

Portland Schools Foundation

Ninth Grade Counts

Student Data Report—Outcomes and Participation for
Summer 2009 and Participation for Summer 2010

Northwest Evaluation Association

April 2011



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FOREWORD

April 6, 2011

Dear Reader,

The Portland Schools Foundation (PSF) is pleased to share this initial report on the Ninth Grade Counts (NGC) initiative that shows promising results for our youth. Four years ago, PSF published its *Connected by 25* research that for the first time shined a light on Portland's troubling graduation rates. This same research pointed to the ninth grade transition as a critical point in determining a student's future success in school. In response to this data, schools, non-profit organizations, and the community mobilized to make a difference during the summer between the eighth and ninth grades. This report portrays some of the results of the collaborative work that developed as a result of Ninth Grade Counts.

The data presented in these pages is appropriately timed as Portland and Multnomah County are currently embarking on an unprecedented effort to boost student success from "*cradle to career*" through improved collaboration and data-driven decision making. Our community has joined with four other cities nationally working to adapt the approach of the Cincinnati-based Strive partnership to build a lasting civic infrastructure focused on the success of every child, every step of the way, from cradle to career. Through this effort we will clearly measure both our challenges and the results of our efforts to address those challenges, allowing us to build a sense of shared accountability and a culture of continuous improvement. And so, as a community we can share in the good news presented in these pages: first, that our collective Ninth Grade Counts effort is reaching the students we've targeted—students of color, students in poverty, and students at high risk of dropping out—and second, the support we're providing is having a positive impact on academic outcomes, particularly in the area of high school credit accumulation. Equally important as these outcomes is the fact that a diverse set of partners have come together, not only to take coordinated action, but also to focus those actions around research and share data on the results of our work in the interest of improving our efforts in the future. Through significant support from the City of Portland, the collaborative success of Ninth Grade Counts has inspired a series of supports for "academic priority" students, known as "the Summer Youth Connect" continuum, that provides key resources and opportunities to high-need students through high school and beyond.

Of course academic data alone does not capture all of the complex factors that contribute to student success. In addition to the analysis presented in this report, PSF has gathered extensive survey data from students measuring Ninth Grade Counts' impacts on behaviors, attitudes, and beliefs. This analysis reveals statistically significant growth over the course of the summer initiative on a vast majority of the "developmental assets" measured by the surveys.¹

¹ Portland State University Center for Student Success. *2010 NGC Student and Partner Surveys: Data Displays, Reporting and Analysis*.

Highlights from the surveys include:

- ✓ 95% of students reported that they were better prepared for ninth grade
- ✓ 94% of students reported that they were more motivated to complete high school
- ✓ 93% of students reported that NGC helped them to believe college is possible for them

Working in partnership with the Office of the Mayor, the Office of the County Chair, Oregon Campus Compact, Marylhurst University, and others, the Portland Schools Foundation has been able to leverage significant annual in-kind support for our non-profit and school-sponsored partner programs—support that adds up to real impacts on today's students. In fact, surveys of Ninth Grade Counts partner programs indicate that 93% to 100% of them believe that participating in the Ninth Grade Counts partnership increases their capacity, enhances their services, and helps them reach more students.

The PSF staff and board would like to express our deep appreciation to the Northwest Evaluation Association whose generosity and expertise have made this report possible. And finally, Ninth Grade Counts would have been little more than an idea without contributions from the following funders who had the vision to invest in our students and our future: the City of Portland, Paul G. Allen Family Foundation, Portland General Electric, Qwest Foundation, and U.S. Bank.

The challenges we face are very real, yet the community has demonstrated its ability to mobilize and act strategically in the interest of all students, using data as our anchor. Ninth Grade Counts is one compelling example, and as we move toward increased alignment through the Cradle to Career partnership, initiatives such as this can serve as a rallying cry and a proof point for the power of our collective impact.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Ryan". The signature is fluid and cursive, with the first name "Dan" being more prominent than the last name "Ryan".

Dan Ryan
CEO
Portland Schools Foundation

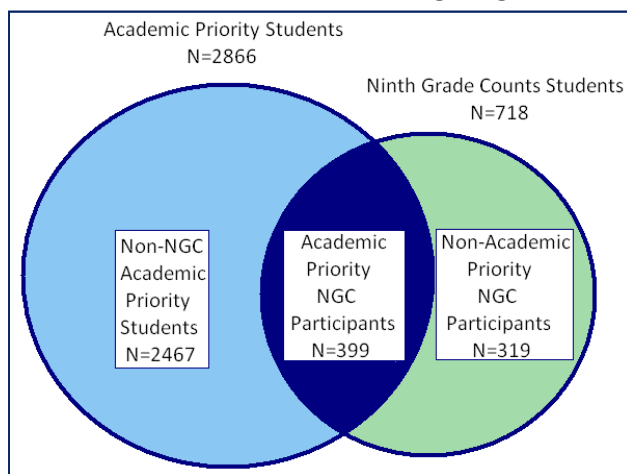
EXECUTIVE SUMMARY

The Portland Schools Foundation's (PSF) Ninth Grade Counts initiative is a network of more than twenty independent summer transition programs targeting Academic Priority (or "at-risk") students. These programs share a common focus on providing academic support, enrichment, and career/college exposure for students who show early warning signs for dropping out of school. The programs, which are sponsored by school districts, nonprofits, and colleges, vary in their format and curricula and are available to students identified as Academic Priority, as well as others, across Multnomah County (6 school districts) during the summer between eighth and ninth grades. The purpose of the Ninth Grade Counts summer transition programs is to re-engage Academic Priority students with their education through building skills, attitudes, and beliefs that lead to school success. The hope is that participation in one or more of the summer transition programs will be associated with increased likelihood of ninth grade enrollment, fewer absences during ninth grade, fewer failing grades in core academic content areas, fewer suspensions/expulsions, and greater numbers of completed academic credits at the end of the ninth grade school year.

PARTICIPATION

One section of this report details the sample of students in the study: Summer 2009 program participants and eighth grade Academic Priority students in 2008-2009 for whom data was available.

Sample of students evaluated in Cohort 1: Eighth graders in 2008-2009



- Ninth Grade Counts Academic Priority students were more likely to be in the free/reduced lunch program (a measure of family poverty) than other Academic Priority students but were not more likely to be English Language Learners or students of a certain gender.
- Ninth Grade Counts served a larger percentage of students of color than was represented in the Academic Priority population or the total population of eighth graders. The "overrepresentation" of students of color in summer programs could be due to intentional partnerships with culturally-specific community organizations.
- 43% of the 6663 eighth grade students in the six school districts were identified as Academic Priority in 08-09.
- In Summer 2009, Ninth Grade Counts served 11% of eighth graders and 14% of Academic Priority eighth graders.
- Of the six local school districts, Portland and Parkrose had larger percentages of Ninth Grade Counts participants than total students; David Douglas and Reynolds had the same percentage of students in the program as in the population at large; and Centennial and Gresham-Barlow had smaller percentages of NGC participants than total students, although none of their participants were Academic Priority students.

KEY FINDINGS

The primary purpose of this report is to determine whether Academic Priority students who participated in a Ninth Grade Counts program during the summer of 2009 had better academic outcomes in the ninth grade than Academic Priority students who did not attend a program.

- **Ninth Grade Counts has a clear, positive effect on high school credit attainment.**

Academic Priority students who have participated in a Ninth Grade Counts program accumulated more high school credits by the end of ninth grade on average than nonparticipants, even when adjusted for possible credits received during the summer and even when controlling for potential selection bias.

Credit attainment with and without adjustment for possible summer credits

	AP participant	AP nonparticipant
Number of Students	392	2313
Total Number of Credits	5.59*	5.03*
% of students with 6 or more credits	56%	49%
Adjusted Number of Credits	5.32	5.03
% of students with 6 or more adjusted credits	51%	49.0%

*Blue highlighting shows where the differences were statistically significant ($p < .05$)
The asterisk indicates where differences were statistically meaningful (effect size $> .03$)*

- **Other results were less clear.**

Academic Priority Ninth Grade Counts participants had higher attendance, lower Grade Point Average, and more suspensions than non-participants, but none of these results was statistically significant. Analysis of test scores and dropout rates was not possible with the data available.

- **There may be an effect for individual programs.**

Preliminary analysis suggests that some individual programs could show better outcomes for students, but more data is needed to analyze further. Very few programs had enough Academic Priority students to measure individual program differences between Ninth Grade Counts participants and nonparticipants, however the two large programs that were able to measured showed increased outcomes for participants.

RECOMMENDATIONS

In the process of performing this analysis of the Ninth Grade Counts summer 2009 program, some issues were identified that could increase the utility of future reports for this population.

- Ensure all schools report grade point average statistics for ninth grade
- Measure which students received high school credit for summer program participation
- Collect the names of courses students have taken, along with grades
- Perform a multi-year study involving a full high school cohort

INTRODUCTION

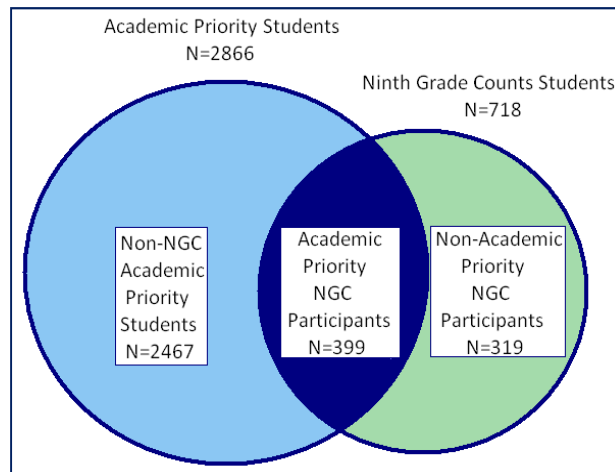
The Portland Schools Foundation's (PSF) Ninth Grade Counts initiative is a network of more than twenty independent summer transition programs targeting Academic Priority (or "at-risk") students. These programs share a common focus on providing academic support, enrichment, and career/college exposure for students who show early warning signs for dropping out of school. The programs, which are sponsored by school districts, nonprofits, and colleges, vary in their format and curricula and are available to students identified as Academic Priority, as well as others, across Multnomah County (6 school districts) during the summer between eighth and ninth grades. The alignment of programs under the name of Ninth Grade Counts (NGC) was initiated in 2008, with the first round of quantitative data collected for students who participated in the summer of 2009. The six local participating school districts agreed to scan their entire eighth grade student body using a consistent set of early warning indicators (including grades, attendance, and test scores) to develop a list of Academic Priority students. These lists were used to help target students for participation in Ninth Grade Counts, as well as other supports, and also to serve as the basis for program evaluation.

The purpose of the Ninth Grade Counts summer transition programs is to re-engage Academic Priority students with their education through building skills, attitudes, and beliefs that lead to school success. The hope is that participation in one or more of the summer transition programs will be associated with an increased likelihood of ninth grade enrollment, fewer absences during ninth grade, fewer failing grades in core academic content areas, fewer suspensions/expulsions, and a greater number of completed academic credits at the end of the ninth grade school year, all of which are indicators of future high school graduation.

During the 2008-2009 school year, the Portland Schools Foundation consulted with research staff from Northwest Evaluation Association (NWEA), a local nonprofit educational services organization that works with school systems across the US with the mission to *Partner to Help All Kids Learn*. Together with representatives from the City of Portland Mayor's Office and the Education Cabinet, NWEA proposed an evaluation plan. In January 2010, research staff from NWEA provided the Portland Schools Foundation with a report displaying some of the early data available, mostly about student participation in summer 2009. PSF was provided with data to inform recruitment strategies for the 2010 Ninth Grade Counts students, and also to make adjustments needed in the data format for the June 2010 data collection from school districts.

The data NWEA analyzed for this project included three categories of students from the cohort transitioning from eighth grade to ninth grade in summer 2009 (Cohort 1): eighth grade Academic Priority students who attended a Ninth Grade Counts program in summer 2009, eighth grade Academic Priority students who did not attend a Ninth Grade Counts program in summer 2009, and eighth grade students who attended a Ninth Grade Counts program in summer 2009 but weren't Academic Priority. Those populations are summarized in the figure below.

