Project LIFT: Year Two Report

Prepared by Research for Action
October 31, 2014

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RESEARCH for ACTION

About Research for Action

Research for Action (RFA) is a Philadelphia-based nonprofit organization. We seek to use research as the basis for the improvement of educational opportunities and outcomes for traditionally underserved students. Our work is designed to: strengthen public schools and postsecondary institutions; provide research-based recommendations to policymakers, practitioners, and the public at the local, state, and national levels; and enrich the civic and community dialogue about public education. For more information, please visit our website at www.researchforaction.org.

Acknowledgements

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Executive Summary

Introduction

Research for Action (RFA) has completed its second year of a five-year external evaluation of the Project Leadership and Investment for Transformation (LIFT) Initiative in the Charlotte-Mecklenburg School District (CMS). Project LIFT is a public-private partnership between CMS and the local philanthropic and business communities in Charlotte, designed to turn around nine schools in the West Charlotte Corridor. Starting in the 2012-13 school year, Project LIFT operates as a semi-autonomous Learning Community within CMS, providing the initiative with CMS infrastructural support and access to an initial $55 Million investment of private resources to drive a multifaceted reform effort in Charlotte's highest poverty schools. Project LIFT's long-term goals are to significantly improve student achievement in the following ways: 1) 90% of students will achieve proficiency in math and English across the Learning Community; 2) 90% of students will meet annual growth goals in math and English; and, 3) 90% of West Charlotte High School (WCHS) students will graduate on time.

This Year Two Report provides a comprehensive analysis of the second year of the initiative, incorporating key highlights of Year Two implementation with a presentation of student behavioral and academic achievement outcomes for the 2013-14 school year.

Below, we summarize key contextual factors affecting Year Two Implementation; provide an overview of implementation successes and challenges; and summarize the results of our outcomes analyses: student academic achievement, school climate, and Early Warning Indicators of school dropout.

Key Findings: Contextual Factors Affecting Year Two Implementation

Year Two of LIFT was affected by contextual factors occurring at multiple levels.

Changes at the State Level

- North Carolina lowered the proficiency standards for all End of Grade (EOG) and End of Course (EOC) standardized tests in 2013-14, contributing to substantial increases in proficiency levels across the State, in CMS, and at the LIFT schools.
- Changes to North Carolina teacher contracts, and uncertainty related to the future of teacher tenure and compensation had an impact on teacher recruitment and retention.

District Feeder Patterns

- Only about one-third of LIFT middle school students enroll in WCHS.

Retention in the LIFT Learning Community

- Retention of key leaders and staff in LIFT schools remained a challenge in Year Two.

Continued Roll-Out of New LIFT Programming

- Key elements of the initiative did not roll out in a timely or consistent manner.

Key Findings: Implementation Successes and Challenges

Year Two of the initiative included a number of important **implementation successes and challenges** across the four focus areas. The most notable of these are highlighted in Table ES-1.

Table ES-1. Year Two Implementation Successes and Challenges

SUCCESSES	CHALLENGES
TALENT	
- LIFT staff made improvements related to targeted recruitment of strong Talent and vacancy replacements. - LIFT staff refined Professional Development and supports offered to principals and teachers.	- Staff turnover continued to be an issue at both the LIFT Learning Community level (Executive Director – Strategic Planning and Evaluation) and school-level (principals and teachers). - The LIFT Way Practices were not clearly visible at the LIFT classroom-level.
TIME	
- LIFT received positive school staff and parent feedback related to the rollout of the new academic learning calendars. - LIFT schools better aligned the BELL program to their respective schools and WCHS principals aligned the LIFT Academy curriculum to WCHS. - The LIFT Academy added more flexible evening hours and WCHS added an additional credit recovery program. - LIFT schools altered their master schedules to allow for increased intervention time for students.	- Some principals continue to perceive the quality of staffing for the BELL summer program to be low. - During rollout of the new learning calendars, schools experiences issues related to teacher retention, staff fatigue, and district coordination of buses following the end of the traditional calendar year. - The LIFT Academy has limited capacity to serve the number of students needing credit recovery options at WCHS.
TECHNOLOGY	
- LIFT stakeholders (principals, teachers, students, and parents) were offered increased access and training to technology beyond what was offered in Year One. - LIFT made efforts to strategically use technology (i.e., to increase parent engagement, recruit teacher applicants, and track internal recruitment and retention data).	- Many LIFT schools continued to experience technology infrastructure problems in Year Two. - LIFT staff and principals observed that technology usage was oftentimes superficial and lacked substantive links to classroom instruction. - More professional development is needed for teachers using Discovery Education as a resource for DDI.
PARENT AND COMMUNITY ENGAGEMENT	
- The Parent and Community Engagement focus expanded to additionally target school staff in programming efforts. - LIFT staff facilitated the establishment of School-based Resource Teams fostering collaboration among community members, parents, students, and the school. - LIFT staff encouraged positive public perception of LIFT by working closely with local media sources.	- LIFT staff are still developing measurable goals and consistent strategies for parent engagement across the LIFT learning community. - LIFT staff report a lack of principal buy-in at some schools for parent and community engagement programming. - Some principals critique LIFT staff's ability to leverage existing school events to gain better parent participation. - LIFT staff and principals continue to express concerns about not being able to meet the social-emotional needs of their students and families.

Key Findings: Year Two Student Outcomes: Academic Achievement

Analyses of the effect of Project LIFT on student academic performance relied on examining differences between the performance of LIFT and comparison students along the following outcomes for each EOG/EOC assessment:[1]

1. Scaled Score Growth: scaled score growth represents the difference between a students' scaled score in 2012-13 and their score in 2013-14. Scaled score growth is only assessed for the Math and Reading EOGs, since these are the only assessments taken by students in consecutive years.
2. Scaled Score: scaled scores represent the overall performance of individual students on the EOG/EOC assessments in 2013-14.
3. Proficiency: proficiency represents whether or not a student achieved proficiency on the EOG/EOC assessment in 2013-14.

Table ES-2 summarizes the results of these analyses.[2]

Table ES-2. Significance of Differences between LIFT and Comparison Student Performance on EOG and EOC Assessments

	SCALED SCORE GROWTH *Effect Sizes*	SCALED SCORES *Effect Sizes*	PROFICIENCY *Odds Ratios*
Reading EOG	.126 ✻	.076 ✻	1.211 ^
English II EOC		*No effect*	*No effect*
Math EOG	*No effect*	*No effect*	*No effect*
Math I EOC		*No effect*	*No effect*
Science EOG#		*No effect*	*No effect*
Biology EOC		-.238 ^	-.475 ✻

^ Significant at p<.10 ✻ Significant at p<.05

#The Science EOG models control for prior Math achievement

- LIFT 4-8th grade students significantly outperformed comparison students on the Reading EOG in all three outcomes:
    - LIFT students had significantly higher growth from 2012-13 to 2013-14;
    - LIFT students had significantly higher scaled scores in 2013-14; and
    - LIFT students were significantly more likely to score proficient or above in 2013-14.

[1] Each of the predictive models developed for the Year Two analyses included controls for the following differences between LIFT and Comparison Students: students' prior academic achievement on NC EOG assessments; 2013-14 attendance rate; whether or not a student received at least one OSS; race; gender; special education status; and grade level. (See Appendix E for a full description of the predictive modeling)

[2] Effect Sizes refer to the standardized differences between LIFT students and the comparison students' performance on the EOG/EOC assessments. The effect size for Reading Growth, .126, suggests that the average Reading growth for LIFT students was .126 Standard Deviation Units greater than the average Reading growth for the comparison students. Effect sizes of .20 or greater are traditionally considered substantial effects for any educational intervention. Odds Ratios refer to the likelihood that the LIFT students will earn proficient scores on an EOG/EOC assessment when compared to the comparison students. An odds ratio greater than 1 suggests that LIFT students will be more likely to achieve proficiency, while odds ratios below 1 suggest that LIFT students will be less likely to achieve proficiency than the comparison students.

- On the Reading EOG the overall magnitude of the differences between the LIFT and comparison students was relatively modest.
    - LIFT students' average reading scaled score growth was .126 standard deviation units greater than the comparison students;
    - LIFT students' average reading scaled scores were .076 standard deviation units greater than the comparison students;
    - LIFT students were 1.2 times more likely to score proficient or above on the Reading EOG than students at the comparison schools.
- LIFT students had significantly lower Biology scaled scores and were significantly less likely to be proficient or above on the Biology EOC than the comparison students in 2013-14.
    - West Charlotte students' average biology scaled scores were .238 standard deviation units lower than the comparison students.
    - West Charlotte students were less than half as likely to score proficient or above on the Biology EOC than students at the comparison schools.

