

Outcomes and Demographics for Participants in Ninth Grade Counts and Career + College Connections

Northwest Evaluation Association

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FOREWORD

July 26, 2012

Dear reader,

Today was a good day. That's because I spent the morning getting to know young folks like Courtney, Josh, and Brianna, at their new school, Reynolds High. That's right, school in the middle of July – and they're loving it. Like a thousand teenagers across Portland and Multnomah County, they're taking part in Ninth Grade Counts, a collaborative effort among six school districts and more than twenty nonprofit, government and private sector partners. That means they chose to sign up for a chance to improve their math and language skills this summer before they start ninth grade. Their teachers chose to be here this summer too, and today I observed inspiring instruction as three outstanding educators facilitated hands-on learning and dynamic small group work with kids who are hungry to learn. The students were engaged and comfortable, their faces gave it away. And perhaps best of all, the students will receive a .5 credit toward graduation, giving them a head start on their path to a diploma. Weekly field trips to businesses and colleges, plus afternoon meals and recreation help make this feel as much like summer camp as it does school.

Most Ninth Grade Counts students come from low-income families and families of color – the communities that our education and support systems have continually failed. A hidden driver of the achievement gap is the “summer slide” – in fact a recent study shows that summer learning loss is responsible for two-thirds of the 9th grade achievement gap. While their more affluent peers gain skills over the summer through enrichment camps, educational travel, and days at the library, students like Brianna are too often, as she puts it, “just bored kickin’ it at home.”

The findings in this report confirm years of local and national evidence showing that engaging, educational summer experiences can make all the difference in a student's path to success. I'm humbled and honored by the dedication of every single Ninth Grade Counts partner – not just to delivering an excellent program, but to doing it as part of an aligned community network. Together, Ninth Grade Counts partners are making each other stronger and more effective, and together they're leveraging extra resources and supports that they could have never secured alone. I believe that this type of evidence-based alignment among all of our community's disparate projects and programs is the only path to achieving our shared vision of improved efforts and outcomes.

Many of you have raised your hands along with us to help ensure an equitable and excellent education for every local child from cradle to career. Let's take heart in the findings of this

report, they show that our collective efforts are paying off. This is just the beginning of what's in store if we all keep our hands raised and do the work.

Sincerely,

A handwritten signature in black ink that reads "Dan Ryan". The signature is fluid and cursive, with the first name "Dan" and the last name "Ryan" clearly distinguishable.

Dan Ryan
Chief Executive Officer
All Hands Raised

P.S. – This report is only possible thanks to the generous contribution of time and talent from the team at Northwest Evaluation Association. Thank you NWEA for caring about our kids and giving us the tools and information we need to improve our efforts.

EXECUTIVE SUMMARY

Background

Ninth Grade Counts (NGC) is a partnership between six Multnomah County school districts (Centennial, David Douglas, Gresham-Barlow, Parkrose, Portland Public, and Reynolds) and approximately 20 nonprofit, higher education, and local government organizations focused on delivering summer support to high-need students as they transition from 8th to 9th grade. These programs target those students most at risk for dropping out of school—identified as Academic Priority (AcP) students in this report—as a way of keeping these students connected to educational activities over the summer months. Ultimately, the goal of NGC is straightforward: Keep students engaged in school and on track to graduate.

In addition to the NGC programs, the six participating school districts and a host of other partners (through funding from the City of Portland) provide students with the opportunity to participate in in-depth career exploration and credit recovery during the summer between 9th and 10th grade. This program, called Career+College Connections (C³), aims to create a bridge between the broader career exposure of NGC and more focused work experience in the later high school years.

The aim of this report is to evaluate whether students who participated in an NGC program, or in both the NGC and C³ programming, attended school more, accumulated more high school credits, and/or were more likely to be on track to graduate on time after completion of the program(s) than non-participating students. In this report we also provide a demographic overview of the students who participated in NGC programs, to determine if these programs successfully enrolled students at-risk of disengaging from school.

Findings from NWEA 2011 Report

NWEA completed a report in the spring of 2011 that summarized the academic performance for students who participated in NGC programming in the summer of 2009, and included a preliminary assessment of the demographics of NGC participants in the summer of 2010. Some of the main findings from this previous analysis include:

- 43% of all 8th graders in the six participating school districts in 2008-09 were identified as AcP (2,866 out of a total of 6,663 students)
- 56% of the students who participated in an NGC program in 2009 were AcP students (718 students in total).

- AcP students who participated in an NGC program in 2009 accumulated more high school credits by the end of 9th grade than AcP non-participants; this difference in credit accumulation was statistically significant.
- 2009 AcP participants had slightly higher attendance rates than non-participants, though this difference was not statistically significant.

Student Groups & Research Questions

Building on the analyses and findings from the initial report, this report was guided by the following research questions focused on three different cohorts of students:

- 1) **2009 Cohort**: AcP students who participated in NGC in summer 2009 **PLUS** the C³ program in summer 2010
 - How did AcP students who participated in NGC programs in summer 2009 and the C³ program in summer 2010 compare on a series of outcome measures in 10th grade (credits accumulated, attendance, percent of students on track to graduate) to AcP students who did not participate in the C³ program or the combination of NGC and C³ programs?
- 2) **2010 Cohort**: AcP NGC participants in summer 2010
 - How did AcP students who participated in NGC programs in summer 2010 compare on a series of outcome measures in 9th grade (credits accumulated, attendance, percent of students on track to graduate) to AcP students who did not participate in NGC programs?
- 3) **2011 Cohort**: AcP and non-AcP NGC participants in summer 2011
 - What was the demographic profile of students who participated in NGC programs during summer 2011?
 - Were there any demographic differences between AcP and non-AcP student participants (i.e. differences in race/ethnicity, gender, English-language learner status (ELL), free and reduced lunch (FRL) status, etc.)?
 - Were there any demographic differences between AcP and non-AcP NGC student participants and the overall population of all AcP 9th graders in the six participating districts?

Findings

1) **2009 Cohort:**

- Compared to AcP students who participated in neither the NGC nor C³ program, NGC **PLUS** C³ AcP participants did not accumulate more credits, did not attend school at a higher rate, and were not more likely to be on-track to graduate on time (the differences between the two student groups were not statistically significant).
- Compared to AcP students who participated in an NGC program but did not participate in the C³ program, NGC **PLUS** C³ AcP participants did not accumulate more credits, did not attend school at a higher rate, and were not more likely to be on-track to graduate on time (the differences between the two student groups were not statistically significant).

2) **2010 Cohort:**

- AcP NGC participants did accumulate more credits, were more likely to be on track to graduate based on credits accumulated, and had greater attendance rates by the end of 9th grade than AcP students who did not participate in these programs (these differences were statistically significant).

3) **2011 Cohort:**

- 58% of NGC participants were labeled as AcP, an increase from 55% in 2010.
- 23% of all AcP students in the six districts participated in NGC.
- AcP NGC participants were demographically different than non-AcP participants; the group of AcP participants was more Hispanic and male than non-AcP participating students, and was comprised of a greater percentage of ELL and FRL eligible students.
- When compared to the total AcP population, the group of AcP NGC participants was comprised of a greater percentage of black, Asian, and Hispanic students, and a higher percentage of ELL and FRL eligible students.
- Additionally, the group of all NGC participants (both AcP and non-AcP) was similar to the total AcP population with regard to percent FRL, ELL, and Hispanic composition (in addition to other demographic factors); NGC participants were less white and more black and Asian than the total AcP population.
- Overall, the NGC programs appear to be enrolling students similar in terms of demographic/descriptive data to the broader population of AcP students. Or, put differently, the students who enroll in these programs appear to be demographically similar to those students identified as most in need of these summer offerings.

Limitations

Students were not required to participate in these programs, and because of this, differences between program participants and non-participants may be a function of self-selection. That is, AcP students who participated in these programs might simply have been more motivated to perform well in school than AcP students who chose to not participate (or for some reason were not able to); this may have resulted in positive learning outcomes regardless of program participation.

However, it is certainly possible that differences that exist between participating and non-participating students are a direct result of the impact of participation in these summer programs. It is also possible that participation in these programs did have an impact on such things as credit accumulation and attendance rate, but we were unable to detect these differences because of issues associated with the research design, data limitations, or the size of the student participant sample. Thus, while these comparisons do provide relevant information about the performance of participants versus non-participants, these limitations should be considered when interpreting the results presented in this report.

Recommendations

Based on the findings presented in this report, we would make the following recommendations to help guide future evaluations of these summer programs:

- 1) Effort should continue to be invested in understanding how students are affected by participation in these summer programs. As more and more AcP students take advantage of this summer opportunity, it is increasingly important to determine how enrollment in these programs impact various educational outcome measures for participating students, both in the year immediately after participating in the program as well as over multiple years post-participation.
- 2) One way to improve future evaluations of the impact of these summer programs would be to attain data from the year prior to program participation. These data would allow us to see how student engagement *changed* after participation in these summer programs, as opposed to simply comparing differences after participation. This would be particularly useful, for instance, when assessing whether or not student attendance changed after completing an NGC program(s); if we knew what the attendance rates were for participating students in the 8th grade, then we could make much stronger inferences about how attendance rates for these students were impacted in the 9th grade.
- 3) Further, as more students seek to enroll in these programs, it may be beneficial to implement more sophisticated evaluation procedures to better measure how students

are affected by program participation. For example, by taking advantage of oversubscription (more student applicants than spots available in a program) and establishing a randomly assigned control group, we could improve our ability to isolate the specific impact participation in these programs has on the various educational outcome measures highlighted in this report.

- 4) Finally, and perhaps most importantly, the first cohort of NGC participants will enter the 12th grade in 2012-13. Because of this, we can begin to evaluate whether these students take the SAT/ACT, apply for post-secondary education, and ultimately, whether or not they graduate from high school, those activities and outcomes we might expect to see from students more engaged in school with greater exposure to career and work experience. Evaluating whether student participants are making strides in these areas is paramount to understanding the long-term impacts of these programs.

INTRODUCTION

All Hands Raised Partnership

The Cradle to Career (C2C) partnership, managed by All Hands Raised (formerly known as the Portland Schools Foundation), is a series of programs and interventions aimed at ensuring the continual success of every child in Portland and Multnomah County from cradle to career. One component of the C2C partnership is Ninth Grade Counts (NGC), a collaborative of six Multnomah County school districts (Centennial, David Douglas, Gresham-Barlow, Parkrose, Portland Public, and Reynolds) and approximately 20 nonprofit, higher education, and local government organizations focused on delivering summer support to high-need students. The NGC programs provide students with the opportunity to remain connected to educational activities during the summer between their 8th and 9th grade year, a transition period shown to be pivotal for students who struggle academically and are at risk of dropping out of school.

The NGC programs share a common focus of providing academic support, enrichment, and career/college exposure for students who show early warning signs for dropping out of school. These students, referred to as Academic Priority (AcP) students, are identified based on the following criteria:¹

- Low or very low Benchmark scores on the Oregon Assessment of Knowledge and Skills (OAKS) in at least two subjects during 8th grade (reading, math, or science)
- Received one or more non-passing grades during the 8th grade in any core subject classes
- Had 16 or more absences during 8th grade

Considering the preceding criteria, the primary purpose of these NGC programs is to maintain academic engagement for AcP students in the summer prior to starting high school by working to build skills, attitudes, and beliefs that will allow these students to be successful during their high school years. If NGC programs are effective at keeping students engaged in school over the summer, then the hope is that participating students will be more likely to remain enrolled in school during their 9th grade year (and beyond), have fewer absences, show improved academic performance, and complete a greater number of high school credits. When taken together, these short-term outcomes should result in the primary, long-term goal of the program: Keep students in school and on track to graduate on time.

¹ These criteria are shared as the core definition of academic priority across all of the six participating districts; however, districts can also include additional criteria to broaden how academic priority students are defined.