Figure 1: Number of students evaluated in Cohort 1



The majority of the analyses in this report concentrate on the comparison between Academic Priority students who attended a program in summer 2009 (dark blue in Figure 1) and Academic Priority students who didn't attend a program (light blue in Figure 1). Ninth Grade Counts participants who were not Academic Priority (light green in Figure 1) were not included in most analyses because they were determined to be different enough from the Academic Priority students to be measured differently. However general statistics about all three groups have been included, and a full table of data for all groups can be found in Appendix B.

In addition, participation data was available for Cohort 2—students who participated in a summer 2010 Ninth Grade Counts program and Academic Priority students who were in the eighth grade in 2009-2010. Cohort 2 students are similar to Cohort 1 but are enrolled in the following school year. Cohort 2 students were not included in the majority of analyses since outcome data will not be available for them until October 2011. However, Ninth Grade Counts program partners may want to use this information to help inform recruitment of participants for summer 2011 and beyond. Ninth Grade Counts partners will receive individual reports of demographic variables for both cohorts as well as average outcome variables for Cohort 1 for students in their respective programs.

METHODOLOGY

DATA COLLECTION

The Portland Schools Foundation along with the City of Portland, Multnomah County, and Worksystems, Inc. developed a Memorandum of Understanding (MOU) with each of the six participating school districts to collect confidential, student-level data for the purposes of this project. Districts agreed to submit anonymous data for all students who were designated as Academic Priority, as well as for all identified Ninth Grade Counts participants. Data collection was coordinated by the Multnomah Education School District (MESD) to make data collection more efficient for districts. MESD created customized data reports for each district using the ESIS student data management system identification numbers for each student, and created proxy identification numbers so students could be tracked confidentially over time. MESD released the files to each district, which in turn released the files to the Portland Schools Foundation and Northwest Evaluation Association (NWEA) for analysis. The resulting dataset included two years of school data for all identified Ninth Grade Counts participants during the summer of 2009 as well as all Academic Priority students in the six districts who were in the eighth grade in 2008-2009. This data is referred to as Cohort 1. The dataset also included one year of data for summer 2010 Ninth Grade Counts students and Academic Priority students in the eighth grade in 2009-2010 for preliminary analysis of Cohort 2. Outcome data for Cohort 2 will not be available until October 2011. The data element list provided by districts is included in Appendix C.

Demographic Variables Measured

An Academic Priority (AP) status was designated for each student in each year of data. Academic Priority students are designated as Academic Priority when they meet one or more of the following criteria:

- Low or very low Benchmark scores on the Oregon Assessment of Knowledge and Skills (OAKS) in at least two subjects during eighth grade (Reading, Math, Science)
- Received one or more non-passing grades during eighth grade in any core subject classes
- Had 16 or more absences during the eighth grade school year

Academic Priority is defined at the eighth to ninth grade transition, and typically once a student is identified as academic priority that designation remains until the student exits the system. For the purpose of this study, if a student was designated in either year, they were categorized as AP for both years.

The following demographic elements were also provided.

- School and district at which student completed eighth grade
- School and district at which student completed ninth grade
- Gender
- Free/Reduced Price Lunch Eligibility – the most common indicator of family income available to schools.
- Academic Priority status
- English Language Learner status. Students categorized as English Language Learners are not yet fully proficient in English.
- Ethnicity (Hispanic or not Hispanic)
- Race (five categories)

For consistency, if a student was designated Free/Reduced Lunch Eligible in either year, they were categorized as FRL for both years. If a student was designated an English Language Learner or identified for ELL Monitoring in either year, they were categorized as ELL for both years.

Although the ESIS data collection system has separate fields for ethnicity and race, not all districts use both fields. Because clear determinations could not be made for all districts, a new field was created called Race/Ethnicity. If a student was designated as Hispanic in either the race or ethnicity field, they were categorized as Hispanic. If a student was not designated as Hispanic, the race and/or ethnicity field was used for categorization. In cases where race or ethnicity was different between the two years of data, the more specific designation was used (instead of “other” or blank designations). For a few cases where race was different between the two years and wasn’t “other” or blank in either case, the 2008-2009 designation was used. Missing or “multi” race designations were categorized as “other”. “Asian” was categorized as “Asian/Pacific Islander” to conform to the standard.

In addition to these demographic variables, the data file identified which Ninth Grade Counts programs, if any, each student attended. Some students attended more than one program. No students attended a program in more than one year.

Outcome Variables Measured

For each Ninth Grade Counts student or Academic Priority student identified, the data file included the following outcome variables for the student’s eighth grade year:

- Number of days present in school
- Number of days absent from school
- Number of expulsions
- Number of out-of-school suspensions
- Math testing data from the state assessment, including test score and performance level
- Reading testing data from the state assessment, including test score and performance level
- Cumulative Grade Point Average (GPA) as of the end of 2008-2009
- Cumulative number of high school credits earned, if any, as of the end of 2008-2009
- Number of high school credits earned and attempted for four core subjects (math, language arts, social studies, science) as of the end of 2008-2009. Total credits for these subjects may not equal total number of credits.

For Cohort 1, the same data elements were also included for the 2009-2010 school year, in addition to the date each student entered ninth grade if applicable. Most students did not have high school credits at the end of the eighth grade, so only ninth grade cumulative credits were used. Most students did not take the state assessment tests in the ninth grade, so only eighth grade test scores were used.

Four resulting datasets were used:

- Unique eighth and ninth grade data for summer 2009 participants and Academic Priority students in the eighth grade in 2008-2009
 - Used for the majority of analyses: Cohort 1

- Unique eighth grade data for summer 2010 participants and Academic Priority students in the eighth grade in 2009-2010
 - Used for student demographic counts for Cohort 2
- eighth and ninth grade data for summer 2009 participants and Academic Priority students in the eighth grade in 2008-2009, duplicated for every instance of a student in a Ninth Grade Counts program
 - Used for disaggregating analyses by individual program: Cohort 1
- eighth grade data for summer 2010 participants and Academic Priority students in the eighth grade in 2009-2010, duplicated for every instance of a student in a Ninth Grade Counts program
 - Used for disaggregating student demographic counts by program for Cohort 2

Each school within the six local school districts can input Grade Point Average data in the ESIS system or not, depending on preference. While most students have a valid GPA for the end of ninth grade, some students' GPA was listed as 0 when in fact it was missing data. Because of this discrepancy in data collection, we removed the GPA for all students who were listed with 0.00 as their Grade Point Average. This may remove some students from analysis who truly had a 0.00 GPA, but for most cases the reason for the 0.00 data was that the data was missing. Charter schools and alternative schools, for instance, do not report GPA and all of their students would show as 0.00 GPA. 317 out of 3185 students (10%) had 0.00 values removed. Another 169 (5%) had missing GPA values and were not included.

For each student, data collection included the total number of accumulated high school credits, as well as the number of credits in four core subject areas. Some students received credits for participating in the summer NGC program, but these credits were not applied consistently by schools: some school districts awarded credit for NCG participation while others did not. In some cases within a single school district, some students received elective credit while others received core content elective credits; in other cases students may have only received credit if they completed the appropriate paperwork. When data were collected for this study, some NGC credits in one district were included in the count of core Language Arts or Social Studies credits, although subsequently these credits have been reclassified as elective credits not in core subject areas. However, in this case, if a student fails a core subject in the future, these credits may be reclassified again as core subject credits. Because NGC credits were handled in different ways for students, it was not possible to identify total credits without NGC credits included. Therefore, credits were aggregated in two standardized ways: total high school credits were calculated both as reported and also after subtracting credits that could have potentially been earned in the summer program; core content credits were calculated only as reported. More information about credit handling is included in the Findings section.

DATA ANALYSIS

Comparisons were made between participating and non-participating groups of Academic Priority students to determine whether involvement in one or more of the summer transition programs was associated with a measurable difference in any one or more of the outcome variables (for example, greater numbers of accumulated course credits, fewer failing grades, etc.).

There are two main ways to measure whether differences between two groups of students are truly different. First, NWEA used a t-test to compare the difference between means on the outcome variables for the two groups (for example, comparing the mean number of accumulated course credits for Academic Priority participants in Ninth Grade Counts to the mean number of accumulated course credits for Academic Priority non-participants). A *p* value threshold of .05 was used to evaluate differences. Differences with *p* values under .05 are considered to be statistically significant,

as they have a less than 5% probability of being chance differences. Another way of measuring the difference between two groups is to measure the average difference in means relative to the variance or standard deviation of the group. For instance, if the average difference in height for two groups of eight year old children was statistically significant but only .2 inches, it wouldn't represent a *meaningful* difference. Statistically, "effect size" as measured by Cohen's *d* indicates whether the difference in averages is a meaningful difference. It is calculated as the difference between means divided by the standard deviation of the study population. A Cohen's *d* value of .2 or .3 is considered a small effect; .5 a medium effect; .8 a large effect.

Another way NWEA looked at outcome data was to measure the percentage of students achieving a certain benchmark level for each of the outcome measures. Sometimes the average score for a measure—for instance the average attendance rate—can be affected by extreme scores on either end. By measuring students against a common scale—for example, the percentage of students with a 90% attendance rate or higher—the comparison shows an additional layer of meaning.

In order to minimize the potential for selection/recruitment bias, a statistical technique called "propensity score matching" was used to identify the most appropriate comparisons between the participating and non-participating groups. In this way, each participating student was compared to non-participating students who most closely resembled him or her. To determine which variables should be balanced to match NGC students with nonparticipants, NWEA ran a series of linear regressions to determine which factors predicted whether the student would enroll in a program and which factors predicted students' outcomes.

For Academic Priority students, whether they enrolled in a program in summer 2009 is significantly correlated with the following variables from their eighth grade year:

- District ID
- School ID
- Attendance rate
- Math test score
- Reading test score
- Attendance passing (90%) rate
- Math pass (Meets/Exceeds) rate
- Read pass (Meets/Exceeds) rate
- Free/reduced lunch status
- Race/ethnicity
- Belonging to a race/ethnicity category that is not white or Asian

A linear regression model with all of those factors was determined to have a 7% influence on whether the student enrolled in a program ($R\text{-sq}=.069$). A series of regressions revealed that the best fit model for predicting whether a student enrolled in a program was a combination of district, Free/Reduced Lunch status, race/ethnicity, and eighth grade Reading score. This model predicted 6% ($R\text{-sq}=.060$) of selection bias, with all variables playing a significant role.

Propensity Model 1: matching NGC students with nonparticipants based on four similar factors of district, free/reduced lunch status, race/ethnicity, eighth grade Reading score.

We also wanted to balance the dataset based on all available variables to see if results differed.

Propensity Model 2: matching NGC students with nonparticipants based on all 10 available factors of free/reduced lunch status, English Language Learner status, gender, race/ethnicity, district, school, eighth grade Reading score, eighth grade Math score, eighth grade attendance, and eighth grade suspensions.

NWEA ran a logistical regression on each of the propensity models to create a propensity score for each student. The propensity analysis was conducted in two ways for each of the models. First, each program participant was matched to a single nonparticipant with the closest propensity score. This limits the analysis to a one-to-one match. Secondly, NWEA matched each program participant with every nonparticipant who had a propensity score within the same quintile as the participant. In this way, all possible data was used to reduce the possibilities of a few outliers influencing outcomes. The statistically matched set of students was then analyzed to compare potential differences between Ninth Grade Counts Academic Priority participants and Academic Priority nonparticipants.

LIMITATIONS

The purpose of this report is to measure whether Academic Priority students in the summer 2009 cohort of Ninth Grade Counts had better outcomes in the year after participating in NGC than Academic Priority students who did not participate in NGC. This report is not a comprehensive evaluation of the effectiveness of the Ninth Grade Counts initiative. Intervention strategies often take several years for results to be seen, so a multi-year evaluation is the most appropriate methodology to reflect the result of overall program effectiveness. This report should be seen as a baseline study of program outcomes from which improvements can be designed and measured.