- Across each of the other EOC and EOG assessments (Math, Math 1, English II, and Science), there were no significant differences in the performance of the LIFT students and students at the comparison schools in 2013-14.

Proficiency levels at the LIFT schools generally remained below those of the comparison schools and in CMS as a whole, particularly in Math and Reading. As was the case with all CMS schools, much of the proficiency gains across the EOG/EOC assessments can be attributed to the change in the proficiency levels introduced in 2013-14.

However, proficiency levels varied significantly across the LIFT schools, both in terms overall proficiency on the EOG assessments, and increases in student proficiency in Year Two. Table iv provides a summary of the percentage of students scoring proficient or above on each of the EOG and EOC assessments at each LIFT school in 2012-13. In Table ES-3, the number in "( )" is the percentage of students who scored at 'Level 3' in 2013-14; these are students who count as 'proficient' in 2013-14 but whose scores would not have been proficient on the 2012-13 EOG/EOC assessments.

Table ES-3. Percentage of Students Proficient on EOG and EOC Assessments at LIFT Schools: 2012-13 and 2013-14

END OF GRADE ASSESSMENTS						
LIFT Schools	Math		Reading		Science (Grades 5 & 8)	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
LIFT Elementary/ Middle Students *(3-8)*	24%	32% (8)	20%	33% (11)	37%	55% (14)
Comparison Schools *(3-8)*	28%	38% (9)	26%	37% (12)	32%	53% (13)
CMS District *(3-8)*	46%	56% (7)	46%	57% (12)	54%	70% (11)
ALLENBROOK *(K-5)*	39%	62% (8)	24%	38% (12)	20%	48% (17)
STATESVILLE RD *(K-5)*	27%	50% (12)	18%	45% (15)	39%	44% (16)
ASHLEY PARK *(PK-8)*	32%	35% (10)	22%	31% (11)	41%	63% (20)
BRUNS *(PK-8)*	14%	16% (6)	13%	25% (10)	25%	41% (12)
DRUID HILLS *(PK-8)*	12%	29% (8)	15%	31% (11)	10%	52% (41)
THOMASBORO *(PK-8)*	32%	30% (7)	18%	30% (12)	35%	63% (8)
W.G. BYERS *(PK-8)*	18%	28% (9)	14%	30% (12)	56%	47% (16)
RANSON *(6-8)*	23%	27% (6)	26%	38% (11)	48%	63% (13)
	END OF COURSE ASSESSMENTS					
	Math		Reading		Science (Grades 5 & 8)	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
WEST CHARLOTTE *(HS)*	12%	30% (13)	25%	38% (12)	14%	22% (6)
Comparison Schools *(9-12)*	22%	45% (15)	43%	55% (13)	26%	47% (9)
CMS District *(9-12)*	46%	64% (11)	46%	67% (11)	48%	59% (9)

Ongoing Signs of Climate Improvements in LIFT Schools

Attendance, out of school suspensions, and Early Warning Indicators (EWIs) of school dropout have all been identified as key drivers of longer term academic success.[3] Analyses of these climate indicators in Year Two revealed the following:

- Across the LIFT Schools, student attendance was very high in Year Two.
- At most LIFT elementary/middle schools, suspensions continued to decline or remained roughly constant in Year Two.
- WCHS saw mixed results across a number of indicators:
    - Substantial reductions in school-wide out of school suspensions;
    - Increasing risk levels for the 2013-14 9th grade cohort, specifically:
        - *More* students with attendance below 80%;
        - *Fewer* students with multiple out of school suspensions;
        - *More* students failed a course;
        - *More* students earned 3 or fewer credits; and
        - *More* students did not complete their 9th grade year on-track to graduation.

[3] Mac Iver, 2013; Neild and Balfanz 2006

- LIFT 9th graders still finished their freshman year at substantially *lower risk* than the 2011-12 cohort of WCHS 9th graders.[4]

Tables ES-4 and ES-5 present a summary of LIFT school performance along these key climate measures in Years One and Two.

Table ES-4. LIFT School Climate Measures at LIFT Elementary/Middle Schools in Year One and Two

LIFT SCHOOLS	AVERAGE DAILY ATTENDANCE ABOVE 90%		OSS REDUCTIONS	
	2012-13	2013-14	2012-13	2013-14
ALLENBROOK *(K-5)*	✓	✓		✓
STATESVILLE RD *(K-5)*	✓	✓		✓
ASHLEY PARK *(PK-8)*	✓	✓	✓	✓
BRUNS *(PK-8)*	✓	✓		✓
DRUID HILLS *(PK-8)*	✓	✓		✓
THOMASBORO *(PK-8)*	✓	✓	✓	
W.G. BYERS *(PK-8)*	✓	✓	✓	✓
RANSON *(6-8)*	✓	✓	✓	✓

✓ Performance remained stable or improved

Table ES-5. WCHS EWI Measures in Year One and Two

EWI MEASURES	2012-13	2013-14
Reductions in Students with ADA below 80%	✓	
OSS Reductions	✓	✓
Reductions in Course Failure	✓	
Reductions in Students Earning 3 or Fewer Credits	✓	
% of 9th Grade Cohort On-Track to Graduation	52%	61%

✓ Performance remained stable or improved

[4] The 2011-12 cohort of 9th graders at WCHS are those students who enrolled the year before Project LIFT began in the 2012-13 school year.

Summary and Next Steps

Findings presented in the Year Two evaluation continue to generally align with contemporary theories of the key elements and early outcomes associated with complex turnaround efforts in high poverty schools. These initiatives take time to get fully implemented, and making substantial academic gains across multiple subject areas requires multiple years of ongoing, consistent implementation of the key elements of the turnaround model.[5]

At this still early stage in the initiative, Year Two findings point to promising signs of climate improvement in all LIFT schools, and room for considerable improvement in student achievement measures.

However, the LIFT 4-8th graders performance on the Reading EOG assessment is notable. While the degree to which LIFT students outperformed those in comparison schools was rather modest after Year Two, these findings are encouraging because reading and literacy gains are historically the most difficult to achieve in school and district turnaround efforts.[6]

In addition, the fact that LIFT students performed at similar levels to comparison students on English II, Math, Math I and Science EOG/EOC assessments is also encouraging. Given the amount of change taking place in the LIFT schools in the first two years of the initiative, it is remarkable that the LIFT students are generally performing on-par with students at similar schools in CMS.

However, across each of the EOG and EOC assessments, LIFT students' performance remained well below district levels, and remained well below 50% on both the Reading and Math EOGs. In addition, the progress of incoming cohorts of 9th grade students at WCHS remains an ongoing challenge. While the first two cohorts of the Project LIFT initiative, the 2012-13 and 2013-14 cohorts, completed their first year at WCHS at lower risk than the 2011-12 cohort many of these students have already fallen off track towards graduation. If WCHS is going to approach the long term graduation goals for the initiative, incoming cohorts of 9th grade students will need increasing amounts of support to ensure they get off on the right foot, and credit recovery opportunities will need to be available for many of these students.

[5] OECD 2014; Byrk et. al 2010; Tucci 2009
[6] Springer et. al 2014; Berends et. al 2003

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I. Introduction

Research for Action (RFA) has completed its second year of a five-year external evaluation of the Project Leadership and Investment for Transformation (LIFT) Initiative in the Charlotte-Mecklenburg School District (CMS).

Project LIFT is a five-year district turnaround effort created through a public-private partnership between CMS and local philanthropic and business communities. An initial investment of $55 million in private support facilitated the development of a semi-autonomous "LIFT Learning Community" within CMS, solely dedicated to the rapid turnaround of the eight elementary and middle schools that feed into West Charlotte High School (WCHS) in the West Charlotte Corridor (WCC). While Project LIFT shares some similarities with other public-private partnerships in public education (e.g., the Harlem Children's Learning Community), it is distinguished by its institutional position within CMS and its focus on developing partnerships to implement the turnaround initiative. Project LIFT's long-term goals are to significantly improve student achievement by meeting the following targets: 1) 90% of students will achieve proficiency in math and English across the Learning Community; 2) 90% of students will meet annual growth goals in math and English; and, 3) 90% of WCHS students will graduate on time.

