



# NAZ 2016 Annual Report

*Including Accomplishments Over Five Years  
as a Promise Neighborhood*

**M A R C H 2 0 1 7**

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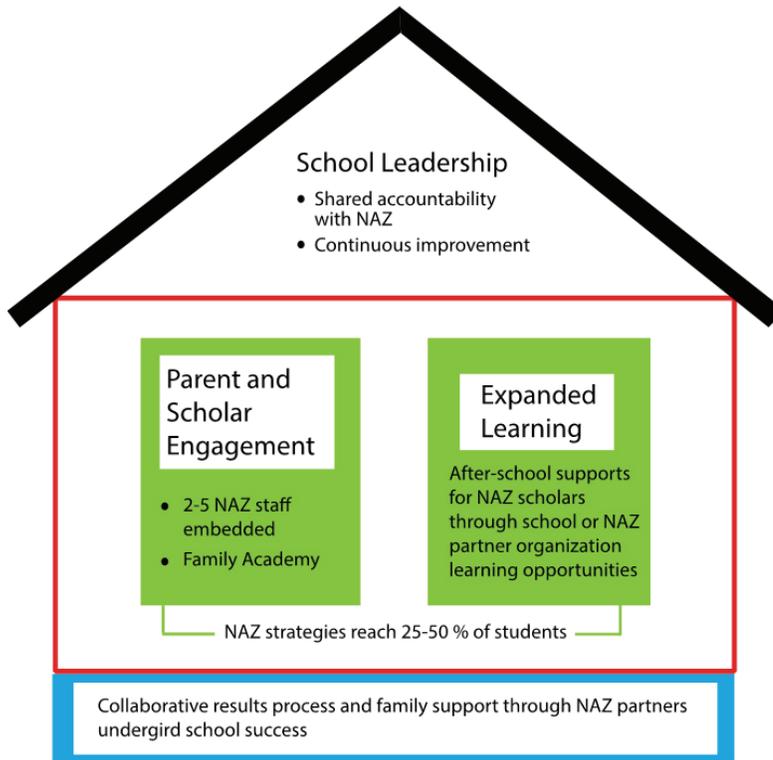
# Summary of findings

In the eight years since its founding, and five since it was awarded a Promise Neighborhood grant, the Northside Achievement Zone, or NAZ, has:

- Established a partnership with over 40 organizations (non-profits and schools) to collectively provide a continuum of supports to parents and children in the Zone
- Served nearly 1,700 families, with 3,400 children, who participated in NAZ collaborative activities during the five years of its grant
- Developed and refined a continuum of holistic supports to both generations of the family simultaneously, with the goal of improving academic achievement and ending generational poverty
- Developed and implemented the Results NAZ continuous improvement process to conduct ongoing assessments of the efficacy of its efforts and make adjustments to strengthen implementation
- Identified a combination of NAZ and partner supports that is associated with significantly higher rates of proficiency on the Minneapolis Beginning of Kindergarten Assessment (BKA), consisting of:
  - Parental participation in Family Academy (parent empowerment and parenting education), plus
  - Child participation in a high-quality early learning program
- Identified a combination of NAZ and partner supports (see figure on next page) that is associated with significantly higher rates of proficiency on the annual Minnesota Comprehensive Assessment (MCA) tests in the elementary grades; this combination is still being further defined, but is considered to consist of:
  - Strong, collaborative school leadership
  - A shared commitment to results and continuous improvement based on data
  - An effective team of NAZ staff who are co-located in the school to partner with school staff to coordinate the provision of whole-family support as needed
  - Provision of Family Academy and/or Expanded Learning (after-school and summer programs) to 25-50% of students and their families

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## Emerging learning about effective NAZ Anchor School model



- Provided career and financial support that has helped 178 parents get jobs, and housing support that has stabilized 223 families' housing since 2010
- Developed a parenting education program, Family Academy, including a research-validated core program "College-Bound Babies;" graduated 286 families from Family Academy since 2012, and begun developing a parallel program of empowerment training for scholars

# Introduction and overview

## Background

After preliminary discussions about the multiple inter-related problems in one of the most impoverished parts of the city, Northside organizations in Minneapolis committed to collaborative action in 2008. They formed a steering committee to design a collaborative process, and door to door outreach began in 2009 in the Zone, a 250-block neighborhood in North Minneapolis, to recruit the first families for pilot implementation. The NAZ organization was formed in 2010.

NAZ received a five-year federal Promise Neighborhood grant beginning in January 2012, at which time its enrollment stood at 217 families with 584 children. The grant funding allowed NAZ to scale up, and by January of 2014, enrollment was at 500 families, and NAZ's systems were fully operational with all partners identified and working collaboratively on an interrelated set of Solution Action Plans.

During 2016, in the final year of the Promise Neighborhood grant, NAZ operated at full capacity, with nearly 1,000 families and 2,200 children participating in NAZ collaborative programs. By that time NAZ and its partners had worked with each other through more than a full cycle of its continuous improvement assessment process to learn what worked well and what could be strengthened.

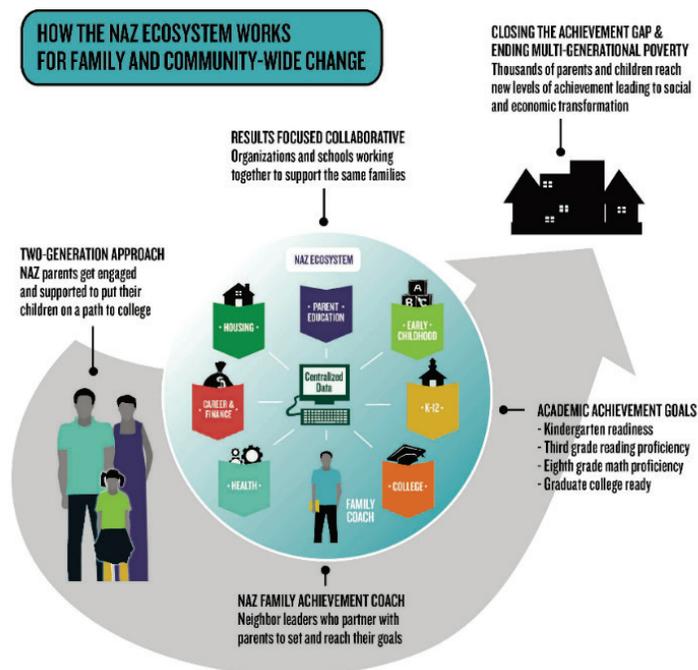
## The NAZ model

The NAZ model is a two-generational approach that offers coordinated services simultaneously to children and their parents. Figure 1 below represents the most important features:

- In the circle at the center is the collaborative of partner organizations, all focused on outcomes for the children and parents, bringing to bear a coordinated set of resources that include:
  - On the left side, the supports to help families maintain or build a solid foundation of stable housing, career and financial stability, and health
  - On the right side, the educational pipeline, integrating early childhood learning and development, K-12 education both in-school and with support during out-of-school hours, and college planning and support
  - At the top, a parent empowerment and education program to help parents learn the skills to develop and follow through on plans for their children's educational success and, where appropriate, their own

- Represented in the center at the bottom, the Family Achievement Coach, a peer who walks alongside the parent through the process of taking charge of their own life and assures that they have the support and encouragement needed to continue their efforts and progress
- At the center, helping to coordinate the efforts of all partners including the families, a coordinated data system (NAZ Connect) to ensure that the work of the family is guided by the most up-to-date information about what is needed and what progress is being made
- As the family develops and achieves the steps of their achievement plans, different parts of the continuum of services are drawn into action to support their efforts and those of their children, as they are needed and appropriate.
- The strategy is focused not only on individual accomplishments but also on community-wide change, by integrating the different service systems with each other, bridging different organizations and sectors and supporting them to work more effectively at a scale beyond only the direct services to NAZ-enrolled families.