In addition, this analysis represents a single year of data for the Ninth Grade Counts programs. Since one of the goals of the initiative is to increase the number of students graduating from high school, it would be important to track cohorts of eighth grade students participating in this program through high school to ascertain any possible impact the program might have on dropout and graduation rates. Lastly, Ninth Grade Counts is not a single program but a consortium of individual programs which may have varying levels of effectiveness. Since programs have very small groups of students (only six programs have more than 50 students), reliably measuring effectiveness of each individual program from one year's data is not realistic. Because the effectiveness associated with each program impacts the effectiveness of the collective group of programs, it is very important to come to some findings about the efficacy of the individual parts of the Ninth Grade Counts whole. As a track record is accumulated for some of the smaller programs over time, these kinds of analyses become more possible.

PARTICIPATION

This section shows the number of students included in the analysis, separated by demographic characteristics, school district, and individual Ninth Grade Counts partner program name. It is important to note that not all students who participated are included in these tables—in 2009 (Cohort 1) participating programs reported to PSF that 830 students completed their respective programs; approximately 65 of those students completed more than one program. Approximately 60 students who attended programs (8%) could not be found in the student data management system, and thus are not included in this report.

In the charts below and throughout the report, “Acad. Prior.” or “AP” is used to denote Academic Priority students; “NGC” or “participant” is used to denote Ninth Grade Counts participants. The charts below represent Cohort 1 students—students who participated in Ninth Grade Counts in the summer of 2009 plus Academic Priority students who were in the eighth grade in 2008-2009.

Table 1: Proportion of students by demographic characteristics

	Number of Students	FRL		ELL		Gender	
		N	Y	N	Y	F	M
All Acad. Prior.	2866	32%	68%	77%	23%	44%	56%
All NGC participants	718	17%	83%	75%	25%	48%	52%
NGC Acad. Prior.	399	16%	84%	75%	25%	44%	56%
NGC non-Acad. Prior.	319	20%	80%	75%	25%	52%	48%

Table 2: Proportion of students by school district

	Number of Students	District						
		Centennial	David Douglas	Gresham-Barlow	Parkrose	Portland	Reynolds	Total
All 8th graders in 6 districts in 2009-2010	6663	8%	12%	15%	4%	49%	12%	100%
All Acad. Prior.	2866	11%	13%	13%	5%	42%	15%	100%
All NGC participants	718	2%	9%	7%	16%	55%	11%	100%
NGC Acad. Prior.	399	0%	11%	0%	15%	55%	19%	100%
NGC non-Acad. Prior.	319	4%	8%	15%	17%	55%	1%	100%

Table 3: Proportion of students by race/ethnicity

% of students in each race/ethnicity category	Number of Students	American Indian / Alaskan Native	Asian / Pacific Islander	Black / African American	Hispanic	White	Other	Total
All 8th graders in 6 districts in 2009-2010	6663	1%	10%	11%	18%	55%	4%	100%
All Acad. Prior.	2866	2%	7%	16%	23%	51%	<1%	100%
All NGC participants	718	3%	10%	29%	26%	32%	<1%	100%
NGC Acad. Prior.	399	5%	7%	28%	26%	34%	<1%	100%
NGC non-Acad. Prior.	319	2%	13%	29%	26%	29%	<1%	100%

GENDER, RACIAL, and ECONOMIC REPRESENTATION

- Ninth Grade Counts participants (both Academic Priority and non- Academic Priority) were more likely to be in the Free and Reduced Lunch program at their school than Academic Priority nonparticipants (NGC 83%, AP 68%). This data is used as a proxy for socioeconomic status, suggesting that more NGC participants came from low income families than nonparticipants.
- The same approximate percentages of students were identified as English Language Learners (ELL) in all groupings of students: 23-25%.
- Academic Priority students (both NGC participants and non-participants) had the same gender breakdown: 44% female and 56% male. Non-Academic Priority NGC participants had slightly more females participating: 52% compared to 48% male, making the overall NGC rate 48% female and 52% male.
- Of the Academic Priority students, there were a higher percentage of students of color for Ninth Grade Counts participants than non-participants. This was particularly true for the African American students: 26% of AP participants were African American compared to 16% of the entire AP population.
- Compared to the population of eighth graders in the six local districts, there was a higher percentage of Ninth Grade Counts participants who were Native American, African American, and Hispanic than the eighth grade population of these districts. The “overrepresentation” of students of color in the summer programs could be due to Ninth Grade Counts’ intentional partnerships with culturally-specific community-based organizations.

DISTRICT REPRESENTATION

- Parkrose students were overrepresented compared to their population in the community: 16% of NGC participants were from Parkrose while only 4% of the total eighth grade population in the six districts was from Parkrose. This was driven mainly by a single Parkrose program which was the second largest of the NGC programs with 97 students.
- There was a higher percentage of NGC participants from Portland Public Schools (PPS) compared to the percentage of students in the six districts: 55% of NGC participants were from PPS compared to 49% of total eighth grade students in the six districts coming from PPS. This may be due to the relative concentration of community-based organizations closer to the city core and/or the fact that PPS directly sponsored a relatively large program specifically for PPS students.
- Centennial and Gresham-Barlow were both slightly underrepresented compared to the number of students in the area, and none of their participants were Academic Priority students.
- David Douglas had approximately the same percentage of students in NGC as their representation in the community: 12%. The Reynolds School District also had a similar representation in the program as in the community (11-12%), however a higher percentage of their participants were Academic Priority students than the overall percentage of AP students in the six districts.

PROGRAM REPRESENTATION

Table 4: Number of students by Ninth Grade Counts program

NGC Program Name	Summer 2009 Students	Students whose only NGC participation was in this program
Big Brothers Big Sisters	5	4
Campfire USA - <i>Xplore</i> gon	17	12
David Douglas School District - <i>Ninth Grade Counts</i>	49	45
El Programa Hispano - <i>Puentes</i>	57	47
I Have A Dream Foundation	15	14
IRCO. - <i>ASPIRE-SST</i>	19	16
IRCO - <i>MCSI</i>	3	3
IRCO - <i>Sabin SUN (plus Brothers & Sisters Keepers)</i>	25	22
IRCO - <i>SSSES SUN at Madison</i>	22	20
Metropolitan Family Service	12	5
NAYA - <i>Ninth Grade Summer Leaders</i>	14	12
Neighborhood House	12	12
Open Meadow - <i>Step Up</i>	184	146
Oregon Building Congress - <i>Pre-ACE Academy</i>	2	1
Parkrose School District - <i>Jumpstart - ELL Summer Program</i>	20	12
Parkrose School District - <i>Summer Stampede Academy</i>	97	87
Portland Public Schools - <i>8th-9th Grade Summer Program</i>	75	51
REAP, Inc. - <i>Challenge Camp</i>	20	9
Reynolds School District - <i>Ninth Grade Summer Transition</i>	62	56
Self-Enhancement, Inc.	55	55
Straightway Services	16	13
Urban League	8	8
All instances of students in programs	789	650
Students in 2 programs	65	
Students in 3 programs	3	
All students	718	

In addition to the Cohort 1 data shown, participation data was available for Cohort 2, students who participated in a summer 2010 Ninth Grade Counts program and Academic Priority students who were in the eighth grade in 2009-2010. These students were not included in the majority of analyses since outcome data will not be available for them until October 2011. However, Ninth Grade Counts partners may want to use this information to inform recruitment of

participants for summer 2011 and future years. Program staff will receive individual reports of demographic variables for both cohorts as well as average outcome variables for Cohort 1 for students in their program.

Table 5: Student counts by subgroup for Cohort 1 (Summer 2009) and Cohort 2 (Summer 2010)

Student subgroup	Cohort 1: Summer 2009				Cohort 2: Summer 2010			
	All NGC	NGC AP	All AP	6 districts*	All NGC	NGC AP	All AP	6 districts*
Number of Students								
Total	718	399	2866	6663	745	360	2754	6572
Academic Priority								
AP	56%	100%	100%	NA	48%	100%	100%	NA
Not AP	44%				52%			
Race/Ethnicity								
Native American	3%	5%	2%	1%	2%	2%	2%	1%
Asian	10%	7%	7%	10%	10%	6%	6%	9%
African American	29%	28%	16%	11%	26%	27%	14%	10%
Hispanic	26%	26%	23%	18%	28%	28%	22%	21%
White	32%	34%	51%	55%	28%	31%	51%	54%
Other	<1%	<1%	<1%	4%	6%	6%	5%	5%
Gender								
M	52%	56%	56%	50%	51%	55%	55%	50%
F	48%	44%	44%	50%	49%	45%	45%	50%
Free or Reduced Lunch								
FRL	83%	84%	68%	52%	79%	85%	59%	54%
Not FRL	17%	16%	32%	48%	21%	15%	41%	46%
English Language Learner								
ELL	25%	25%	23%	12%	24%	26%	20%	12%
Not ELL	75%	75%	77%	88%	76%	74%	80%	88%
District								
Centennial	2%	0%	11%	8%	1%	0%	12%	8%
David Douglas	9%	11%	13%	12%	10%	7%	12%	12%
Gresham-Barlow	7%	0%	13%	15%	10%	18%	14%	14%
Parkrose	16%	15%	5%	4%	11%	10%	5%	4%
Portland	55%	55%	42%	49%	60%	53%	47%	50%
Reynolds	11%	19%	15%	12%	9%	13%	9%	12%

* Data for the six districts from the Oregon Department of Education website, table # in parentheses.

Number of students for eighth graders each year (#73)

Race/ethnicity % for eighth graders each year (#67)

Gender % from math assessments for eighth graders 2009-2010 only (#98)

FRL % for all grades combined for each year (#61)

ELL % from math assessments for eighth grade LEP students 2009-2010 only (#98)

District % for eighth graders each year (#73)

FINDINGS

SUMMARY STATISTICS

There were a number of outcome variables that could be measured to compare the Ninth Grade Counts students who participated in summer 2009 programs to Academic Priority students in the same six school districts. The following tables show the overall mean (average) for each of the outcome variables in 2008-2009 (eighth grade) and 2009-2010 (ninth grade). Note that high school credits and GPA are not measured for a valid number of students in eighth grade, and test scores are not measured for a valid number of students in ninth grade.

Table 6: Average outcome measures by student type

2008-2009 (8th grade)								
Student Type	Number of Students	GPA	Expulsions	Suspensions	Attendance Rate	Math Score	Reading Score	HS Credits
All Acad. Prior.	2866		0.01	0.43	89.6%	230.1	229.7	
All NGC participants	706		0.00	0.40	92.7%	229.7	229.0	
NGC Acad. Prior.	399		0.00	0.45	91.0%	227.4	227.3	
NGC non-Acad. Prior.	307		0.01	0.33	94.9%	232.7	231.3	
2009-2010 (9th grade)								
Student Type	Number of Students	GPA	Expulsions	Suspensions	Attendance Rate	Math Score	Reading Score	HS Credits
All Acad. Prior.	2866	1.95	0.01	0.37	85.8%			5.1
All NGC participants	706	2.17	0.01	0.41	89.4%			6.1
NGC Acad. Prior.	399	1.89	0.01	0.54	86.9%			5.6
NGC non-Acad. Prior.	307	2.53	0.01	0.24	92.6%			6.8

NWEA tested the statistical difference between three main groups of students: Academic Priority Ninth Grade Counts summer 2009 Participants, Academic Priority non-participants, and non-Academic Priority Ninth Grade Counts summer 2009 Participants. The table below shows the averages for each group, and the light blue highlighting shows where the differences among the three groups were statistically significant ($p < .05$).

Table 7: Statistically significant differences in outcome variables

	AP participant	AP nonparticipant	Total
2008_Expulsions	0.00	0.01	0.01
2008_Suspensions	0.45	0.42	0.43
2008_AttendanceRate	91.0%	89.4%	89.6%
2008_MathScore	227.4	230.5	230.1
2008_ReadingScore	227.3	230.1	229.7
2009_GPA	1.89	1.96	1.95
2009_Expulsions	0.01	0.01	0.01
2009_Suspensions	0.54	0.34	0.37
2009_AttendanceRate	86.9%	85.6%	85.8%
2009_HighSchoolCredits	5.59	5.03	5.11

As can be seen in the table above, the three groups had significantly different attendance rates and test scores in their eighth grade year before the summer program. AP participants had lower test scores than AP non-participants and non-AP participants, and higher attendance than non-participants but lower attendance than non-AP participants.

