

**The Annie E. Casey Foundation**

**School Based Education Investments**  
**Data on School Performance and Demographics**  
**2000 to 2006 School Years**

**Executive Summary**

**August 2007**

This report was funded by a grant from the Annie E. Casey Foundation. It was prepared by the Quality and Accountability Division of the Colorado League of Charter Schools under the direction of Richard Wenning, Vice President, and Jody Ernst, Ph.D., Director of Research and Evaluation. They worked with Bruno V. Manno, Casey Senior Associate for Education, in conceptualizing and developing the analysis. In addition to this Executive Summary (26 pages), the full report includes an Executive Summary Presentation Slide Deck (21 pages), School Dashboards that summarize findings for each of the 35 schools analyzed in this report (34 pages), and Results by City, a comprehensive 482 page presentation of data for each school organized by the 15 cities in which they are located. Contact Bruno V. Manno at the Casey Foundation with questions and comments.

The Annie E. Casey Foundation  
701 St. Paul Street  
Baltimore, Maryland 21202  
[www.aecf.org](http://www.aecf.org)



## Table of Contents

### **Background**

### **Objectives, Scope, and Methodology**

### **Summary of Findings**

Student Enrollment and Demographics

Student Achievement Trends and Comparisons

Achievement Gaps

Comparisons among Cities

Qualitative Evidence of Impact, Influence, and Leverage

### **Appendices**

Appendix I: Annie E. Casey Grant Details by School

Appendix II: Data Sources

Appendix III: Description of Data Collection and Analyses

Appendix IV: Interview Protocol

Appendix V: Schools Making Adequate Yearly Progress in 2005-06

Appendix VI: Schools *Not* Making Adequate Yearly Progress in 2005-06

Appendix VII: City Descriptions

### **Attachments**

Attachment A: Executive Summary Presentation

Attachment B: School Dashboards

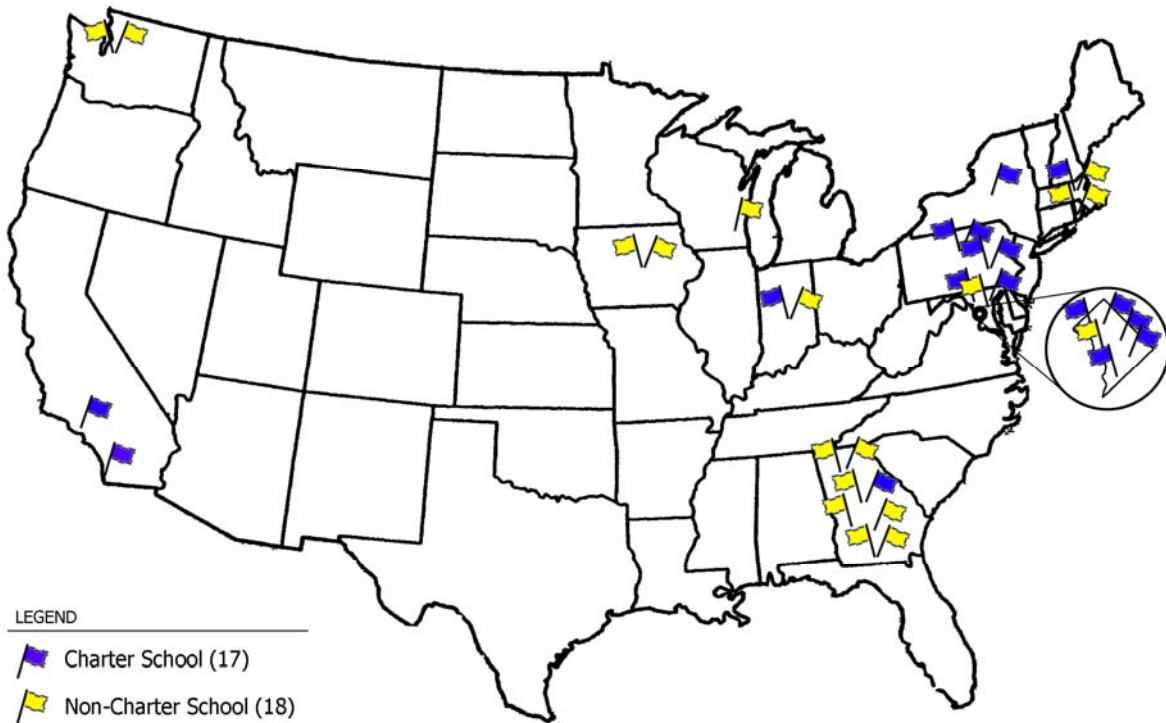
Attachment C: Results by City

## BACKGROUND

For nearly ten years, the Annie E. Casey Foundation, through its Making Connections Initiative, has provided grants to educational organizations or schools in 15 cities across the United States. The purpose of these investments was to support planning, start up, and early implementation activities that create quality school choices and foster family and community involvement and connections in the new school development or restructuring process. Casey provides these grants to schools and educational organizations as part of its mission to improve the lives and educational experiences of traditionally underserved populations—namely, ethnic minorities and the economically disadvantaged.

The Foundation’s education program commissioned this report to help it understand the results of these investments on the educational achievement of students attending the schools in which it has invested. This report describes patterns of student achievement and demographics at 35 schools that received Casey support. (Figure 1 and Table 1 outline the locations and the names of the 35 schools.) In accordance with the Foundation’s theory of action, the report provides both quantitative and qualitative perspectives on the impact, influence, and leverage of the Foundation’s grantmaking.

**Figure 1: Locations of Schools**



<b>Table 1</b> <b>Cities and Schools in this Report</b> <i>(Charter schools denoted in italics)</i>				
<b>Atlanta, GA</b>	<b>Baltimore, MD</b>	<b>Boston, MA</b>	<b>Bronx, NY</b>	<b>Des Moines, IA</b>
<i>Tech High Charter</i> Gideons Elementary Parks Middle New Schools at Carver (5)	<i>KIPP Ujima Village</i> New Song Academy <i>Crossroads School</i>	<i>City on a Hill</i> Orchard Gardens	<i>Harriet Tubman</i>	Longfellow Elementary Wallace Elementary
<b>Total = 8 schools</b>	<b>Total = 3 schools</b>	<b>Total = 2 schools</b>	<b>Total = 1 school</b>	<b>Total = 2 schools</b>
<b>Indianapolis, IN</b>	<b>Los Angeles, CA</b>	<b>Milwaukee, WI</b>	<b>Philadelphia, PA</b>	<b>Providence, RI</b>
<i>SENSE</i> George Washington	<i>Accelerated School</i>	Bradley Technology	<i>Germantown</i> <i>Imhotep Institute</i> <i>Lab Charter</i> <i>West Oak Lane</i>	The Met School Gilbert Stuart
<b>Total = 2 schools</b>	<b>Total = 1 school</b>	<b>Total = 1 school</b>	<b>Total = 4 schools</b>	<b>Total = 2 schools</b>
<b>San Diego, CA</b>	<b>White Center, WA</b>	<b>Washington DC</b>		
<i>High Tech High</i>	Mount View White Center	Davis Elementary <i>KIPP Key &amp; Aim (2 schools)</i> <i>The SEED School</i> <i>Maya Angelou Evans &amp; Shaw (2 schools)</i>		<b>TOTALS:</b> <b>13 Cities</b> <b>35 Schools</b> <b>- 17 charter schools</b> <b>- 18 non-charter schools</b>
<b>Total = 1 school</b>	<b>Total = 2 schools</b>	<b>Total = 6 schools</b>		

## OBJECTIVES, SCOPE, AND METHODOLOGY

This report answers the following questions about grantees and schools supported by the Foundation:

1. What changes occurred in school enrollment and demographics from a baseline year to the present?
2. How did enrollment and demographics compare between Casey supported schools and district averages?
3. What changes occurred in student achievement from the baseline year to the present?
4. How did student achievement at Casey supported schools compare to district and state averages?
5. To what extent did achievement gaps exist between minority and white students and between economically disadvantaged and non-disadvantaged students, and to what extent did these gaps close since the initial funding year?
6. How did student achievement compare between Casey supported charter and non-charter schools?
7. How did enrollment and demographics compare between Casey supported charter and non-charter schools?
8. How did grantees perceive the importance of Casey support, the impact of this support on student outcomes, and the influence and leverage of the support on expansion or replication?