## 1. Overview of the NAZ ecosystem



Source. Northside Achievement Zone

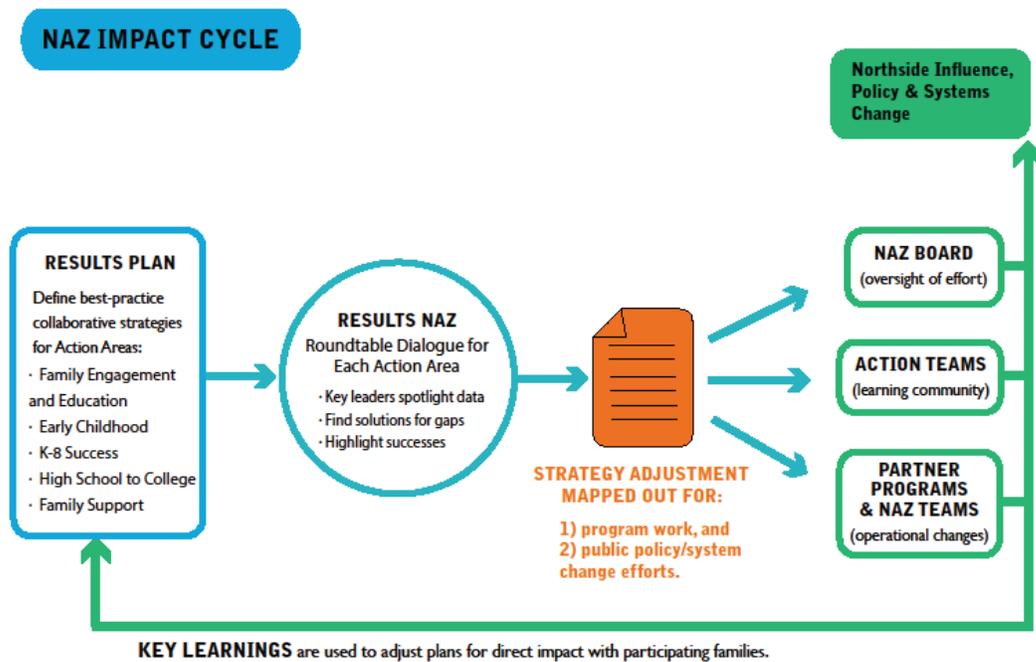
The process of continuously scrutinizing the collaborative's work, and refining it based on evaluation, is called Results NAZ.

## Continuous improvement cycle: Results NAZ

Results NAZ is a series of roundtable conversations focused on NAZ's Results Plans, formerly known as Solution Action Plans. Each plan relates to one of six different Action Areas: Family Engagement and Education; Early Childhood; K-8 Success; High School to College; Family Support; and the Collaboration that holds all of the other action areas together. Each roundtable gathers NAZ leadership, partners, and families to review data, highlight successes, identify new solutions, and adjust strategies. After the meeting, NAZ staff compile a series of action steps, which are used to improve its work with families.

NAZ designed this results-based accountability process with technical assistance from the Harlem Children's Zone and the Annie E. Casey Foundation. Implementation of the Results NAZ process began in 2012 under the leadership of the University of Minnesota's Center for Early Education and Development (CEED), which worked with NAZ and its partners to develop the original Solution Action Plans. These were based on research on effective solutions and the wisdom of those in the field locally. The roundtable assessments began in 2013 to assess how well each plan was working. Early roundtables aimed to develop concrete strategies for the collaborative process, assessment, and data collection. Over time, the process has been refined and now includes post-roundtable agreement on adjustments to the strategy – both at the NAZ program level and at the larger community level (partners' larger operations, and policy implications) – as well as sharing results with partner organizations, the Action Teams (the teams responsible for overseeing implementation of the Results Plans), and the NAZ Board. The current process is summarized in Figure 2.

## 2. The Results NAZ continuous improvement process



Source. Northside Achievement Zone

Wilder Research began its work with Results NAZ in 2015, focusing on summative evaluation of solution-specific outcomes and progress in implementation. During calendar year 2016, in addition to scrutiny of the results for academic achievement for each of the anchor schools, the Results NAZ process focused in turn on Early Childhood; Housing; Family Engagement; and Expanded Learning (after-school and summer academic and youth development programming) for grades K-8.

Key findings from the 2016 Results NAZ assessments are summarized in a later section on quality of life and other (non-academic) outcomes.

### Desired outcomes

NAZ is designed to achieve two main kinds of outcomes: increased academic success for scholars, and reduced generational poverty for families and the community more broadly. Much of NAZ's work occurs at its anchor schools, which collaborate with NAZ to implement its solutions including hosting co-located NAZ staff. The anchor schools, in combination with early childhood and Expanded Learning partners, work directly to promote academic achievement. The whole-family supports work directly to strengthen families and the community, while also increasing the support for academic achievement. Meanwhile, the Results NAZ process, designed to strengthen the efficacy of all strategies and supports, also strengthens outcomes for scholars, families, and the community.

This report presents academic outcomes to date, followed by the family and community outcomes. Many different measures of academic achievement are monitored, of which the following key measures represent the high-level benchmarks on which NAZ particularly focuses:

- Kindergarten readiness, as measured by the Beginning of Kindergarten (BKA) test administered by Minneapolis Public Schools (MPS) to entering kindergarteners at all NAZ anchor schools, including those that are not part of the MPS system
- Reading proficiency in the elementary grades, as measured by the Minnesota Comprehensive Assessment (MCA) tests, given annually in grades 3 through 8 and 10
- Math proficiency in the middle school grades, also measured by the MCA tests, given annually in grades 3 through 8 and 11
- High school graduation rate, computed by the state as the proportion of the 9<sup>th</sup> grade cohort that graduates within four years

As of the end of the five-year Promise Neighborhood grant,

- Nearly 3,400 scholars in 1,700 families had participated in NAZ strategies or programs
- Over 1,500 scholars had participated in K-8 Expanded Learning (ExL) (and about 175 more had participated in the high school ExL program that is now beginning)
- Approximately 550 scholars had been enrolled in high-quality Early Learning Centers
- 286 parents had graduated from at least one Family Academy course

Emerging indications of broader, community-level impacts include:

- 180 jobs have been secured by NAZ adults who set career goals since career goal-setting started in 2010
- 90 percent of neighbors surveyed as part of the community survey have favorable impressions of NAZ and its value to the community
- The Northside is emerging as a leading example of place-based improvement efforts, as evidenced by the fact that NAZ has provided consultation to over 40 organizations elsewhere who are seeking help on developing equally effective efforts in their own communities
- NAZ's work has inspired a greater investment in the Northside and the organizations that serve it, by both local and national funders

## Population definitions

Scholars who have been enrolled in NAZ for at least a year are considered to have had an opportunity to receive enough support that it would be reasonable to expect it might have an effect on their academic performance. This is the definition of “NAZ-enrolled” used in this report; comparisons are made between this group and other students who live in the Zone but have not received any services from NAZ. These comparisons describe differences that are observed between the two groups, but in the absence of a formal control group, we cannot be certain that NAZ is the cause of these differences.<sup>1</sup>

The following are the NAZ anchor schools included in this reporting period:<sup>2</sup>

- Ascension Catholic School (K-8)
- Elizabeth Hall International Elementary School (K-5)
- Harvest Network (Mastery School, Harvest Prep, Best Academy) (K-8)
- KIPP Stand Academy (5-8)
- Nellie Stone Johnson Elementary School (K-5)
- North High School Academy of Arts and Communications (9-11)
- Patrick Henry High School (9-12)
- PYC Arts & Technology High School (9-12)
- Sojourner Truth Academy Elementary School (K-8)

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<sup>1</sup> For more detail on how the NAZ-enrolled and Zone-wide groups are defined, as well as on statistical testing and other analytic methods, see the data notes in Appendix III. Also see Appendix I for detail on group characteristics of the groups compared in this report.

<sup>2</sup> As of the 2016-17 school year, the set of NAZ anchor schools will include Franklin Middle School, and Sojourner Truth will no longer be a NAZ anchor school. In addition, NAZ will focus their efforts in the Harvest Network on Mastery School only.

# NAZ academic outcomes through the 2015-2016 school year

## Kindergarten readiness

Kindergarten readiness results from the two most recent years show higher rates of readiness for scholars who receive NAZ early childhood services, compared to non-NAZ scholars living in the Zone.