This report presents findings from our analyses of LIFT implementation and student outcomes for the 2013-14 school year—Year Two of the LIFT initiative.[7]

Organization of the Year Two Report

This report is organized into the following five sections that provide in-depth findings from our analyses of Year Two implementation and student outcomes.

Section II: Project LIFT in Context includes:

- State, district and Learning Community-level factors impacting LIFT implementation.
- Student and teacher populations at LIFT schools.

Section III: Year Two Implementation Findings.

[7] See Appendix A for a complete list of the data sources for the Year Two evaluation.

Section IV: Year Two Student Outcomes: Main Impact Analyses of LIFT Initiative.

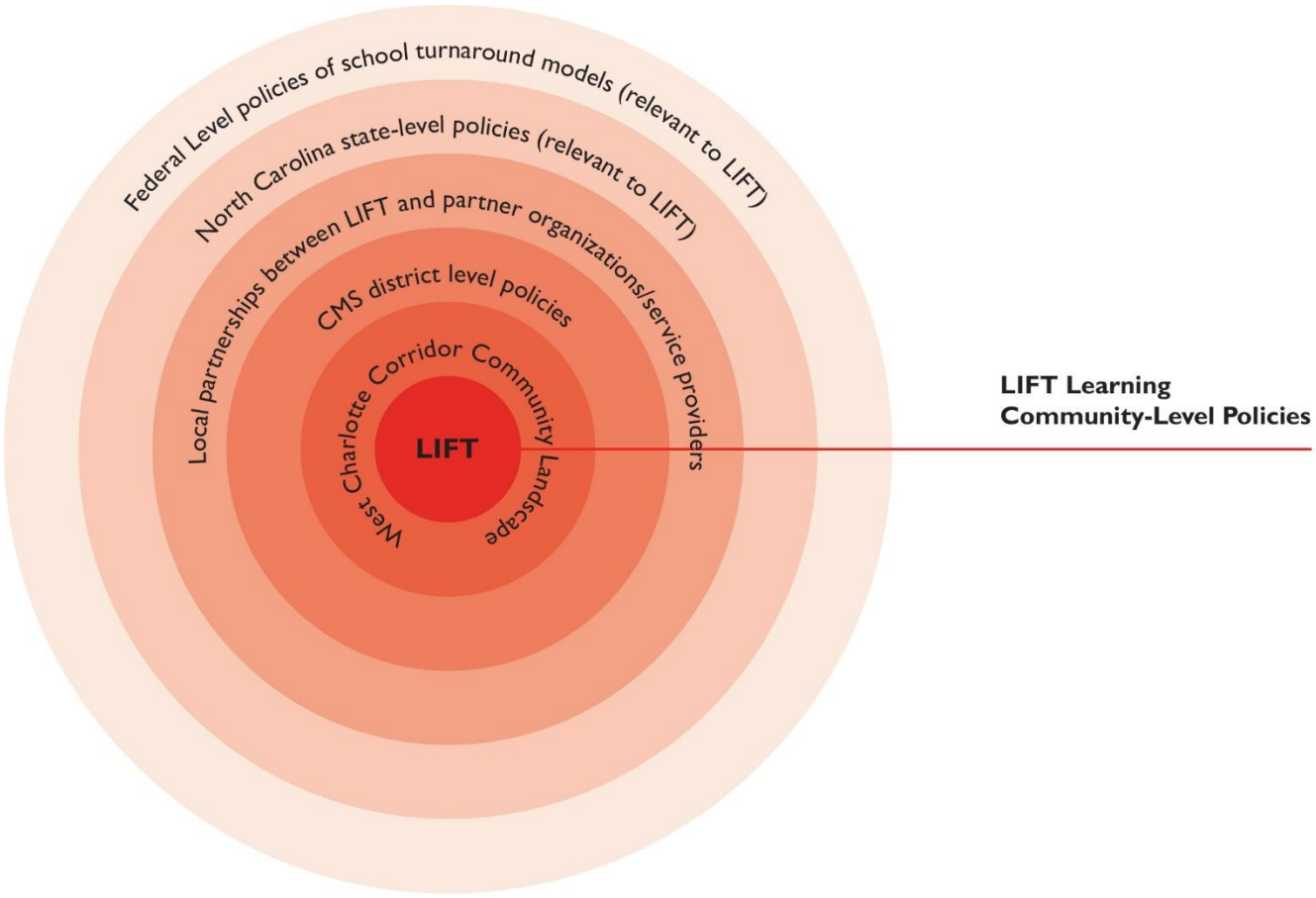
Section V: Year Two Student Outcomes: Academic and Behavioral.

Section VI: Year Two Report Summary and Preview of Year Three Evaluation.

II. Project LIFT in Context

Assessing Project LIFT is not possible without first considering several cross-cutting contextual factors that affect the initiative's implementation and effectiveness. Project LIFT operates more autonomously than other Learning Communities within CMS, but remains embedded within the larger structures of the state and district, as can be seen in Figure 1. In this section, we provide an overview of key factors that impacted LIFT implementation in Year Two across four levels: state, district, Learning Community, and school level factors.

Figure 1. Contextual Layers Surrounding Project LIFT



A. State Contextual Factors

Lowered State Proficiency Standards Contributed to Higher Overall Proficiency in CMS

Leading into the 2013-14 school year, the State Board of Education adjusted the achievement levels for North Carolina's End of Grade (EOG) and End of Course (EOC) assessments. Changing from a four to a five-level scale effectively lowered the threshold for student proficiency across all EOG/EOC assessments.[8] Table 1 presents the correspondence between the 2012-13 performance levels and the new levels introduced for the 2013-14 school year.

Table 1. North Carolina EOG/EOC Performance Levels: 2012-13 and 2013-14

2012-13 PERFORMANCE LEVELS	2013-14 PERFORMANCE LEVELS
Level 1: Limited Command of Knowledge and Skills	**Level 1:** Limited Command of Knowledge and Skills
Level 2: Partial Command of Knowledge and Skills	**Level 2:** Partial Command of Knowledge and Skills
	Level 3: Sufficient Command of Knowledge and Skills*
Level 3: Solid Command of Knowledge and Skills	**Level 4:** Solid Command of Knowledge and Skills
Level 4: Superior Command of Knowledge and Skills	**Level 5:** Superior Command of Knowledge and Skills

☐ Proficiency represented in these levels

*Newly added performance level

The introduction of 'Level 3' in 2013-14 contributed to substantial increases in overall student proficiency levels across the state. This change impacted CMS, and the LIFT schools, in the following ways:

- CMS and LIFT schools made substantial gains in overall student proficiency on all EOG/EOG assessments in 2013-14.[9]
- A greater number of CMS and LIFT students met the requirements for the newly implemented *Read to Achieve* program.[10]
    - Lowering proficiency standards for the EOG assessments effectively lowered the number of LIFT students that would be mandated to receive additional Literacy support, and increased the likelihood that LIFT 3rd graders would be promoted to 4th grade.

According to State Board members, the change was made to account for imperfections in test measurement. Regardless, this adjustment resulted in increased student proficiency within CMS and the LIFT Learning Community—providing an unintended boost towards meeting the long term proficiency goals for the initiative: 90% proficiency for all LIFT students on all EOG/EOC assessments.

[8] The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. http://www.dpi.state.nc.us/accountability/testing/shared/achievelevel/

[9]. Students in grades 3-8 are administered End of Grade assessments in Reading, Math, and Science. Students in grades 9-12 are administered End of Course assessments in English 2, Math 1, and Biology. See Appendix C for overall NC, CMS, and LIFT proficiency levels on all EOG/EOC assessments.

[10] http://www.dpi.state.nc.us/k-3literacy/achieve/

Changes to North Carolina Teacher Contracts, and Uncertainty for the Future of Teacher Tenure and Compensation had an Impact on Teacher Recruitment and Retention

In late September 2013, North Carolina Senate Bill 402 initiated the staggered implementation of a "pay for performance" renewable contract system that could potentially eliminate the existing teacher tenure system after the 2017-18 school year.[11] Under Senate Bill 402:

- Districts may offer 25% of their faculty four-year contracts, while all other teachers will receive one-year contracts.
- Teachers would no longer received automatic salary increases for earning a master's degree.