In addition to the NGC opportunities offered to students between the 8th and 9th grade, the same six participating school districts and a host of other partners (through funding from the City of Portland) provide students with the opportunity to participate in in-depth career exploration and credit recovery during the summer between 9th and 10th grade. This program, called Career+College Connections (C³), aims to create a bridge between the broader career exposure of NGC and more focused work experience in the later high school years.

Understanding the impact these programs have on students in Multnomah County is critical, and as such, there are two overall goals of this report. First, we sought to evaluate whether students who participated in an NGC program, or participated in both NGC and C³ programming in consecutive summers, attended school more, accumulated more high school credits, and/or were on track to graduate on time after completion of the program(s). We also wanted to determine if these summer programs had successfully enrolled those students most at-risk of disengaging from school, the students identified as AcP in the 8th grade. Ultimately, the results from this report build upon the findings of previous evaluations of the NGC programs, by providing evidence about the types of students who choose to enroll in a summer program(s), and ascertaining how these students performed in school in the 9th or 10th grade after participating in one or both of these summer programs.

Findings from NWEA 2011 Report

NWEA completed a report in the spring of 2011 that summarized the academic performance for students who participated in NGC programming in the summer of 2009, and included a preliminary assessment of the demographics of NGC participants in the summer of 2010. Some of the main findings from this previous analysis include:

- 43% of all 8th graders in the six participating school districts in 2008-09 were identified as AcP (2,866 out of a total of 6,663 students)
- 56% of the students who participated in an NGC program in summer 2009 were AcP students (718 students in total).
- AcP students who participated in an NGC program in summer 2009 accumulated more high school credits by the end of 9th grade than AcP non-participants; this difference in credit accumulation was statistically significant.
- Summer 2009 AcP participants had slightly higher attendance rates than non-participants, though this difference was not statistically significant.

Student Cohorts

For this report, we tracked the performance of three cohorts of students who participated in NGC programming over the previous three summers (2009, 2010, and 2011). Each of these student groups provides information about the short- and long-term performance of AcP students on a series of academic outcome measures, or show what types of students have opted to participate in these summer programs. For these purposes, the three cohorts of students in this report include:

- **2009 Cohort:** Academic priority students who participated in Ninth Grade Counts programming in summer 2009 and participated in the C³ program in summer 2010 (107 students total)
- **2010 Cohort:** Academic priority students who participated in Ninth Grade Counts programming in summer 2010 (406 students total)
- **2011 Cohort:** Academic priority and non-academic priority students who participated in Ninth Grade Counts programming in summer 2011 (598 academic priority students and 441 non-academic priority students; 1,039 total students)

Each student cohort is identified with a year, indicating the summer in which these students participated in an NGC program. For example, students in the 2009 Cohort participated in NGC programs in summer 2009 (between their 8th and 9th grade years), and then went on to also participate in the C³ program in summer 2010 (between their 9th and 10th grade years). Students in the 2010 Cohort and 2011 Cohort participated in NGC programs in the summers of 2010 and 2011 respectively.

Research Questions

With each student group, we were either able to ask a series of questions related to school performance for NGC participants, or assess whether or not students who participated in these NGC programs were those students identified as most in need of additional support over the summer months between 8th and 9th grade (i.e. academic priority students). The research questions that guided this report, grouped according to student cohort, are as follows:

- 1) **2009 Cohort:** AcP students who participated in NGC in summer 2009 **PLUS** the C³ program in summer 2010
 - How did AcP students who participated in NGC programs in summer 2009 and the C³ program in summer 2010 compare on a series of outcome measures in 10th grade (credits accumulated, attendance, percent of

students on track to graduate) to AcP students who did not participate in the C³ program or the combination of NGC and C³ programs?

2) 2010 Cohort: AcP NGC participants in summer 2010

- How did AcP students who participated in NGC programs in summer 2010 compare on a series of outcome measures in 9th grade (credits accumulated, attendance, percent of students on track to graduate) to AcP students who did not participate in NGC programs?

3) 2011 Cohort: AcP and non-AcP NGC participants in summer 2011

- What was the demographic profile of students who participated in NGC programs during summer 2011?
- Were there any demographic differences between AcP and non-AcP student participants (i.e. differences in race/ethnicity, gender, English-language learner status (ELL), free and reduced lunch (FRL) status, etc.)?
- Were there any demographic differences between AcP and non-AcP NGC student participants and the overall population of all AcP 9th graders in the six participating districts?

For the first cohort of students, these research questions and subsequent analyses are useful in providing some context for the academic performance of students who participated in summer programming for two consecutive summers (prior to 9th and 10th grade). We might expect that if these programs were effective at keeping students engaged in school, that these students would earn more high school credits, be more likely to graduate on time, and attend school at a higher rate than those students who chose to not participate in these programs. Thus, for our first research question we compared the academic performance for students who participated in both NGC and C³ programs (2009 Cohort) to those students who never participated in a summer program. This allows us to see if differences do exist between those students motivated to participate in summer programs relative to those students who opted to not participate.

Further, we also compared the academic performance of 2009 Cohort students to those AcP students who participated in NGC between their 8th and 9th grade year, but chose to not participate in the C³ program prior to their 10th grade year. This comparison is interesting as it allows us to see if differences exist in academic outcome measures between students with two years of summer programming compared to students with only one year. Any differences

between these two groups of students may be indicative of the impact of the additional year of enrollment in the summer C³ program.

Similar to the first set of comparisons, we could also determine whether any differences existed on the same set of outcome measures between the AcP students in the 2010 Cohort—those students who participated in an NGC program in summer 2010—and AcP students who did not participate in a summer program.

Finally, for the most recent group of NGC participants—2011 Cohort students—we assessed whether the students who participated in NGC programs were those students most at risk for disconnecting from school. The NGC programs were created to provide targeted support to AcP students over the crucial summer months between 8th and 9th grade; however, these programs do not restrict enrollment to only those students classified as AcP. Thus, it was important to determine if the students who took advantage of these summer offerings were the students most in need of this additional support.²

With this last research question then, we evaluated what types of students enrolled in NGC programs, focusing on what percentage of these students were identified as AcP, and if differences existed between the AcP and non-AcP students who enrolled in these programs. For example, we could see if there were differences between AcP and non-AcP NGC participants in terms of eligibility for free or reduced lunch (FRL), or if certain racial/ethnic groups were over- or under-represented in one of the groups of students. We could also determine if the AcP students who did participate were demographically similar to the AcP students who did not participate in NGC programs, to again show whether or not these programs enrolled a group of students representative of the broader population of at-risk students.

In addition to comparisons between AcP and non-AcP participants, we also compared the demographics of all participants (both AcP and non-AcP) to the population of all AcP 9th graders in the county. Results from these analyses allowed us to see if students who opted to participate in NGC programs in the summer of 2011 were demographically similar to those students targeted for participation in these summer programs (i.e. those students identified as AcP).

Limitations

While the aforementioned comparisons do provide useful information about how NGC participants compared to non-participants, these comparisons do not provide information about the extent to which participation in these programs caused these differences. Students were able to choose whether or not they wanted to participate in these programs, and because

² It is important to note that although all programs commit to reach out specifically to AcP students as a condition of joining NGC, some programs have additional criteria such as targeting English language learners, students from a specific racial/ethnic group, or students entering a specific high school.

of this, any differences that existed between participants and non-participants may simply have been a function of self-selection. That is, AcP students who participated in these programs may have been more motivated to perform well in school than AcP students who chose to not participate, or participants might have had parents who were more active in encouraging (or requiring) them to enroll in an NGC program.

If NGC participants had, for instance, a higher attendance rate after program completion than non-participants, it may be that the students who participated would have had a higher attendance rate even if they had not participated in an NGC program. Attending a summer program may not have caused participants to have a higher attendance rate; rather, having higher levels of academic motivation or having more motivated parents may have resulted in better school attendance.

It is certainly possible that differences that exist between participating and non-participating students are a direct result of the impact of the NGC and/or C³ summer programs. However, because we cannot say for certain, it is recommended that any differences be interpreted with some caution, as differences between groups of students may simply be a reflection of differences in motivation for NGC participants compared to non-participants. Thus, while these comparisons do provide relevant information about the performance of participants versus non-participants, the available data do not allow for a definitive determination of a causal relationship between program participation and improved educational outcomes.

It is also possible that the C³ and/or NGC programs did have a positive impact on student outcomes, but because of the research design, we are not able to identify these differences. This is also an important note, as a lack of differences between the two student groups may not necessarily mean that the programs did not have an impact. Rather, because we do not have an appropriate counterfactual for these comparisons, it may be that the true impact of these programs is not fully represented in these comparisons.

One other potential limitation present in this report is that NGC is not a single program, but is instead a consortium of a number of different types of programs. The number of students enrolled in each of these programs varies considerably, with some programs enrolling a small number of students (i.e. less than 25 students) compared to some of the larger NGC programs (i.e. more than 200 students). The aim of these programs also differ considerably, with some programs featuring more hands-on or immersive learning experiences, and others focused more on academic preparation and high school transition.³ These programmatic differences, combined with variations in the ways in which students are taught, likely result in programs that have a differential impact on the outcome measures used in these analyses. Because of

³ A summary of NGC program participation can be found in Table 3, and descriptions of the various NGC programs can be found in Appendix A.

this, when we consider the differences between students who participate in these programs and those who do not, it may be that the overall differences presented in this report do not fully capture the impacts of individual programs.

METHODOLOGY

Student Sample

The total population of NGC participants increased over the previous three summers, from 718 total students in 2009 to 1,039 students in 2011. A description of these participating students is presented in Table 1, and includes a summary of what percentage of these students were identified as AcP, FRL, and English Language Learners (ELL), the gender and racial demographics for these students, and in what districts these students were enrolled.

The data presented in this table show that the percentage of AcP students enrolled in these programs has remained relatively stable over the three summer terms (56% in 2009, and 58% in 2011), though with a notable increase in summer of 2011 in the number of AcP student participants (402 in 2009, 598 in 2011). In 2011, the total group of NGC participants was comprised of a smaller percentage of black/African American and white students than in 2009, and enrolled a larger percentage of Hispanic students. There were no changes in the group of NGC participants with regard to gender or ELL status; however, there was a smaller percentage of FRL-eligible student participants in 2011 (76%) than there was in 2009 (83%).

Overall, the majority of students who enrolled in NGC programs came from the Portland School District, with a total enrollment of students from this district that accounted for nearly half of all NGC students. This percentage is roughly equal to the percentage of students in the six districts who attend school in the Portland School District. The David Douglas School District has shown the greatest increase in percentage of student enrollment, increasing from 9% of the total enrollment in 2009 to 17% in 2011 (a total increase of 106 students). The total enrollment from these two districts, combined with the student enrollment from the Parkrose School District, accounted for 78% of the total NGC enrollment, with students from the Centennial, Gresham-Barlow, and Reynolds school districts accounting for the remaining 22% of participating students.

Table 1: Demographics for All NGC Student Participants, 2009-2011

		2009		2010		2011	
		# of Students	% of NGC Students	# of Students	% of NGC Students	# of Students	% of NGC Students
Total	Number of Students	718		744		1,039	
AcP	AcP – No	316	44%	338	45%	441	42%
	AcP – Yes	402	56%	406	55%	598	58%
ELL	ELL – No	539	75%	617	83%	778	75%
	ELL – Yes	179	25%	127	17%	261	25%
FRL	FRL – No	122	17%	206	28%	251	24%
	FRL – Yes	596	83%	538	72%	788	76%
Gender	Female	345	48%	364	49%	495	48%
	Male	373	52%	380	51%	544	52%
Race	American Indian/Alaskan Native	22	3%	17	2%	21	2%
	Asian/Pacific Islander	72	10%	78	10%	126	12%
	Black/African American	208	29%	189	25%	233	22%
	Hispanic	186	26%	204	27%	323	31%
	Multi/Other	*	*	45	6%	56	5%
	White	230	32%	211	28%	280	27%
District	Centennial	14	2%	6	1%	58	6%
	David Douglas	65	9%	81	11%	171	17%
	Gresham-Barlow	50	7%	70	9%	86	8%
	Parkrose	115	16%	85	11%	190	18%
	Portland	395	55%	441	59%	452	44%
	Reynolds	79	11%	61	8%	82	8%

All 2009 data are taken from the initial NWEA report completed in 2011; 2011 data should be considered preliminary.