For its measure of kindergarten readiness, NAZ uses the Beginning of Kindergarten Assessment (BKA) developed and administered by the Minneapolis Public Schools (MPS). Due to an unexpected interruption in MPS's testing, no new kindergarten readiness data were available for the academic year 2015-16. The results from 2013-14 and 2014-15 are therefore presented below (Figure 3).<sup>3</sup>

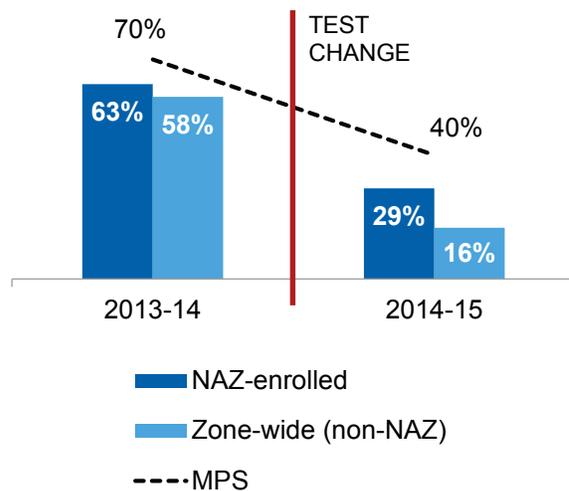
No direct comparison across academic years was possible, due to the state's changes in the standard for proficiency against which students were measured. A "proficient" score on the BKA is one that predicts proficiency on the 3<sup>rd</sup> grade MCA reading test (which the state modified in 2013). This is a different readiness standard than is used in other metro area school districts, and the proficiency rates should therefore not be compared with those of other districts.

Although the comparison between these two years cannot be considered an indication of gains or losses in the proportion who were ready for kindergarten, it is notable that in both years, NAZ-enrolled scholars outperformed their non-NAZ Zone peers, and this difference was proportionately larger in 2014-15.

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<sup>3</sup> The figure is not an exact replication of data from the 2015 report. Beginning with this 2016 report, the "NAZ-enrolled" group now includes only those who were enrolled at least one year prior to the assessment, and hence had opportunity to receive NAZ services in an amount that might potentially make a difference.

### 3. Beginning kindergarten literacy proficiency rates, NAZ-enrolled and zone-wide



Number of scholars	2013-14	2014-15
NAZ-enrolled	32	62
Zone-wide (excludes NAZ-enrolled)	185	195

Note. Because of changes in test scoring, proficiency rates in 2014-15 cannot be compared to those in the previous year.

To supplement what could be learned from the BKA test, NAZ also collected reports from its Early Childhood partners on the tests they administer to all their scholars as they finish their last year in preschool prior to entering kindergarten. Different centers use different tests, but the largest partners provided results based on two assessments approved by the state Department of Education: Teaching Strategies GOLD® and the Work Sampling System®.<sup>4</sup> Results of these readiness assessments, as reported by the Centers for all their children who were about to enter kindergarten in the fall of 2015, showed high levels of readiness:

- The Family Partnership: 85% of rising kindergarteners tested as proficient (N=41)
- New Horizon: 100% tested proficient (N=14)
- Northside Child Development: 100% tested proficient (N=15)

NAZ is in discussion with its partners and advisors on potential changes to its kindergarten readiness strategy to allow for more control over the testing and hence greater comparability from year to year.

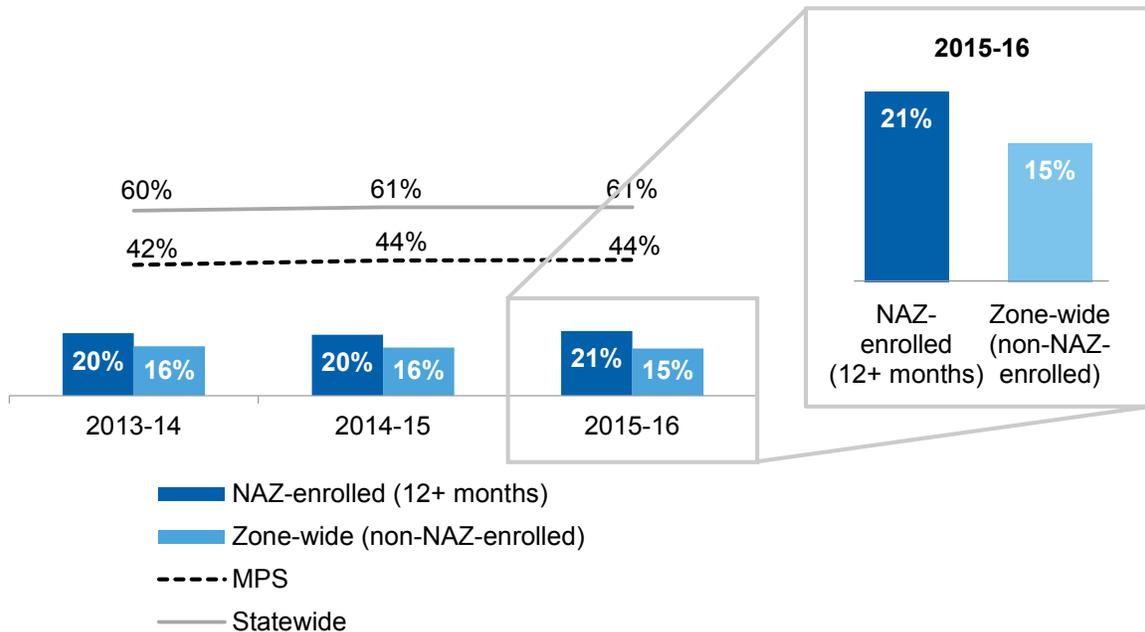
<sup>4</sup> Results in a similar range were also provided by La Creche (N=18), but due to incomplete data, a precise rate of proficiency cannot be computed.

## MCA reading proficiency

Reading tests for grades 3 through 5 over the past three years consistently show a higher percentage of NAZ scholars achieving proficiency compared to their Zone-wide peers. There was not a significant increase from year to year in either group, but in 2015-16, for the first time, the difference between NAZ-enrolled scholars and others in the Zone was statistically significant.

The number of scholars who are NAZ-enrolled continued to increase in 2015-16, and for the first time, their rate of proficiency was significantly higher than that of their Zone-wide peers (Figure 4). The rates held relatively steady over the three years of testing, as did the proficiency rates for the Minneapolis Public Schools overall and for students in Minnesota statewide over the same period.

### 4. MCA reading proficiency, grades 3-5 pooled 2015-2016



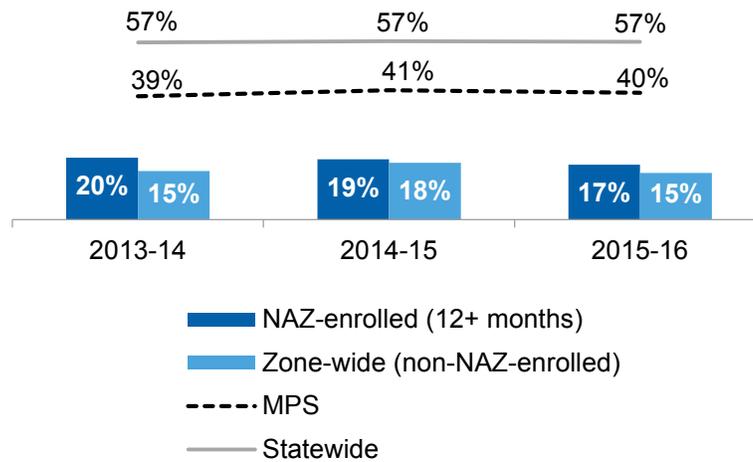
Number of scholars	2013-14	2014-15	2015-16
NAZ-enrolled (12+ months)	153	232	276
Zone-wide (non-NAZ-enrolled)	535	555	556

Note. The inset shows the one difference in this figure that is statistically significant.

## MCA math proficiency

Math proficiency rates for grades 6 through 8 over the past three years have fallen slightly for NAZ scholars, though the decrease is not statistically significant, and follows a pattern of slight year-to-year rises and falls in the non-NAZ Zone-wide group and in the Minneapolis Public Schools overall. This is a grade range in which NAZ solutions are still quite new and have not yet been through as much of the improvement practice as the elementary-age strategies. Detailed analysis of results for scholars receiving specific NAZ supports shows solid pockets of success on which to build.