During students' ninth grade year after the summer program, AP participants had more suspensions, driven in part by a few students with a large number of suspensions. Later in this report, the difference in number of students who had any suspensions will be addressed. After the summer program, AP participants had significantly higher number of high school credits than AP non-participants.

Very few students had a valid high school credit or GPA data in the eighth grade, so credits and GPA before the program could not be measured. Only a small subset of students took the optional ninth grade assessment, so Math and Reading score change could not be measured.

NINTH GRADE COUNTS PROGRAM IMPACT ON ACADEMIC PRIORITY STUDENTS FOR KEY OUTCOME MEASURES

The main goal of the Ninth Grade Counts initiative is to keep students engaged in school to increase their likelihood of graduating from high school. Surveys collected from program participants suggested that students express being more engaged after participating in a program (see Foreword), but NWEA wanted to confirm if this shift in attitudes was visible in quantitative outcome data.

Of the outcome variables that were available for this analysis, NWEA focused on three key variables to measure the difference between Academic Priority students who had participated in a Ninth Grade Counts program and Academic Priority students who hadn't participated:

- Grade Point Average (GPA)
- Attendance rate
- High school credits accumulated

One of the clear measures for engagement in school is attendance rate, so NWEA analyzed attendance rates of participants and non-participants in the year before and the year after the summer program. Attendance decreased in aggregate between the two years, a predictable outcome for students as they transition from middle school to high school. NWEA also looked at the cumulative Grade Point Average (GPA) and the total number of high school credits earned by the end of their ninth grade year after the summer program. These two variables are important because successful completion of courses is one of the main predictors of graduation.

Data was available for other outcome measures, but each had data collection issues which limited analysis. Only a fraction of students take the state test in the ninth grade, making comparison between the two school years invalid. Instances of suspensions and expulsion were in such small amounts (mostly 0 or 1 instances) that comparison of these, particularly change between two school years, is difficult to validate; in addition, discipline data such as this is often unreliable for comparison purposes due to inconsistencies in the way discipline is applied and recorded.

The following section details the three main indicators of success—Grade Point Average, Attendance Rate, and High School Credits—and the differences between Academic Priority students who participated in a Ninth Grade Counts summer 2009 program and those that did not participate.

Grade Point Average

Because successful completion of courses is one of the main predictors of graduation, NWEA looked at cumulative grade point average at the end of the ninth grade. Grade Point Averages for Academic Priority students ranged from 0.05 to 4.00 in 2009-2010, with a mean (average) of 1.95 and a median (midpoint) of 1.93. Students with a GPA of 0 were excluded from analysis because the 0 could have represented missing data. For more information about this exclusion, please see the Methodology section. Figures 2 and 3 below show ninth grade cumulative GPA for AP participants and AP nonparticipants.

Figure 2: ninth grade GPA for AP NGC participants

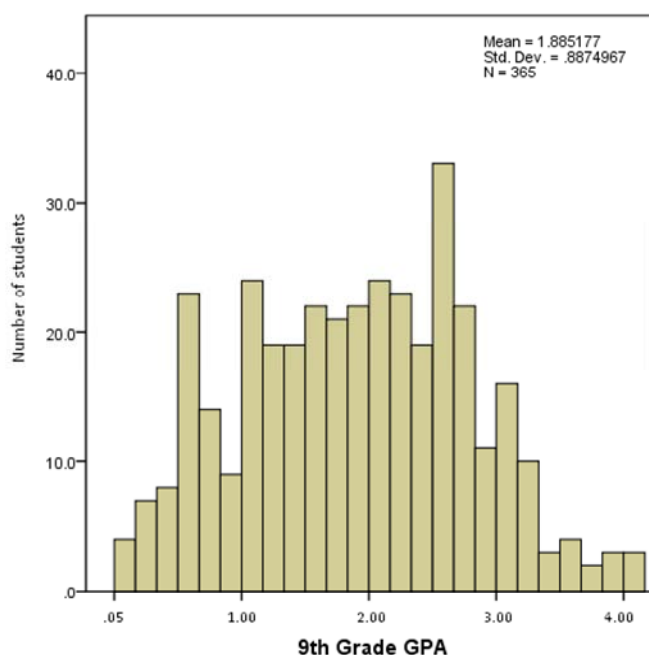


Figure 3: ninth grade GPA for AP nonparticipants

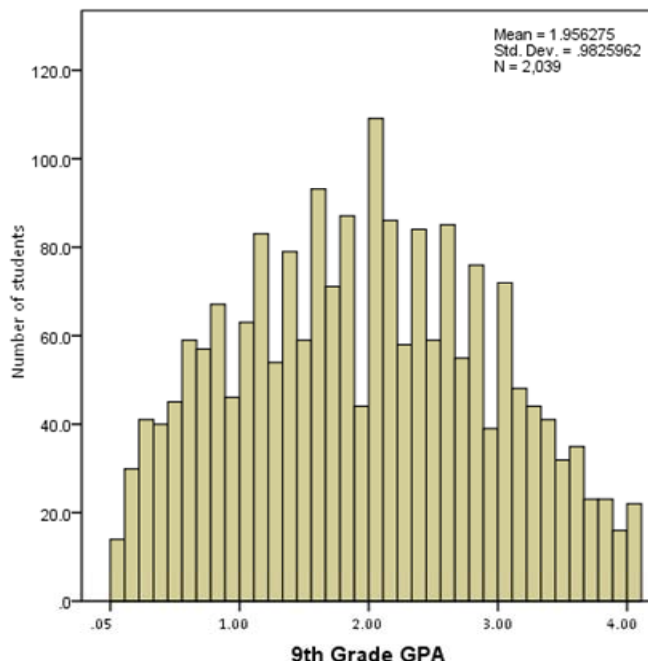


Figure 4: Academic Priority ninth grade Grade Point Average by level

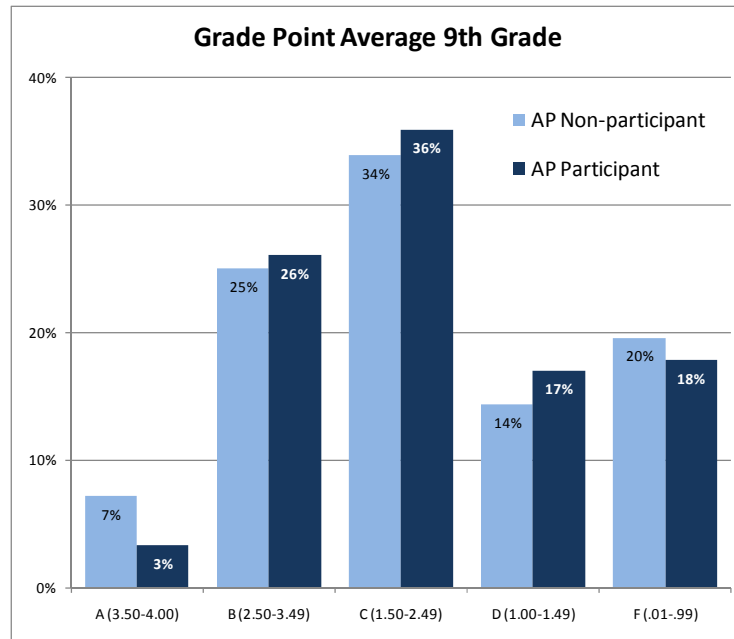


Figure 4 shows that AP participants had a slightly lower percentage of students receiving A- or F-level grade point averages, and a slightly higher percentage of students receiving B-, C-, and D-level grade point averages. NWEA tested for statistical significance and found no real difference between AP participants and AP non-participants. There wasn't a significant difference between the percentage of students in each grade level (A-F) as shown above. There also wasn't a significant difference in the ninth grade numeric GPA for the two groups.

Table 8: Grade Point Average benchmarks

2009-2010 Data				
Measure	All NGC	NGC AP	Non-NGC AP	All AP
Number of Students	660	365	2039	2404
Average GPA	2.17	1.89	1.96	1.95
% of students with GPA over 1.50	73%	65%	66%	66%
% of students with GPA over 2.00	58%	47%	49%	49%
% of students with GPA over 2.50	42%	29%	32%	32%

NWEA "benchmarked" grade point average by looking at the percentage of students whose GPA was 1.50 or higher, 2.00 or higher, and 2.50 or higher in the school year after the summer program. There was not a statistically significant difference between participants and nonparticipants at each level. Note that students with a 0.00 GPA have been removed from this analysis because a large percentage of those students had missing data. See the Methodology section for more information.

Attendance Rate

One of the clear measures for engagement in school is attendance rate, so NWEA analyzed attendance rates of participants and non-participants in the year before and the year after their participation in NGC. Attendance decreased in aggregate between the two years, a predictable outcome as students transition from middle school to high school. For Academic Priority students, attendance rates ranged from 27.5% to 100% with an average of 90% in the eighth grade and 86% in the ninth grade. Figures 5 and 6 below show ninth grade attendance rates; Table 9 shows eighth and ninth grade attendance rates.

Figure 5: ninth grade attendance for NGC AP participants **Figure 6: ninth grade attendance for AP nonparticipants**

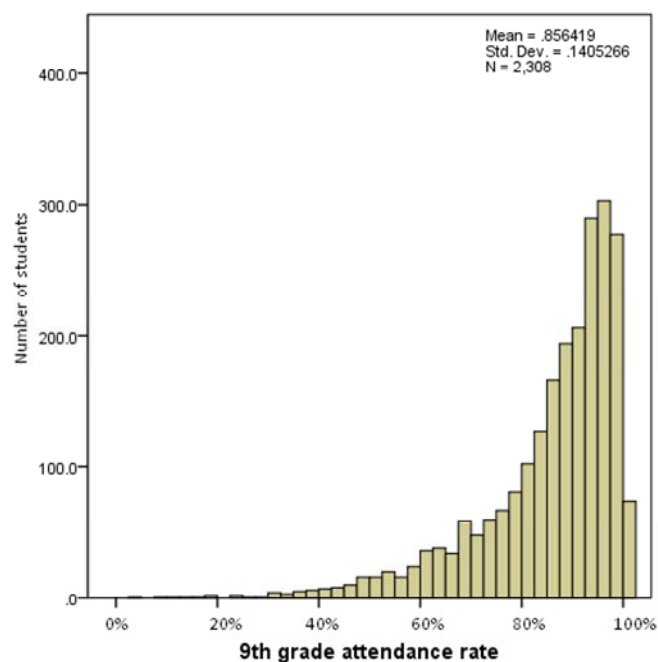
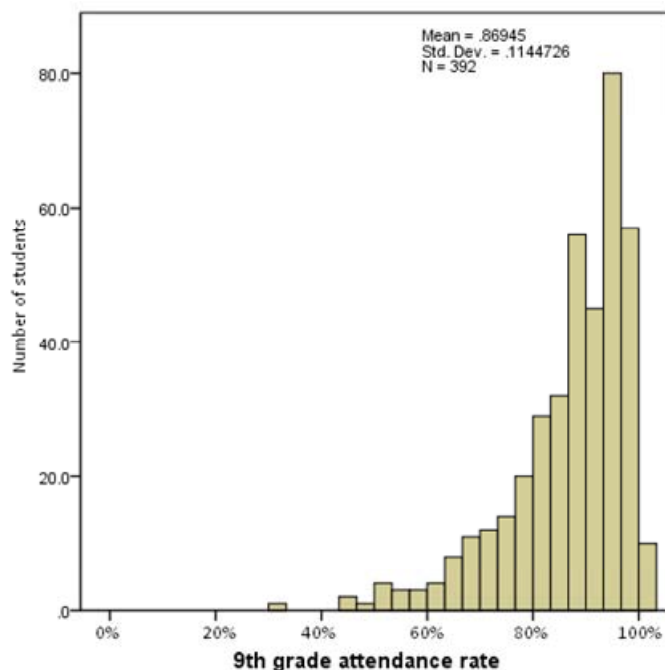


Table 9: Attendance rates for NGC participants and non-participants

Measure	AP participant	AP nonparticipant
Number of Students	391	2301
2008-2009 Attendance Rate	91.0%	89.4%
2009-2010 Attendance Rate	86.9%	85.6%
Attendance Rate Change	-3.94%	-3.91%

Only the attendance rate for eighth grade students before participating in NGC showed a statistically significant difference between Academic Priority NGC participants and non-participants: participants had higher attendance rates before the program than non-participants. Although attendance rates during the ninth grade year were higher for Ninth Grade Counts AP participants than AP nonparticipants, differences were not statistically significant, and the change between eighth and ninth grade attendance rates for the two groups was also not statistically significant. (Note that the Attendance Rate Change is each student's difference in eighth and ninth grade attendance rates, aggregated to the total for each group. It is not the difference between each group's average.)