Presented in Table 2 is the total percentage of AcP students, by district, who participated in an NGC program. These percentages reflect the proportion of a district’s AcP population who took advantage of these summer offerings. For example, no AcP students in the Centennial School District participated in an NGC program in summer 2009; however, by summer 2011, 19% of the district’s AcP students had participated in a program. With the exception of the Reynolds School District, the percentage of AcP student participation has increased since 2009, with Parkrose showing the largest percentage of AcP enrollment relative to the total AcP population in the district (61% of all AcP students in 2011).

Table 2: Academic Priority NGC Enrollment by District

District	2009			2010			2011		
	Total District NGC AcP Enrollment	Total District AcP Students	% of District AcP Students Enrolled	Total District NGC AcP Enrollment	Total District AcP Students	% of District AcP Students Enrolled	Total District NGC AcP Enrollment	Total District AcP Students	% of District AcP Students Enrolled
Centennial	0	315	0%	4	329	1%	42	220	19%
David Douglas	45	373	12%	37	335	11%	117	511	23%
Gresham-Barlow	0	373	0%	63	394	16%	65	404	16%
Parkrose	60	143	42%	34	119	29%	96	157	61%
Portland	220	1,204	18%	228	1,032	22%	222	921	24%
Reynolds	77	430	18%	40	222	18%	56	348	16%

The demographic information presented in Table 1 provides some context for what types of students participated in these summer programs; however, not all NGC student participants are included in the analyses in this report. For these purposes, we were primarily interested in those students identified as at risk of disengaging from school (i.e. Academic Priority students), and with the exception of our 2011 Cohort analysis (evaluating the demographic profile of participating students), we did not include non-AcP NGC participants in any of our analyses. The reason for this is straightforward—since these programs are designed with the specific purpose of supporting AcP students over the summer months, we only wanted to evaluate how AcP students performed in school after participating in an NGC program(s).

Ninth Grade Counts Program Participation

Over the previous three summers, students from the six local school districts participated in 29 NGC programs, all of which are shown in Table 3. This table also includes the total number of students that each program served during each summer term.⁴ Total enrollments for these programs varied considerably from program to program, from one program that served only two students (Oregon Building Congress – Pre-ACE Academy in 2009) up to the largest program, Open Meadow: Step Up, which served 205 students in summer of 2011. Of all the programs, less than half (14 in total) enrolled students across all three summers, with an additional 14 programs only enrolling students for one of the summer terms.

For those programs that served students over all three summers, there were several that saw substantial increases in student enrollment. For example, the David Douglas School District: Ninth Grade Counts program increased from 47 students in 2009 to 162 students in 2011.

⁴ There were a number of students who enrolled in multiple NGC programs over a summer term, so the total enrollment numbers presented in Table 3 will not match the enrollment numbers presented in Table 1 (since students were not counted multiple times in Table 1).

Similarly, Parkrose High School: Summer Stampede Success Academy enrolled 186 students in 2011, an increase from 99 students in summer of 2009. In total, the five programs with the largest student enrollments served 66% of the total NGC population in 2011. A complete description of the majority of these programs can be found in Appendix A.

Table 3: NGC Program Enrollment, 2009-11⁵

	2009 NGC Enrollment	2010 NGC Enrollment	2011 NGC Enrollment
Big Brothers Big Sisters	5	0	0
Camp Fire Columbia: Xploreon	15	6	21
Centennial School District: Centennial NGC	0	0	32
Concordia Summer Academies at De La Salle	0	24	0
David Douglas School District: NGC	47	41	162
El Programa Hispano/Catholic Charities: Puentes	54	58	34
Gresham High School: SUN Summer LEAP	0	57	62
I Have a Dream Foundation	15	0	0
IRCO: Aspire	18	0	0
IRCO: MCSI	3	0	0
IRCO: Sabin SUN	26	0	0
IRCO: Summer Success	22	18	19
Metropolitan Family Service	12	0	0
Multnomah County Department of Community Justice	0	7	0
NAYA Native American Youth and Family Center: 9 th Grade Leaders	14	19	16
Neighborhood House	12	24	34
Neighborhood House: Hangout Zone	0	0	19
Oregon Building Congress – Pre-ACE Academy	2	0	0
Open Meadow: Step Up	181	196	205
Parkrose High School: Jumpstart	13	7	46
Parkrose High School: Summer Stampede Success Academy	99	80	186
Portland Parks and Recreation: Jr. GRUNT Environmental Education	0	0	12
Portland Public Schools: 9 th Grade Transition Academy	74	182	151
Portland State University Department of Economics: SAIL	0	0	11
REAP, Inc.: Challenge Camp	19	10	24
Reynolds High School: NGC	60	43	63
Self Enhancement, Inc.: The Freshman Boost	54	66	82
Straightway Services	16	7	8
Urban League	8	0	0
TOTAL	769	845	1,187

⁵ In some cases, a program may have served additional students who were not captured in this analysis. Examples of this include private school students who participated in an NGC program (for whom data were not readily available), students who attended a district outside of the six partner districts but still participated in one of these programs, or students who were entering a grade other than 9th grade in the indicated year.

Outcome Measures & Data Description

For this report, we evaluated the performance of students who participated in NGC summer program(s) in four key outcome areas:

- 1) **Average Credits Accumulated**: The primary goal of the NGC programs is to keep students engaged in school and on track to graduate on time, and one of the primary indicators of whether students are on track is the successful completion of high school courses.⁶ Thus, the primary outcome measure for this report was how many high school credits students who participated in NGC programs earned compared to students who did not participate.
- 2) **% On-Track (6 or 12 Credits Accumulated)**: Beyond simply looking at differences in the average number of credits earned, we also assessed what percentage of NGC participants and non-participants had completed the necessary amount of credits to be considered “on-track” to graduate. For these purposes, a student was considered on track if he or she had completed six or more credits per year (since a student needs 24 credits to graduate on time, or an average of six credits per year for each of the four years of high school). Recall, for the purposes of this report, 2009 Cohort students were those students who completed both the NGC (between 8th and 9th grade) and C³ programs (between 9th and 10th grade), so our analysis of the percentage of these students on-track is a summary of the percentage of students who had accumulated 12 or more credits. Students in the 2010 Cohort had only completed the NGC program, so this analysis focuses on the percentage of these students with six or more credits.
- 3) **Average Attendance Rate**: If the goal of the NGC programs is to keep students engaged in school, then one straightforward way of assessing if this has occurred is to compare the school attendance rates for participating and non-participating students. In this way, we could determine if those students who participated had fewer absences from school in the year after completion of the summer program(s) than their non-participating peers.
- 4) **% On-Track (90% Attendance)**: Our final outcome measure is also a measure of whether or not a student is “on-track”, but instead of assessing the number of credits a student has earned, we instead assessed the percentage of participating and non-participating students who had an attendance rate that met or exceeded a pre-determined threshold. For these purposes, we identified the percentage of students who attended school at least 90% of the total instructional days. This attendance rate has been defined by the

⁶ High school students with an insufficient number of credits (less than 6) after 9th grade are 4.1 times more likely to leave school without graduating (Celio & Leveen, 2007—The Fourth R: New research shows which academic indicators are the best predictors of high school graduation—and what interventions can help more kids graduate)

State as indicative of a student who is on track to graduate, so we evaluated the percentage of students who met or exceeded this attendance threshold in the academic year after participating in the C³ and/or NGC program(s).⁷

For each of these outcome measures, the data available to us for this report only included information for students in the school year immediately following their final year of program participation. Because of this, we do not have information about, for example, the attendance rates for students prior to their participation in an NGC program. This does present an additional limitation in the understanding of how the NGC programs or combination of NGC and C³ programs impacted these outcome measures. If we had these additional data from the year prior to program participation, we could evaluate how things like school attendance *changed immediately after participation*, which would minimize (but not eliminate) some of the issues that were noted in the limitations section in the introduction of this report. Without being able to control for these pre-program data, we could only make comparisons of data after program participation, a limitation that should also be considered when evaluating the findings presented in this report.

With the data that were available, we were able to make comparisons of credit accumulation and school attendance for 2009 Cohort and 2010 Cohort students using data from the 2010-11 school year, the school year immediately after summer 2010 when 2009 Cohort students participated in the C³ program and 2010 Cohort students participated in NGC programs. For students in the 2011 Cohort (who participated in NGC programs during the summer of 2011), the year immediately following NGC participation was the 2011-12 school year; as of the writing of this report, outcome data were not available for this school year. As a result, we could not evaluate the credit accumulation or attendance rates for these 2011 Cohort students, because these data had not yet been collected. Instead, for 2011 Cohort students, we present preliminary demographic data to see what types of students enrolled in the NGC programs in summer 2011, using data from the start of the 2011-12 school year. Information about the data and academic years used in these comparisons is summarized in Table 4.⁸

⁷ For this report, students were removed from our analyses if they had an attendance rate of 0% in the year following program participation, since in all likelihood this would be indicative of erroneous data. However, after removing these students, we did still include students who accumulated zero credits the following year, since it is plausible that students could fail to earn any credits based on their classroom performance.

⁸ Demographic information for students in each of these three cohorts can be found in Appendix C.

Table 4: Summary of Academic Years Used for Outcome or Demographic Comparisons

	Ninth Grade Counts Participation Year	C3 Participation Year	Outcome Measures or Demographics Year
2009 Cohort	Summer 2009	Summer 2010	Outcome Measures: 2010-11
2010 Cohort	Summer 2010	N/A	Outcome Measures: 2010-11
2011 Cohort	Summer 2011	N/A	Demographics: 2011-12

Analytic Strategy

For each of the three cohorts of participating students, we sought to determine if students who participated in these summer programs accumulated more credits, attended school more, or were more likely to be “on-track” than students who did not participate. We also wanted to evaluate whether these programs were enrolling those students targeted as most in-need of this type of additional summer support. To provide some context for the school performance or demographic profile of participating students, we identified the followings groups of students to serve as our comparison groups in our different sets of analyses:

1) 2009 Cohort

- Comparison 1: Comparison of school outcome measures for AcP students who participated in NGC in the summer of 2009 **AND** the C³ program in the summer of 2010 (*AcP NGC & C³ Participants*) to those AcP students who did not participate in either program (*AcP NGC & C³ Non-Participants*).
- Comparison 2: Comparison of school outcome measures for AcP students who participated in NGC in the summer of 2010 **AND** the C³ program in the summer of 2011 (*AcP NGC & C³ Participants*) to those AcP students who **DID** participate in NGC but **DID NOT** participate in the C³ program (*AcP C³ Non-Participants*).

2) 2010 Cohort

- Comparison 3: Comparison of school outcome measures for AcP students who participated in NGC in the summer of 2010 (*AcP NGC Participants*) to those AcP students who did not participate in NGC (*AcP NGC Non-Participants*).

3) 2011 Cohort

- Comparison 4: Comparison of demographics for AcP students who participated in NGC in the summer of 2011 (*AcP Participants*) to non-AcP students who participated in NGC in the summer of 2011 (*Non-AcP Participants*), and comparison of AcP NGC participants and all NGC participants to the broader population of AcP 9th grade students (*Total AcP Population*)

The groups of comparison students used in our 2009 Cohort analyses allow us to evaluate the potential cumulative impacts of NGC and C³ participation in two different ways. With our first comparison, we can see if there were differences between those AcP students who participated in both programs compared to AcP students who did not participate in either program. Differences in credit accumulation or attendance rate between these groups of at-risk students may be indicative of how sustained participation in these summer programs influenced engagement in school.