The total amount invested in these schools by Casey over the past decade was \$3,538,098. The amount that an individual school received in a given year ranged from \$15,000 to \$100,000.<sup>1</sup>

<sup>1</sup> For a list of the specific annual amounts received by each school see Appendix I.

Data were collected for 35 of the 53 schools supported by Casey investments. Of the schools excluded from the analyses, three had closed, two had not yet opened, and one opened in 2006 and did not yet have available data. Also, the 12 schools associated with the Bay Area Coalition for Equitable Schools were not included because this investment was a capacity building grant to the Coalition rather than a direct investment in schools. (See Appendix II for the data sources used for this report.) Test score data were generally obtained for a baseline year—either the year prior to, or the first year of, receipt of a Casey grant—and all years thereafter.<sup>2</sup> All available subject area data were used, although they were frequently limited to English language arts (ELA) and mathematics.

The analyses of student achievement and demographics presented in this report are based entirely on publicly available data from state department of education websites (Appendix III has details about the analyses conducted). *All analyses presented in this report provide descriptive information and do not constitute causal evidence related to a particular funded activity and changes in student achievement or demographics. No tests of statistical significance were conducted on differences between groups of students, types of schools, or points in time.* When describing trends in student achievement for the purposes of this Executive Summary and the accompanying Executive Summary Presentation (Attachment A) and School Dashboards (Attachment B), changes of plus or minus three percentage points from baseline to present were considered meaningful and reported as increases or decreases. Changes below three points were reported as stable.<sup>3</sup> All evidence of any change in student achievement is provided in the attached Results by City (Attachment C).

To qualitatively assess the impact, influence, and leverage of Casey support as well as satisfaction with the Foundation’s grantmaking, telephone interviews were conducted with grantee staff (see Appendix IV for the interview protocol). The results of interviews with representatives of 26 out of the 29 grantees/schools are summarized in this report.<sup>4</sup>

---

<sup>2</sup> This was the case for 19 schools. For twelve schools, the first grant year was also the first year of operations and four schools had unavailable data for the year preceding the grant. Data on enrollment were available for 29 schools, ethnicity data were available for 28 schools, and FRM data were available for 25 schools.

<sup>3</sup> The percentage of students proficient from year to year may change in part based on chance. In the absence of statistical tests of the significance of changes in achievement, we used a “meaningfulness standard” of plus or minus three percentage points to characterize changes as increases, decreases, or stable. The use of this decision rule allowed us to be more confident in characterizing trends in this way.

<sup>4</sup> A few organizations that received Casey funds provided the funds to more than one school. Therefore the total number of grantees we attempted to reach (29) does not equal the total number of schools for which we obtained data (35). We were unable to reach three of the 29 grantees for interviews.

## SUMMARY OF FINDINGS

### Results in Brief

The following provides a brief description of the report’s quantitative and qualitative findings. Each point is discussed further below in this Executive Summary. A set of “school dashboards” provides a summary of trends for each school (Attachment B). Detailed information on each city and school is provided in the Results by City (Attachment C).

- **Enrollment and Demographics:** There were 14,649 students enrolled in 35 schools—17 charter and 18 non-charter. The students were generally economically disadvantaged (73 percent) and ethnic minorities (82 percent).
- **Student Achievement Trends:** Most schools showed increased student achievement between the baseline and most recent school years: sixty-eight percent (23 schools) in reading and fifty-four percent (19 schools) in math.
- **Achievement Gaps:** Among schools with data on student subgroups (8 schools had subgroup data available), most had smaller achievement gaps between white and minority students and between students that qualified for free- or reduced-price meals (FRM) and those that did not in the most recent year than in the baseline year. Five schools (63 percent) had smaller gaps between white and minority performance in reading. Seven (88 percent) of these schools also showed smaller gaps between white and minority students in math. Among the seven schools with data on FRM eligibility, six (86 percent) had smaller gaps in reading and math from the most recent year than at baseline.
- **Charter and Non-Charter School Comparisons:** Charter schools differed from non-charters in three ways:
  1. Charter schools had smaller enrollments but a higher proportion of ethnic minority students.
  2. Charter schools had positive trends in student achievement in both reading and math more often than non-charter schools and more often outperformed their district or state averages.
  3. Charter schools more often than non-charters showed decreasing achievement gaps between students eligible for FRM and those that did not in math, but not in reading.
- **City Comparisons:** Student achievement among grantees by city generally showed improvement. Seven of the 13 communities showed increases in enrollment for all of the schools included in the analysis. The percentage of students qualifying for free or reduced price meals exceeded 50 percent in 12 of the 13 cities.
- **Qualitative Evidence:** Interviews with grantees provided testimonial evidence of the Foundation’s impact, influence, and leverage.
  1. **Impact** on student outcomes, family support, and community engagement. These included, for example, improvements and service expansion across schools, as well as collaborations among civic stakeholders, municipal offices, health care organizations, and businesses.
  2. **Influence** on the enactment and expansion of schools, services, and collaborations that positively impact communities. For example, grantees often reported that their schools were the first of their kind in terms of change, range of services, or school design and that their innovations have since been adopted by other schools; and
  3. **Leverage** leading to subsequent and/or expanded services or resources. For example, fifteen grantees reported being engaged in school or program replications.

## **Enrollment and Demographics**

A total of 14,649 students were enrolled by the 35 schools included in this analysis in school year 2005-06 or 2006-07 (based on most recent data available). Eighty-two percent of these students were members of an ethnic minority group and 73 percent qualified for free or reduced price meals. Seventy-four percent (26) of the schools either had increasing or stable proportions of minority students and 48 percent (17) showed increasing or stable free or reduced price proportions. Among the 35 schools, eight (23 percent) were elementary schools, six (17 percent) were K-8 schools, six (17 percent) were middle schools, and 15 (43 percent) were high schools (see table 2).<sup>5</sup>

<b>Table 2</b>			
<b>Student Enrollment and Demographics</b>			
(Based on most recent data available, usually school year 2005-06 or 2006-07)			
	<b>All AECF Schools Percentage(#)</b>	<b>Charters Schools Percentage (#)</b>	<b>Non-Charter Schools Percentage (#)</b>
	<b>35 Schools</b>	<b>17 Schools (49%)</b>	<b>18 Schools (51%)</b>
<b>Enrollment</b>	14,649	6,110	8,539
Average Enrollment/Campus		359	473
% Increased	63% (22)	94% (16)	33% (6)
% Decreased	11% (4)	0% (0)	22% (4)
% Stable	11% (4)	6% (1)	17% (3)
% No info available	14% (5)	0% (0)	28% (5)
<b>Grades Served</b>			
Elementary Schools	23% (8)	6% (1)	39% (7)
K-8 Schools	17% (6)	24% (4)	11% (2)
Middle Schools	17% (6)	29% (5)	6% (1)
High School	43% (15)	41% (7)	44% (8)
<b>Demographics</b>			
Average percent minority	82%	91%	76%
Average percent black	62%	77%	51%
Average percent Hispanic	20%	13%	25%
Minority percentage increased	20% (7)	12% (2)	28% (5)
Minority percentage decreased	9% (3)	6% (1)	11% (2)
Minority percentage stable	54% (19)	76% (13)	33% (6)
No info available	17% (6)	6% (1)	28% (5)
<b>Average Percent Free or Reduced Meals</b>	73%	69%	51%
FRM percentage increased	34% (12)	47% (8)	22% (4)
FRM percentage decreased	26% (9)	18% (3)	33% (6)
FRM percentage stable	14% (5)	12% (2)	17% (3)
No info available	26% (9)	24% (4)	28% (5)

About half (17) of the Casey supported schools were charter schools. These charter schools tended to have smaller enrollments, but showed an increase in their enrollments more often than the Casey supported non-charters. A higher proportion of the charters were K-8 and middle schools, while the non-charter schools included a higher proportion of elementary and high schools. Charter schools had a higher proportion of ethnic minority students than non-charters, averaging 91 percent minority students compared to an average of 76 percent for non-charters. In addition, the charter schools maintained this high percentage of minority students

<sup>5</sup> Includes one school serving grades 6-12 and one schools serving grades 7-12.

over time (13 out of the 17 schools, or 76 percent, had the same percentage of minority students in the current year as they did at baseline). The charter schools also had a higher proportion of students qualifying for free or reduced price meals than non-charters (69 percent and 51 percent, respectively), and a higher proportion of charters showed increases in free or reduced price meals status over time (47 and 22 percent, respectively).