Although the full effect of Senate Bill 402 will not be felt until future years, passage of Senate Bill 402 initiated a state-wide conversation about teacher tenure and compensation creating an ongoing climate of uncertainty related to teacher evaluation, compensation, and job security. At the same time, North Carolina teacher salaries remain among the lowest in the nation, roughly $5,000 below the national average and considerably lower than neighboring South Carolina.[12] LIFT staff and principals both expressed concern about their ability to attract and retain high-quality talent within this policy climate. One principal described this concern in the following way:

> *I certainly think from a Talent perspective the pay in North Carolina caused us and continues to cause us a lot of difficulty in recruiting top talent from out of the state. I literally have seen staff or individuals … opt to go to another state, to South Carolina, which is not that far from us.*

B. CMS Contextual Factors

CMS Prioritized Data-Driven Instruction

The district's continued emphasis on data-driven decision-making supported the LIFT schools' development of infrastructure to collect and analyze student performance in real-time. In Year Two, Project LIFT staff also continued to encourage teachers to use Discovery Education to track student achievement and increased the professional development for teachers to effectively use this tool. [13]

The Implementation of Opportunity Culture Extended the Influence of Talented Teachers in LIFT Schools and Other CMS Schools

In Year Two, four LIFT schools implemented Opportunity Culture to extend the influence of the most effective teachers in their schools.[14] During the 2013-14 school year, CMS Superintendent Heath Morrison committed to implementing Opportunity Culture models in 17 other CMS schools for the 2014-15 school year. Replication of Opportunity Culture in other CMS schools represents a preliminary sign that the LIFT schools are operating as "an incubator for innovation" in the District more broadly.

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[11] http://webcache.googleusercontent.com/search?q=cache:Jt4s5jMagRkJ:legislative.ncpublicschools.gov/resources-for-legislation/2013-resources/TEACHER%2520Ks%2520PP%2520-%2520RB-%252010-3-13-1.pdf/at_download/file+&cd=4&hl=en&ct=clnk&gl=us; These policy changes align North Carolina with other states that are also reforming their teacher tenure and compensation structures. In Mississippi, no teacher tenure system exists. In June 2014, a California judge struck down the state's teacher tenure laws; and a number of major urban districts, including New York City, Washington, D.C., and Denver, have implemented merit pay compensation systems.

[12] National Education Association, http://www.nea.org/home/2012-2013-average-starting-teacher-salary.html

[13] Discovery Education provides standards-based digital content, formative assessments, and professional development to promote individualized learning and digital literacy. Discovery Education has been a partner of Charlotte-Mecklenburg Schools (CMS) since 2009. http://www.discoveryeducation.com/

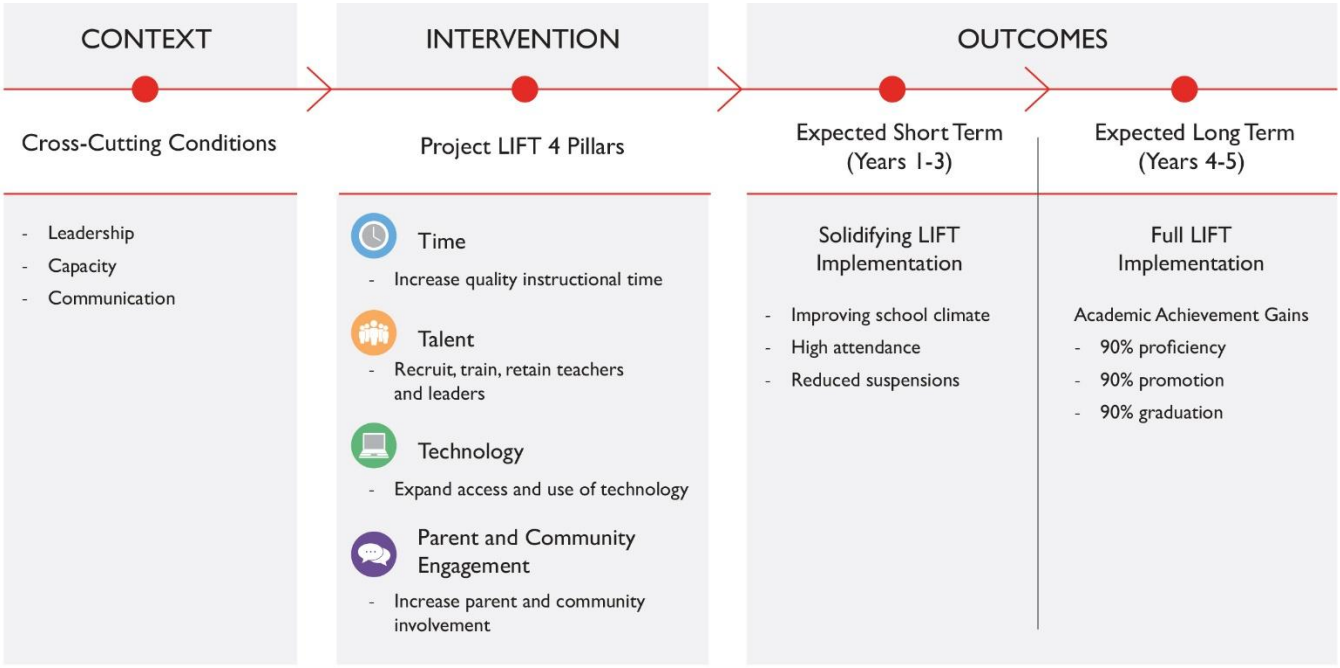
[14] Implemented in partnership with Public Impact, Opportunity Culture creates innovative staffing structures within schools to increase the number of students taught by the schools most talented teachers. During the 2013-14 school year, Opportunity Culture was rolled out to four of the nine LIFT schools.

Throughout Year Two, Project LIFT staff worked closely with CMS staff to support broader implementation in the District.

C. Cross-Cutting Implementation Conditions across the LIFT Learning Community: Leadership, Capacity and Communication

In Year One, the external evaluation identified three underlying conditions that affect all aspects of LIFT - *leadership*, *capacity*, and *communication*. Similar to Year One, we present these conditions as distinct, although they are dynamically related to one another and must function together to support successful implementation across the four pillars. Figure 2 presents the LIFT Theory of Change that shows the relationship between these conditions, LIFT implementation and outcomes.

Figure 2. Project LIFT Theory of Change



Below, we briefly summarize the status of each condition in Year Two.

Leadership Support Grew, but Challenges Remained

As we noted in Year One, leadership at the district, Learning Community, and school-levels is essential to the successful roll-out of complex educational reform initiatives like Project LIFT[15]. Strong and effective leadership provides guidance and strategic thinking across the initiative as a whole and encourages consistency in programming. As one LIFT staff member observed, "I think leadership is everything. If the principal makes it a priority, then the rest of the staff make it a priority, and that makes them respond to us faster and want to be involved in the programming."

Table 2 highlights key successes and challenges for LIFT leadership across the initiative in Year Two.

[15] OECE 2014; Bryk et. al 2010; Tucci 2009

Table 2. LIFT Leadership Successes and Challenges in 2013-14

LIFT LEADERSHIP SUCCESSES +	ONGOING CHALLENGES FOR LIFT LEADERSHIP !
Implementation of the LIFT Way across all LIFT schools.	Turnover among LIFT leadership entering Year Two.
Targeted professional development for principals.	Turnover among LIFT principals throughout Year Two. - 4 of the 9 original LIFT principals will return for Year Three. - Misalignment between new principals' experience and demands in LIFT schools.
Targeted professional development for teachers.	
Expanded use of Instructional Leadership Teams at LIFT schools.	
Enhanced coordination of LIFT Partners.	

LIFT Staff Worked to Enhance and Maintain the *Capacity* of LIFT Schools

The Project LIFT annual budget allocations strategically decrease in Years Three, Four, and Five of the initiative. Throughout Year Two, the LIFT staff began meeting with the LIFT Board to deliberately reduce spending in targeted areas while also planning for the longer term sustainability of key elements within the initiative.

Table 3 presents key steps Project LIFT staff took to enhance and maintain the capacity of LIFT schools, and ongoing capacity challenges across the Learning Community.