For our second comparison, we were still focused on those AcP students who participated in both summer programs, but instead of comparing their level of school engagement to students who did not participate in either program, we instead identified AcP students who did participate in NGC programming during the summer of 2009, but did not go on to participate in the C³ program. Both of these groups of students were similarly motivated to participate in an NGC program, with the only difference being that some of these students went on to also complete the C³ program, whereas others did not. Because of this, it is possible that differences in school engagement between these two student groups are a result of the additional summer support that some of the students received by participating in the C³ program in summer of 2010.

Our third comparison focuses on those AcP students who chose to participate in NGC programs during the summer of 2010, compared to those AcP students who opted to not participate. This analysis provides straightforward information about the potential impacts of these summer offerings for those students most in need of additional academic support. If differences do exist between these two groups of students, it may be that the NGC programs are having the desired impact on school engagement for students at risk of disengaging from school.⁹

Finally, our last comparison allows us to see what types of students enrolled in NGC programs in summer 2011. In Table 1, we presented the combined demographics for all students who participated in these programs over the previous three summers. For this analysis, we

⁹ Additional demographic information for participating and non-participating students in the summer of 2010 can be found in Appendix D.

specifically focused on differences that existed, if any, between AcP and non-AcP students who participated in NGC programs. We could also see if there were differences between the AcP students who participated in NGC programming compared to AcP students who did not, and between all NGC participants and all AcP non-participants, to see if these programs enrolled students who were noticeably different than the broader population of all AcP students. For example, we could determine if the AcP students who participated in these summer programs were more likely to be English language learners than AcP students who did not participate.

For each of these comparisons, we tested all differences between groups of students for statistical significance, to determine if these differences were “real” differences in school engagement. That is, using independent samples t-tests, we could say if differences observed were likely not a result of random chance. For this report, we used p -value thresholds of .01 and .05, identified with two or one asterisk respectively, to indicate if there was less than a 1% or 5% chance of the differences observed resulting from random chance. Put differently, if these differences are statistically significant, then we can be reasonably confident that there are real differences between the groups of students on our outcome variables.

When taken together, these comparisons should provide an understanding of what types of students enter these programs, and how they perform in school in the year after program participation. In the next section, we present our findings from these analyses.

FINDINGS

2009 Cohort Results—Comparison 1

Presented in Table 5 are the results of our first analysis, comparing credits accumulated, attendance rates, and percentage of students on-track to graduate (based on accumulating 12+ credits or having 90% attendance) for AcP NGC and C³ participants to AcP non-participants. Overall, while AcP NGC and C³ participants accumulated more high school credits through the 2010-11 school year than AcP non-participants, this difference was not statistically significant, nor were the differences in any of the three other outcome areas. AcP NGC and C³ participants were no more likely to attend school at a higher rate than their non-participating peers, and there was no indication that these participating students were more likely to be on track to graduate. Additional information about the distribution of credits accumulated and attendance rates for students in both groups can be found in Figures 1 and 2.

It is worth noting that the sample of students who participated in both programs in consecutive summers was quite small, especially in contrast to the number of non-participating students. We purposely restricted our sample to only include those AcP students who participated in both programs, as a way of evaluating if completing both the NGC and C³ program resulted in significantly greater school engagement than what was observed for non-participating students. Consequently, since we only focused on a small subset of program participants, this limited sample may have obscured true differences between the two student groups.¹⁰

Table 5: Comparison of AcP NGC and C³ Participants to AcP Non-Participants, 2010-11

	N of Students	Avg. Credits Accum.	% On-Track 12 Credits Accum.	Avg. Attendance Rate	% On-Track: 90% Attendance
<i>AcP NGC & C³ Participants</i>	106	11.0	47.2%	84.8%	45.3%
<i>AcP NGC & C³ Non-Participants</i>	1,889	10.2	46.0%	84.3%	49.2%
Diff.		0.8	1.2%	0.5%	-3.9%

*Indicates significance at the $p < .05$ level; **indicates significance at the $p < .01$ level

¹⁰ Recall, in our previous evaluation (released in 2011), we found that 2009 NGC participants did accumulate significantly more credits than their non-participating peers, though there were no significant differences in attendance rate.

Figure 1: Distribution of Credits Accumulated for AcP NGC & C³ Participants and AcP Non-Participants

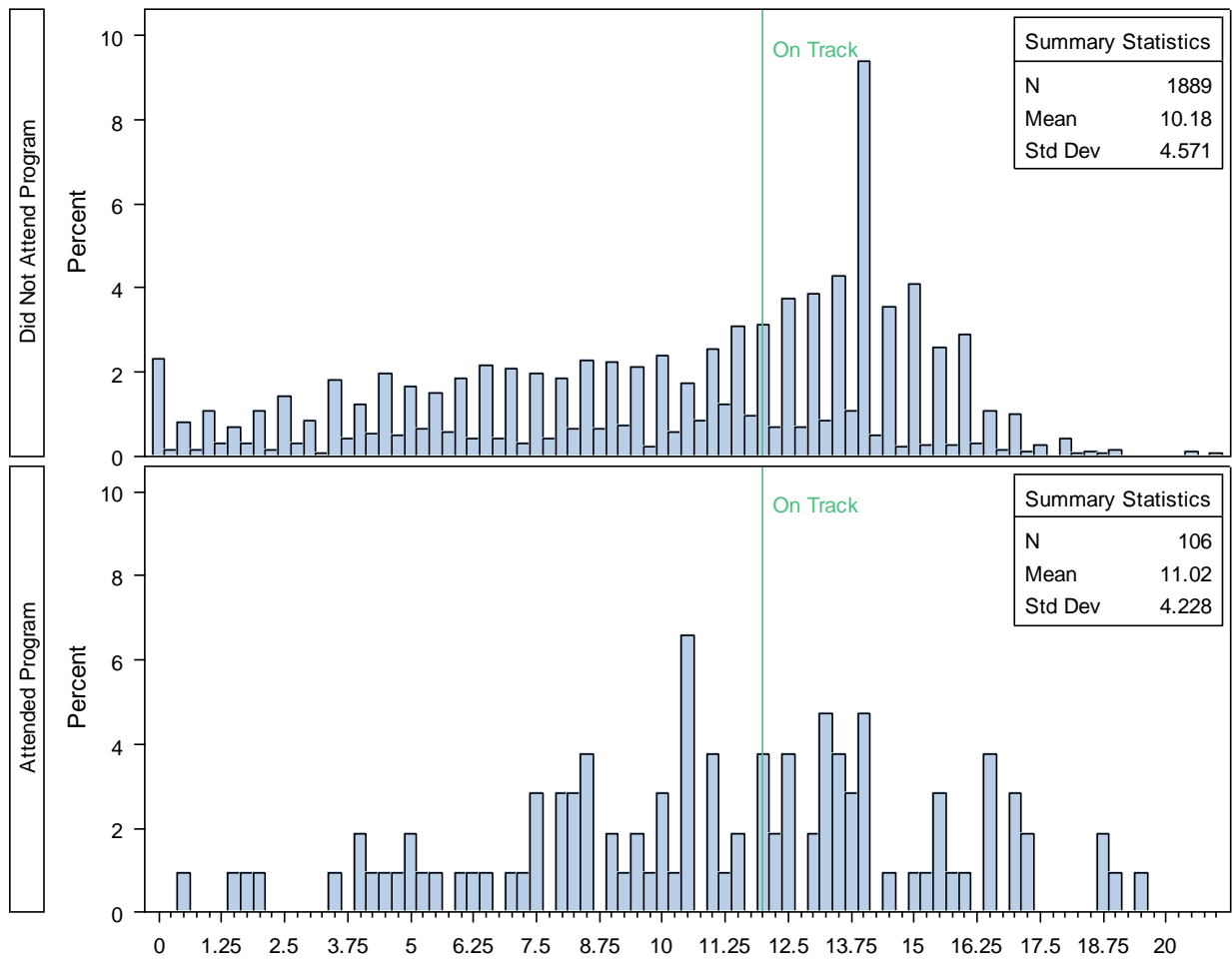
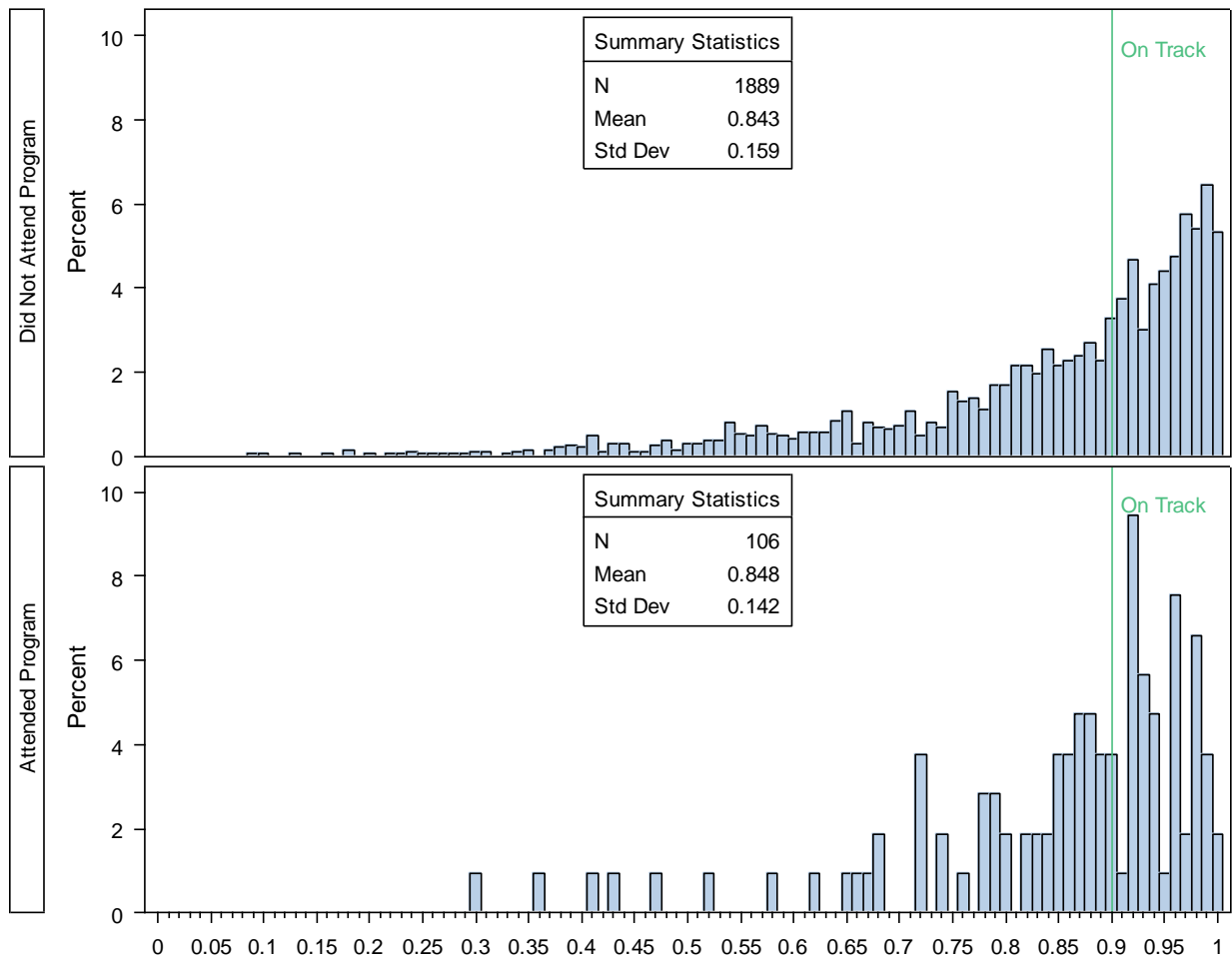


Figure 2: Distribution of Attendance Rates for AcP NGC & C³ Participants and AcP Non-Participants



2009 Cohort Results—Comparison 2

The results of our second analysis—AcP NGC and C³ participants compared to AcP C³ non-participants—are presented in Table 6, with the corresponding distributions of credits accumulated and attendance rates shown in Figures 3 and 4. These results are similar to our previous findings, as there were no significant differences observed between those AcP students who participated in both programs and those students who participated in an NGC program but not the C³ program. Thus, for the small subset of students who participated in both programs, there do not appear to be discernible differences in school engagement beyond what is observed for students who chose to only participate in NGC programs in summer 2009.