### **Student Achievement Trends and Comparisons**

The majority of schools demonstrated improvement in math and reading achievement (Table 3). Sixty-eight percent (23) of the schools showed increased student achievement in reading and 54 percent (19) of schools showed increased achievement in math, as measured by the percent of students scoring proficient or passing in the baseline year compared to the most recent year.<sup>6</sup> Six percent (2) of the schools showed stable achievement in reading and 14 percent (5) of the schools showed stable achievement in math. Forty-six percent of the schools (16) of the schools made Adequate Yearly Progress (AYP) as defined by their state under the No Child Left Behind Act (NCLB). (For a list of schools that made adequate yearly progress see Appendix V. For a list of schools that did not make adequate yearly progress see appendix VI).

Fewer than half of the schools performed as well as their district or state averages. Forty-three percent (15) of the schools outperformed their district average in reading and 49 percent (17) of schools outperformed their district average in math. Six percent (2 schools) surpassed state averages in math and in reading.

<b>Table 3</b>			
<b>Student Achievement Trends and Comparisons</b>			
	<b>All Schools</b>	<b>Charters Schools</b>	<b>Non-Charter Schools</b>
	<b>Percentage(#)</b>	<b>Percentage (#)</b>	<b>Percentage (#)</b>
	<b>35 Schools</b>	<b>17 Schools</b>	<b>18 Schools</b>
<b>Adequate Yearly Progress</b>			
Made Adequate Yearly Progress in 2005-06	46% (16)	47% (8)	44% (8)
<b>Reading Achievement Trends</b>			
Schools with increased achievement in reading	68% (23)	82% (14)	50% (9)
Schools with decreased achievement in reading	14% (5)	12% (2)	17% (3)
Schools with stable achievement in reading	6% (2)	0% (0)	11% (2)
<b>Math Achievement Trends</b>			
Schools with increased achievement in math	54% (19)	59% (10)	50% (9)
Schools with decreased achievement in math	14% (5)	29% (5)	0% (0)
Schools with stable achievement in math	14% (5)	6% (1)	22% (4)
<b>District Comparisons</b>			
Schools Performing Equal to or Better than the District Average in Reading	43%(15)	71% (12)	17% (3)
Schools Performing Equal to or Better than the District Average in Math	49% (17)	59% (10)	39% (7)
<b>State Comparisons</b>			
Percent Performing Equal to or Better than the State Average in Reading	6% (2)	12% (2)	0% (0)
Percent Performing Equal to or Better than the State Average in Math	6% (2)	12% (2)	0% (0)

<sup>6</sup> Generally the most recent school year is 2005-06, but for 11 schools the most recent year is 2006-07. Also, as discussed in the Objectives, Scope, and Methodology section, changes in student achievement from baseline to present were counted as increases if they equaled or exceeded three percentage points.

Charter schools were more successful than non-charters at increasing student achievement, making Adequate Yearly Progress<sup>7</sup>, and meeting or beating district and state performance averages (Table 3). A higher percentage of charter schools than non-charter schools showed positive trends in student achievement in both reading (82 percent or 14 schools compared to 50 percent or 9 schools) and math (59 percent or 10 schools compared to 50 percent or 9 schools). A higher proportion of charter schools also outperformed their district and state averages than the non-charters. Seventy-one percent (12) charter schools outperformed their district average in reading (compared to 17 percent or 3 non-charter schools) and 59 percent (10) of charters outperformed their districts in math (compared to 39 percent or 7 non charters). Also, while only two schools surpassed their state average in reading and math, both of these schools were charters (KIPP Ujima Village and the Laboratory Charter School). Finally, a higher proportion of charter schools made Adequate Yearly Progress in 2005-06 than non-charters (47 percent and 44 percent, respectively).

### **Achievement Gaps**

Among the eight schools with data reported on minority student subgroups,<sup>8</sup> five (63 percent) had smaller gaps between white and minority performance in reading during the most recent year than in the baseline year (see Tables 4 and 5). Seven (88 percent) of these schools also showed smaller gaps between white and minority students in math. Among the seven schools with data on free or reduced price meals eligibility, six (86 percent) had smaller gaps in the most recent year than at baseline (Table 6).

Charter schools were more successful at narrowing achievement gaps than non-charters (see table 7). Charter schools narrowed achievement gaps to a greater extent than non-charters between Hispanic and white students and free and reduced price meal and non free and reduced priced meal students in reading and between black and white students and free or reduced price meals and non free or reduced price meal students in math.

**Black/White Achievement Gaps:** Six of the seven schools with data on black and white students had gaps between the percentage of black and white students scoring proficient or passing in reading. Four of those schools showed smaller reading gaps in the present year than at the baseline year (Table 4). At one school, Gilbert Stuart Middle School, black students showed an 11 point increase in the percent proficient in reading, resulting in an elimination of the black/white gap for that subject. In contrast, Mount View Elementary's black/white reading gap increased from no gap (black students outperformed white students by 3 percentage points) during the baseline year to a gap of 42 percentage points in 2005-06.

In the present year all seven schools had gaps in mathematics performance between black and white students; however, six of the schools showed improvement over the baseline year. Wallace Community School showed the most improvement, narrowing the black/white achievement gap by 11 percentage points between the 2001-02 and 2006-07. Gilbert Middle School, on the other hand, increased the disparity in math performance (by four points) between black and white students during this time.

---

<sup>7</sup> See Appendix V and VI for schools that made adequate yearly progress in 2005-06 and a list of schools that did not.

<sup>8</sup> The number of schools with data to compare minority student performance to white student performance and/or economically disadvantaged and non-economically disadvantaged student performance was limited for two reasons. Either states did not report the results by subgroup (5 cases) or the percentage of minority/FRM students within a school was so high as to not have a subgroup to compare them too (19 cases). The total number of schools with at least one subgroup comparison was 11.

**Table 4**  
**Black/White Achievement Gaps in Schools with Available Data**  
*(Charter schools denoted in italics)*

School	City	Current percent of Black Students Proficient in Reading	B/W Difference Reading (% points)	Reading Gap Trend* (% points)	Current percent of Black Students Proficient in Math	B/W Difference Math (% points)	Math Gap Trend* (% points)
Bradley Tech and Trade School	Milwaukee, WI	42%	-20	+9	28 %	-32	+3
George Washington Middle School	Indianapolis, IN	16%	-15	-8	23%	-9	+3
Gilbert Stuart Middle School	Providence, RI	69%	+9	+11	54%	-13	-4
<i>High Tech High School</i>	San Diego, CA	56%	-36	-4	57%	-34	+8
Mount View Elementary	Seattle, WA	31%	-42	-45	8%	-33	+4
The Met	Providence, RI	38%	-9	+9	23%	-10	+6
Wallace Community School	Des Moines, IA	47%	-11	+3	42 %	-17	+11

\* A positive (+) gap trend indicates that the gap narrowed over time; a negative (-) gap trend indicates that the gap widened.

**Hispanic/White Achievement Gaps:** Hispanic students generally showed improved reading/English Language Arts (ELA) test results (Table 5). Among the seven schools with available subgroup data Hispanic/White gaps in reading achievement narrowed at six schools, by 1 to 26 percentage points. One school, Gilbert Stuart Middle School, eliminated its reading achievement gap between Hispanics and White students—showing a 7 point advantage for Hispanic students in the most recent test year. In contrast, Mount View Elementary, did not have a reading gap between Hispanic and white students during their baseline year but they ended with a -32 point difference in 2005-06.