Sometimes the mean (average) for a group of students hides differences between groups because particularly low or high cases distort the mean. For that reason, NWEA also analyzed the percentage of students who achieved a certain level of attendance. Using 80%, 85%, and 90% attendance rates as benchmark levels, NWEA found a similar result: the percentage of students with high attendance rates was better for NGC participants before the summer program.

Table 10: Attendance rate differences for Academic Priority students

		AP participant	AP nonparticipant
	Number of Students	398	2460
2008-2009	90% or greater	63.8%	55.0%
2009-2010	90% or greater	49.0%	49.8%
2008-2009	85% or greater	82.9%	77.2%
2009-2010	85% or greater	66.1%	65.5%
2008-2009	80% or greater	90.5%	87.9%
2009-2010	80% or greater	78.8%	75.4%

As can be seen in Table 10, the group of students who participated in a NGC program during the summer of 2009 had a larger percentage of students with high attendance in either school year and at any level of attendance. The only exception was the 2009-2010 school year at 90% attendance where both groups had similar rates. The light blue shading shows where the differences for the two groups were statistically significantly different.

NWEA also limited the analysis to students who were enrolled in school for 50 or more days during the school year, in case the outlier students were affecting the results. NWEA found the same pattern when limiting the sample: participants had higher eighth grade attendance rates than nonparticipants in both years on most measurements.

Table 11: Attendance rate differences for Academic Priority students with 50 or more school days

		AP participant	AP nonparticipant
	Number of Students	384	2254
	2008-2009 Attendance Rate	90.9%	89.7%
	2009-2010 Attendance Rate	87.2%	86.1%
	Attendance Rate Change	-3.7%	-3.7%
2008-2009	90% or greater attendance	63.8%	56.4%
2009-2010	90% or greater attendance	49.1%	50.3%
2008-2009	85% or greater attendance	82.8%	78.4%
2009-2010	85% or greater attendance	66.5%	66.1%
2008-2009	80% or greater attendance	90.4%	88.9%
2009-2010	80% or greater attendance	79.5%	76.2%

High school credits

One of the main indicators of successful completion of high school is the number of high school credits accumulated during each academic year. Students who fall behind in credit attainment are more likely to drop out of high school. Although some credits can be made up in later years, credit accumulation, nonetheless, is one of the strongest predictors that a student will graduate. In fact, PSF's 2007 report, *Connected by 25: The Fourth R* (which informed and inspired the NGC initiative)² showed that a student with insufficient credits at the end of ninth grade has 4.1 times the risk of leaving school without graduating than a student with sufficient credits. The following section describes the findings for credit attainment between Academic Priority Ninth Grade Counts participants and Academic Priority students who did not participate. Figures 7 and 8 below show credits accumulated for AP participants and AP nonparticipants.

Figure 7: High School Credits Earned for AP NGC participants

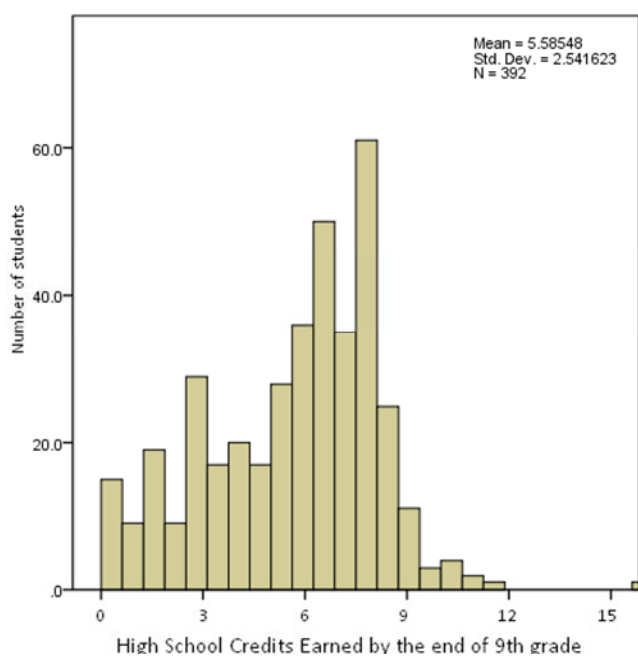
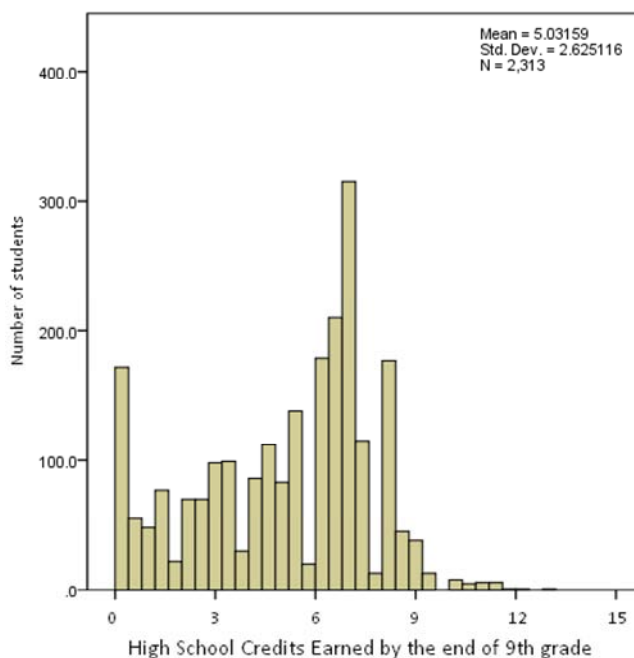


Figure 8: High School Credits Earned for AP nonparticipants



As can be seen in the charts above, the majority of Academic Priority students had between six and seven credits at the end of the ninth grade. However, because there were a large number of students with very few credits, the mean (average) number of credits accumulated was 5.11 for all students, 5.59 for participants, and 5.03 for nonparticipants. Very few students earned 10 or more credits.

In addition to looking at the individual and average number of high school credits earned, NWEA also wanted to examine differences between AP participants and AP nonparticipants at different levels of credit attainment. For instance, are NGC students less likely to be in very low credit levels; or are NGC students more likely to be in the highest credit levels? NWEA found that for every level of credit attainment—more than two credits, more than eight credits, and each one-point credit in between—Ninth Grade Counts students averaged better performance. For instance, 89% of AP NGC

² <http://www.connectedby25.org/resources/>

participants earned more than two credits while only 84% of AP non-participants earned more than two credits. This was true for students with the most credits as well: 19% of AP NGC participants earned eight or more credits while only 13% of non-participants did. All differences were statistically significant except the level of seven or more credits. The average number of credits attained was also statistically significantly higher for NGC participants than nonparticipants.

Table 12: High School Credits Earned by the end of ninth grade

High School Credits	AP participant	AP non-participant	Statistically Significant
Number of students	392	2313	Y
2 or more credits	89.0%	83.8%	Y
3 or more credits	83.4%	77.7%	Y
4 or more credits	74.2%	68.0%	Y
5 or more credits	65.6%	59.4%	Y
6 or more credits	56.4%	49.0%	Y
7 or more credits	36.5%	32.2%	N
8 or more credits	19.4%	13.0%	Y
Total HS Credits Earned	5.59	5.03	Y

One of the benefits of participating in Ninth Grade Counts is that some programs offer high school credits for completion of the summer program. During the summer of 2009 nine of the 22 programs offered .5 credits to students who completed the program, and two programs offered .25 credits. The following is a list of the programs that reported to PSF that they awarded credit to students participating in the 2009 Ninth Grade Counts program. All programs awarded .5 high school elective credits unless noted.

- Campfire USA - Xploregon
- David Douglas School District - Ninth Grade Counts
- El Programa Hispano - Puentes
- IRCO - ASPIRE-SST
- IRCO - SSSES SUN at Madison
- NAYA - Ninth Grade summer Leaders
- Neighborhood House
- Parkrose School District - Jumpstart - ELL summer Program
- Portland Public Schools - eighth-ninth Grade summer Program
- Self-Enhancement, Inc. (.25 credits)
- Step Up (.25 credits)

Not every student in one of these credit-granting programs received credits, however, because some students were ineligible due to district placement, completion, or other factors. Four of the ten programs estimated that only a fraction of their students actually received the credit. Overall, the combination of programs estimated that 80% of students in those programs received credit. For the purpose of this analysis, however, NWEA assumed that all students in a credit-granting program received the full credit possible in order to show a conservative estimate. Students who were in two credit-granting programs were assumed to have been given credit from only one program. The following table shows the percentage of students who were from credit-granting programs.

Table 13: Percentage of students in programs that awarded high school credit for the NGC summer program

NGC credits	AP participant	AP nonparticipant	Non-AP participant
.00	34%	100%	30%
.25	25%	NA	34%
.50	41%	NA	36%
Total	100%	100%	100%

After subtracting out the full credit amount possible from every student who could have received it, NWEA performed the credit analysis again to see if the increase in credit attainment for NGC participants was solely due to the credit they received in the program. Among Academic Priority students, there was a significant difference ($p=.014$) between participants and nonparticipants in the total number of credits earned at the end of ninth grade, even when possible credit received from the summer program was subtracted for all students in credit-granting programs.

Table 14: Credit attainment with and without adjustment for possible summer credits

	AP participant	AP nonparticipant
Number of Students	392	2313
Total Number of Credits	5.59*	5.03*
% of students with 6 or more credits	56%	49%
Adjusted Number of Credits	5.32	5.03
% of students with 6 or more adjusted credits	51%	49.0%

As can be seen in Table 14, Ninth Grade Counts participants had a higher number of credits than nonparticipants, overall as well as when all possible credits earned in the program were subtracted. Blue highlighting shows where the differences were statistically significant ($p<.05$); an asterisk after the value indicates where differences were statistically meaningful (effect size $>.03$).

In addition to looking at overall credit attainment, NWEA also looked at credit attainment in key subject areas. Table 15 shows that NGC Academic Priority participants both attempted and earned more credits than AP nonparticipants in Language Arts and Science. Possible credits earned through participation in NGC were not subtracted from these numbers since credits earned were electives, not core subjects. See Methodology section for a more detailed explanation of how credits were assigned and collected.

Table 15: High school credits earned and attempted by Academic Priority students in core subject areas

	Earned	Attempted	"Pass" rate
Participant Math	0.68	0.98	70.0%
Nonparticipant Math	0.69	0.99	69.9%
Participant Language Arts	0.94	1.30	72.2%
Nonparticipant Language Arts	0.83	1.14	73.3%
Participant Science	0.65	0.97	67.5%
Nonparticipant Science	0.59	0.87	67.7%
Participant Social Studies	0.32	0.48	67.1%
Nonparticipant Social Studies	0.33	0.48	69.5%

NGC participants attempted and earned statistically significantly more credits in Language Arts and Science than nonparticipants. There wasn't a significant difference between amount of Math and Social Studies credits earned or attempted between the two groups. There also was not a difference between the likelihood of students in different groups gaining one or more credits in each of the subjects, nor was there a difference in the "passing rate" defined as the number of credits earned divided by the number of credits attempted in each subject. The lack of statistical differences could be due to the small amount of credits accumulated in each subject by the end of ninth grade: most students had between zero and one-and-a-half credits in each subject. Reviewing credit accumulation at the end of tenth, eleventh, and twelfth grade might show more statistical difference.

PROPENSITY SCORE ANALYSIS

One challenge with measuring the impact of a program is when assignment to the program is not random. For instance, are students with high attendance more likely to sign up for the program? If so, does that explain why their attendance is higher after the program? Or are certain races or ethnicities more likely to sign up for a program because they received targeted outreach? Do the factors that influence a student to enroll in a Ninth Grade Counts partner program have an influence on their success after the program?