Table 6: Comparison of AcP C³ Participants to AcP Non-C³ Participants, 2010-11

	N of Students	Avg. Credits Accum.	% On-Track 12 Credits Accum.	Avg. Attendance Rate	% On-Track: 90% Attendance
<i>AcP NGC & C³ Participants</i>	106	11.0	47.2%	84.8%	45.3%
<i>AcP C³ Non-Participants</i>	282	10.8	50.7%	82.4%	44.0%
Diff.		0.2	-3.5%	2.4%	1.3%

*Indicates significance at the $p < .05$ level; **indicates significance at the $p < .01$ level

Figure 3: Distribution of Credits Accumulated for AcP NGC & C³ Participants and AcP C³ Non-Participants

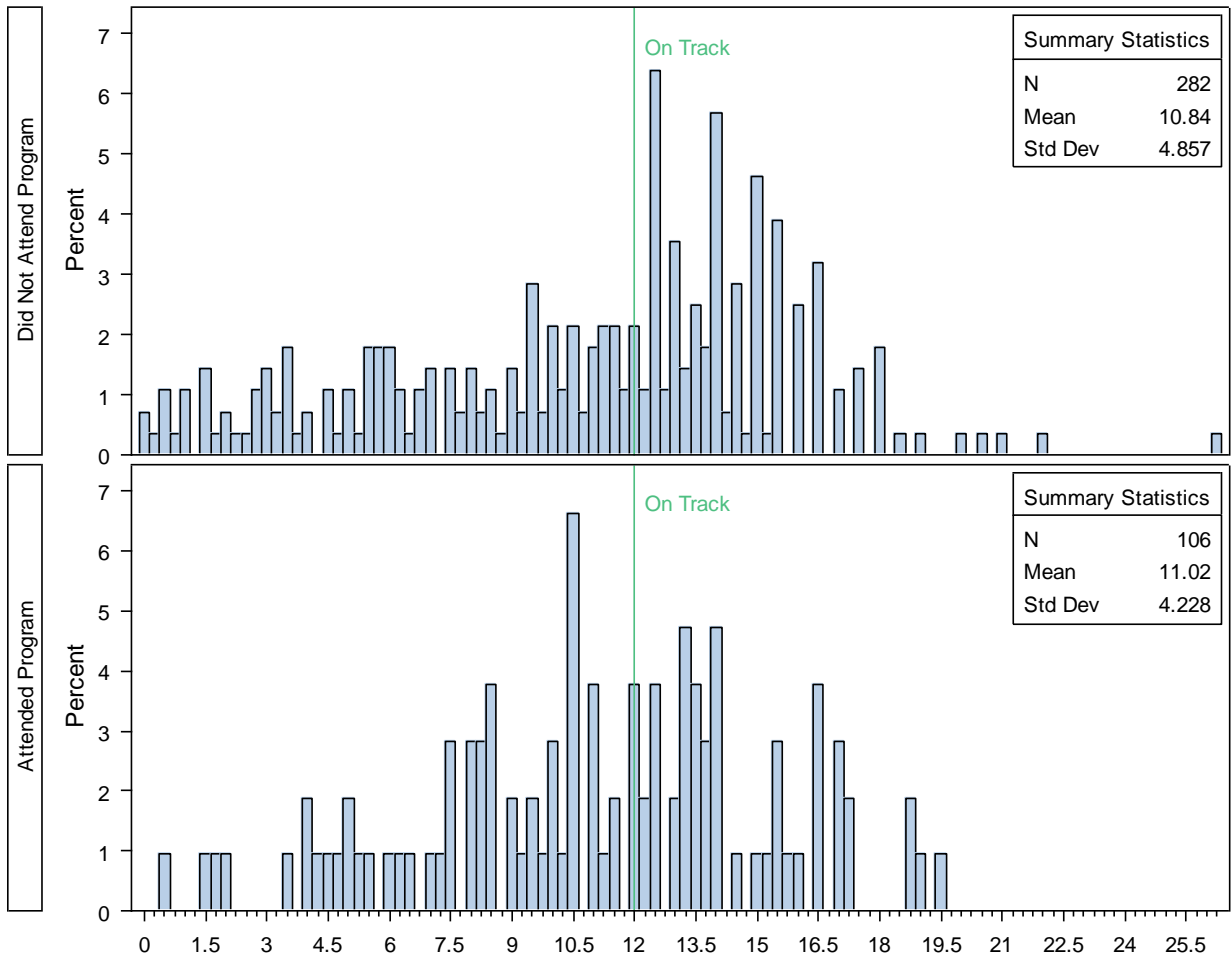
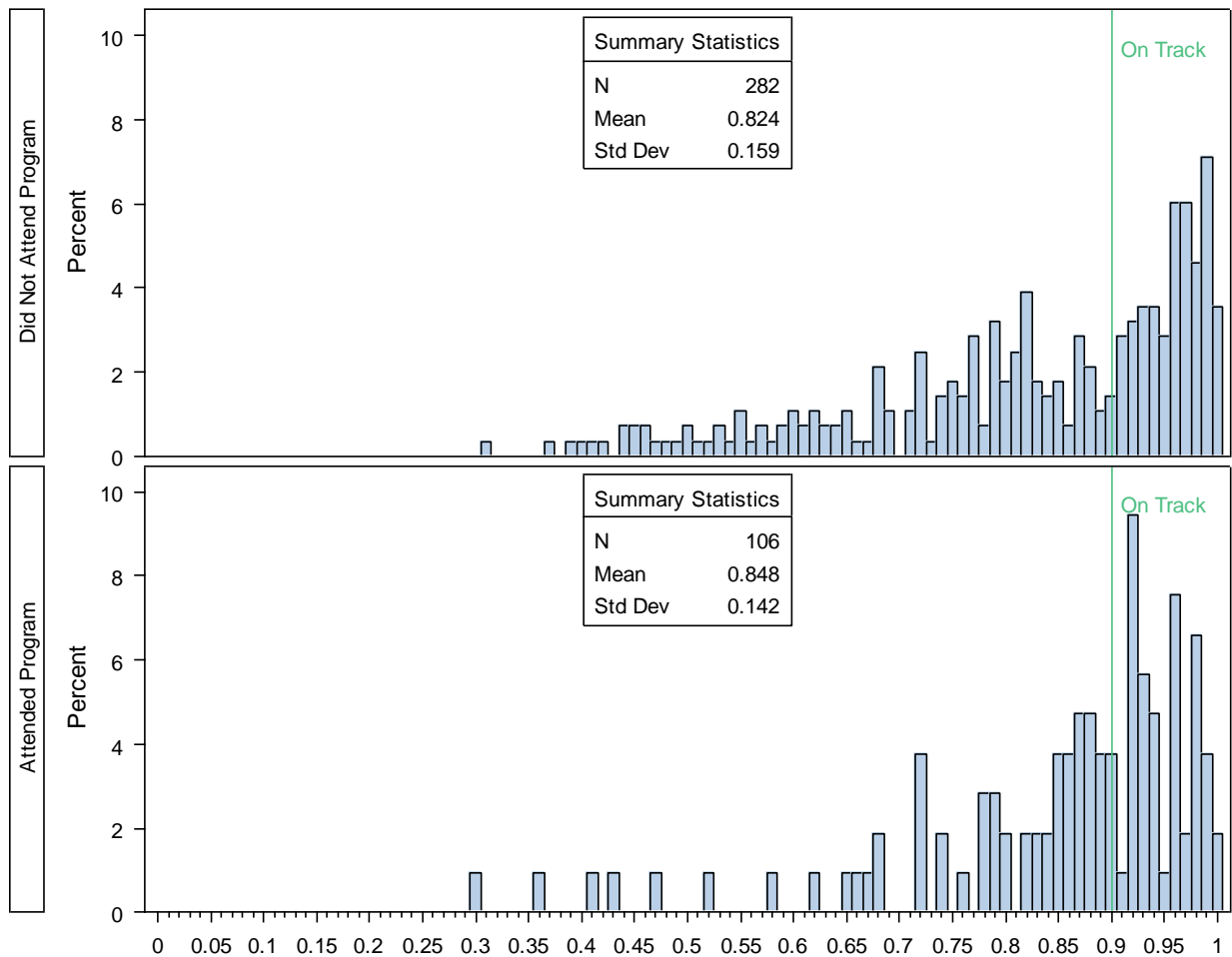


Figure 4: Distribution of Attendance Rates for AcP NGC & C³ Participants and AcP C³ Non-Participants



2010 Cohort Results—Comparison 3

For our next set of analyses, we compared school engagement for AcP NGC participants in the summer of 2010 to AcP NGC non-participants. The results of these comparisons are presented in Table 7, with the distribution of credits accumulated and attendance rates for both groups of students shown in Figures 5 and 6.

The findings from these comparisons may indicate that the level of school engagement for participating students is positively affected by program participation, which is similar to our findings from our 2011 report. Participating AcP students accumulated 0.9 more credits, attended school at a higher rate (participating students had an attendance rate 2.4 percentage points higher on average than non-participants), and were more likely to be on track to graduate than their non-participating AcP peers in 2010-11 (there was a 12.2 percentage point

difference for students earning 6+ credits, and a 5.3 percentage point difference for students having a 90% attendance rate). All of these differences were statistically significant.

Based on the aforementioned limitations of these comparisons, we cannot say for certain that these differences are a direct result of NGC participation. Nonetheless, the results are encouraging, and potentially suggest that students who participate in these programs do show stronger school engagement in their 9th grade year than students who opted to not participate.¹¹

Table 7: Comparison of NGC AcP Participants to AcP Non-NGC Participants, 2010-11

	N of Students	Avg. Credits Accum.	% On-Track: 6 Credits Accum.	Avg. Attendance Rate	% On-Track: 90% Attendance
<i>AcP NGC Participants</i>	404	6.0	61.6%	88.0%	56.2%
<i>AcP NGC Non-Participants</i>	1,971	5.1	49.4%	85.6%	50.9%
Diff.		0.9**	12.2%**	2.4%**	5.3%*

*Indicates significance at the $p < .05$ level; **indicates significance at the $p < .01$ level

¹¹ Some of the students who participated in an NGC program were able to earn an additional .25-.50 credits after completing one of the programs. Because of this, we replicated our comparisons focused on credit accumulation after removing these summer credits, with the results of this new analysis presented in Appendix E. This was done to determine if the differences shown in Table 7 were simply a function of earning that additional partial credit over the summer months, or if these students still showed signs of being more engaged in school than their non-participating AcP peers. Overall, even after removing credits earned for completing an NGC program, we found that the difference between the two student groups in credits accumulated and percent of students earning six or more credits was still statistically significant in favor of AcP NGC participants.