**Table 5**  
**Hispanic/White Achievement Gaps in 7 Schools with Available Data**  
*(Charter schools denoted in italics)*

School	City	Current Percent of Hispanic Students Proficient in Reading	H/W Difference Reading (% points)	Reading Gap Trend (% points)	Current Percent of Hispanic Students Proficient in Math	H/W Difference Math (% points)	Math Gap Trend (% points)
Gilbert Stuart Middle School	Providence, RI	68%	+7	+11	59%	-3	+4
George Washington Middle School	Indianapolis, IN	24%	-7	+1	33%	-1	0
<i>High Tech High</i>	San Diego, CA	45%	-13	+13	63%	-28	-9
Longfellow Community School	Des Moines, IA	58%	-6	+26	92%	+25	+64
Mount View Elementary	Seattle, WA	41%	-32	-40	24%	-17	+1
The Met	Providence, RI	30%	-17	+16	23%	-10	+7
Wallace Community School	Des Moines, IA	55%	-3	+20	51%	-8	-1

\* A positive (+) gap trend indicates that the gap narrowed over time; a negative (-) gap trend indicates that the gap widened.

Six of the seven schools had gaps in math achievement between Hispanic and white students during the present year, though these had generally improved over the baseline gaps. For example, Longfellow Community School showed a 65 point increase in Hispanic math proficiency over time, resulting in Hispanic students

surpassing white students' math achievement by 25 percentage points in 2005-06. While the other schools showed more modest changes over time, only two schools had a wider Hispanic/White gap in mathematics achievement during the most recent year than the baseline year—High Tech High and Wallace Community School.

**Free or Reduced Price Meal Student Achievement Gaps:** Gaps between students eligible for FRM and those that were not existed for reading achievement in five out of the seven schools with available data on both of these subgroups. Gaps between these students were also found in mathematics at three of the seven schools. As was the case with black/white and Hispanic/white achievement gaps, many of the gaps between these two groups of students narrowed over time (Table 6). At two schools, KIPP Ujima Village and Wallace Community School, students eligible for FRM outperformed those that were not in both reading and math.

**Table 6**  
**Free or Reduced Price Meals (FRM) Achievement Gaps in 6 Schools with Available Data**  
*(Charter schools denoted in italics)*

School	City	Current percent of FRM Students Proficient in Reading	FRM Difference Reading (% points)	Reading Gap Trend* (% points)	Current percent of FRM Students Proficient in Math	FRM Difference Math (% points)	Math Gap Trend* (% points)
<i>Accelerated School</i>	Los Angeles, CA	29%	-10	+1	35%	+3	+13
Bradley Tech and Trade School	Milwaukee, WI	44%	-6	+7	32%	-10	+4
<i>Crossroads</i>	Baltimore, MD	59%	-5	+9	47%	+12	+32
George Washington Middle School	Indianapolis, IN	22%	-7	+2	28%	-6	-7
<i>High Tech High</i>	San Diego, CA	42%	-30	-19	91%	-12	+37
<i>KIPP Ujima Village</i>	Baltimore, MD	77%	+1	+27	84%	+1	+5
Wallace Community School	Des Moines, IA	56%	+10	+31	61%	+9	+20

\* A positive (+) gap trend indicates that the gap narrowed over time; a negative (-) gap trend indicates that the gap widened.

### **Charters vs. Non-Charters on Achievement Gaps**

Overall, charters narrowed gaps more than non-charters for Hispanic and FRM students in reading/ELA and for black and FRM students in Math. Table 7 outlines the difference between charter schools' and non-charter schools' changes in achievement gaps over time. For FRM/ Non-FRM gaps in reading/ELA, for example, charter schools (on average) showed a 4.5 percentage point improvement between baseline achievement gaps and 2005-06 achievement gaps. Conversely, the difference between FRM and Non-FRM students in non-charter district schools got worse by 4.5 percentage points. The numbers in the parentheses give the range of the *change* in differences between the subgroups over time. Note that in some cases only a single school was included in the cell and therefore, the change in the difference is not an average, but the change value for that school. Therefore, while the difference between black and white performance in reading/ELA appears better among non-charter district schools, the range shows that some district schools got worse (one by 45 percentage points) while others got better.

<b>Gap in Reading/ELA Proficiency Rates</b>	<b>AECF Charter Schools</b>	<b>AECF District Schools</b>
Black-White	-4 (single school)	-3.5 (-45 to +11)
Hispanic-White	+13 points (single school)	+6.8 (-40 to +26)
FRM/ Non-FRM	+4.5 (-19 to +27)	-4.5 (-11 to +2)
<b>Gap in Mathematics Proficiency Rates</b>		
Black-White	+8 (single school)	+3.8 (-4 to +11)
Hispanic-White	-9 (single school)	+13.2 (-1 to +64)
FRM/ Non-FRM	+21.8 (+5 to +37)	+6.5 (-7 to +20)

### Comparisons among Cities

The number of schools in each city ranged from one (e.g., Los Angeles and San Diego) to eight (Atlanta), with total enrollments in each city ranging from 356 (Bronx) to 1,909 (Atlanta) (see Table 8). Seven of the 13 cities had increased enrollment for all of the schools included in this report. While some cities had a relatively low proportion of minority students (e.g., San Diego), many cities had student populations that were over 90 percent minority (e.g., Los Angeles, DC, Atlanta, Boston, Baltimore, New York, and Philadelphia). In addition, eight of the 13 cities had over 70 percent free or reduced price meal qualified students.

	<b>Atlanta</b>	<b>Baltimore</b>	<b>Boston</b>	<b>Bronx</b>	<b>Des Moines</b>	<b>Indianapolis</b>	<b>Los Angeles</b>	<b>Milwaukee</b>	<b>Philadelphia</b>	<b>Providence</b>	<b>San Diego</b>	<b>Seattle</b>	<b>Washington DC</b>
<b><u>Schools</u></b>													
# of Grantees	3	3	2	1	1	2	1	1	1	2	1	2	4
# of Schools	8	3	2	1	2	2	1	1	4	2	1	2	6
# of Charter Schools	1	2	1	1	0	1	1	0	4	0	1	0	5
<b><u>Grades Served</u></b>													
# of Elementary Schools	1	0	0	0	2	1	0	0	0	0	0	2	1
# of K-8 Schools	0	1	1	1	0	0	1	0	2	0	0	0	1
# of Middle Schools	1	2	0	0	0	0	0	0	1	1	0	0	1
# of High Schools	6	0	1	0	0	1	0	1	1	1	1	0	3
<b><u>Enrollment</u></b>													
Total Enrollment	1,909	584	878	356	610	1,127	821	1,533	2,240	1,548	520	1,114	1,439
% Increased	13%	100%	50%	100%	0 %	100%	100%	0 %	75 %	50%	100%	100%	100 %
% Decreased	25%	0 %	50%	0 %	50 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %
% Stable	0 %	0 %	0 %	0 %	50 %	0 %	0 %	100%	25 %	50%	0 %	0 %	0 %

**Table 8  
Characteristics of Schools by City (Continued)**

	Atlanta	Baltimore	Boston	Bronx	Des Moines	Indianapolis	Los Angeles	Milwaukee	Philadelphia	Providence	San Diego	Seattle	Washington DC
<b><u>Ethnicity</u></b>													
% Asian	0 %	0 %	1 %	0 %	11 %	0 %	0 %	1 %	0.0%	8 %	8 %	40 %	<1 %
% Black	97%	95%	44%	94 %	18 %	34 %	33 %	66 %	97 %	12%	12 %	16 %	99 %
% Hispanic	1 %	1 %	50%	6 %	31 %	21 %	65 %	16 %	2 %	52%	19 %	29 %	<1%
% White	2 %	<1%	2 %	0 %	40 %	43 %	1 %	16 %	.51%	15%	52 %	15 %	0 %
% Minority (black & Hispanic)	98%	96 %	95%	100%	61 %	55 %	98 %	83 %	99 %	72%	39 %	85 %	99 %
Minority Increased/Stable	75%	100%	50%	100%	100%	100%	100%	100%	100%	100%	0 %	100%	83 %
Minority Decreased	25%	0 %	50%	0 %	0 %	0 %	0 %	0 %	0 %	0 %	100%	0 %	0 %
<b><u>FRM</u></b>													
% FRM*	84%	86%	83%	67 %	54 %	72 %	83 %	64 %	69 %	73%	19 %	77 %	80 %
Increased	25%	33%	50%	100%	0 %	50 %	100%	100%	50 %	50%	100%	0 %	33 %
Decreased	50%	67%	50%	0 %	100%	50 %	0 %	0 %	25 %	50%	0 %	50 %	17 %
Stable	25%	0 %	0 %	0 %	0 %	0 %	0 %	0 %	25 %	0 %	0 %	50 %	33 %

\* Figures may not add to 100% because not all possible ethnicities were included on the table.