One way to account for the chance that the students who signed up for Ninth Grade Counts were statistically different from students who didn't enroll, and that those differences have an effect on outcomes, is to conduct a propensity score analysis. Propensity score analysis is often conducted in health trials where assignment to a group is not random; for instance when testing a diet program where people were given a choice as to whether or not to sign up. Propensity score analysis matches each "treatment" participant—here that means Academic Priority Ninth Grade Counts student—with an AP nonparticipant who is statistically most similar. By matching participants with non-participants on key characteristics, some of the difference on outcome variables that might be attributed to systematic selection bias may be mitigated. While this approach is very helpful, one cannot entirely mitigate the fact that participants who were motivated to participate in this program may be inherently more motivated toward school than those who chose not to participate.

To determine which variables should be balanced to match AP NGC students with AP nonparticipants, NWEA ran a series of linear regressions to determine which factors predicted whether the student would enroll in a program and which factors predicted students' outcomes.

For Academic Priority students, whether they enrolled in a program in summer 2009 is significantly correlated with the following variables from their eighth grade year:

- District ID
- School ID
- Attendance rate
- Math test score
- Reading test score
- Attendance passing (90%) rate
- Math pass (Meets/Exceeds) rate
- Read pass (Meets/Exceeds) rate
- Free/reduced lunch status
- Race/ethnicity
- Belonging to a race/ethnicity category that is not white or Asian

A linear regression model with all of those factors was determined to have a 7% influence on whether the student enrolled in a program ($R\text{-sq}=.069$). A series of regressions revealed that the best fit model for predicting whether a student enrolled in a program was a combination of district, Free/Reduced Lunch status, race/ethnicity, and eighth grade Reading score. This model predicted 6% ($R\text{-sq}=.060$) of selection bias, with all variables playing a significant role.

Propensity Model 1: matching NGC students with nonparticipants based on four similar factors of district, free/reduced lunch status, race/ethnicity, eighth grade reading score.

We also wanted to balance the dataset based on all available variables to see if results differed.

Propensity Model 2: matching NGC students with nonparticipants based on all 10 available factors of free/reduced lunch status, English Language Learner status, gender, race/ethnicity, district, school, eighth grade Reading score, eighth grade Math score, eighth grade attendance, and eighth grade suspensions.

NWEA ran a logistical regression on each of the propensity models to create a propensity score for each student. The propensity analysis was conducted in two ways for each of the models. First, each program participant was matched to a single nonparticipant with the closest propensity score. This limits the analysis to a one-to-one match. Secondly, each program participant was matched with every nonparticipant who had a propensity score within the same quintile as the participant. In this way, all possible data was used to reduce the possibilities of a few outliers influencing outcomes. Figures 6 and 7 show the distribution of propensity scores, called "predicted probability." The figures show clear differences between the probability distributions associated with program participants and non-participants. This would indicate that the regression had some value for differentiating the two groups. The low values (most probabilities fall below 50%) with little variation between students confirms the results of the regression: the variables available in the analysis did little to predict whether a student would participate in a program or not. Some possible differences that

could explain selection bias include parental encouragement, differentially effective recruitment strategies, or differential degrees of risk among students.

Figure 9: Propensity score for NGC participants

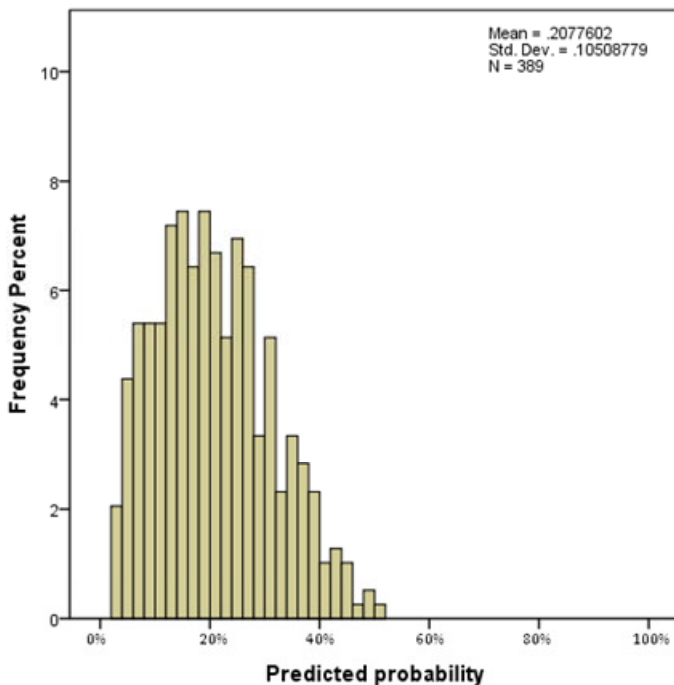
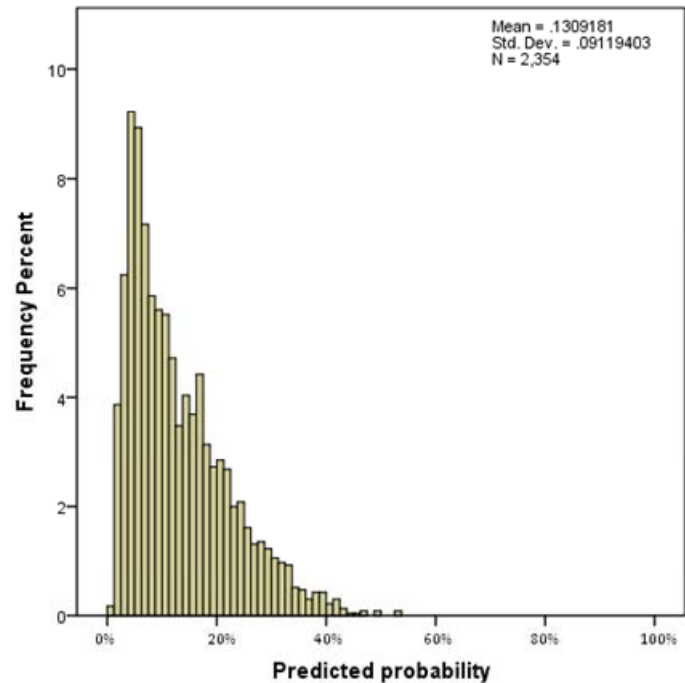


Figure 10: Propensity score for non-participants



The propensity scores were low overall and the regression results indicated that very little of the selection bias could be explained by available variables, however the distributions shown in Figures 9 and 10 indicate that participants had a measurably greater probability of being participants than nonparticipants using our model, so we continued with the propensity score analysis. The results of the first propensity score analysis (each participant matched to a single nonparticipant) showed that there was not a statistical difference between each Ninth Grade Counts student and the nonparticipant who most resembled them in ninth grade for the following outcome measures: ninth grade attendance rate, ninth grade suspension rate, ninth grade GPA, percentage of students with no suspensions, percentage of students with 90% or greater attendance, percentage of students with 1.50 GPA or higher. This was true when students were matched for the four variables that predicted participation in the program (district, free/reduced lunch status, race/ethnicity, and eighth grade Reading score) and also when students were matched for all ten available variables (district, school, free/reduced lunch status, English Language Learner status, gender, race/ethnicity, eighth grade Reading score, eighth grade Math score, eighth grade suspensions, and eighth grade attendance).

The difference in the number of credits accumulated by the end of ninth grade was significantly higher for students who participated in Ninth Grade Counts, even when potential bias was eliminated. NGC participants also were more likely to have six credits or more at the end of ninth grade than nonparticipants when selection bias was controlled. In addition, NGC participants accumulated more credits than nonparticipants even when the full amount of potential summer credit was subtracted for every student, regardless of whether they actually received credit for participating. The number of adjusted credits was not statistically significant between participants and non-participants, but this may be due to the fact that correcting for potential summer credits underestimated actual credit accumulation for some participants. For more information about this issue, please see the Findings section which addresses credit accumulation, as well as the Recommendation section which addresses data collection of summer participation credits.

For the second propensity analysis, NWEA divided the population into quintiles of propensity score, roughly translating to how likely the student was to have enrolled in one of the NGC partner programs. A weighted average of adjusted high school credits (high school credits at the end of ninth grade minus full possible credits for program participants) was created from each of these quintiles for AP participants and AP nonparticipants. Although the sample sizes were too small to show statistical significance, the result showed that program participants averaged 5.26 weighted adjusted credits while nonparticipants averaged 5.07 weighted adjusted credits. This suggests that students who attend a Ninth Grade Counts partner program will gain more credits during the ninth grade than nonparticipants, even when the summer credits are excluded and even when selection bias is mitigated.

Table 16: Adjusted high school credits by propensity quintile

Number of students			Average Adjusted Credits	
Propensity Quintile	AP Participant	AP Non-participant	AP Participant	AP Non-participant
1	17	531	4.53	5.31
2	42	507	5.10	5.29
3	67	481	5.75	4.85
4	100	449	5.34	4.93
5	163	385	5.13	4.88
Total	389	2353		
Weighted average			5.26	5.07

Average adjusted credits equals total high school credits for AP nonparticipants and AP participants in programs that didn't award summer credit; and equals total high school credits minus all possible credits earned for participation in the summer program for participants in programs that awarded any summer credit

OTHER ANALYSES

Dropout Data

Data for this analysis was collected by the Multnomah Education Service District using the ESIS student information system. Since not every district in Oregon uses the ESIS system and ESIS cannot track students outside the state, students who were in the system in eighth grade and not in the system in ninth grade are not necessarily dropouts. Some may have transferred to other districts in the state, and some may have left the state.

Dropout reporting is a complex endeavor involving multiple years of data. Dropouts are determined in the fall following a year of data. Students who are in the system in one year and are not found in the system in the next fall are potential dropouts. Oregon relies on the state-wide student information system which identifies students in any district within the state. If a student moves to a new district within Oregon, the statewide system informs the prior districts who can identify that student as a transfer as opposed to a dropout. For students who leave a district but cannot be found elsewhere in the state-wide system, districts are responsible for determining which of those students are drop outs and which have other reasons for not being in the system—for example if they have left the state or country, or if they have received a GED from another institution. The dropout information from the state system was not available for this

analysis, and even if it were to be included there would be challenges with using it in a single-year analysis such as this. For meaningful analysis, dropout information should be examined over the course of the student's entire high school career, not just within a single year. Some students who may not come to a school during the fall and would be counted as a dropout, may come back to school in the spring and future years to finish high school. Students who spend a semester studying abroad, students who return to their home country for a period of time, and students who spend part of the year with each of their parents in different states could all be inadvertently misidentified as dropouts if the school is not informed of these conditions. Conversely, there might be students who should be considered dropouts that wouldn't be under certain circumstances. For instance, if a district believes a student has left the state when they have not, or if the student left a school to get a GED but never completed it, or if a student leaves a school and goes to another one for at least one single day before dropping out, then these students may inadvertently be credited with staying in school when in fact they've left

As noted in the Recommendations section of this report, NWEA recommends that a multi-year evaluation be conducted for Ninth Grade Counts that includes analysis of dropout data.

With the data collected, only 17 students were in the ESIS system in the eighth grade but not in the ninth grade: one was an Academic Priority NGC participant, one was a non-Academic Priority NGC participant, and the other 15 were Academic Priority non-participants. Although these findings indicated that Ninth Grade Counts students could be less likely to drop out after eighth grade than nonparticipants, the data limitations prevent us from drawing a clear conclusion.

Differences by Program

One of the challenges in determining the effect of the Ninth Grade Counts initiative on ninth grade outcomes is that it is not a single program; the summer 2009 included 22 separate programs, while the summer of 2010 included 18 programs. Most of the programs are small, which means that determining clear outcomes for those programs is difficult.

Of the six programs with more than 50 students, only two—Reynolds and Step Up—had more than 50 Academic Priority students included in the available dataset. Both programs had results that exceeded comparable students on most indicators. In the Reynolds program, for instance, 65% of Academic Priority students passed the GPA benchmark of 1.50 compared to 55% of Academic Priority students in the Reynolds School District, and 58% passed the 90% attendance benchmark compared to 47% in the district. In Step Up, as another example, the average cumulated credit attainment (after it was adjusted for possible summer credits) was 5.78 for Academic Priority participants from Portland or Gresham-Barlow compared to 5.07 for Academic Priority nonparticipants in those districts.

