered into NAZ Connect.
- Work with Anchor school leaders to finish collection of baseline data for enrolled children, and build routine processes for collecting ongoing data. To meet a variety of reporting needs, this will include data about three sets of students: (a) individual data about NAZ-enrolled children (those whose parents have given permission for such data to be collected), (b) aggregate data about all children who live in the Zone, and (c) school-wide data about all children enrolled in the school.
- Work with the federal technical assistance team to build systems for summarizing data in order to readily display and report outcomes for selected groups of families and children on an ongoing basis. This includes strategies for gathering and reporting information required by the Government Performance and Results Act (GPRA) which identify 15 specific measures that are mandated for federally-funded Promise Neighborhood grantees.
- Conduct a community survey, in partnership with NAZ and the University Research and Outreach Center (UROC) of the University of Minnesota. This will replicate the successful survey done in 2010, adding some additional questions to gather new information that is needed to help shape programs and understand the effect of NAZ on the culture of the Zone.
- Develop data sharing agreements with Hennepin County for contextual information about services received by NAZ and Zone families.
- Develop data sharing agreements with state education agencies for school data on children who do not attend partner schools, and information on postsecondary educational enrollment, completion, and career entry of NAZ students following high school graduation.

Appendix

Retention rate calculation and comparisons

There are many possible ways to compute retention rates. For programs with a fixed period of attendance – such as Family Academy, which has 8-week and 12-week classes – it is simply the total number of people who remain in the program all the way through, divided by the total number who enrolled originally. For programs with indefinite membership periods, however, the calculation is more challenging.

In its report of 2011 retention rates, NAZ divided the number of withdrawals during the year by the number of people enrolled at the end of the year. This yields what might be called a “non-retention rate,” and the actual retention rate would be 100 percent minus this amount. For example, if 100 people were enrolled on December 31, and 15 had withdrawn during the year, the retention rate would be 100% minus 15% (15 withdrawals divided by 100 enrolled at year-end), or 85%.

This is a common and simple approach. However, during the past year NAZ leaders and evaluators discussed other options and agreed to adopt a somewhat more nuanced measure that takes more variables into consideration, and can be computed at more frequent intervals. The new measure is based on monthly computations. This makes it less likely to be skewed by large changes at one time that are not representative of the balance of the year. The new measure is one commonly used by voluntary organizations with indefinite membership periods.

The adoption of the new computation method, however, makes comparison to previous years difficult. The difficulty is magnified by the fact that calculations are based on dates of enrollment and withdrawal, which have not been kept in entirely standard forms until part-way through 2012. Based on data recorded in NAZ Connect at the end of 2012, retention rates for 2012 appear to be somewhat higher than in 2011. However, in the process of addressing incomplete data and checking inconsistent data, it is no longer possible to re-create the computations used to derive the 2011 rates as they were previously reported, so we cannot verify the comparisons. It is possible that the difference reflects changes in data quality as much as it does real change in participants’ engagement with NAZ.

In the future, enrollment and withdrawals will be more consistently recorded, and computations will be performed using the new method, which will allow comparisons of retention rates over time. The rate will be a part of the standard quarterly dashboard.

In detail, the calculation method for the 2012 retention rate is as follows:

1. Make a 12 month chart and record in each month the following:
 - a. Beginning monthly enrollment for each of the last 12 months. This is calculated as follows:
$$(\text{Previous month's beginning enrollment}) + (\text{Number of new or re-engaged enrollees}) - (\text{Number of enrollees who withdrew or became inactive})$$
 - b. Total enrollees who withdrew or became inactive during the last 12 months.
2. Total the Beginning monthly enrollment column over the last 12 months then divide by 12 to derive an Average beginning monthly enrollment
3. Total the (Number of enrollees who withdrew or became inactive during the last 12 months) / (Average beginning monthly enrollment) = Annual attrition

To convert that to retention, take $(1 - \text{Annual attrition})$.³

³ This description of the computation method is based on one described on the Retention Management website (Ekstrom, R. "How do you calculate Retention?" retrieved February 1, 2013 from <http://www.retentionmanagement.com/how-do-you-calculate-retention/>)