Figure 5: Distribution of Credits Accumulated for AcP NGC Participants and AcP Non-Participants

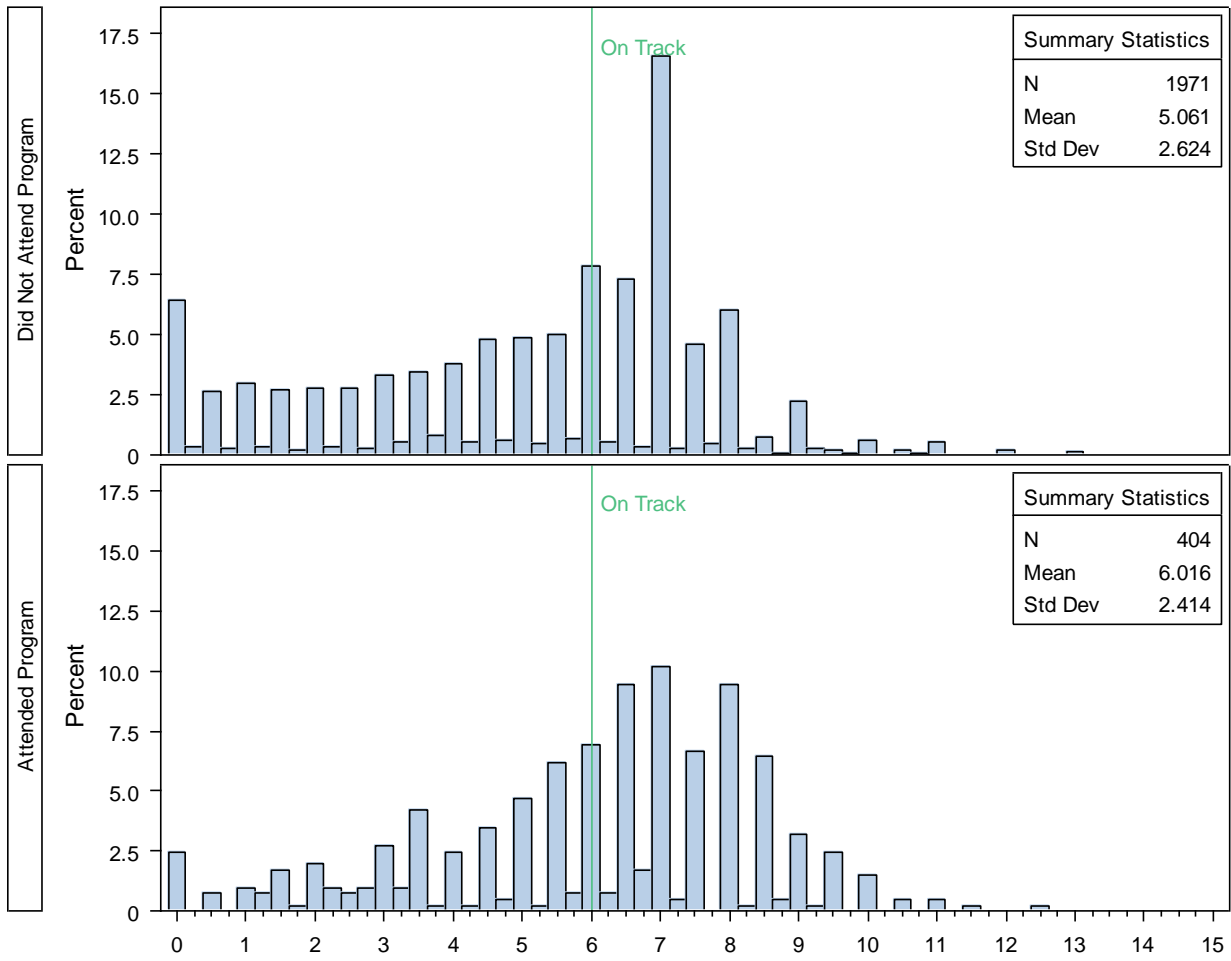
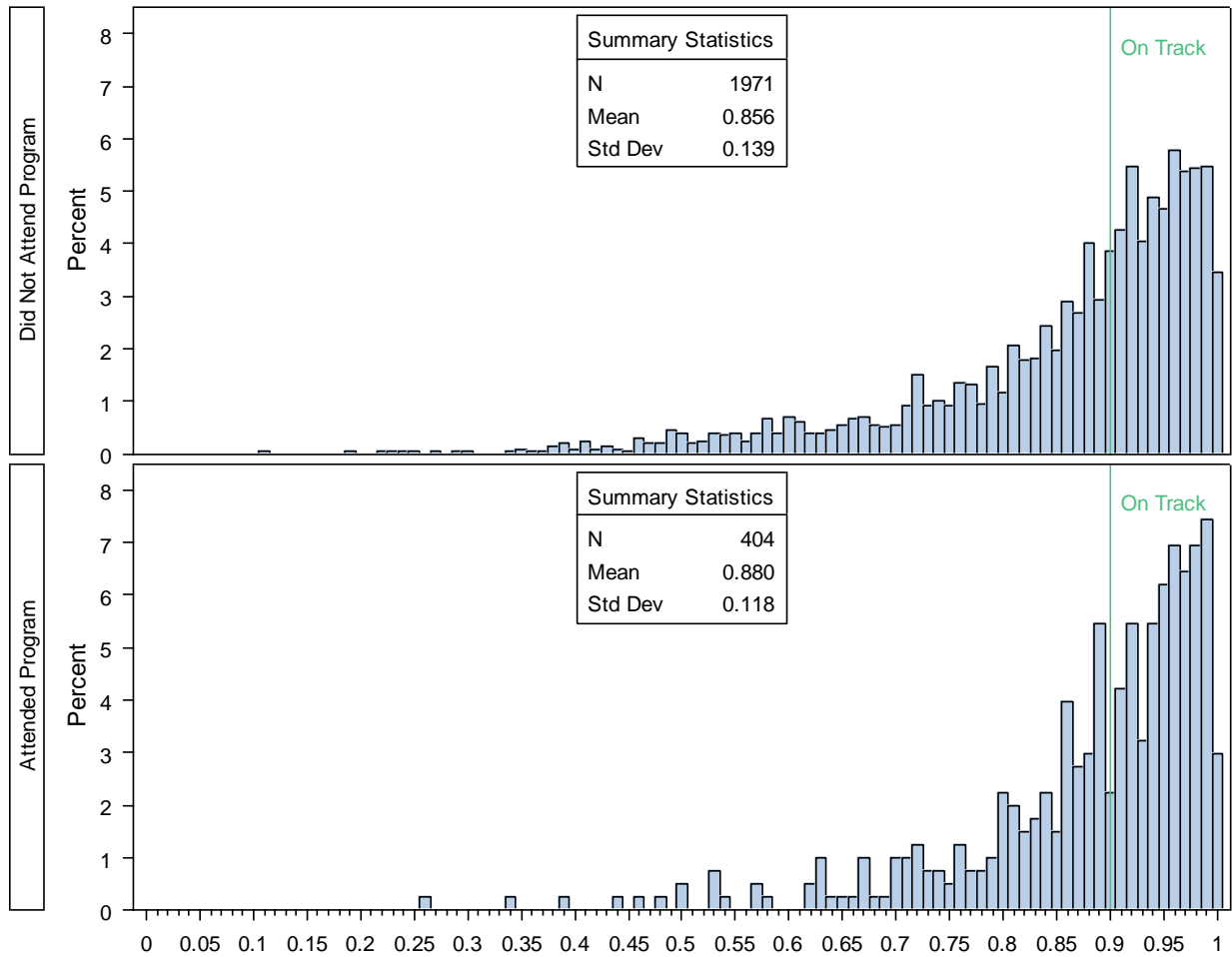


Figure 6: Distribution of Attendance Rates for AcP NGC Participants and AcP Non-Participants



2011 Cohort Results—Comparison 4

For our final set of analyses, we compared the demographics of AcP NGC participants to non-AcP NGC participants, as well as to the broader population of all AcP students. The results of these comparisons can be found in Table 8.

In total, 57.6% of students who enrolled in NGC programs in summer of 2011 were identified as AcP, and overall, AcP participants and non-AcP participants were similar in most racial demographic areas. However, the group of AcP participants was comprised of a greater percentage of Hispanic students than non-AcP participants (36.3% vs. 24.0%), as well as a greater percentage of English Language Learners (ELL) (22.1% vs. 7.7%) and students identified as eligible for free or reduced lunch (FRL) (84.3% vs. 65.8%).

The total group of all NGC participants (which includes both the AcP and non-AcP student participants) was considerably less white (26.9% vs. 45.5%) and more black than the total AcP population (22.4% vs. 13.1%); however, on the remainder of the demographics measures, including ELL and FRL, these two groups of students were very similar. These data suggest that NGC programs were successful at enrolling students targeted for participation in these summer interventions, since those students who did participate were demographically similar to the broader population of AcP students.

Table 8: Demographic Summary of AcP and Non-AcP NGC Participants, 2011-12

	N of Students	% Acad. Priority	% White	% Black	% Asian	% Native American	% Hispanic	% Male	% FRL	% ELL
<i>AcP Participants</i>	598	100%	25.6%	20.7%	10.2%	2.0%	36.3%	56.0%	84.3%	22.1%
<i>Non-AcP Participants</i>	441	0%	28.8%	24.7%	14.3%	2.0%	24.0%	47.4%	65.8%	7.7%
<i>All NGC Participants</i>	1,039	57.6%	26.9%	22.4%	12.1%	2.0%	31.1%	52.4%	76.4%	16.0%
<i>Total AcP Population</i>	2,561	100%	45.5%	13.1%	7.4%	1.5%	28.0%	56.6%	73.2%	13.9%

CONCLUSIONS & RECOMMENDATIONS

Conclusions

In this report, we sought to understand how participation in NGC programming, or a combination of the NGC and C³ programs, influenced the level of school engagement (as measured by credits accumulated and attendance rates) for students identified as needing additional academic support. We also wanted to understand whether these programs, which were specifically established to help these at-risk students, were enrolling this target population of students, and if the students who did enroll were demographically representative of the total at-risk student population across the six Multnomah County school districts.

For the first group of students in our evaluation, AcP students who participated in an NGC program in summer 2009 and the C³ program in summer 2010 (2009 Cohort students), we found no significant differences in the level of school engagement compared to students who did not participate in either program or compared to students who participated in an NGC program but not the C³ program. Participating students did not accumulate significantly more credits than their non-participating peers, nor did they attend school at a higher rate.

However, for those AcP students who participated in NGC programs in summer 2010 (Cohort 2010), we did observe significantly higher levels of school engagement compared to AcP students who did not participate in the program. In the year following program participation, AcP NGC participants accumulated significantly more credits, attended school at a higher rate, and were more likely to be on-track to graduate compared to students who did not participate. These findings build on the results of our previous evaluation of the impact of NGC programs, in which we found that 2009 AcP NGC participants also accumulated significantly more credits than AcP non-participants; cumulatively, these results may suggest the programs are having the desired impact on school engagement—students who participate earn more credits and attend school at a higher rate, both of which are strong indicators of long-term success in high school and beyond.

Based on the demographics of the most recent NGC cohort (2011 Cohort), it also appears these programs are succeeding in enrolling student groups that are representative of the broader population of AcP students, i.e. students who were targeted for participation by these programs. Focusing exclusively on 2011 AcP participants, these programs enrolled a high percentage of Hispanic, ELL, and FRL-eligible students, especially when compared to the non-AcP participants or the total AcP student population.

While these programs are successfully enrolling at-risk students, slightly less than a quarter of all AcP students in the six Multnomah County school districts chose to participate in these

programs (598 AcP participants of 2,561 AcP students in total). This total percentage has improved since last year, which certainly merits recognition.¹² However, as this initiative continues in subsequent summers, program leaders and stakeholders should continue to work to enroll a high percentage of AcP students, not just those AcP students who are motivated to seek out these additional summer educational opportunities.

Student motivation is a factor that should be considered when interpreting the results of this evaluation. Some AcP students were motivated to enroll in these programs or invested the effort to participate in the program (or had families that were motivated to get their students enrolled and participating in these programs), while other AcP students were not. Because we are only comparing school engagement for students who chose to participate in the C³ and/or NGC programs to students who did not participate, we are essentially comparing two self-selected groups of students. As such, it is difficult to ascertain the extent to which differences in school engagement can be directly attributed to program participation, or whether these differences are simply the result of the participating students' inherent drive for academic success.