### 5. MCA math proficiency, grades 6-8 pooled



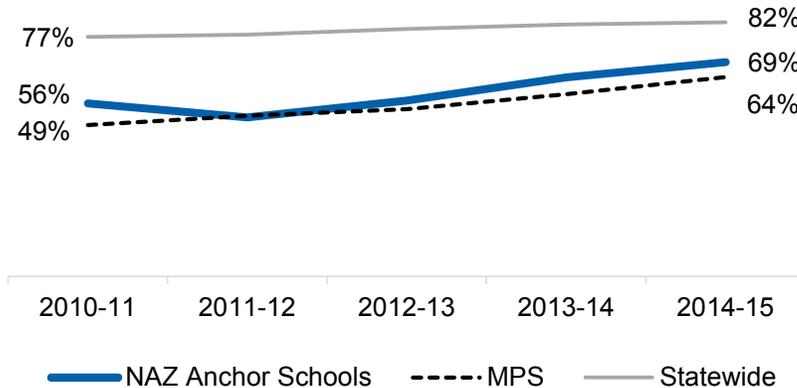
Number of scholars	2013-14	2014-15	2015-16
NAZ-enrolled (12+ months)	86	130	103
Zone-wide (non-NAZ-enrolled)	536	507	505

NAZ implementation now includes some Expanded Learning programs in the middle grades, and the number of NAZ-enrolled scholars in these grades has increased slightly from 2013-14. However, strategies in these grades are not yet as mature as in younger grades, where math proficiency rates have risen more.

## Graduation

Graduation rates, NAZ's fourth key measure, have been improving since 2011-12 as shown below. However, NAZ's influence at the high school level is still more limited in scope than in younger grades.

### 6. On-time (four-year) high school graduation rates, NAZ anchor schools



The High School/College Action Team has developed a Results Plan for academic support for high school and post-secondary scholars. While it includes some Expanded Learning elements, it also includes strong components of college planning and preparedness, and support in the transition into college. NAZ is also strengthening its collection of data about post-secondary enrollment, persistence, and completion of its scholars, and will be well prepared to include measures of these accomplishments in future years when the scale of activities merits it.

# Evidence of effective NAZ strategies

NAZ strategies for supporting academic success are varied, and include the help of Family Coaches to support parents' and scholars' achievement planning (in coordination with each other), integration of NAZ supports into the school setting, Expanded Learning programs after school and during the summers, individual academic support through Promise Fellows, Reading Fellows, and Academic Navigators, ongoing use of real-time student data to provide individually tailored help, and periodic reviews of aggregate level data to adjust program implementation.

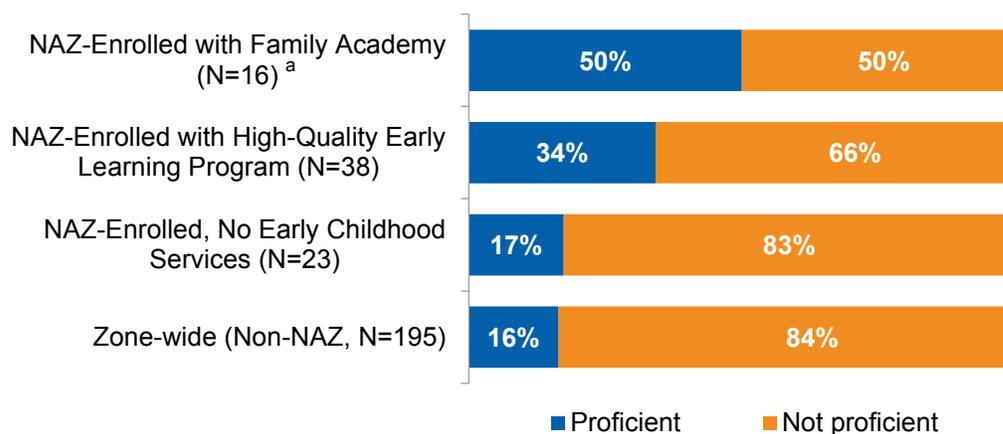
As a result of these strategies, including the strategy of continuous improvement, NAZ has developed success-based strategies for delivering the most effective services.

## Effective strategies for kindergarten readiness

Based on the most recent available BKA scores for entering kindergarteners (academic year 2014-15), there is evidence that the child's enrollment in a high-quality early learning center, combined with the parent's completion of at least one Family Academy course, yields kindergarten readiness rates that are markedly above those of scholars not receiving these supports (Figure 7). Note that Family Academy participation may be one of the causes of enrollment in high-quality early learning programs, or both could be caused by an underlying factor such as a parent's increased interest in involvement.

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### 7. Percent of entering kindergarteners proficient in BKA literacy test, Fall 2014



<sup>a</sup> 15 of the 16 scholars in the Family Academy group also had been enrolled in high-quality early learning programs.

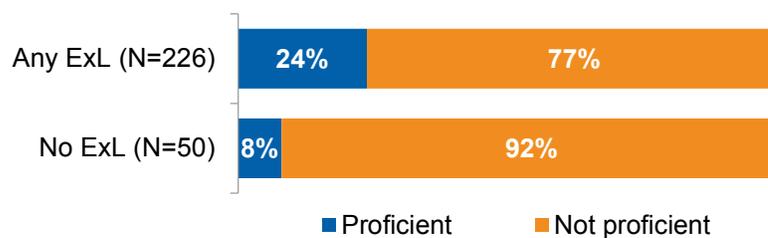
Family Academy is a research-based parenting education program developed by NAZ. One core component, the “College-Bound Babies” course for parents of infants, was evaluated by a researcher in the University of Minnesota Center for Early Education and Development, using a comparison group design that validated its effectiveness in changing the self-reported parenting practices of its participants.

## Effective strategies for math and reading proficiency

### *Expanded Learning*

For individual NAZ-enrolled scholars in grades 3 through 5, MCA proficiency rates are higher if they have been enrolled in Expanded Learning programs (Figure 8).

#### 8. MCA reading proficiency by participation in Expanded Learning (ExL), grades 3-5



- Results for math are similar to those shown above for reading (see Appendix I)
- Scholars who participated in ExL during 2015-16 were also more likely to make above-average **growth** in math and reading (see Appendix I)

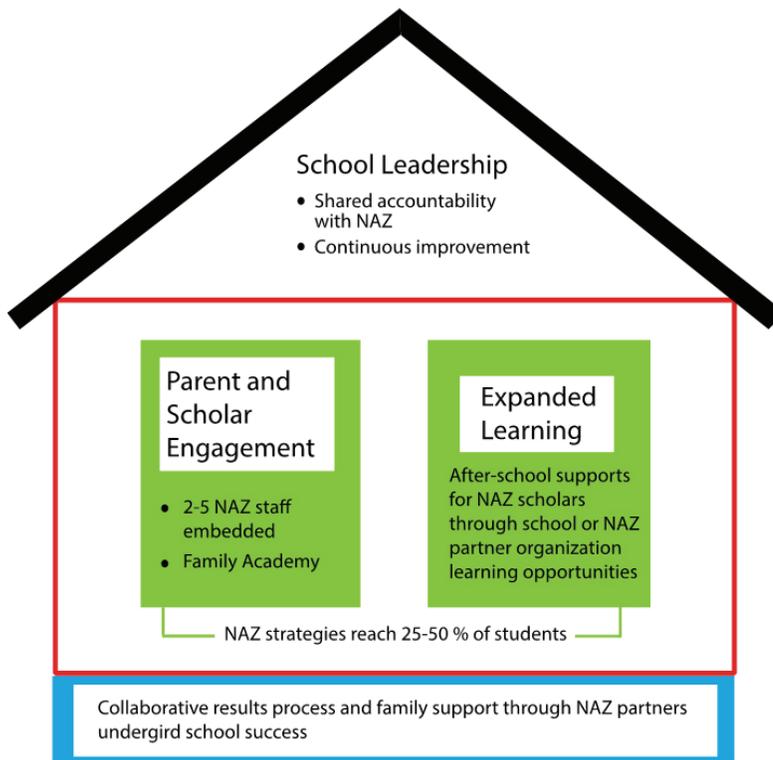
### *Enrollment in a full-implementation anchor school*

Findings over a two-year period show higher proficiency rates for scholars in anchor schools that engage with NAZ staff and supports in a collaborative process, where parent engagement is integrated with academic solutions (compared to anchor schools that do not fully integrate NAZ staff and supports).

The evaluation team has not yet directly measured the school-level factors that correspond to “full implementation.” However, this is the second year in a row that NAZ staff have identified certain anchor schools as fully implementing the NAZ partnership between academics and supports, and in both years evaluation results showed higher proficiency levels among the students in those schools. Based on these two years of observation, NAZ staff believe that the critical components of “full implementation” are those illustrated in Figure 9 and described below.