Table 3. LIFT Capacity Enhancements and Challenges in 2013-14

MAINTAINING AND ENHANCING LIFT CAPACITY +	ONGOING CHALLENGES FOR LIFT CAPACITY !
Additional LIFT staff to support programming and administrative responsibilities.	LIFT staff remained over-extended, especially the Learning Community Superintendent and Parent/Community Engagement staff.
Encouragement of LIFT principals to request district-level resources that are currently available, though underutilized by the LIFT schools, such as accessing Title I funds.	Turnover among LIFT principals continued throughout Year Two. - LIFT staff could not develop a systematic tracking and assessment plan for partner quality. - LIFT staff had to limit their parent and community engagement programming due to staff capacity issues.
Partnerships with non-compensated partners, including the use of college interns to support implementation.	LIFT schools continued to articulate unmet socio-emotional needs for their students.

LIFT Staff Worked to Improve *Communication* throughout the LIFT Schools

The complexity of Project LIFT requires ongoing and consistent communication at a number of levels across a diverse range of stakeholders. LIFT leadership has to communicate goals, strategies, and priorities to their staff, LIFT principals and teachers, partner organizations, and the West Charlotte community.

In Year Two, LIFT introduced a number of strategies to improve communication within the LIFT Learning Community. Table 4 presents key steps Project LIFT took to improve communication and ongoing communication challenges in the Learning Community.

Table 4. LIFT Communication Improvements and Challenges in 2013-14

IMPROVING COMMUNICATION IN THE LIFT LEARNING COMMUNITY +	ONGOING CHALLENGES FOR COMMUNICATION !
Revised LIFT Partner meeting structure to meet more regularly, and encouraged partners with similar goals to better align their supports in LIFT schools.	Continuous Learning Calendar schools experienced difficulty communicating with CMS in July and August at the start of Year Two.
Formalized expectations for teaching and learning across the four domains within the LIFT Way: Culture, Alignment, Personalized Learning, and Data-Driven Instruction.	New staff roles and responsibilities for teachers at Opportunity Culture schools were not consistently clear.
Used Instructional Leadership Teams (ILTs) to communicate LIFT priorities and expectations to individual teachers in LIFT schools.	LIFT staff reported a lack of principal-buy in at some schools for parent and community engagement programming.
Conducted regular phone check-ins (Pulse-Checks) with key leaders at LIFT schools to understand the implementation status of key LIFT strategies.	Some principals critiqued LIFT staff's ability to coordinate with existing LIFT school events to increase parent participation.
Surveyed LIFT teachers to assess school-based needs and teacher morale.	
Convened School-based Resource Teams of parents and community members to support school improvement planning.	
Enhanced the LIFT Brand in the local community and in the media.	

Summary of LIFT Learning Community Implementation Progress

In Year Two *leadership*, *capacity* and *communication* continued to impact the ability of LIFT to drive key implementation strategies. LIFT leadership introduced multiple strategies to improve communication efforts with various LIFT stakeholders (partners, school staff, and community members) throughout Year Two. LIFT leadership also expanded the capacity of key staff in the LIFT schools by distributing leadership more broadly, which provided a way to streamline communication of LIFT strategies to individual teachers at the LIFT schools.

Despite these efforts, limited financial and human capacity continued to hamper the implementation of key LIFT strategies throughout the LIFT schools. LIFT staff were oftentimes pulled in multiple directions in Year Two.

As key programming in the initiative stabilizes in Year Three, it will be important for the LIFT leadership to continue developing strategies that distribute leadership roles more broadly across the LIFT schools to mitigate the impacts of ongoing turnover in these key roles. The ongoing development of school-based leadership in the LIFT schools will provide much needed capacity to implement key elements of the initiative in Years Three to Five.

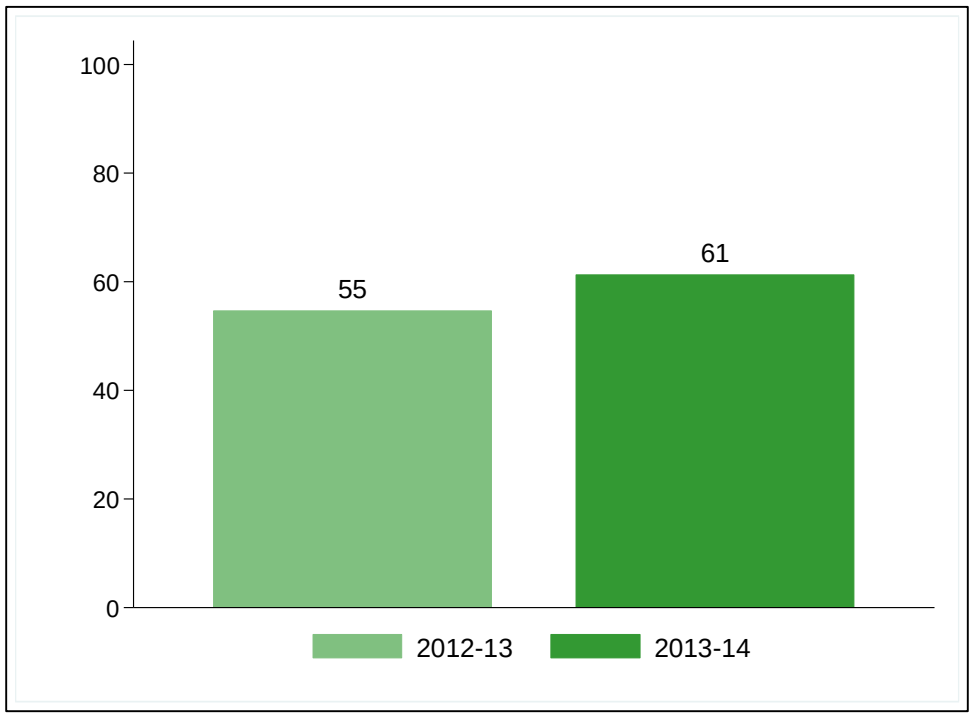
D. School-Level Contextual Factors: Teacher and Student Populations at LIFT Schools

Retaining Teachers Remains an Ongoing Challenge

At the start of the Project LIFT Initiative, LIFT principals were given considerable latitude to build a teaching staff at their schools whose values and talents were aligned with the mission and goals of the initiative. As a result, teacher retention was generally low across the LIFT Learning Community at the onset of Year One, as expected.

Entering Year Two, overall teacher retention improved modestly across all the LIFT schools. Figure 3 presents the percentage of all LIFT teachers who returned to their schools from the prior year for the first two years of Project LIFT, 2012-13 and 2013-14.

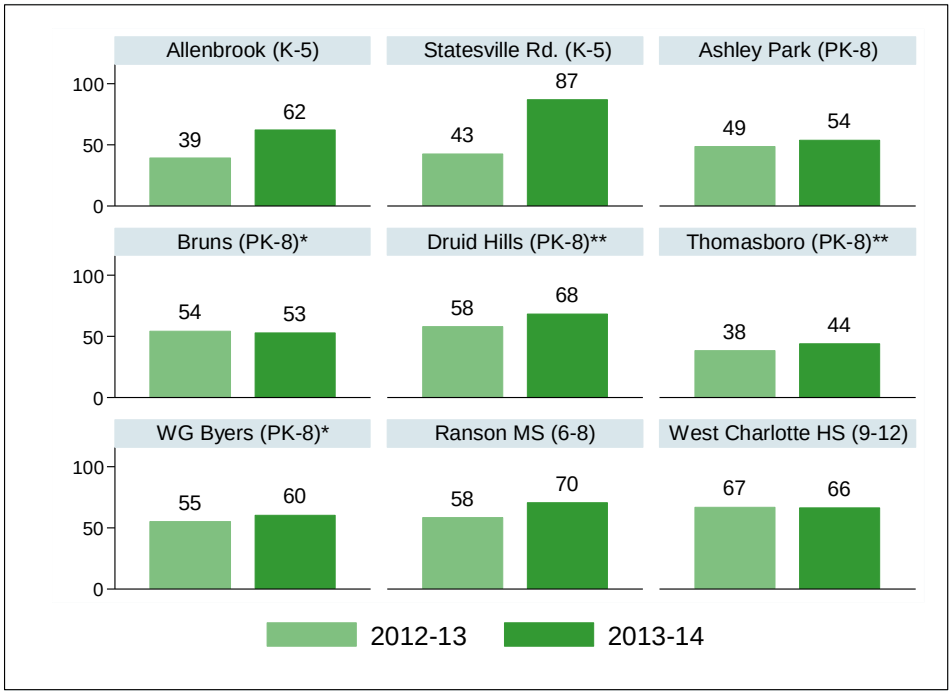
Figure 3. Percentage of LIFT Teachers Retained: 2012-13 and 2013-14



- Overall, 61% of LIFT teachers returned to their school to start the 2013-14 school year, up from 55% leading into Year One.