Recommendations

Based on the findings of this report, we would make the following recommendations to help guide future evaluations of these summer programs:

- 1) Effort should continue to be invested in understanding how students are affected by participation in these summer programs. As more and more AcP students take advantage of this summer opportunity, it is increasingly important to determine how enrollment in these programs impact various educational outcome measures for participating students, both in the year immediately after program participation as well as over multiple years post-participation.
- 2) One way to improve future evaluations of the impact of these summer programs would be to attain data from the year prior to program participation. These data would allow us to see how student engagement *changed* after participation in these summer programs, as opposed to simply comparing differences after participation. This would be particularly useful, for instance, when assessing whether or not student attendance changed after completing an NGC program(s); if we knew what the attendance rates were for participating students in the 8th grade, then we could make much stronger inferences about how attendance rates for these students were impacted in the 9th grade.

¹² Data included in the 2011 report show that there were 399 AcP NGC participants in summer of 2010 compared to a total population of 2,866 AcP students, or 13.9% of the total AcP population.

- 3) Further, as more students seek to enroll in these programs, it may be beneficial to implement more sophisticated evaluation procedures to better measure how students are affected by program participation. For example, by taking advantage of oversubscription (more student applicants than spots available in a program) and establishing a randomly assigned control group, we could improve our ability to isolate the specific impact participation in these programs has on the various educational outcome measures highlighted in this report.
- 4) Finally, and perhaps most importantly, the first cohort of NGC participants will enter the 12th grade in 2012-13. Because of this, we can begin to evaluate whether these students take the SAT/ACT, apply for post-secondary education, and ultimately, whether or not they graduate from high school, those activities and outcomes we might expect to see from students more engaged in school with greater exposure to career and work experience. Evaluating whether student participants are making strides in these areas is paramount to understanding the long-term impacts of these programs.

While this report is not without limitations with regard to research design or available student-level data, there are certainly some promising takeaway points from this report. More students, both AcP and non-AcP, are taking advantage of these programs, indicating a pronounced demand for the services and/or information these programs provide. This increase in participation also likely indicates that these programs are a useful and relevant resource for those students who choose to participate. Further, a higher percentage of AcP students in the county are being supported over the summer months during the time deemed most critical for ensuring students stay engaged in school. And while we cannot definitively say these programs have a positive and direct impact on school engagement, students who participated in the summer of 2010 did show indications of greater school engagement than students who did not participate. These results build upon the findings presented in the previous report, in which there were clear indications of a positive impact on credit attainment for 2009 AcP NGC participants as well.

Collectively, these findings should provide encouragement regarding the impact NGC programs have on participating students. These findings should also provide motivation to program leaders and stakeholders to put policies and procedures in place to foster greater student participation, and to take steps to better evaluate the specific impact these programs have on all students who take part in these programs.

APPENDIX A – Summer 2011 NGC Program Descriptions

Table 9: Summer 2011 NGC Program Descriptions

Program	Program Description
Camp Fire Columbia: Xplore Oregon	"Go on a supervised 12-day road trip adventure across Oregon; experience hands-on learning through adventure activities like whitewater rafting and horseback riding; do volunteer projects with Habitat for Humanity and other organizations; step outside your comfort zone to become a stronger leader; incoming 9 th graders will be partnered with older students and supportive adults for mentoring and skill development."
Centennial School District: Centennial Ninth Grade Counts	"This program will get students prepared for high school by building confidence in their English and math skills and getting students comfortable with high school staff, all while earning credit. There will be a specific focus on ensuring students will be successful as they take on Algebra I."
Concordia Summer Academies at De La Salle	"Get prepared for high school by developing your reading, writing and math skills; build your self-confidence; get to know other incoming 9 th graders from your school."
David Douglas School District: Ninth Grade Counts	"Get ready for high school in a simulated high school experience focusing on math and English; understand the differences between middle school and high school with instruction in study skills, organization, graduation requirements, and college and career preparation; enjoy field trips to local businesses, destination points, and colleges; meet DDHS staff and incoming 9 th graders from other DDSD middle schools."
El Programa Hispano/Catholic Charities: Puentes (Bridges)	"Build your literacy and math skills in both English and Spanish, learn what to expect in high school, make new friends, have fun in enrichment and recreation activities including art, dance, and sports, and take field trips to learn more about careers and colleges."
Gresham High School: SUN Summer LEAP	"Improve your math and literacy skills with certified teachers; take field trips to learn more about careers and colleges; and have fun with peers through afternoon enrichment activities."
Immigrant & Refugee Community Organization: Summer Success	"Improve your English and math skills in preparation for high school success; learn more about what to expect in high school; have fun with enrichment activities like dance, soccer, art, basketball and film; and take field trips to learn more about local career possibilities and colleges. Breakfast and lunch served each day; incentives provided!"
NAYA Native American Youth and Family Center: 9 th Grade Leaders	Improve your communication, leadership, and literacy skills while working on a short, documentary film project in a small team. Students may be eligible to receive a .5 high school credit—dependent on their school district. Take field trips to learn more about careers and colleges; learn what to expect in high school; explore information about cultural heritage; and go on fun field trips every Friday."
Neighborhood House: New Columbia 9 th Grade Hang Out Zone	"Program focus is on service projects, enrichment activities, career skill development, and introduction to the college applications process."
Neighborhood House: SSES Summer Academy	"Based on feedback from Wilson's teachers, SSES Summer Academy will focus on English, Algebra, and Science. Students will also learn the non-academic skill necessary to be successful in high school like proper note-taking, the meaning of credit, requirements for graduation, time management, and conflict resolution skills."
Open Meadow: Step Up	"Participate in a three-week leadership and high school prep orientation; includes a five-day residential leadership camp preparing students high school success; make new friends and develop relationships with adults who will support your success in and out of school all year; programming continues through the school year providing students with mentoring, intensive tutoring, social-emotional support, leadership development, and a family partnership program."
Parkrose High School: Summer Round Up	"There will be a focus on preparing students for math and English requirements of 9 th grade. Academic skills building will be coupled with an introduction to the school and building of non-academic skills necessary for success in high school."
Parkrose High School: Summer Stampede Success Academy	"Learn study skills and get ready for high school at this intensive one-week "day-camp": explore careers & colleges; meet your core teachers for 9 th grade; tour the high school building; listen to guest speakers; and make connections with other 9 th graders."
Portland Parks and Recreation: Jr. GRUNT Environmental Education	"Jr. GRUNT is the beginning of a long-term mentorship that can last throughout high school and into college, and leads to paid internships. Students will get a hands-on learning experience in an outdoor setting with strong academic element. The Jr. GRUNT program is a great choice for teens that enjoy nature, wildlife, and adventure in the great outdoors."

Program	Program Description
Portland Public Schools: Ninth Grade Transition Academy	"Build your reading, writing, and math skills; explore Portland parks and urban areas through fieldwork in geography; build skills to succeed in high school; take field trips to learn more about careers and local colleges."
PSU Department of Economics: Summer Academy to Inspire Learning	"A hands-on introduction to college life run by professors from Portland State University and the University of Oregon. Participants will be introduced to a range of economics topics including: international trade and development, environment and energy, demographic trends in labor economics, among others. Students will also talk about how to get into a college and how to pay for it."
REAP, Inc.: Challenge Camp	"Build tools to fulfill a leadership role in your school and community; learn ways to build strong relationships with peers, teachers, and principals; meet business leaders and learn how education is related to the business world; learn more about college."
Reynolds High School: Ninth Grade Counts	"Get ready for high school by building your reading, writing, science, and math skills; have fun with extra-curricular activities like sports, music, and art; learn what to expect in high school and who you can go to for help; take field trips to learn more about careers and colleges."
Self Enhancement, Inc.: The Freshman Boost	"Build academic skills through math and language arts classes taught by certified teachers; learn study habits and organizational skills; get to know your future classmates, teachers, program coordinator, and school counselors; take field trips to learn more about careers and colleges."
Straightway Services	"Get hands-on experience with technology and the environment; learn about sustainability and water management; shadow a Water Bureau employee at their job; take field trips to learn more about careers and colleges; work on writing a resume; do service projects in the community."

For more information about Ninth Grade Counts programs, visit www.allhandsraised.org

APPENDIX B – Individual Program Summary Example

The following is an example of an NGC program summary sheet which outlines the demographics of students who enroll in a particular NGC program, the amount of credits earned by students after completing that program, and how the school performance for students participating in that program compares to the broader population of NGC, AcP, or NGC /AcP students. These summaries were completed for every NGC program so program leaders could use these data to make adjustments, if necessary, to their program’s approach, target population, or curriculum.

Example NGC Program

Ninth Grade Counts Summer Program

Demographics for Summer 2009, 2010 and 2011 Ninth Grade Counts Participants

		2009			2010			2011		
		# of students	% of Individual Program Students	% of NGC Students	# of students	% of Individual Program Students	% of NGC Students	# of students	% of Individual Program Students	% of NGC Students
AP	AP - NO	37	50	41.2	75	41.4	45.4	58	38.4	42.4
	AP - YES	37	50	58.8	106	58.6	54.6	93	61.6	57.6
ELL	ELL - NO	68	91.9	86.1	144	79.6	82.9	103	68.2	74.9
	ELL - YES	6	8.1	13.9	37	20.4	17.1	48	31.8	25.1
FRL	FRL - No	25	33.8	32	36	19.9	27.7	19	12.6	24.2
	FRL - Yes	49	66.2	68	145	80.1	72.3	132	87.4	75.8
GENDER	Female	33	44.6	48.5	81	44.8	48.9	64	42.4	47.6
	Male	41	55.4	51.5	100	55.2	51.1	87	57.6	52.4
RACE	American Indian / Alaskan Native	3	4.1	8	5	2.8	12.5	14	9.3	11.5
	Asian	8	10.8	9.3	27	14.9	9.1	22	14.6	11.3
	Black / African American	24	32.4	27.2	57	31.5	26.1	46	30.5	22.9
	Multi	3	4.1	13.6	12	6.6	10.1	7	4.6	14.5
	Native Hawaiian / Other Pacific Islander	1	1.4	1.1	4	2.2	1.5	1	0.7	1.3
	White	35	47.3	40.5	76	42	40.7	61	40.4	39.2

Credits Earned During NGC Program

		2011	
		# of Students Earning Credit	% of Program Completers Who Earned At Least .25 Credits
Total EARNED Credits During Program		61	40.4
			Number of Credits
			25

Outcome Data for Summer 2009 and 2010 Ninth Grade Counts Participants

		2009				2010			
		1 - My Program	2 - Ninth Grade Counts	3 - Academic Priority: My Program	4 - Academic Priority: Ninth Grade Counts	1 - My Program	2 - Ninth Grade Counts	3 - Academic Priority: My Program	4 - Academic Priority: Ninth Grade Counts
Attendance	Pct of Students with 90%+ Attendance Rate	65.3	50.6	62.2	42	65.7	62.8	55.7	56.1
	School Attendance Rate	88	80.5	86.8	78.5	88.9	86.7	86.8	87.8
Credits	# of Credits Accumulated	13.5	11.6	13.3	10.6	7.3	6.6	6.4	6.1
	% of Students with 6+ Credits	86.7	83.6	81.1	78.9	74.6	69.2	66	62.7

APPENDIX C – Demographics of Student Cohorts, 2009-2011

Presented in Table 13 is the demographic information for only those AcP students included in each of the three cohorts used in this report. Recall, students in the 2009 Cohort were students who participated in both NGC and the C³ summer programs; students in the 2010 and 2011 Cohort were AcP students who participated in an NGC program in summer of 2010 and 2011 respectively. This information is included to provide a descriptive overview of the types of students included in our analyses.