Student achievement among grantees by city generally showed improvement (Table 9). The majority of cities showed high proportions of increasing academic trends within their schools. In 10 of the 13 cities 50 percent or more of the observed academic trends were positive.<sup>9</sup> Many schools within each of the cities outperformed district averages. Two of the 13 cities had schools that outperformed state averages on standardized tests (Baltimore and Philadelphia). (See Appendix VII for detailed descriptions of grantees by city.)

<sup>9</sup> This refers to the number of positive changes in the percentage of students passing/reaching proficiency on standardized tests. The number of observed trends varied by school from zero to 27, depending on the number of grades, the number of tests, and the number of years data were available.

**Table 9  
Trends in Student Achievement by City**

	Atlanta	Baltimore	Boston	Bronx	Des Moines	Indianapolis	Los Angeles	Milwaukee	Philadelphia	Providence	San Diego	Seattle	Washington DC
<b>% Making Adequate Yearly Progress*</b>	50 %	100%	50 %	100%	100%	0 %	0 %	100%	50%	50%	100%	50 %	17 %
<b><u>Academic Trends</u></b>													
% Increased	50 %	67 %	28 %	100%	75 %	36 %	59 %	55 %	69%	69%	38 %	91 %	66 %
% Stable	18 %	9 %	78 %	0 %	10 %	18 %	9 %	45 %	31%	19%	13 %	0 %	3 %
% Decreased	32 %	30 %	17 %	0 %	15 %	45 %	32 %	0 %	0 %	13%	50 %	9 %	31 %
<b><u>Changes in Achievement Gaps</u></b>													
% Narrowed	n/a	100%	n/a	n/a	75 %	50 %	100%	100%	n/a	88%	50 %	50 %	n/a
% Widened	n/a	0 %	n/a	n/a	25 %	50 %	0 %	0 %	n/a	12%	50 %	50 %	n/a
<b><u>District Comparisons</u></b>													
% Better than District	92 %	100%	40 %	33 %	25 %	29 %	100%	100%	50%	50%	100%	0 %	58 %
% Worse than District	8 %	0 %	60 %	67 %	75 %	71 %	0 %	0 %	50%	50%	0 %	100%	42 %
<b><u>State Comparisons</u></b>													
% Better than State	0%	33 %	0 %	0 %	0 %	0 %	0 %	0 %	25%	0 %	0%	0 %	n/a
% Worse than State	100%	67 %	100%	100%	100%	100%	100%	100%	75%	100%	100%	100%	n/a

\*(2005-06 or 2006-07)

## **Qualitative Evidence of Impact, Influence, and Leverage**

### **Impact of Casey Support**

Grantees provided testimonial evidence of the Foundation’s impact on student outcomes, family support, and community engagement that was consistent with the quantitative evidence of student achievement improvements and service expansion across most schools. Grantees also served as catalysts for collaboration among civic stakeholders, municipal offices, health care organizations, and businesses. Grantees viewed the activities supported by Casey as critical to improving student outcomes. All grantees stated that Casey funding was very important for carrying out supported activities. Many stated that the activities would not have been possible without the Foundation’s support. Most grantees (79 percent) combined Casey funding with other sources to carry out the specific activities supported.<sup>10</sup> Examples of funded activities included smaller schools and classes, after-school, weekend, and summer programs, early hiring of leaders, school design implementation, home visits, parent education (ESL, GED, computer, and study skills), health care support, and at-home assistance. Some grantees created or restructured schools that now serve as community centers for recreation, cultural events, and adult education.

### **Influence of Casey Foundation Support**

Grantees provided evidence that Casey support influenced the enactment and expansion of schools, services, and collaborations that positively impacted communities. The Foundation supported innovators in these communities—grantees often reported that their schools were the first of their kind in terms of change, range of

<sup>10</sup> Four grantees reported using Casey funds exclusively. These included Lynde & Harry Bradley School of Technology; Foundations, Inc. (for 4 schools); City of Providence, Rhode Island; and SENSE.

services, or school design. Several grantees reported that the activities supported by Casey had since been adopted by other schools (e.g., George Washington Middle School in Indianapolis reported that more than 30 schools have adopted their health program).

### Leverage of Casey Foundation Support

Grantees provided evidence that Casey support leveraged subsequent and/or expanded services. Fifteen grantees reported being engaged in school (10) or program (6) replications (Table 10). In addition, Casey funds were part of a matching arrangement for two grantees.

<b>Table 10</b>		
<b>Replication Activities Reported by 15 Grantees</b>		
<b>Grantee/School</b>	<b>Replication of Schools</b>	<b>Replication of Programs</b>
<i>KIPP Key Academy, DC</i>	Three new schools (1(Aim) opened in 2005-06, 1 opened in 2006-07 & 2 opening in 2007-08	
<i>High Tech High, San Diego</i>	Five new schools opened	
White Center Heights Elementary, Seattle	One school (Mount View is the replication school from White Center)	
Orchard Gardens, Boston	Several new schools opened in MA	
<i>Lab Charter School, Philadelphia</i>	Two new schools opened	
<i>The SEED School, DC</i>	One new school will open in 2008	
The Met School, Providence	One new school opened, 2 more planned	
New Schools at Carver, Atlanta,	One new school will open 2007-08.	
<i>KIPP, Baltimore</i>	One new school will open in 2008.	
<i>Crossroads School, Baltimore</i>	Several new schools opened.	Several schools replicating program components.
City on a Hill, Boston		Boston Public School District is using their Teacher Mentor/Training program.
George Washington Middle School, Indianapolis		30+ schools replicating their Health Service and after school programs.
Gilbert Stuart Middle, Providence		Schools have replicated components (e.g., their parent education class).
<i>The Accelerated School, Los Angeles</i>		Schools replicated program components.
<i>Imhotep Institute Charter School, Philadelphia,</i>		School joined with two other schools to inform best practices for curriculum/program.