At individual LIFT schools, teacher retention either increased or stayed about the same from Year One. Figure 4 presents the percentage of teachers at LIFT schools who were retained at their schools leading into the first two years of the initiative: 2012-13 and 2013-14.

Figure 4. Percentage of LIFT Teachers Retained by School: 2012-13 and 2013-14



**Bruns and WG Byers are 180 Day Continuous Learning Calendar Schools*
***Druid Hills and Thomasboro are 199 Day Continuous Learning Calendar Schools*

- Across all the LIFT schools, yearly teacher retention rates either increased or remained roughly the same in 2013-14.
    - Allenbrook, Statesville Road, Druid Hills, and Ranson Middle School all experienced double-digit increases in the percentage of their teaching staff that were retained from the previous year coming into the 2013-14 school year.

- In most of the LIFT Elementary and Middle schools, less than two thirds of the teaching staff were retained from the previous year entering the 2013-14 school year.
    - Three of the Continuous Learning Calendar Schools, Thomasboro (44%), Bruns (53%) and Byers (60%), were among the LIFT schools with the lowest teacher retention rates entering 2013-14.

Principals and LIFT staff observed that many of the retained teachers were among the strongest teachers in Year One--referred to as "Irreplaceables."[16] From the LIFT staff perspective, this was seen as a great success, given the historically low teacher retention rates at LIFT schools.

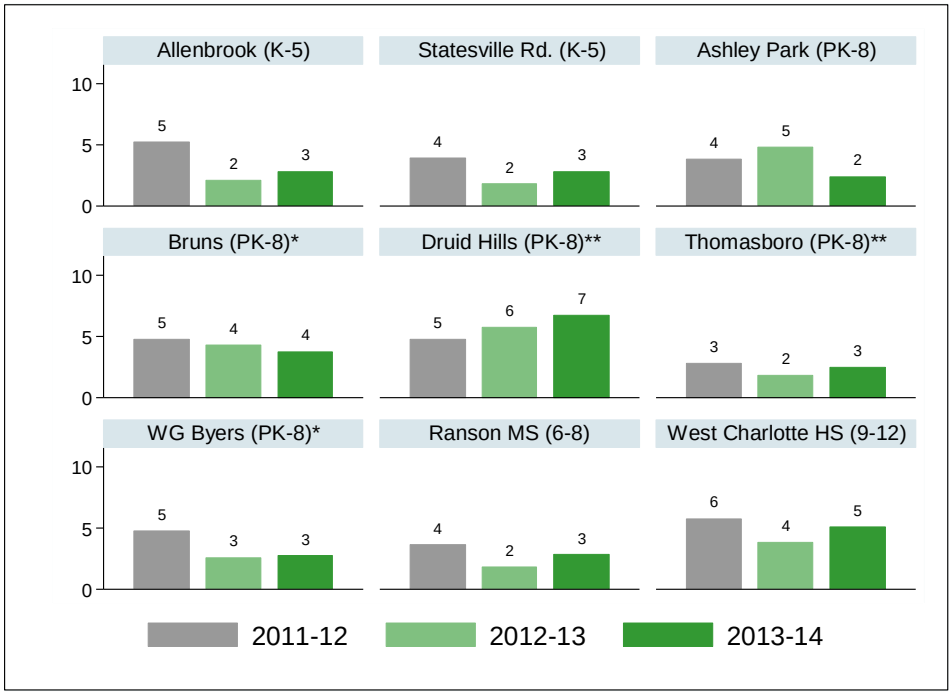
Teacher Experience Levels Stabilized in Year Two

Teacher turnover leading into Year One of the initiative resulted in overall reductions in the experience of the teacher populations in LIFT schools. After this initial drop, the experience base among the teaching staffs at LIFT schools has generally stabilized across most of the LIFT schools in Year Two.

[16] Irreplaceable Teachers are those who are in the top quartile each year based on forced rankings from LIFT staff and principals based on their critical competencies and one other form of data (i.e., test scores, leading indicator data, parent attendance).

Figure 5 presents the median years of experience in CMS of teachers at LIFT schools from 2011-12 to 2013-14. In Figure 5, the gray bars represent the year prior to the start of Project LIFT, the 2011-12 school year.

Figure 5. Median Years of Experience in CMS for LIFT Teachers: 2011-12 and 2013-14



**Bruns and WG Byers are 180 Day Continuous Learning Calendar Schools*
***Druid Hills and Thomasboro are 199 Day Continuous Learning Calendar Schools*

- At most LIFT schools, the median years of experience in CMS for LIFT teachers either increased or stayed the same in 2013-14.
    - Ashley Park was the only LIFT school that experienced substantive declines in teacher experience in 2013-14.

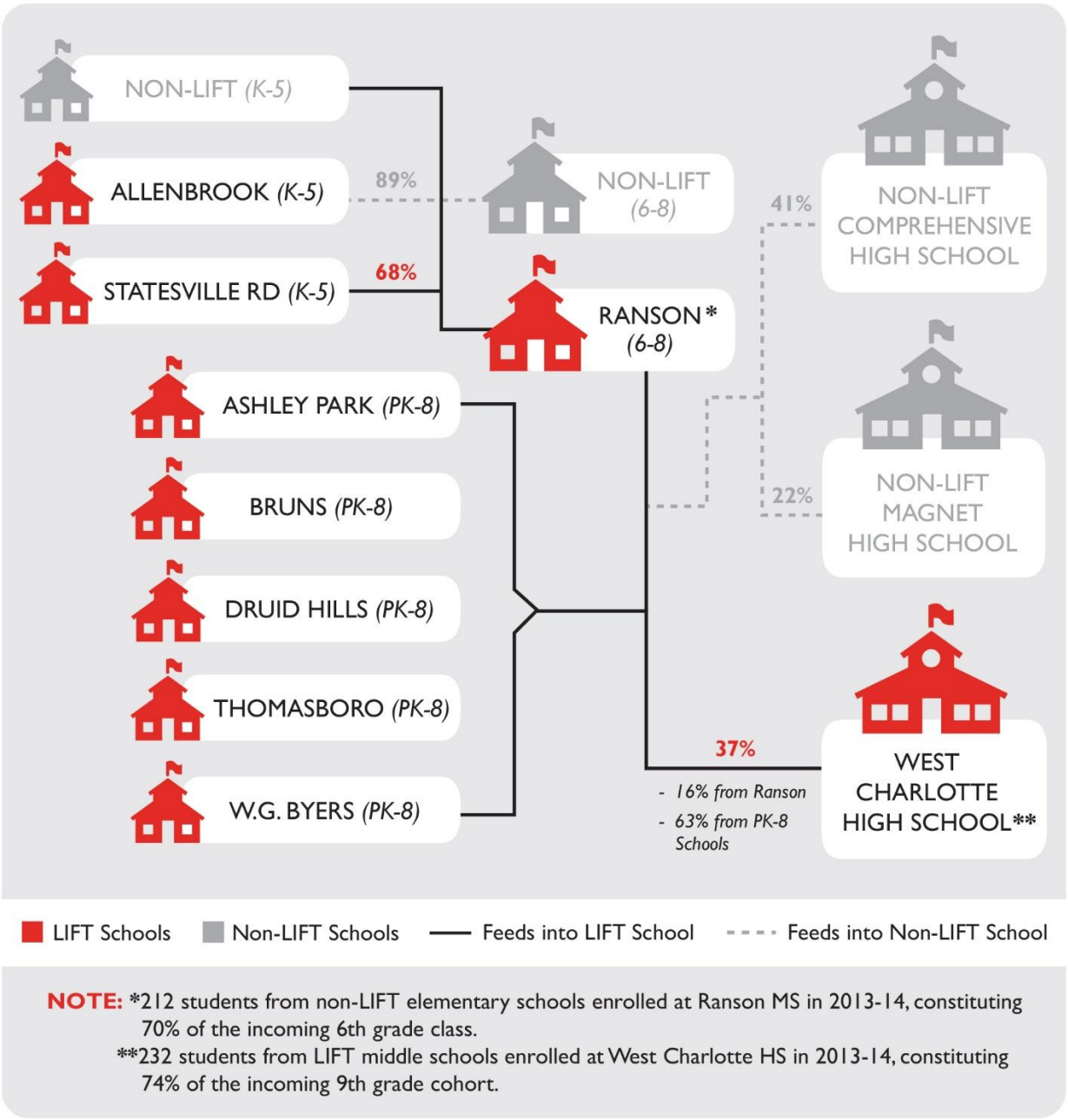
- In two-thirds of LIFT schools (6 of 9 schools), the median years of experience in CMS for teachers was 3 years or less in 2013-14.
    - In 2011-12, the median years of experience in CMS for teachers was 5 years or more in over half of LIFT schools (5 of 9 schools).