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## 9. Emerging learning about effective NAZ Anchor School model



Source. Northside Achievement Zone

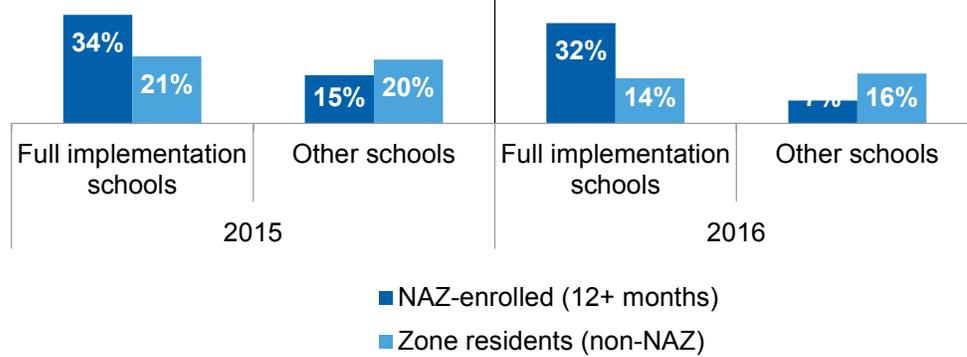
### Characteristics of full-implementation anchor schools

As identified by NAZ and its partners, the elements that are present in these “full implementation” schools with higher academic outcomes, and not present in schools with lower outcomes, are:

- Strong, collaborative school leadership, committed to embedding NAZ strategies into the school site, sharing accountability with NAZ to achieve common goals
- A shared focus on results, with a joint commitment to continuous improvement through data analysis, shared between school and NAZ staff
- An effective team of high-performing NAZ engagement and support staff (2-5 NAZ staff embedded at the school), coordinating partner support with families including whatever “layers” of support are needed
- Family Academy (parenting education) and Expanded Learning offered through the school or through NAZ partners, with NAZ strategies reaching approximately 25 percent to 50 percent of the students in the school

Among the six NAZ K-8 anchor schools in 2014-15 and 2015-16, two to three schools in each year achieved a high level of alignment with NAZ staff and supports, and in both years, students in these full implementation schools had higher rates of proficiency than those in other anchor schools (Figure 10). The full implementation schools in 2014-15 were not the same as those in 2015-16.

**10. MCA reading proficiency by anchor school’s level of NAZ implementation, grades 3-5**



Number of scholars	2014-15		2015-16	
	Full implementation schools (N=2)	Other schools (N=4)	Full implementation schools (N=3)	Other schools (N=3)
NAZ-enrolled	64	111	145	96
Zone-wide (non-NAZ)	33	89	42	57

- In both math and reading, full implementation schools (as defined above) are experiencing higher proficiency rates among NAZ-enrolled scholars than among non-NAZ Zone students in the same schools
- Exact patterns of differences from year to year and between groups are slightly different for reading than for math (see Appendix I); this is consistent with observations throughout the evaluation so far that reading and math achievement do not appear to respond the same to the same interventions. These differences are being studied by NAZ staff, school staff, and ExL staff as part of the commitment to the use of data for improvement.

# Quality of life and other outcomes

NAZ measures implementation and outcomes through its Results NAZ reports, which focus on the three key questions of “how much,” “how well,” and “is anyone better off?” Implementation measures track how many scholars and families are engaged by NAZ through its strategies, including its Academic Supports, Family Supports, and Family Academy courses, as well as participation in screening services. Outcome measures show the impact of NAZ strategies on families, such as the number of times NAZ has helped families stabilize their housing, the number of young scholars connected to early childhood programming, and the outcomes of NAZ-specific assessments. This section summarizes findings from the 2016 Results NAZ reports on:

- Family engagement
- Early Childhood
- Expanded Learning
- Housing
- Career and Finance

The section on implementation measures describes the number of families or scholars who were involved in each of these kinds of activity, and the kinds of help they received. This is followed by a section on outcome measures describing the proportion who complete goals or attain other outcomes related to the activity.

This chapter also includes a section about safety and its effect on learning, which impacts outcomes across the NAZ academic continuum.

## Implementation measures

### *Family engagement*

- In total, 1,155 scholars were enrolled and had a Family Achievement Coach in the K-8 age range at any point during 2015-16
- Families who participated in at least one Family Support area during 2015-16 (housing, career/finance, or behavioral health) communicated more frequently with their Coach
- Of all families enrolled during FY2016, 27 percent had completed at least one Family Academy course; most of these families did so within their first year of enrollment

### ***Early childhood***

- 26 percent of families with children age 0 through 5 had participated in at least one Family Support area during FY2016, with most of those families participating in the housing pipeline (that is, receiving support from NAZ housing support staff)
- Among the 279 NAZ-enrolled families who had early childhood scholars, 30 percent had completed at least one Family Academy program
- 194 NAZ scholars were screened using an observational development screening as part of the “Screen at 3” process of assessing readiness in advance of kindergarten entry; over half (57%) were first screened while they were 3 years old

### ***Expanded Learning (ExL)***

- Compared to NAZ K-8 scholars not involved in ExL, K-8 ExL scholars were more often engaged with other academic support staff (Academic Navigator, Promise Fellow, or Scholar Coach), more likely to receive help from a Behavioral Health Specialist, and more likely to have had someone in their family complete a Family Academy course
- Of scholars in grades K-8 during FY2016, over half (55%) participated in at least one session of Expanded Learning during the year; among those enrolled in a NAZ anchor school, the proportion was 70 percent

### ***Housing***

- During FY2015 (the most recent data available), 352 NAZ families had an active housing goal; the most common goal was to stabilize rental housing, followed by creating a home environment conducive to learning
- Families who had five or more visits with both a Family Achievement Coach and housing support staff during FY2015 were more likely to complete housing goals than those who met less frequently with either, or with a Family Achievement Coach alone
- Housing families were frequently engaged in other areas of the pipeline: of the 199 families who worked with housing support staff during FY2015, 62 families (31%) also worked with career and finance support staff, and 12 families (14%) worked with behavioral health staff
- During FY2015, 37 of the 199 families in the housing pipeline and 57 of the 352 families with housing goals had completed at least one Family Academy course

## *Career and finance*

- During FY2015, there were 414 parents with an active career goal, and 99 parents involved in career and finance pipeline (receiving help from NAZ career support staff).
- Those who worked with career and finance support staff were more likely than those who did not to complete a career goal and begin a new job during FY2015
- Contrary to expectations, parents seeking support from more areas of the NAZ Family Support team were more likely to complete career goals and goal steps than those involved in only one area of the pipeline

## **Outcome measures**

### *Family engagement*

- Of K-8 scholars identified as “at risk” (based on their prior year’s MCA scores), 19 percent had parents who set a K-12 Goal Plan goal for them; of these, 45 percent completed the goal or at least one goal step during the year
- Of the same “at-risk” K-8 scholars, 36 percent set a Scholar Achievement Plan goal, of whom 56 percent completed the goal or at least one goal step

### *Early childhood*

- Among the 279 NAZ-enrolled families who had early childhood scholars, 30 percent had completed at least one Family Academy program
- NAZ helped ensure that all NAZ-enrolled parents who were pregnant completed a prenatal assessment, and 15 of the 16 had visited a health professional regularly
- 59 percent of 3-5 year olds were enrolled in high-quality (3- or 4-star rated) early childhood programs, an increase from 47 percent in the previous year
- 97 scholars entered kindergarten in the fall of 2016, of whom one-quarter had a family member who participated in NAZ’s first Transition to Kindergarten event (and the families of an additional 14 percent received Transition to Kindergarten informational materials)

### *Expanded Learning (ExL)*

- Tests of student proficiency given at the start and end of each ExL session (fall or spring) were grouped into “red” (those clearly below grade level), “yellow” (those close to the threshold for proficiency), or “green” (those clearly proficient). Of those

who started in the yellow or red during Fall 2015, 27 percent gained a level in reading, and 34 percent gained a level in math.