**Appendix I**  
**Annie E. Casey Grant Details by School**

<b>Total Amounts, Award Years, Length, and Annual Allotments of Annie E. Casey Foundation Grants to Schools</b>				
<b>School Name</b>	<b>First Year Awarded</b>	<b>Total Funded to the Grantee (Foundation)</b>	<b>Length of Grant</b>	<b>Annual Allotment</b>
Tech High Charter	2004	\$400,000.00	4 years	\$100,000
Gideons Elementary & Parks Middle School	2006	\$180,000.00	2 years	\$90,000
Carver High Schools	2006	\$100,000.00	1 year	\$100,000
KIPP Ujima Village Academy	2003, 2007	\$65,000.00	2 years	\$15,000, \$50,000
The Crossroads School	2002	\$232,500.00	4 years	\$40,000 to \$60,000
New Song Academy	2000	\$630,000.00	5 years	\$126,000
City on a Hill	2000	\$25,000.00	1 year	\$25,000
Orchard Gardens	2002	\$100,000.00	2 years	\$50,000
Harriet Tubman Charter School	2002	\$50,000.00	1 year	\$50,000
Longfellow Elementary & Wallace Elementary	2002	\$50,000.00	1 year	\$50,000
George Washington Community	2001	\$100,000.00	2 years	\$50,000
SENSE	2006	\$100,000.00	2 years	\$50,000
The Accelerated School	2002	\$35,000.00	1 year	\$35,000
Bradley School of Technology	2002	\$100,000.00	2 years	\$50,000
Imhotep Institute, Laboratory Charter, West Oak Lane Charter, & Germantown Settlement	2001	\$400,000.00	2 years	\$50,000/school
Gilbert Stuart	2001	\$31,795.00	1 year	\$31,795
The Met School	2000	\$100,000.00	2 years	\$50,000
High Tech High	2001	\$100,000.00	2 years	\$50,000
White Center Heights & Mount View Elementary	2002, 2005	\$100,000.00	2 years	\$50,000
See Forever Foundation--Maya Angelou Evans & Shaw	1999, 2001	\$120,000.00	3 years	\$20,000 to \$50,000
KIPP Key Academy & KIPP Aim Academy	2005	\$103,803.00	2 years	\$50,000 +
Davis Elementary	2001	\$150,000.00	3 years	\$50,000.00
The SEED School	2001, 2006	\$265,000.00	4 years	\$50,000 to \$100,000

## Appendix II Data Sources

- D.C. Public Charter School Board (PCSB): <http://www.dcpubliccharter.com/publications/>
- Des Moines Public Schools: <http://www3.dmps.k12.ia.us/> and <http://dpi.state.wi.us/>
- District of Columbia Public & Charter Schools <http://webb.k12.dc.us/NCLB/>
- District of Columbia Public Schools Academic Performance Database System: <http://webb.k12.dc.us/apds/APDSSummaryReports.asp>
- California Department of Education: <http://dq.cde.ca.gov/dataquest/> and <http://star.cde.ca.gov>
- Charter Schools Institute-The State University of New York: <http://www.newyorkcharters.org/>
- Georgia Department of Education: <http://www.doe.k12.ga.us/> and <http://reportcard.gaosa.org/>
- Iowa Department of Education: <http://www.iowa.gov/educate/>
- Just 4 the Kids: [www.just4kids.org](http://www.just4kids.org)
- KIPP DC: [http://216.139.220.46/desktopdefault.aspx?page\\_id=70](http://216.139.220.46/desktopdefault.aspx?page_id=70)
- Maryland State Department of Education: <http://mdreportcard.org/>
- Massachusetts Department of Education: <http://profiles.doe.mass.edu/>
- New York State Education Department: <http://www.emsc.nysed.gov/> and <https://www.nystart.gov/>
- Pennsylvania Department of Education: [http://paAdequateYearlyProgress.com/7585\\_default.html](http://paAdequateYearlyProgress.com/7585_default.html) and <http://www.pde.state.pa.us/>
- Providence Schools: <http://www.providenceschools.org/>
- Rhode Island Department of Elementary & Secondary Education: <http://www.eride.ri.gov/> and <http://infoworks.ride.uri.edu>
- School Matters a Service of Standard & Poor's: [www.schoolmatters.com](http://www.schoolmatters.com)
- Washington State Office of Superintendent of Public Instruction: <http://reportcard.ospi.k12.wa.us/>
- Wisconsin Department of Public Instruction: <http://www2.dpi.state.wi.us/> and <http://dpi.state.wi.us/>

## **Appendix III**

### **Description of Data Collection and Analyses**

#### **Data Collection**

Student achievement is defined in this report as the percent of students scoring in the proficient or better range and/or pass or pass plus (depending on the state's NCLB definition). These test data (as well as the data on enrollment and student demographics) were collected from publicly available data sources—most often the state department of education. In some instances, district web pages provided data as well (see Appendix I for a list of all sources used). Every attempt was made to collect data for the year prior to the initial grant year. For example, if Casey funds were awarded in 2001, the first year of data ideally came from the 2000-2001 academic year. However, for 12 schools the initial grant year was also the first year of operation for the schools. In those cases data were collected in the initial year of the grant. In either case, the initial data are what is referred to as the baseline achievement data in this report. The most recent year for achievement data also tends to differ by state. For 11 states the most recent data available were from 2006-07, for 24 schools the most current data were from 2005-06.

#### **Student Achievement Trends**

The trends reported here are defined as the difference in percent proficient/passing between the baseline and the current years in a subject area. Differences of three percentage points or more (in either direction) were considered meaningfully different. Increases in academic achievement were defined as changes equal to or greater than positive three percentage points and decreases equal to or less than negative three percentage points. Schools that displayed changes of fewer than three percentage points were considered to have been stable.

Schools varied in the grades they served and the number of tests they administered. Data from all available subject areas are used but were often limited to reading/English language arts and mathematics. Therefore, all trend comparisons in this report focus on the results from the reading and mathematics assessments. Results for the other subject areas are found in the Results by City presentation (Attachment C.)

#### **Achievement Gap Comparisons and Trends**

Another way to infer how a school or program may be impacting student achievement outcomes is to look at whether the school has been successful at narrowing, or closing achievement gaps for their students. Achievement gaps were determined for campuses in which disaggregated data were available for white students and black and/or Hispanic students and for campuses that had separate figures for economically disadvantaged students (i.e., students qualifying for free or reduced price meals) and non-economically disadvantaged students. When data were available, the differences between white students and minority students (i.e., black or Hispanics) were computed. For example, if the average 2005-06 proficiency rate in mathematics for white students was 79 percent and the average proficiency rate for black students was 67 percent then the black-white gap would have been  $67-79 = -12$  percentage points. Negative values in this case always represent a gap in achievement favoring white students, while positive values represent gaps favoring the minority group.

To assess a schools progress toward closing achievement gaps, the percentage point differences were compared from either the year prior to or the initial year that the school received Casey funds (i.e., the baseline year) and the most recent year for which data were available (either 2005-06 or 2006-07). Continuing on with the above example, if the black-white difference for the same school was -25 percentage points during 2001-02 (the first year of Casey funding) then the black-white achievement gap had narrowed by 13 percentage points ( $|-25| - |-12| = 13$ ). This same series of calculations was done between white and Hispanic students and between economically disadvantaged (free or reduced price meal eligible students) and non-economically disadvantaged students (non free or reduced price meal eligible students).

**Appendix IV**  
**Annie E Casey Foundation Grantee Phone Interview Protocol**

Hello. My name is \_\_\_\_\_. My I please speak with [CONTACT]?

**IF [CONTACT] IS UNAVAILABLE:** Can you please tell me when he/she will be in? \_\_\_\_\_

**IF [CONTACT] NO LONGER WORKS THERE:** Can you please direct me to someone who is familiar with the grant received from the Annie E Casey Foundation for [PROJECT TITLE]?

**Name & Title of person interviewed (if different than the contact person):**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Office phone: \_\_\_\_\_

Email: \_\_\_\_\_

**IF NO ONE IS FAMILIAR WITH THE GRANT:** If I could ask, do you know whether [PROJECT TITLE] is still in place?

1. [ ] Yes

2. [ ] No

**Thank you.**

**BEGINNING OF INTERVIEW**

Hello [CONTACT] my name is \_\_\_\_\_, The Annie E. Casey Foundation would like to better understand the impact of its Making Connections initiative. As part this effort, we are conducting this telephone survey with all of the Foundation's education grantees under this initiative.

This questionnaire asks about the grant support your organization received from the Foundation for the purpose of [INSERT ACTIVITY DESCRIPTION]. Is now a good time? The survey should take no longer than 10 minutes to complete.

**IF YES,** continue to the beginning of the survey; **IF NO,** schedule a call back time \_\_\_\_\_

1. Did you use the grant support from the Annie E. Casey Foundation together with resources from other funders to carry out the activities supported, or was the support from the Foundation the sole financial resource?

1. [ ] only used the support from the Annie E. Casey Foundation

2. [ ] used support from other funders for the activities as well

2. According to the following options, how important was the funding from the Annie E. Casey Foundation for carrying out the supported activities?