Inconsistent Student Feeder Patterns between LIFT Schools Inhibit Ongoing Support for LIFT Students

The Project LIFT initiative is guided by a belief that sustained support for the District's most challenged students will generate rapid improvements in individual student and school level performance.

However, our analyses reveal considerable student attrition at several points in the LIFT feeder pattern. Figure 6 presents the feeder patterns for students moving through the LIFT Learning Community coming into the 2013-14 school year. The solid lines represent students moving into a LIFT school. The dotted lines represent students from LIFT schools moving into non-LIFT schools. And the percentages represent the percentage of students moving from elementary schools to middle schools to high schools.

Figure 6. LIFT Learning Community Feeder Patterns Entering the 2013-14 School Year



NOTE: *212 students from non-LIFT elementary schools enrolled at Ranson MS in 2013-14, constituting 70% of the incoming 6th grade class.
**232 students from LIFT middle schools enrolled at West Charlotte HS in 2013-14, constituting 74% of the incoming 9th grade cohort.

Figure 6 reveals several notable findings:

- At Allenbrook, 89% of the 5th graders from 2012-13 enrolled in non-LIFT middle schools as 6th graders in 2013-14.[17]

[17] Allenbrook Elementary students feed into Whitewater Middle school. 19% (52 students) of the 8th grade class of 2012-13 at Whitewater Middle School enrolled at WCHS as 9th graders in 2013-14.

- Only 16% of Ranson 8th graders in 2012-13 enrolled at WCHS as 9th graders in 2013-14 (60 students).
    - 70% of 6th graders at Ranson Middle School in 13-14 attended non-LIFT schools in the previous year (2012-13).

- 37% of 8th graders who attended LIFT schools in 2012-13 enrolled at WCHS as 9th graders in 2013-14. Of the remaining students:
    - 22% enrolled in CMS partial or full magnet high schools.
    - 41% enrolled in other CMS comprehensive high schools.

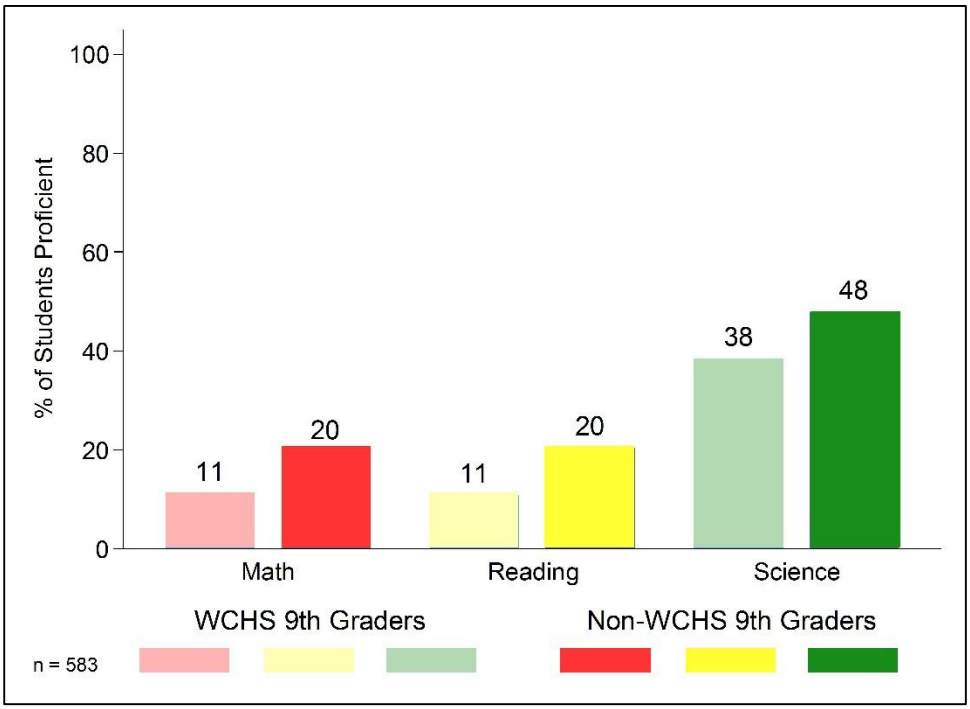
- 74% (232 students) of the first-time 9th graders at WCHS in 2013-14 are students who have matriculated from LIFT feeder schools.

As detailed above, the attrition that occurs at several transition points among LIFT schools makes it impossible to provide the sustained supports that were initially envisioned for the LIFT Initiative to many students.

Demographics of WCHS Students

Students who do enroll at WCHS are among the lowest performing in the Learning Community. Figure 7 presents the 2012-13 8th grade proficiency levels for first time 9th graders at WCHS and for those LIFT students who enrolled in another CMS high school in 2013-14.

Figure 7. 8th Grade Proficiency for 2013-14 9th Graders: LIFT Students Who Enrolled at WCHS v. LIFT Students Who Enrolled at Other CMS HS



- Significantly fewer students who enrolled at WCHS in 2013-14 scored proficient or above on all EOG assessments during their 8th grade year.

- Among all 8th grade students in LIFT schools, proficiency levels on EOG assessments were quite low in 2012-13 – particularly in Math and Reading.

When taken together, these findings suggest that WCHS is not the preferred destination for most students in the Learning Community. Moreover, because students who do continue on to WCHS are among the lowest performing students in the Learning Community, the task of reaching the long-term goals for the initiative may become increasingly difficult at WCHS.

E. Summary of Contextual Factors Relevant to LIFT

The contextual factors reviewed in this section function to support Year Two implementation, while also creating a number of challenges for the initiative.

Key supports for Year Two implementation included:

- CMS endorsements for Data-Driven Instruction, Discovery Education, and Opportunity Culture provided additional support and resources for the LIFT schools to implement key elements of the initiative.

Key challenges for Year Two implementation included:

- Principal and teacher turnover present ongoing challenges for the consistency of implementation across the LIFT schools.
- Changes to North Carolina teacher contracts created uncertainty for the future of teacher tenure and compensation adversely impacting recruitment and retention of talented teachers at the LIFT schools.
- The feeder patterns through the LIFT Learning Community prohibit the provision of ongoing supports for LIFT students.
- LIFT students who enroll at WCHS are among the lowest performing students in the Learning Community.

The following section details key implementation strategies for Project LIFT in Year Two. Where relevant, we highlight how the above-mentioned state, district, and local factors influenced LIFT implementation in Year Two.

Methodological Note: LIFT Implementation & Assessment Challenges

The contextual factors described in the section above also create challenges for evaluating the overall impact of the Project LIFT initiative in Year Two and in future years of the initiative. Key challenges for evaluation include:

- Changes to the proficiency levels for the North Carolina EOG/EOC assessments make it difficult to assess real gains at the LIFT schools in Year Two.
- The departure of the highest achieving students from the LIFT Learning Community prior to high school makes it difficult to assess the long term impact of the initiative. Over the course of the evaluation, the performance of those LIFT students who do not continue on to WCHS will not be represented in the external evaluation.
- Student mobility in and out of the LIFT schools and Learning Community presents ongoing challenges for assessing the impact of the initiative for a consistent population of students over the course of the initiative.
- Inconsistent implementation of key elements of the initiative across the LIFT schools makes it difficult to isolate the impact of the initiative overall, since students in the different LIFT schools will be exposed to a variety of 'treatments' over the course of the initiative.
- Replication of promising LIFT strategies and partner supports in other CMS schools (i.e., Opportunity Culture and Communities in Schools) will complicate comparisons between the LIFT schools and other CMS schools in future years of the evaluation.

III. Year Two Implementation Strategies

In Year Two, Project LIFT implementation included the maturation of key LIFT strategies from Year One, as well as the addition of new strategies to strengthen the initiative during the 2013-14 school year.

Figure 8 presents an overview of LIFT programming at each school during the 2013-14 school year: the partners in each school and the total number of students served.[18] LIFT partners are divided into three groups: those that provide academic supports (blue); those that provide socio-emotional supports (yellow); and those that provide supports to teachers (green).[19] Opportunity Culture and Arts and Science Council are **bolded** and *italicized* to indicate their new status in 2013-14.