- Results of the MAP (the Measures of Academic Progress assessment, nationally-normed achievement test) suggest that, with a few exceptions, the combination of summer plus school year ExL was associated with the greatest rates of academic performance (however, only grades K-2 and 3-5 had enough scholars with MAP scores to perform this analysis by dosage level)

### ***Housing***

- NAZ has two primary sources for housing funds for families: the NAZ Housing Stabilization Funds, and the state-funded Achievement Through Stabilization; between these two sources, 387 families were impacted during FY2015, and families who received such funding were much more likely to complete a housing goal or goal step than those not receiving funding
- 257 families had a housing-related visit with any NAZ staff member, and 102 families accomplished at least one documented housing stabilization

### ***Career and finance***

- During FY2015, 59 adults with an active career goal started a new job, including 11 who started two new jobs
- During FY2015, 106 adults had an active “Obtain GED” goal; of those, NAZ Connect had documented GED completion for 2 percent (2 out of 106)

### **Safety and learning**

The 2015 year-end report commented that academic achievement is known to be affected by community violence. Early in the 2015-16 school year (November 15), the Northside was profoundly affected by a police shooting of the community member Jamar Clark, and the period of community protest that followed. It is impossible to directly measure the effects of this event on school achievement in the Zone. However, other researchers have analyzed data from Ferguson, Missouri in comparison with other comparable communities nearby and found a significant drop-off in student academic achievement (and in particular for elementary-age children) in the school year following the late-summer shooting of Michael Brown.<sup>5</sup> This difference is the more striking when it is shown that before the

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<sup>5</sup> Gershenson, S., and Hayes, M.S. (2016). Short-Run Externalities of Civic Unrest: Evidence from Ferguson, Missouri. Downloaded August 8, 2016 from <http://ftp.iza.org/dp10091.pdf>

event, achievement rates were essentially level for both groups, and only dropped afterwards in the Ferguson group.

The level of violent crime in North Minneapolis increased during the 2015-16 school year, and it would not be surprising if it is to some extent related to the difficulty of making significant community-wide gains in school achievement during that time.

# Conclusions and issues to consider

Findings from the current annual evaluation, and a review of the Results NAZ evaluations during the most recent year, show the following key learnings:

- NAZ has identified a combination of supports that is associated with a significantly higher rate of proficiency on the kindergarten readiness assessment, and has used that finding to prioritize its resources to deliver those supports to more of its families and preschool scholars.
- NAZ has identified what it believes are the key characteristics of a successful partnership of NAZ supports with anchor school operations, and its planning is focused on expanding this model to more of its anchor schools.
- Expanded Learning, in combination with the anchor school strategy (including effective engagement with the Family Achievement Coach) has been identified as a strategy that can be effective in helping the less-proficient scholars catch up to their peers.
- For the most part, NAZ is succeeding in getting larger numbers of scholars into the interventions that are associated with higher rates of proficiency.

NAZ has instituted multiple mechanisms for reviewing data to refine its strategies:

- Annual evaluation of group-level academic outcomes, and of the NAZ strategies that are most closely associated with the best results
- The Results NAZ continuous improvement process for annually evaluating each main strategy area to examine whether it is reaching the intended participants, being implemented with adherence to best practices, and having the intended results for its participants
- The use of ongoing monitoring data from partners and information about families' goal setting and goal completion to tailor supports to individual needs

Some challenges that will be central to NAZ as it moves forward to build on its successes to date will include:

- A focused examination of the ways in which reading and math skills respond differently to different interventions, and a strategic approach to strengthening both simultaneously
- A focused examination of why results differ between school-year and summer Expanded Learning, so that both can be used to maximum effect

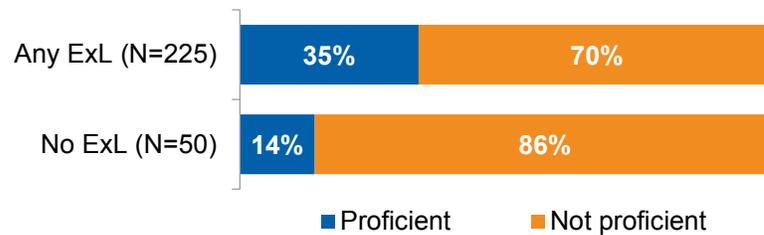
- Close examination of the outcomes for middle school Expanded Learning (based on academic performance of middle-school scholars who attended multiple programs), which has not been through as many continuous improvement cycles yet and is not yet showing the same level of increase in proficiency rates for its participants
- Continuing to clearly define the concrete, replicable elements of the highly-integrated anchor school partnership, and continued work with anchor partners to ensure that this successful formula is implemented at all sites
- Continued efforts to influence larger systems to adopt best practices, as identified through NAZ's evaluation and accountability processes, more widely in the Northside, and to ensure that funding is available to continue to sustain or increase the most effective programs

# Appendix I: Supplementary charts for reading and math proficiency and growth

The following charts present findings about reading and math proficiency and growth that are referenced, but not displayed, in the main report.

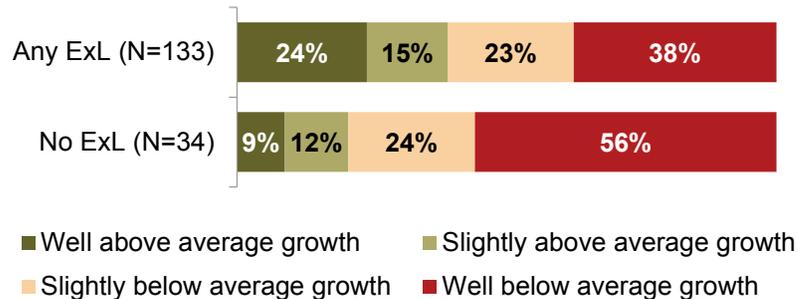
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## A1. MCA math proficiency by participation in Expanded Learning (ExL), grades 3-5 (referenced just after Fig.8)

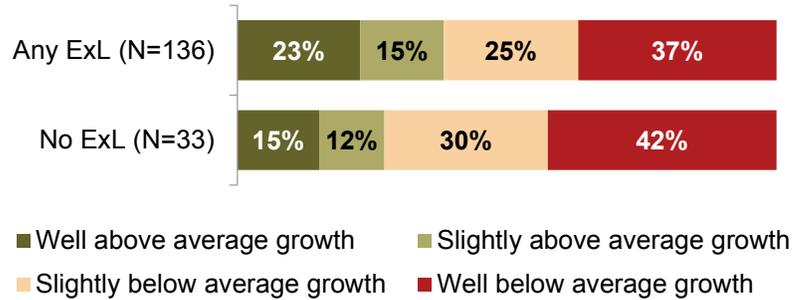



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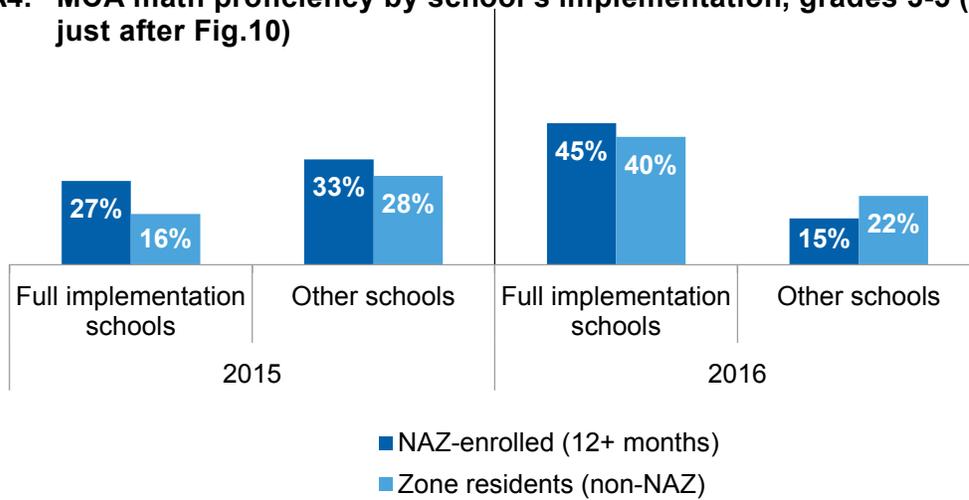
## A2. MCA reading growth by participation in Expanded Learning (ExL), grades 3-5 (referenced just after Fig.8)



**A3. MCA math growth by participation in Expanded Learning (ExL), grades 3-5 (referenced just after Fig.8)**



**A4. MCA math proficiency by school's implementation, grades 3-5 (references just after Fig.10)**



Number of scholars	2014-15		2015-16	
	Full implementation schools (N=2)	Other schools (N=4)	Full implementation schools (N=3)	Other schools (N=3)
NAZ-enrolled	64	111	145	95
Zone-wide (non-NAZ)	31	89	42	55

# Appendix II: Demographics of students represented in this report

To add context to the interpretation of comparisons between NAZ-enrolled and zone-wide students, the following tables provide selected demographic information about each group being compared, as well as other potentially relevant information such as average attendance and proficiency rates. Because demographic data are incomplete, the number of cases for which data were available is shown below each percentage.