Table 13: Demographics of Student Cohorts, 2009-2011

	N of Students	% White	% Black	% Asian	% Native American	% Hispanic	% Male	% FRL	% ELL
2009 Cohort (<i>AcP NGC & C³</i>)	107	47%	20%	1%	10%	37%	51%	81%	12%
2010 Cohort (<i>AcP NGC</i>)	406	42%	25%	7%	14%	30%	52%	79%	15%
2011 Cohort (<i>AcP NGC</i>)	598	38%	21%	10%	13%	36%	56%	84%	22%

APPENDIX D – Demographics for 9th Grade Students, Summer 2010

The tables in this section are included to show the demographic profile of various groups of students, including the broader population of all 9th grade students in the six school districts participating in the NGC program, all of the AcP students in the six school districts, all NGC participants, and both AcP and non-AcP NGC participants. Also included in Table 12 are the distribution of students in each of the six school districts, and what percentage of students enrolled in NGC programs comes from each of these districts. This information is presented for students in the 9th grade during the 2010-11 school year—the year immediately following summer 2010 NGC participation for some of these students—and shows how NGC participants compared to the larger population of AcP students and all 9th grade students in the area.

Table 10: Percentage of Students by Demographic Characteristics

	Number of Students	FRL		ELL		Gender	
		N	Y	N	Y	F	M
All AcP	2,431	37%	63%	84%	16%	45%	55%
All NGC Participants	744	24%	76%	83%	17%	49%	51%
AcP NGC	406	21%	79%	78%	22%	48%	52%
Non-AcP NGC	338	29%	71%	89%	11%	50%	50%

Table 11: Percentage of Students by Race/Ethnicity

	Number of Students	American Indian / Alaskan Native	Asian / Pacific Islander	Black / African American	Hispanic	Multi / Other	White
All 9 th Graders: Multnomah County	6,442	1%	10%	10%	20%	5%	53%
All AcP	2,431	1%	7%	13%	24%	6%	50%
All NGC Participants	744	2%	10%	25%	27%	6%	28%
AcP NGC	406	2%	8%	23%	30%	7%	31%
Non-AcP NGC	338	2%	14%	28%	25%	5%	26%

Table 12: Percentage of Students by School District

	Number of Students	Centennial	David Douglas	Gresham Barlow	Parkrose	Portland	Reynolds
All 9 th Graders: Multnomah County	6,442	8%	14%	15%	4%	46%	13%
All AcP	2,431	14%	14%	16%	5%	43%	9%
All NGC Participants	744	1%	11%	9%	11%	59%	8%
AcP NGC	406	1%	9%	16%	8%	56%	10%
Non-AcP NGC	338	1%	13%	2%	15%	63%	6%

APPENDIX E – Summer Credits Earned from an NGC Program

A notable benefit of participation in an NGC program is that some students were able to earn additional high school credits upon completion of one of the programs. The amount of additional credits range from .25 to .50, and varied from program to program. In total, 14 NGC programs provided students with additional credit upon program completion in the summer of 2010. However, not every student who participated in an NGC program that offered credit was eligible to receive this additional credit, due to factors such as district placement (i.e. a district did not recognize a credit earned in a program sponsored by another district), failing to complete the program, etc. Because students had the opportunity to earn this additional credit for completing a program, we wanted to determine if differences in credit accumulation between summer 2010 AcP participants and AcP non-participants (see Table 7) were simply a function of this additional credit, or if the NGC participants did still earn more credits than their non-participating AcP peers.

Recall, AcP NGC participants earned, on average, 0.9 credits more than non-participants, with a 12.2% percentage point difference in the percentage of students on track to graduate based on earning six or more credits in their 9th grade year (both of these differences were statistically significant). For these purposes then, we chose to repeat these same comparisons after removing credit earned directly from program participation to see if differences still existed between AcP participants and non-participants with regard to credit accumulation and percentage of students earning six or more credits. In other words, we wanted to see if these differences were simply a result of students earning additional credit over the summer, or if these students still showed higher levels of school engagement in their 9th grade year based on the amount of credits they earned beyond what they earned in the summer.

One limitation of this re-analysis is that we did not know which students specifically earned summer credits or not; the data available only provide an overview of the percentage of all students in each program who received summer credit, and the total amount of credit offered by each program. To account for this, we subtracted from every participating student (both AcP and non-AcP) the average amount of credit earned for all of a specific program's participants. For example, if 88% of students in a program earned 0.5 credits, and there were 24 total students in the program, then we subtracted .44 credits from all of the 24 program participants ($21/24=88\%$; $88\% \times 0.5 \text{ credits}=.44 \text{ credits}$).¹³ After removing these summer credits, we could then see how this impacted the overall credit accumulation comparison between AcP NGC participants and AcP non-participants.

¹³ If a student participated in multiple programs that offered summer credit, we opted to only subtract the larger credit amount from that student's total credit amount, not the combination of possible summer credits from each of the programs.

The results of this analysis are presented in Table 14, and show that while the difference between the two student groups is less than when these credits were included, there were still significant differences in credit accumulation and in the percentage of students on track to graduate. AcP NGC participants earned 0.6 more credits than AcP non-participants after removing the partial credit earned over the summer, and were on track to graduate (six or more credits accumulated) at a rate 5.3 percentage points greater than non-participants; both of these differences were statistically significant. Again, while we cannot directly attribute these differences to the specific impact of the program, these results do at least suggest that the broader differences in school engagement between the two student groups are not simply a result of students earning credit over the summer.

Table 14: Comparison of Credits Earned for NGC AcP Participants to AcP Non-NGC Participants After Removing Credits Earned in an NGC Program, 2010-11

	N of Students	Avg. Credits Accum.	% On-Track: 6 Credits Accum.
<i>AcP NGC Participants</i>	404	5.7	54.7%
<i>AcP NGC Non-Participants</i>	1,971	5.1	49.4%
Diff.		0.6**	5.3%*

*Indicates significance at the $p < .05$ level; **indicates significance at the $p < .01$ level

APPENDIX F – School Engagement by Demographic Groups, 2009-2010

In the following four tables, we present school engagement information disaggregated by ELL and FRL status, gender, and race. Each of the tables contains information on a specific outcome variable, and compares school engagement for AcP NGC participants to all AcP non-participating students after both the 2009 and 2010 program years. For example, in Table 15, we show the average credit accumulation for these student subgroups during their 9th grade year; this table is followed by tables that summarize the percent of students on track to graduate (as measured by credit accumulation and attendance rates) and the average attendance rates for all participating and non-participating AcP students.

Table 15: Average Credit Accumulation for AcP NGC Participants Compared to the Total AcP Population

		2009		2010	
		AcP NGC Participants (n)	AcP NGC Non-Participants (n)	AcP NGC Participants (n)	AcP NGC Non-Participants (n)
Total	Number of Students	399	2,467	406	2,025
ELL	ELL – No	5.4 (300)	5.0 (1,900)	5.8 (315)	4.9 (1,714)
	ELL – Yes	6.0 (99)	5.0 (567)	6.6 (91)	5.2 (311)
FRL	FRL – No	5.4 (62)	5.5 (867)	5.7 (85)	4.8 (852)
	FRL – Yes	5.6 (337)	4.8 (1,600)	6.1 (321)	5.0 (1,173)
Gender	Female	5.7 (176)	5.2 (1,081)	6.2 (194)	5.2 (896)
	Male	5.5 (223)	4.9 (1,386)	5.8 (212)	4.7 (1,129)
Race	American Indian/Alaskan Native	5.3 (18)	4.7 (50)	6.1 (9)	3.9 (27)
	Asian/Pacific Islander	6.4 (27)	6.1 (175)	7.8 (30)	5.5 (137)
	Black/African American	4.9 (113)	4.6 (349)	5.9 (95)	4.4 (218)
	Hispanic	5.6 (104)	4.7 (568)	5.5 (121)	4.4 (453)
	Multi/Other	*	*	6.7 (27)	4.9 (107)
	White	6.0 (137)	5.2 (1,321)	6.0 (124)	5.2 (1,083)

*Indicates six or fewer students in the reference group

Table 16: % of Students on Track to Graduate (Accumulating 6+ Credits) for AcP NGC Participants Compared to the Total AcP Population

		2009		2010	
		AcP NGC Participants (n)	AcP NGC Non-Participants (n)	AcP NGC Participants (n)	AcP NGC Non-Participants (n)
Total	Number of Students	399	2,467	406	2,025
ELL	ELL – No	52% (300)	45% (1,900)	59% (315)	48% (1,714)
	ELL – Yes	65% (99)	48% (567)	70% (91)	50% (311)
FRL	FRL – No	52% (62)	52% (867)	58% (85)	50% (852)
	FRL – Yes	56% (337)	43% (1,600)	62% (321)	46% (1,173)
Gender	Female	56% (176)	49% (1,081)	66% (194)	53% (896)
	Male	55% (223)	44% (1,386)	57% (212)	44% (1,129)
Race	American Indian/Alaskan Native	44% (18)	30% (50)	56% (9)	41% (27)
	Asian/Pacific Islander	70% (27)	63% (175)	90% (30)	60% (137)
	Black/African American	43% (113)	40% (349)	57% (95)	37% (218)
	Hispanic	58% (104)	43% (568)	52% (121)	36% (453)
	Multi/Other	*	*	74% (27)	47% (107)
	White	63% (137)	50% (1,321)	65% (124)	54% (1,083)

*Indicates six or fewer students in the reference group

Table 17: Average Attendance Rate for AcP NGC Participants Compared to the Total AcP Population

		2009		2010	
		AcP NGC Participants (n)	AcP NGC Non-Participants (n)	AcP NGC Participants (n)	AcP NGC Non-Participants (n)
Total	Number of Students	399	2,467	406	2,025
ELL	ELL – No	86% (300)	85% (1,900)	87% (315)	83% (1,714)
	ELL – Yes	90% (99)	87% (567)	91% (91)	88% (311)
FRL	FRL – No	90% (62)	88% (867)	87% (85)	80% (852)
	FRL – Yes	86% (337)	84% (1,600)	88% (321)	86% (1,173)
Gender	Female	86% (176)	85% (1,081)	87% (194)	82% (896)
	Male	88% (223)	86% (1,386)	88% (212)	85% (1,129)
Race	American Indian/Alaskan Native	87% (18)	86% (50)	83% (9)	81% (27)
	Asian/Pacific Islander	89% (27)	91% (175)	94% (30)	86% (137)
	Black/African American	85% (113)	84% (349)	88% (95)	82% (218)
	Hispanic	89% (104)	84% (568)	87% (121)	82% (453)
	Multi/Other	*	*	90% (27)	82% (107)
	White	87% (137)	86% (1,321)	86% (124)	84% (1,083)

*Indicates six or fewer students in the reference group

Table 18: % of Students on Track to Graduate (90%+ Attendance Rate) for AcP NGC Participants Compared to the Total AcP Population

		2009		2010	
		AcP NGC Participants (n)	AcP NGC Non-Participants (n)	AcP NGC Participants (n)	AcP NGC Non-Participants (n)
Total	Number of Students	399	2,467	406	2,025
ELL	ELL – No	43% (300)	45% (1,900)	53% (315)	48% (1,714)
	ELL – Yes	64% (99)	53% (567)	66% (91)	59% (311)
FRL	FRL – No	65% (62)	53% (867)	72% (85)	50% (852)
	FRL – Yes	45% (337)	43% (1,600)	52% (321)	49% (1,173)
Gender	Female	44% (176)	44% (1,081)	53% (194)	46% (896)
	Male	51% (223)	49% (1,386)	59% (212)	52% (1,129)
Race	American Indian/Alaskan Native	28% (18)	38% (50)	22% (9)	37% (27)
	Asian/Pacific Islander	70% (27)	68% (175)	83% (30)	61% (137)
	Black/African American	40% (113)	45% (349)	51% (95)	44% (218)
	Hispanic	57% (104)	42% (568)	55% (121)	48% (453)
	Multi/Other	*	*	78% (27)	43% (107)
	White	47% (137)	46% (1,321)	52% (124)	51% (1,083)

*Indicates six or fewer students in the reference group