1.  Very Important
2.  Important
3.  Somewhat Important
4.  Not Important

3. Please briefly describe how the grant support impacted students at the school or campuses supported?

4. Have the activities supported been replicated or expanded to other schools?

1.  Yes (CAN YOU PLEASE DESCRIBE HOW?)
2.  No

5. Did your organization learn anything in particular through the activities supported that have been applicable or helpful to other schools or contexts?

1.  Yes (CAN YOU PLEASE DESCRIBE HOW?)
2.  No

6. Is there anything else about the influence of the activities supported by the Annie E. Casey Foundation that comes to mind?

7. Was there anything about the Foundation's grant process [such as timing, purpose, requirements, burden] that you would like to comment on?

8. Do you have any suggestions for the Foundation related to its grant making?

That concludes our survey. Thanks you for your help.

**Appendix V**  
**Annie E. Casey Funded Schools Making Adequate Yearly Progress in 2005-06**

<b>Mapping AYP History for Casey Funded Schools that Made Adequate Yearly Progress in 2005-06</b>		
<b>School Name</b>	<b>Made AYP in '04-'05</b>	<b>Made AYP in '03-'04</b>
Tech High Charter	Yes	N/A
Gideons Elementary	Yes	Yes
Parks Middle School	No	No
KIPP Ujima Village Academy	Yes	Yes
The Crossroads School	Yes	Yes
New Song Academy	Yes	No
City on a Hill	Yes	N/A
Harriet Tubman Charter School	Yes	No
Longfellow Elementary	N/A	N/A
Wallace Elementary	N/A	No
Bradley School of Technology	No	No
Imhotep Institute	No	Yes
Laboratory Charter	Yes	Yes
West Oak Lane Charter	Yes	Yes
The Met School	Yes	No
High Tech High	Yes	Yes
Mount View	Yes	Yes
Maya Angelou Shaw	No	No
KIPP Key Academy	Yes	Yes

**Appendix VI**  
**Annie E. Casey Funded Schools *Not* Making Adequate Yearly Progress (AYP) in 2005-06**

<b>Areas in Which Schools Missed AYP, Needs Improvement Status, and AYP Histories</b>					
<b>School Name</b>	<b>Met Criteria for Test Participation</b>	<b>Met Criteria for Academic Performance</b>	<b>Met Second Indicator</b>	<b>Needs Improvement</b>	<b>Years <i>Did</i> Make AYP</b>
Senior Academy	Yes	No	Yes (graduation)	Yes	2004-05
School of Arts	Yes	No	Yes (attendance)	Yes	First year open
School of Technology	Yes	No	Yes (attendance)	Yes	First year open
School of Health Science & Research	Yes	No	Yes (attendance)	Yes	First year open
Early College High School	Yes	No	Yes (attendance)	Yes	First year open
Orchard Gardens	Yes	No	Yes (attendance)	Yes	None last 3 years
George Washington Community	No	No	No (attendance)	No	None last 3 years
SENSE	Yes	No	No (attendance)	No	First year open
The Accelerated School	Yes	No	Yes (API)	No	2002-03 & 2003-04
Germantown Settlement	Yes	No	Yes (attendance)	Yes	None last 3 years
Gilbert Stuart	No	No	Yes (attendance)	No	None last 4 years
White Center Heights	Yes	Yes	No (unexcused absence)	No	2003-04
Davis Elementary	Yes	No	No (attendance)	No	2003-04 & 2004-05
The SEED School	Yes	No	Yes (attendance)	No	2003-04 & 2004-05
Maya Angelou Evans	Yes	No	Yes (attendance)	No	First year open
KIPP AIM Academy	Yes	No	N/A (attendance)	No	First year open

## Appendix VII City Descriptions

**Atlanta, Georgia** had eight schools and two grantees: The Community Foundation for Greater Atlanta (first funded in 2006) and Tech High Foundation (first funded in 2004). Casey Foundation funds went to one school, Tech High Charter School, which served grades 9 and 10 only as of 2005-06. The Community Foundation's schools are unique in a variety of ways. First, they comprise a feeder pattern that was funded as such. Initially this feeder pattern consisted of an elementary school (Gideons Elementary), a Middle School (Parks Middle School), and a high school (Carver High School). In 2005-06 Carver High School split into five schools on one campus, collectively known as New Schools at Carver.

In 2005-06, Tech High enrolled 173 students, while the Community Foundation schools had average enrollments of 248 students. The schools served similar student populations—predominantly ethnic minority (95-99 percent) and a high percentage of free and reduced meal students (65-91 percent). The proportion of minority students across the schools remained stable over time, as did FRM eligibility.

The baseline reading pass rates started out relatively high, ranging between 65-81 percent. However, the average percent passing in 2005-06 was slightly lower across the two grantees' schools. Tech High dropped 7 percent and the Community Foundation dropped an average of 2 percent. Average baseline math pass rates ranged from 41-60 percent but both showed steady increases in math pass rates (averaging 35-41 percent increases).

**Baltimore, Maryland** had three schools and three grantees: KIPP Baltimore, Inc. (first funded in 2003), The Living Classrooms Foundation (first funded in 2002), and New Song Urban Ministries, Inc. (first funded in 2000). Each grantee provided support to one school. KIPP Ujima Village Academy, a public charter school, received funds from the KIPP Foundation and served grades 5-8. The Crossroads School, a public charter school, received Casey funds via the Living Classroom Foundation and served grades 6-8. Finally, New Song Academy received support through the New Song Urban Ministries and served grades K-8. Each of the schools started out with less than 100 students and grew rapidly—KIPP nearly quadrupled, Crossroads tripled, and New Song doubled in size between their baseline years and 2006-07. All three schools served a similar demographics, high minority (95-100 percent) and high poverty student population (83-86 percent).

Each of the schools made Adequate Yearly Progress during all years for which data were available. While both KIPP and New Song students increased in reading and math proficiency rates over time, New Song's increases were higher. New Song increased reading proficiency from 17 percent in 2002-03 to 67 percent in 2006-07 and increased math proficiency from 18 percent to 44 percent over the same period. The Crossroads School showed declines in the percent proficient in both reading (16 percent) and math (6 percent) between 2003-04 and 2006-07.

**Boston, Massachusetts** had two schools and two grantees: Dudley St. Neighborhood Initiative, which supported Orchard Gardens Pilot School (first funded in 2002), and City on a Hill, Inc., which supported City on a Hill Public Charter School (first funded in 2000). Both of the schools served a high proportion of minority students (97 percent) and a high percentage of students that qualified for free or reduced price meals (72 percent and 88 percent), but that is where the similarities end. City on a Hill serves high school students while Orchard Gardens serves K-8. City on a Hill made Adequate Yearly Progress in 2005-06, Orchard Gardens did not. City on a Hill showed large increases in the percent proficient in reading (85 percent) and math (390 percent). Orchard Garden, on the other hand, showed an increase in reading proficiency (14 percent) but a decrease (33 percent) in math proficiency. Overall, City on a Hill appears to be doing a better job at increasing student achievement among poor and minority students in the Boston area.

**Bronx, New York** had one school and one grantee: Harriet Tubman Charter School (first funded in 2002) a public charter school serving grades K-7. The school served a nearly all black student population (95 percent) and a moderate to high percentage of free and reduced meal students (67 percent in 2005-06).

Enrollment more than doubled in the four years the school has been opened. Harriet Tubman Charter School made Adequate Yearly Progress in 2004-05 but not in 2003-04 (only 2 years of Adequate Yearly Progress data were available). The school increased in English Language Acquisition proficiency rates (17 percent) and science (doubled) but decreased in math (31 percent).