The purpose of this report is to analyze the results of the combination of Ninth Grade Counts programs as a single initiative, not to report results of individual programs. Individual programs will receive a report of their participation and overall outcome data when sample sizes are large enough to protect student confidentiality. Appendix C provides an example of the individual reports created for each NGC partner.

Discipline Data

The number of out-of-school suspensions and expulsions reported for each student in the dataset was low—0 for 80% of students and 1 for 11% of students. The low amount per student makes comparison of this outcome variable difficult, particularly by using a “suspension rate” or “expulsion rate” measure. The following section provides information about disciplinary data for the Academic Priority population during the two-year time frame examined in this report.

Of the 548 Academic Priority students who had a suspension or expulsion in the ninth grade, 110 had participated in Ninth Grade Counts. This means that 28% of Academic Priority NGC participants had some sort of disciplinary action during the ninth grade compared to 19% of Academic Priority nonparticipants. In the eighth grade, the rates of discipline were more consistent between the two groups: 23% of AP participants compared to 21% of AP nonparticipants. The pattern of number of suspensions per student was consistent between the two groups, as shown in Figures 11 and 12.

Figure 11: ninth grade suspensions for NGC participants

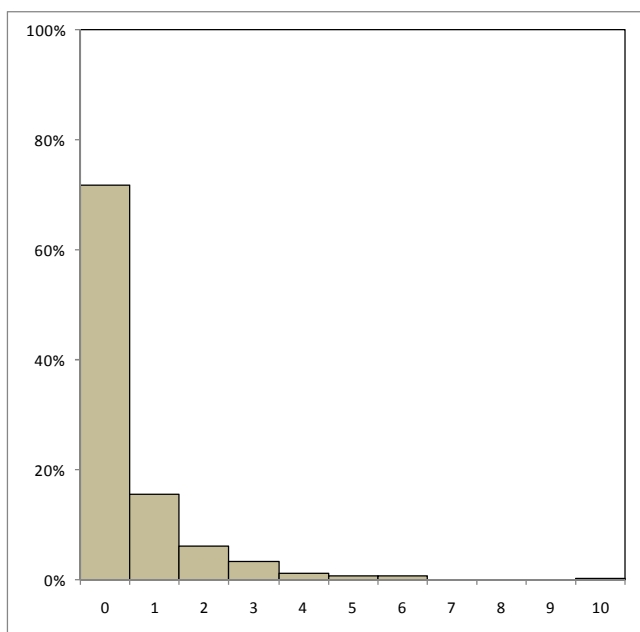
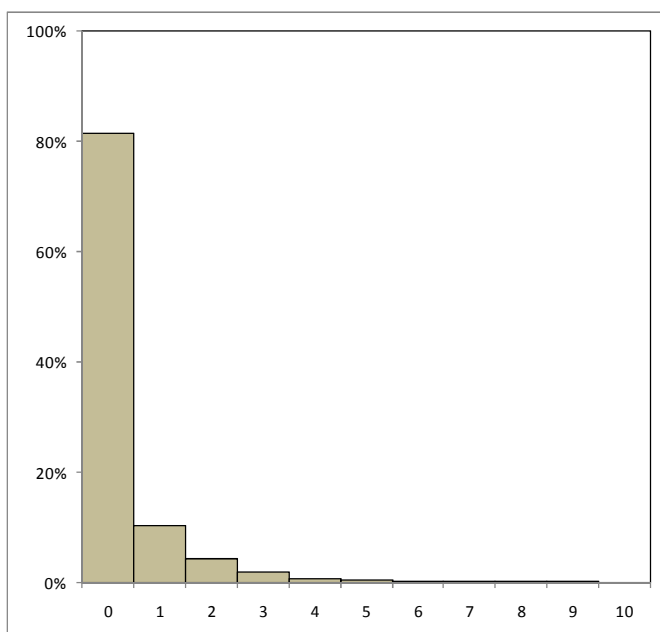


Figure 12: ninth grade suspensions for nonparticipants



There was also an element of race/ethnicity observed in the discipline data. Of the 19 Academic Priority students who had an expulsion in eighth grade, 84% were students of color (African American, Hispanic, or Native American), and none of them enrolled in a Ninth Grade Counts program. In the ninth grade, 64% of the 36 students with an expulsion were students of color. Since 50% of Academic Priority students in the data are of color, these numbers indicate that students of color are disproportionately expelled from school compared to White students. No Asian students were expelled in either school year. While these numbers only reflect the Academic Priority population in Multnomah County, this overrepresentation appears in other areas of Oregon and nationally. This finding is not related to participation in the Ninth Grade Counts program, but is related to the Academic Priority population and may be an interesting area of further research.

DISCUSSION

The purpose of this report is to determine whether Academic Priority students who participated in Ninth Grade Counts during the summer of 2009 had better academic outcomes in the school year following the summer between eighth and ninth grade than Academic Priority students who did not participate in NGC. The outcome variables available for the school year following the summer program included the following:

- Attendance rate
- Number of suspensions and expulsions
- Grade Point Average (GPA)
- Cumulative number of high school credits; credits earned and attempted in core subjects

In addition to looking at average values for each of the outcome variables, NWEA also measured the percentage of students achieving a certain benchmark level for each of the outcome measures. The following table shows the average score for each of the measures, as well as the percentage of students who achieved the stated benchmark level of performance in each category. The table shows the school year before the NGC summer program (2008-2009), as well as the school year after the program (2009-2010).

Table 17: Outcome averages and percent of students meeting “benchmarks” for Cohort 1

2008-2009 Data					2009-2010 Data				
Measure	All NGC	NGC AP	Non-NGC AP	All AP	Measure	All NGC	NGC AP	Non-NGC AP	All AP
Number of Students	718	399	2467	2866	Number of Students	718	399	2467	2866
Attendance rate	92.7%	91.0%	89.4%	89.6%	Attendance rate	89.4%	86.9%	85.6%	85.8%
% of students with attendance >90%	75%	64%	55%	56%	% of students with attendance >90%	62%	49%	50%	50%
Suspension rate	0.40	0.45	0.42	0.43	Suspension rate	0.41	0.54	0.34	0.37
% of students without a suspension or expulsion	80%	77%	79%	79%	% of students without a suspension or expulsion	78%	72%	82%	80%
Math score	230	227	231	230	GPA	2.17	1.89	1.96	1.95
% of students meeting Math standard	51%	40%	51%	50%	% of students with GPA over 1.50	73%	65%	66%	66%
Reading score	229	227	230	230	High School Credits	6.13	5.59	5.03	5.11
% of students meeting Reading standard	47%	38%	49%	48%	% of students with 6 or more credits	64%	56%	49%	50%
					High School Credits Adjusted	5.86	5.32	5.03	5.07
					% of students with 6 or more credits adjusted	59%	51%	49%	49%

In the year prior to the summer 2009 program, Ninth Grade Counts Academic Priority participants had significantly lower Reading scores, lower Math scores, and higher attendance rates compared to Academic Priority nonparticipants. Of the outcome variables that were available for this analysis, we focused on three key variables to measure the difference between Academic Priority students who had participated in a Ninth Grade Counts program and Academic Priority students who did not participate—Grade Point Average, Attendance Rate, and High School Credits.

SUMMARY OF FINDINGS

The Findings section of this report details the differences between Academic Priority Ninth Grade Counts participants and Academic Priority students who didn't participate in the program. The main findings can be summarized in the three major categories below.

1. **Some positive effects.** There was a clear positive effect on credit attainment for Academic Priority students who had participated in a Ninth Grade Counts program. AP participants averaged 5.59 credits at the end of ninth grade compared to 5.03 credits for AP nonparticipants. 56% of AP participants earned six credits or more compared to 49% of AP nonparticipants. When any potential credits earned in the summer program were subtracted, participants still earned significantly more credits—an average of 5.32 compared to 5.03 for nonparticipants. Participants also earned significantly more Language Arts and Science credits than nonparticipants.
2. **Some unclear effects.** Other effects were mixed. Average attendance rates were higher for NGC AP participants than for AP nonparticipants after the summer program, but not significantly; both groups had lower attendance in ninth grade than in eighth grade. AP participants had lower average GPAs than AP nonparticipants, were less likely to have an A or F level GPA than nonparticipants, and were more likely to have a B, C, or D level GPA, but none of these differences were significant. AP participants were statistically more likely to have an expulsion or suspension in the ninth grade than AP nonparticipants, but data limitations make this comparison less meaningful.
3. **Individual program effects.** Ninth Grade Counts is not a single program for which impact can be measured directly. It is a coordination of more than twenty individual programs in Multnomah County which all target the same grade level. This report seeks to measure the overall effect of NGC, but student outcomes vary based on which individual program they attended. Very few programs had enough Academic Priority students to measure individual program differences between Ninth Grade Counts participants and nonparticipants, however the two large programs that were able to be measured showed increased outcomes for participants. Measuring the impact of individual programs might lead to different results than measuring Ninth Grade Counts overall.

In summary, NWEA found that Ninth Grade Counts has a clear, positive effect on high school credit attainment. Academic Priority students who have participated in a program have, on average, accumulated more high school credits by the end of ninth grade than nonparticipants, even when adjusted for possible credits received during the summer and even when controlling for potential selection bias. Academic Priority Ninth Grade Counts participants don't have significantly higher attendance rates or higher GPAs in ninth grade compared to AP nonparticipants, and do have higher levels of suspensions. Preliminary analysis suggests that some individual programs could show better outcomes for students, but more data is needed to analyze further. In addition, evaluating the impact on dropout and graduation statistics would require three more years of data to be collected for this cohort.

This evaluation is limited by the data available, and some of the outcome variables were insufficient for evaluating program effect. Although reading and math test scores were collected both before and after the summer program, an insufficient sample of students took the test in the ninth grade, so test scores and proficiency rates could not be used for evaluation. Grade point average and high school credit accumulation were collected for students before and after the program, but most of these measures are not collected consistently for all schools, particularly in the eighth grade. Out-of-school suspensions and expulsions were infrequent in nature, making the comparison between disciplinary rates unclear. A better metric might be the number of referrals for disciplinary action, including in-school suspension.

RECOMMENDATIONS FOR DATA COLLECTION

In the process of performing this analysis of the Ninth Grade Counts summer 2009 program, NWEA researchers noticed some issues that could be addressed to increase the effectiveness of future reports for this population. Those recommendations are included below as the last section of this report.

- **Ensure all schools report grade point average statistics for ninth grade**

Some schools did not report grade point averages for ninth grade students. Because these students were coded with a GPA of 0.00, all students with a 0.00 GPA had to be removed from this analysis. Encouraging schools to report ninth grade GPA in the student data management system, and coding missing data as missing instead of 0, would allow for a more accurate measurement of this variable.

- **Measure which students received high school credit for summer program participation**

One of the main findings is that by the end of ninth grade, NGC participants accumulate a larger number of high school credits than nonparticipants. When it was estimated that all students received the full available credit, NGC participants still averaged more credits. If the number and type of credits received by each student were recorded by the program, a more precise reflection of the program's impact on credits could be reported.

- **Collect the names of courses students have taken, along with grades**

One of the goals of Ninth Grade Counts is to decrease the number of failing grades in core academic areas. This was measured using overall Grade Point Average as well as number of credits attempted and earned in core subject areas. Without course names, however, it is impossible to determine what kinds of classes the students are taking. For instance, if a ninth grade student is taking Geometry and earning a B, that may be a better outcome than earning an A in a basic math course. A previous pilot study of this population in January 2010 indicated that students were taking more arts and physical education classes than history or foreign language classes, and that grades in those classes were higher. The impact of Ninth Grade Counts programs on the choice of ninth grade classes could be confirmed if course names were available.

- **Perform a multi-year study involving a full high school cohort**

This report shows whether students in Ninth Grade Counts programs had better outcomes in the year after the summer program. The high-level goal of the program, however, is to re-engage students in the educational system and reduce their chance of dropping out before graduation. This goal can only be measured by tracking the population through an entire high school career—from eighth grade before the program until the year after twelfth grade. NWEA recommends that as part of the Portland Schools Foundation's portfolio of high school programs, it commissions a full evaluation of at least one cohort of students as they progress through grades eight to twelve.