## Demographic profiles, NAZ-enrolled and zone-wide

### A5. Kindergarten demographics, NAZ-enrolled and zone-wide

	Fall 2014 BKA literacy rate (N)	2014-15 average attendance rate (N)	% Male (N)	% African American (N)
NAZ-enrolled	29% (62)	92% (60)	56% (62)	81% (62)
Zone-wide (non-NAZ)	17% (193)	91% (186)	56% (193)	62% (192)

### A6. Demographics and prior year MCA scores, grades 3-5, NAZ-enrolled and zone-wide

	2016 reading proficiency rate (N)	Mean reading MCA score in 2015 (N) <sup>a</sup>		2016 math proficiency rate (N)	Mean MCA math score in 2015 (N) <sup>a</sup>		2015-16 average attendance rate (N)	% Male (N)	% African American (N)	% with a Coach (N)
		Gr4	Gr5		Gr4	Gr5				
NAZ-enrolled	21% (276)	332 (81)	436 (87)	31% (275)	345 (80)	442 (90)	94% (275)	50% (277)	73% (273)	63% (278)
Zone-wide (non-NAZ)	15% (556)	328 (142)	424 (128)	21% (565)	337 (149)	431 (132)	94% (554)	52% (564)	66% (523)	-

<sup>a</sup> MCA testing begins in grade 3, so prior year (2015) scores are unavailable for students in grade 3. In addition, prior year scores are only available for students for whom we have two years of data. It is likely that these are less-mobile students, so the prior year scores shown here may over-estimate the scores for the full group.

**A7. Demographics, grades 6-8, NAZ-enrolled and zone-wide**

	2016 reading proficiency rate (N)	2016 math proficiency rate (N)	2015-16 average attendance rate (N)	% Male (N)	% African American (N)	% with a Connector (N)
NAZ-enrolled	21% (108)	17% (103)	92% (107)	53% (108)	80% (107)	89% (108)
Zone-wide (non-NAZ)	21% (497)	15% (505)	93% (511)	51% (516)	63% (467)	- -

**A8. Prior year MCA scores, grades 6-8, NAZ-enrolled and zone-wide**

	2016 reading proficiency rate (N)	Mean reading MCA score in 2015 (N) <sup>a</sup>			2016 math proficiency rate (N)	Mean math MCA score in 2015 (N) <sup>a</sup>		
		Gr6	Gr7	Gr8		Gr6	Gr7	Gr8
NAZ-enrolled	21% (108)	545 (37)	631 (29)	732 (30)	17% (103)	539 (37)	634 (29)	741 (30)
Zone-wide (non-NAZ)	21% (497)	530 (117)	606 (133)	710 (134)	15% (505)	529 (118)	603 (134)	711 (134)

<sup>a</sup> Prior year scores are only available for students for whom we have two years of data. It is likely that these are less-mobile students, so the prior year scores shown here may over-estimate the scores for the full group.

## Demographic profiles by type of NAZ intervention

### A9. Kindergarten demographics, NAZ-enrolled (by type of intervention) and zone-wide

	Fall 2014 BKA literacy rate (N)	2014-15 average attendance rate (N)	% Male (N)	% African American (N)
NAZ-enrolled with family academy	50% (16)	92% (60)	38% (16)	100% (16)
NAZ-enrolled with high-quality early learning program	34% (38)	92% (60)	58% (38)	87% (38)
NAZ-enrolled, no early childhood services	17% (23)	92% (23)	57% (23)	70% (23)
Zone-wide (non-NAZ)	17% (193)	91% (186)	56% (193)	62% (192)

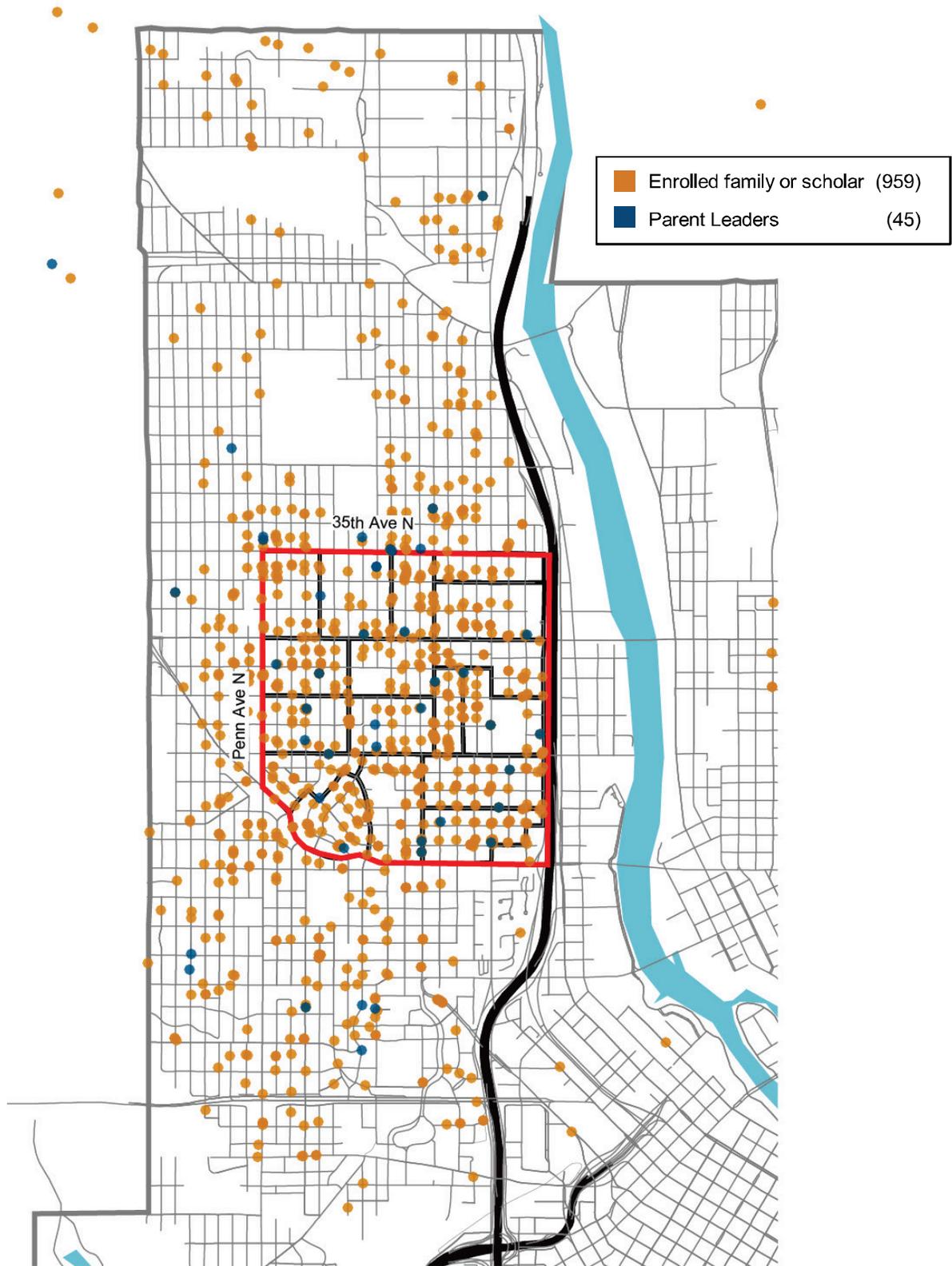
### A10. Demographics and prior year MCA scores, grades 3-5, NAZ-enrolled (by expanded learning participation)

	2016 reading proficiency rate (N)	Mean reading MCA score in 2015 (N) <sup>a</sup>		2016 math proficiency rate (N)	Mean MCA math score in 2015 (N) <sup>a</sup>		2015-16 average attendance rate (N)	% Male (N)	% African American (N)	% with a Coach (N)
		Gr4	Gr5		Gr4	Gr5				
No ExL	8% (50)	335 (17)	436 (17)	14% (50)	343 (16)	436 (17)	92% (50)	58% (50)	94% (50)	78% (50)
Any ExL	24% (226)	331 (64)	436 (70)	35% (225)	345 (64)	443 (73)	94% (225)	49% (227)	69% (223)	60% (228)