**Des Moines, Iowa** had two schools and one grantee: Boys and Girls Club of Central Iowa (first funded in 2002). The Boys and Girls Club supported Longfellow Elementary and Wallace Elementary; both traditional public elementary schools serving grades K-5. Both schools had a majority white student population but Wallace had a slightly higher minority student population and a higher proportion of FRM students than Longfellow. The percentage of free or reduced price meal students decreased at both schools, with Longfellow's free and reduced meal population decreased more (by 78 percent compared to 11 percent). The proportion of free and reduced meal students at Wallace remained high (75 percent in 2006-07). Enrollment decreased at both campuses but Wallace Elementary decreased less and had a higher enrollment than Longfellow (239 at Longfellow vs. 371 at Wallace). Both schools made Adequate Yearly Progress in 2005-06 and increased in math proficiency rates (38 percent increase at Longfellow vs. 19 percent at Wallace). Reading proficiency increased at Longfellow by 23 percent and remained stable at Wallace Elementary.

**Indianapolis, Indiana** had two schools and two grantees: Mary Riggs Neighborhood Center (first funded in 2001) and Southeast Neighborhood School of Excellence, Inc. (first funded in 2006). The Mary Riggs Center provided funds to George Washington Community School, which serves students in grades 6-12. The Southeast Neighborhood School of Excellence provided funds for SENSE, a public charter elementary school serving K-5. George Washington's students were increasingly minority (up 39 percent between 2001-02 and 2006-07) but there was a 10 percent decrease in the proportion of students who qualified for free and reduced price meals (71 percent in 2006-07). Comparatively, SENSE served a stable proportion (24 percent) of minority students between 2004-05 and 2006-07, although the percentage qualifying for free or reduced price meals increased 12 percent (83 percent in 2006-07). Neither school made Adequate Yearly Progress in 2005-06. However, that was the first year SENSE had available test scores. George Washington, which had data available from 2001-02 to 2005-06, has only made Adequate Yearly Progress once, in 2003-04. Both schools showed increased proficiency rates in English Language Acquisition (14 percent increase for George Washington, 24 percent for SENSE) and in math (25 percent for George Washington, 218 percent for SENSE).

**Los Angeles, California** had one school and one grantee: The Accelerated School (first funded in 2002), a charter school serving grades K-8. The school had a high minority student population (72 percent Hispanic and 26 percent black students in 2006-07), with high free and reduced meal percentages (83 percent in 2006-07), and student enrollment more than tripled between 2002-03 and 2006-07. The school has not made Adequate Yearly Progress during the last two years, although overall proficiency rates generally increased between 2001-02 and 2005-06; English Language Acquisition (up 35 percent), math (up 3 percent), science (up 33 percent), history (up 100 percent). Algebra proficiency, however, decreased 68 percent in those same years.

**Milwaukee, Wisconsin** had one school and one grantee: Bradley Technology and Trade Foundation provided support for Bradley Technology and Trade School (first funded in 2002), a public school serving grades 9-12. The school served a largely minority student population (82 percent in 2005-06) with free or reduced price meal percentages that ranged from 36 percent to 64 percent and had a consistently large student enrollment (1,533 students in 2005-06). The school made Adequate Yearly Progress in 2005-06 and increased proficiency levels for math (by 3 percent), and science (by 4 percent), but decreased in reading (by 4 percent), language arts (by 14 percent) and social studies (by 17 percent).

**Philadelphia, Pennsylvania** had four schools and one grantee: Foundations, Inc. (first funded in 2001), which provided support to four charter school campuses: Germantown Settlement Charter School, serving grades 5-8; Imhotep Institute Charter School, serving grades 9-12; the Laboratory School of Communications and Languages; and West Oak Lane Charter, both serving grades K-8. All schools served a majority black

student population (88 to 100 percent) and a moderate to high proportion of free and reduced meals students ranging from 53 percent (Germantown) to 90 percent (Imhotep). Student enrollment generally increased (except for a 5 percent decrease at Germantown). All campuses except Germantown made Adequate Yearly Progress in the last two years and all schools increased in reading and math proficiency rates. Imhotep had the largest gains in reading and math proficiency levels and had the largest free and reduced meals student population out of the 4 schools. Laboratory Charter had the highest overall scores in reading and math with 100 percent of their students scoring proficient or advanced in 2005-06.

**Providence, Rhode Island** had two schools and two grantees: Providence Public School District (first funded in 2001), which supported Gilbert Stuart Middle School, and the Big Picture Company, Inc. (first funded in 2000), which supported Metropolitan Regional Career and Technical Center (The Met School). Gilbert Stuart Middle School serves 6<sup>th</sup>-8<sup>th</sup> graders that are predominantly ethnic minorities (94 percent) and/or economically disadvantaged (77 percent). Enrollment has remained relatively stable, ranging from 822 in 1990-00 to 832 in 2006-07. The Met serves grades 9-12 and had a 70 percent minority population and 68 percent free and reduced meals eligibility. Enrollment at The Met increased from 49 in 1998-99 to 716 in 2006-07. With this large influx of students The Met significantly increased its proportion of minority students (from 57 percent to 77 percent) and free or reduced price meal students (from 43 percent to 65 percent).

The baseline math and reading proficiency rates were very low at both schools, ranging from 10 percent to 14 percent in reading and 6 percent to 20 percent in math. While both schools showed improvement in proficiency rates (ranging from 25 percent to 270 percent), increases were higher in reading at the Met (260 percent vs. 86 percent) but Gilbert had higher math proficiency increases (270 percent compared to 25 percent).

**San Diego, California** had one school and one grantee: High Tech High Foundation (first funded in 2001) a public charter school serving grades 9-12. High Tech High served an ethnically diverse student population (8 percent Asian, 12 percent black, 19 percent Hispanic, and 48 percent white) and a decreasingly low free and reduced meals population (19 percent in 2006-07). Enrollment more than doubled from 198 in 2000-01 to 520 in 2006-07. The school has made Adequate Yearly Progress during the last three years and increased English Language Acquisition proficiency rates on the California State Assessment. The school's pass rates decreased slightly in the English Language Acquisition portion of the California High School Exit Exam (CAHSEE) but remained stable on the CAHSEE math test.

**White Center, Washington** had two schools and two grantees: Refugee Federation Service Center (2003) and New Futures (first funded in 2002). Each grantee provided funds to one school and each of those schools served K-6 students. In general, the schools had relatively similar enrollments (399 and 477) and proportions of ethnic minorities (84 percent and 87 percent). The school supported by New Futures (Mount View), however, had better overall student performance than the school supported by the Refugee Federation Service Center (White Center Charter School). Mount View made Adequate Yearly Progress in each of the last three years, while the White Center Charter School only made Adequate Yearly Progress in 2003-04. In addition, although both schools showed increases in student proficiency in reading and math, Mount View's percent proficient increased at a higher rate (73 percent in reading compared to 7 percent and over 300 percent in math compared to 97 percent).

**Washington, DC** had six schools and four grantees: DC Public Schools (first funded in 2001), KIPP Foundation, DC (first funded in 2005), The SEED Public Charter School of Washington DC (first funded in 2001), and the See Forever Foundation (first funded in 1999). Both the See Forever Foundation and the KIPP Foundation provided support for two schools each, while DC Public Schools and The SEED Public Charter provided support to one school each. The See Forever Foundation schools were both charter schools that served grades 9-12. The KIPP schools were both charter schools that served grades 5-8. DC Public School's Davis Elementary served grades K-5. The SEED School served grades 7-12. The students served by each of these grantees were very similar--99-100 percent black students and 73-88 percent free and reduced meals eligible.

Baseline reading proficiency rates varied widely, from 4 percent at the schools supported by the See Forever Foundation to 38 percent at The SEED School. Baseline math proficiency was somewhat higher, ranging from 16 percent at the See Forever Foundation schools to 44 percent at the KIPP schools. The average percent proficient in reading increased for three of the four grantees (See Forever had a 40 percent increase, KIPP had a 109 percent increase, and The SEED School had a 21 percent increase). Only one grantee increased in math proficiency (KIPP had a 31 percent increase) and three decreased (the See Forever schools had a 12 percent decrease, The SEED School had an eight percent decrease, and Davis Elementary had an 18 percent decrease). The KIPP schools were the only ones to have increased proficiency in both reading and math and KIPP Key Academy was the only school to make Adequate Yearly Progress in 2005-06.