APPENDIX A: Complete Counts of Cohort 1 Students

		Ninth Grade Counts Participants			Academic Priority Students			
		All	AP	Not AP		All	NGC	Not NGC
School District	[blank]	0	0	0		3	0	3
	Centennial School District 28J	13	0	13		316	0	316
	David Douglas School District 40	68	42	26		374	42	332
	Gresham-Barlow School District 10J	47	0	47		383	0	383
	Parkrose School District 3	114	60	54		146	60	86
	Portland School District 1J	397	221	176		1203	221	982
	Reynolds School District 7	79	76	3		441	76	365
	Total	718	399	319		2866	399	2467
Race/ Ethnicity	American Indian / Alaskan Native	25	18	7		68	18	50
	Asian / Pacific Islander	70	27	43		202	27	175
	Black / African American	205	113	92		462	113	349
	Hispanic	187	104	83		672	104	568
	White	230	137	93		1458	137	1321
	Other	1	0	1		4	0	4
	Total	718	399	319		2866	399	2467
Gender	F	343	176	167		1257	176	1081
	M	375	223	152		1609	223	1386
	Total	718	399	319		2866	399	2467
Free/ Reduced Lunch Status	N	125	62	63		929	62	867
	Y	593	337	256		1937	337	1600
	Total	718	399	319		2866	399	2467
English Language Learner Status	N	538	300	238		2200	300	1900
	Y	180	99	81		666	99	567
	Total	718	399	319		2866	399	2467

APPENDIX B: Average Performance of Cohort 1 Students

		Academic Priority Nonparticipant			Academic Priority Participant			Non-Academic Priority Participant			Total		
		Mean	N	Std Dev	Mean	N	Std Dev	Mean	N	Std Dev	Mean	N	Std Dev
8th grade: 2008-2009	Attendance rate	89.4%	2460	0.09	91.0%	398	0.08	94.9%	306	0.07	90.1%	3164	0.09
	Days absent	17.12	2464	13.64	15.06	399	14.34	7.96	306	8.00	15.98	3169	13.57
	Percent 90% or above attendance	55%	2460	0.50	64%	398	0.48	90%	306	0.31	59%	3164	0.49
	Percent 85% or above attendance	77%	2460	0.42	83%	398	0.38	95%	306	0.21	80%	3164	0.40
	Percent 80% or above attendance	88%	2460	0.33	90%	398	0.29	97%	306	0.16	89%	3164	0.31
	Expulsion rate	0.01	2464	0.08	0.00	399	0.00	0.01	307	0.13	0.01	3170	0.08
	Suspension rate	0.42	2464	1.08	0.45	399	1.05	0.33	307	0.91	0.42	3170	1.06
	Percent no suspension	79%	2464	0.41	77%	399	0.42	84%	307	0.37	79%	3170	0.41
	Math test score	230.5	2382	10.35	227.4	392	8.65	232.7	301	8.87	230.4	3075	10.09
	Percent meeting/exceeding on Math test	51%	2382	0.50	40%	392	0.49	64%	301	0.48	51%	3075	0.50
	Reading test score	230.1	2377	9.17	227.3	390	8.25	231.3	297	7.09	229.8	3064	8.94
	Percent meeting/exceeding on Reading test	49%	2377	0.50	38%	390	0.49	59%	297	0.49	49%	3064	0.50
9th grade: 2009-2010	Attendance rate	85.6%	2308	0.14	86.9%	392	0.11	92.6%	311	0.10	86.5%	3011	0.14
	Days absent	22.12	2308	20.19	21.18	392	17.90	12.22	311	15.47	20.97	3011	19.69
	Percent 90% or above attendance	50%	2308	0.50	49%	392	0.50	77%	311	0.42	53%	3011	0.50
	Percent 85% or above attendance	65%	2308	0.48	66%	392	0.47	87%	311	0.33	68%	3011	0.47
	Percent 80% or above attendance	75%	2308	0.43	79%	392	0.41	92%	311	0.27	78%	3011	0.42
	Expulsion rate	0.01	2313	0.11	0.01	392	0.11	0.01	311	0.08	0.01	3016	0.11
	Suspension rate	0.34	2313	0.93	0.54	392	1.16	0.24	311	0.81	0.36	3016	0.95
	Percent no suspension	82%	2313	0.39	72%	392	0.45	86%	311	0.34	81%	3016	0.39
	Grade Point Average (GPA)	1.96	2039	0.98	1.89	365	0.89	2.53	295	0.98	2.01	2699	0.99
	Percent 1.50 or above GPA	66%	2039	0.47	65%	365	0.48	83%	295	0.38	68%	2699	0.47
	Percent 2.00 or above GPA	49%	2039	0.50	47%	365	0.50	71%	295	0.46	51%	2699	0.50
	Percent 2.50 or above GPA	32%	2039	0.47	29%	365	0.46	58%	295	0.49	35%	2699	0.48
	High school credits attained	5.03	2313	2.63	5.59	392	2.54	6.82	311	2.55	5.29	3016	2.66
	Percent 6 or more credits	49%	2313	0.50	56%	392	0.50	73%	311	0.44	52%	3016	0.50
	Credits subtracting possible summer credits	5.03	2313	2.63	5.32	392	2.52	6.55	311	2.52	5.23	3016	2.64
	Percent 6 or more credits subtracting possible summer credits	49%	2313	0.50	51%	392	0.50	70%	311	0.46	51%	3016	0.50
	Math credits earned	0.69	2313	0.65	0.68	392	0.60	1.12	311	0.68	0.74	3016	0.66
	Math credits attempted	0.99	2313	0.58	0.98	392	0.53	1.37	311	0.60	1.03	3016	0.59
	Language Arts credits earned	0.83	2313	0.67	0.94	392	0.70	1.15	311	0.65	0.88	3016	0.68
	Language Arts credits attempted	1.14	2313	0.64	1.30	392	0.67	1.28	311	0.60	1.17	3016	0.64
	Science credits earned	0.59	2313	0.46	0.65	392	0.49	0.88	311	0.49	0.62	3016	0.47
	Science credits attempted	0.87	2313	0.37	0.97	392	0.41	1.06	311	0.40	0.90	3016	0.38
	Social Studies credits earned	0.33	2313	0.44	0.32	392	0.46	0.39	311	0.53	0.34	3016	0.45
	Social Studies credits attempted	0.48	2313	0.50	0.48	392	0.55	0.43	311	0.54	0.47	3016	0.51

APPENDIX C: District Data File Layout

Field Name	Field Description	Changes from original submission
COHORT	Summer 2009 or Summer 2010	
STUDENT_TYPE	Participant or Academic Priority Non-Participant	
PSF_PROGRAM_ID	Ninth Grade Counts program id	
MESD_Proxy_ID	Number assigned by MESD staff	
eSIS_Year	year of data (2008-2009 or 2009-2010)	
Ethnicity	Hispanic or Not Hispanic	New field race/ethnicity created. If ethnicity is Hispanic, then report Hispanic, otherwise report race.
Race	Any of the five individual items, or "Multi"	
Gender	M/F	
Grade	Student's grade level for given school year	
Grade_9_Entry_Date	If applicable	
Free_Reduced_Meals	Y/N	If Y in either year, then Y for both years
District_ID	Currently Enrolled District ID	
District_Name	Currently Enrolled District	
School_ID	Currently Enrolled School ID	
School_Name	Currently Enrolled School	
GPA	Current Cumulative GPA	
ELL	Y/N/M (M=Monitor)	If Y or M in either year, then Y for both years
Academic_Priority	Y/N (Y if active program "Academic Priority")	If Y in either year, then Y for both years
Expulsions	Count of Expulsions	
Suspensions	Count of Suspensions – Out of School	
Days_Present	Pform Year Total Days Present	
Days_Absent	Pform Year Total Days Absent	
OAKS_Math_Assess_Date	test date	
OAKS_Math_Test_Level	test level	
OAKS_Math_Perf_Level	performance level	
OAKS_Math_RIT	RIT scaled test score	
OAKS_Math_Quintile	performance quintile	
OAKS_Math_Percentile	performance percentile	
OAKS_Reading_Assess_Date	test date	
OAKS_Reading_Test_Level	test level	
OAKS_Reading_Perf_Level	performance level	
OAKS_Reading_RIT	RIT scaled test score	
OAKS_Reading_Quintile	performance quintile	
OAKS_Reading_Percentile	performance percentile	
HS_Credits_Earned	Total HS diploma credits student earned to date	
Cum_Math_Credits_Earned	Sum of credits earned for Math courses	
Cum_Math_Credits_Attempted	Sum of credits attempted for Math courses	
Cum_LA_Credits_Earned	Sum of credits earned for Language Arts courses	
Cum_LA_Credits_Attempted	Sum of credits attempted for Language Arts	
Cum_SC_Credits_Earned	Sum of credits earned for Social Studies courses	
Cum_SC_Credits_Attempted	Sum of credits attempted for Social Studies	
Cum_SS_Credits_Earned	Sum of credits earned for Science courses	
Cum_SS_Credits_Attempted	Sum of credits attempted for Science courses	
Comment	explanatory comments for data	

APPENDIX D: Example of Program Report

Ninth Grade Counts: *individual program name*
Summer 2009 and Summer 2010

Demographics for Summer 2009 and Summer 2010

Summer 2009: 100 students Summer 2010: 100 students	Cohort 1: Summer 2009				Cohort 2: Summer 2010			
	# of Students	% of Students	NGC % of Students	6 districts % of Students	# of Students	% of Students	NGC % of Students	6 districts % of Students
Academic Priority								
AP	54	56%	56%	43%	62	62%	48%	42%
Not AP	46	44%	44%	57%	38	38%	52%	58%
Race/Ethnicity								
Native American	7	7%	3%	1%	8	8%	2%	1%
Asian	13	13%	10%	10%	12	12%	10%	9%
African American	28	28%	29%	11%	26	26%	26%	10%
Hispanic	17	17%	26%	18%	23	23%	28%	21%
White	29	29%	32%	55%	22	22%	28%	54%
Other	6	6%	<1%	4%	9	9%	6%	5%
Gender								
M	46	46%	52%	50%	58	58%	51%	50%
F	54	54%	48%	50%	42	42%	49%	50%
Free or Reduced Lunch								
FRL	72	72%	83%	52%	79	79%	79%	54%
Not FRL	28	28%	17%	48%	21	21%	21%	46%
English Language Learner								
ELL	26	26%	25%	12%	32	32%	24%	12%
Not ELL	74	74%	75%	88%	68	68%	76%	88%

----- Counts of students less than 6 are removed for confidentiality

* Data for the 6 districts from the Oregon Department of Education website, table # in parentheses.

Race/ethnicity % for 8th graders each year (#67); Gender % from math assessments for 8th graders 2009-2010 only (#98); FRL % for all grades combined for each year (#61); ELL % from math assessments for 8th grade LEP students 2009-2010 only (#98)

Outcome Measures for Summer 2009 Cohort (years before and after Summer program)

2008-2009					2009-2010				
Measure	My program	NGC	My AP	NGC AP	Measure	My program	NGC	My AP	NGC AP
Attendance rate	92.3%	92.7%	89.6%	91.0%	Attendance rate	91.6%	89.4%	89.9%	86.9%
% of students with attendance >90%	63%	75%	44%	64%	% of students with attendance >90%	63%	61%	67%	48%
Suspension rate	0.47	0.40	0.22	0.45	Suspension rate	0.12	0.42	0.11	0.54
% of students without a suspension or expulsion	82%	80%	89%	77%	% of students without a suspension or expulsion	88%	78%	89%	72%
Math score	232	230	229	227	GPA	2.23	2.17	1.97	1.89
% of students meeting Math standard	47%	51%	33%	40%	% of students with GPA 1.30 or greater	71%	73%	44%	63%
Reading score	233	229	229	227	High School Credits	7.10	6.13	5.25	5.59
% of students meeting Reading standard	60%	47%	33%	38%	% of students with 6 or more credits	63%	64%	44%	56%

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