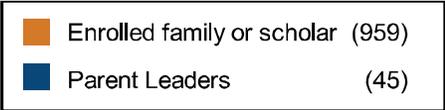
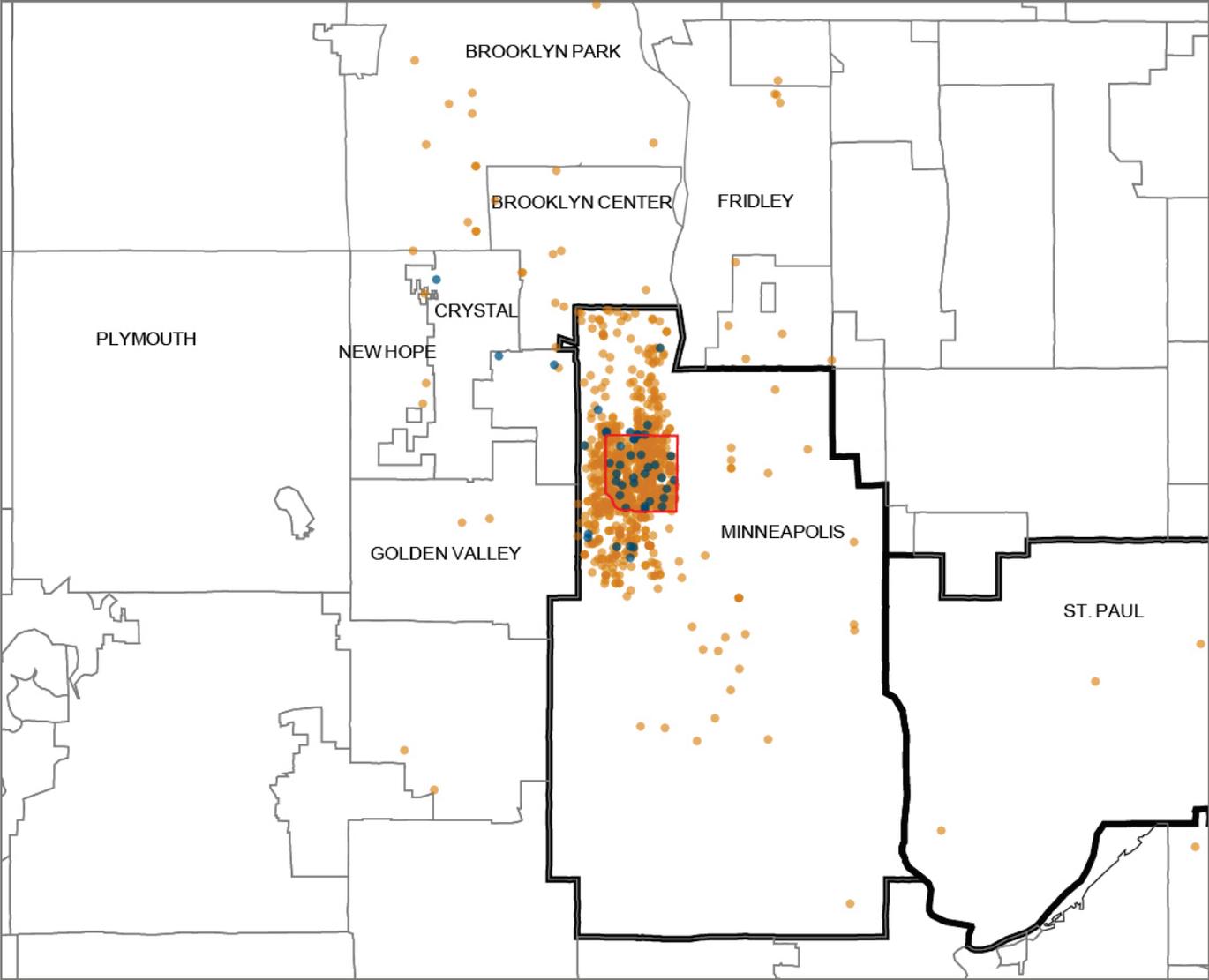
# Appendix III: Geographic distribution of NAZ-enrolled families

The two maps below show the residences of all families enrolled in NAZ as of the end of academic/fiscal year 2016. Some of those outside the Zone began as Zone residents but were obliged to take housing outside the Zone due to the shortage of affordable housing within the Zone. Others outside the boundaries of the Zone are families referred to NAZ by Anchor Schools where their children attended. The vast majority of NAZ-enrolled families live on the Northside, but as Figure X illustrates, a few are scattered somewhat more broadly.

**Residences of FY 2016 NAZ-enrolled families**



**Residences of NAZ Region, January 2017**



# Appendix IV: Data notes

## Academic data

### *Definition of “NAZ-enrolled”*

For this report, the 2015-16 school year NAZ-enrolled group includes scholars who had been enrolled in NAZ for at least one year. Selecting this group ensures that scholars have had sufficient time to participate in supports that might affect their academic performance. In past years, the NAZ-enrolled group has included all scholars enrolled in NAZ at any point during the academic year.

NAZ connects with many Northside families through its site-based strategies. For this reason, NAZ enrollment includes three groups: scholars whose families have access to a Family Achievement Coach (referred to as “coach-enrolled”), scholars who participated in Expanded Learning, and scholars who worked with a NAZ-funded academic support staff in a NAZ anchor school.

To meet the one-year threshold for enrollment, coach-enrolled scholars must have been enrolled at some point between 1/1/16 and 4/1/16 and for at least 365 days. Because participation is tracked differently in the database for Expanded Learning and academic supports, we created a slightly different definition for those groups. Expanded Learning and academic support participants must have been enrolled in the solution during school year 2015-16. For Expanded Learning, school year 2015-16 includes summer 2015, fall 2015, and spring 2016. Meeting the one-year threshold in any of the three groups resulted in that scholar being included in the NAZ-enrolled group for the 2015-16 school year.

### *Definition of “zone-wide”*

For the purposes of this report, the group described as “zone-wide” includes residents of the geographic area of the Zone that are not (and have never been) involved with NAZ. Because NAZ residents attend more than 150 different schools,<sup>6</sup> we are able to report academic outcomes for only a subset of NAZ residents. Our zone-wide reporting includes all students who live in the Zone and attend any school in the Minneapolis Public School district, plus students who attend any of the other NAZ Anchor Schools and who live within the Zone, regardless of NAZ enrollment.

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<sup>6</sup> NAZ 2013 Community Survey Report, Wilder Research, March 2014. <http://www.wilder.org/Wilder-Research/Publications/Studies/Northside%20Achievement%20Zone/NAZ%202013%20Community%20Survey%20Results%20-%20A%20Follow-up%20to%20the%202010%20Baseline%20Survey,%20Full%20Report.pdf>

### *Statistical significance testing*

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

### **NAZ solutions**

The following list describes how the various solutions in this report were specified using the available data. All data were drawn from NAZ Connect.

#### *Solutions for early childhood scholars*

The following solutions were compared to impacts on kindergarten scholars, as measured by the Beginning Kindergarten Assessment (BKA), generally administered one or two months into the kindergarten year.

**Early childhood program enrollment** is defined as enrollment in a high-quality early learning program—that is, one that has received a 3- or 4-star rating from Parent Aware—at any time prior to the BKA. Connections to early childhood learning programs are facilitated by NAZ.

**Family Academy completion** is defined as any family member's documented completion of a Family Academy program at any time prior to scholar's BKA.

**NAZ-enrolled, no early childhood services** describes the group of early childhood scholars who did not participate in either early childhood education or have a family member who completed Family Academy.

#### *Solutions for school-age scholars*

**Coach enrollment** indicates that the scholar and his or her family are engaged with NAZ and have access to a Family Achievement Coach.

**Expanded Learning (ExL) participation** is measured as enrollment in ExL during at least one of the three sessions prior to the 2015-16 MCA: Summer 2015, Fall 2015, and

Spring 2016. This period best aligns with the curriculum assessed. This measure only reflects enrollment; analyses of program attendance were not performed.

**Anchor school enrollment** is based on the site where a scholar completes the MCA assessment. If that site is a NAZ anchor school, the scholar is considered to be enrolled in an anchor school, regardless of the length of time the student was enrolled in that school prior to the test.