[18] Figure 8 underestimates the total number of students supported by LIFT partners in 2013-14. The LIFT partner records received contained a sizable number of missing student IDs and these students are not represented in Figure 8. A brief description of the supports provided by each key partner is included in Appendix B.

[19] The total students served by those partners providing teacher level supports represent those students in classes taught, or supported, by teachers who received training/support from each partner.

Figure 8. LIFT Partner Supports and Total Students Served: 2013-14

Academic Supports | Socio/Emotional Supports | Teacher/Principal Supports

589 Students Served

ALLENBROOK *(K-5)*

BELL - Summer	137
BELL - After School	30
CIS - Academic	29
XO Champions	334
CIS - Socio Emotional	63
Teach for America	73
Public Impact/Opportunity Culture	122
New Leaders/Emerging Leaders	567

606 Students Served

STATESVILLE RD *(K-5)*

BELL - Summer	20
BELL - After School	48
CIS - Academic	53
XO Champions	361
CIS - Socio Emotional	29
Teach for America	116
New Leaders/Emerging Leaders	599

694 Students Served

ASHLEY PARK *(PK-8)*

BELL - Summer	147
BELL - After School	24
CIS - Academic	14
XO Champions	447
CIS - Socio Emotional	193
Men Who Care Global	36
Right Moves for Youth	69
Teach for America	387
Public Impact/Opportunity Culture	495
New Leaders/Emerging Leaders	142

953 Students Served

BRUNS *(PK-8)**

Arts & Science Council	608
BELL - After School	31
Charlotte's Web (JCSU)	2
CIS - Academic	40
XO Champions	457
CIS - Socio Emotional	162
Right Moves for Youth	64
Teach for America	178
New Leaders/Emerging Leaders	456

775 Students Served

DRUID HILLS *(PK-8)***

Arts & Science Council	356
BELL - After School	24
Ten80	691
CIS - Academic	1
XO Champions	293
CIS - Socio Emotional	94
Right Moves for Youth	24
New Leaders/Emerging Leaders	269

911 Students Served

THOMASBORO *(PK-8)***

Arts & Science Council	511
BELL - After School	25
CIS - Academic	19
XO Champions	416
CIS - Socio Emotional	179
Right Moves for Youth	61
Teach for America	25
Public Impact/Opportunity Culture	696
New Leaders/Emerging Leaders	192

583 Students Served

W.G. BYERS *(PK-8)**

Arts & Science Council	464
BELL - After School	44
CIS - Academic	64
XO Champions	253
CIS - Socio Emotional	23
Right Moves for Youth	76
Teach for America	26
New Leaders/Emerging Leaders	40

1338 Students Served

RANSON *(6-8)*

BELL - Summer	207
CIS - Academic	9
CIS - Socio Emotional	104
Men Who Care Global	20
Teach for America	1240
Public Impact/Opportunity Culture	269
New Leaders/Emerging Leaders	1309

1847 Students Served

WEST CHARLOTTE *(HS)*

BELL - Summer	39
Ten80	333
Charlotte's Web (JCSU)	31
CIS - Academic	65
YMCA	22
LIFT Academy	57
Youth Development Services	38
CIS - Socio Emotional	290
Teach for America	1071
New Leaders/Emerging Leaders	1506

** Bruns and Byers both became Continuous Learning Calendar Schools in 2013-13.*
*** Druid Hills and Thomasboro both became Continuous Learning Calendar Schools with 199 instructional days in 2013-14.*

- Across every LIFT school, virtually every student received support from at least one LIFT partner in 2013-14.[20]

- Key LIFT Partners and Strategies are not equally distributed across all schools in the initiative.
    - Only Continuous Learning Calendars partnered with the Arts and Science Council
        - Bruns, Byers, Druid Hills and Thomasboro
    - Only four schools implemented Opportunity Culture
        - Allenbrook, Ashley Park, Thomasboro and Ranson.

- Partner supports varied considerably across the LIFT schools, in terms of schools served and total students served at individual schools.

- At all LIFT schools, fewer partners provided socio-emotional supports than academic supports or supports for teachers in 2013-14.

These findings highlight the expansion of the initiative in Year Two with the introduction of the Continuous Learning Calendars and the roll out of Opportunity Culture in four schools. They also highlight considerable variation in the implementation of the initiative across the LIFT schools.

The following sections outline key LIFT implementation strategies for Year Two, and present successes and challenges within each LIFT pillar (Talent, Time, Technology, and Parent/Community Engagement).

A. LIFT Implementation Strategies in Year Two

Table 5 presents a summary of key LIFT implementation strategies that continued in Year Two, as well as new strategies that were introduced during the 2013-14 academic year.

[20] In addition to services and programming provided to students directly, students are provided with indirect supports such as Teach for America (TFA) and New Leaders for New Schools (NLNS). TFA recruits college graduates and professionals to teach for two years in urban and rural public schools. These teachers are provided intensive training to help them increase their impact and deepen their understanding of the needs for underserved students (http://www.teachforamerica.org/). The NLNS Emerging Leaders program supports teachers, coaches, and assistant principals in developing leadership skills to increase leadership capacity within a school and to put "participants on the pathway to principalship" (www.newleaders.org/what-we-do/emerging-leaders-program/). LIFT staff affiliated with the program participate in summer workshops, webinars, monthly in-person sessions, classroom observation, and applied learning projects.

Table 5. LIFT Strategies in Year Two

MATURATION OF KEY LIFT STRATEGIES IN YEAR II	NEW YEAR II STRATEGIES
TALENT	
Maintained focus on recruitment/marketing strategies	Focus on Opportunity Culture (at four LIFT schools), MyJive[21]
TIME	
Maintained focus on extended day/summer program, LIFT Academy	Focus on Continuous Learning Calendars (at four LIFT schools)
TECHNOLOGY	
Maintained focus on OLPC/XO Champions, MS Digital Inclusion program	Focus on Discovery Education
PARENT AND COMMUNITY ENGAGEMENT	
Maintained focus on The Pulse, in-school health services (i.e., dental clinic)	Focus on school-based resource teams and media outreach

B. Successes and Challenges of LIFT Implementation in Year Two, by Pillar

Year Two of LIFT implementation was marked by a number of important successes as well as significant challenges that will be important to watch as implementation continues in Year Three. Below, we identify the most important of these for each of the four Project LIFT pillars. In particular, we highlight factors that contributed to challenges in Year Two to provide formative feedback that can contribute to adjustments in Year Three programming.

Talent

The belief that effective principals and teachers are essential to ensuring that all students meet CMS's academic standards guides Project LIFT implementation in the Talent pillar. Table 6 presents the key Talent goals for Year Two, and identifies key successes and challenges in meeting these goals.

[21] LIFT hired a digital marketing company, MyJive, to assist with social media (Twitter, Facebook, Instagram) as a recruitment tool to target teachers.

Table 6. Talent: Year Two Implementation Successes and Challenges

SHORT-TERM GOALS/STRATEGIES	KEY SUCCESSES +	KEY CHALLENGES !
Establish a Strong, Mission-Aligned, Talent Base	- LIFT staff and principals collaborated to finalize the LIFT Way document. - LIFT scheduled regular check-ins with principals to track the instructional culture at LIFT schools. - Principals continued to develop a close-knit community, providing support to each other & collaborating to streamline LIFT Way practices across schools. - Multi-pronged talent recruitment strategies provided a streamlined approach for selecting talented, mission-aligned teacher candidates to fill vacancies at LIFT schools. - LIFT offered recruitment signing bonuses ($5,000).	- The LIFT Way (terminology, practices) continues to be under-utilized at the school-level. - Teacher selection process is time-consuming each year.
Develop School-Based Talent	- LIFT staff and Talent Partners (University of Virginia [UVA]) coordinated their efforts to provide targeted professional development (PD) and support for principals and teachers in a tiered-level of PD through ILT's.[22] - Opportunity Culture was implemented in 4 Project LIFT schools to extend high-performing teachers' reach; cost-neutral to LIFT.[23]	- During the Opportunity Culture rollout, some teachers were confused about why only some were receiving coaching supports from multi-classroom teachers. - Multi-classroom teachers had limited time to coach. - Teacher attendance at the newly implemented (voluntary) Alliance Meeting Professional Development was low.
Retain High Quality Staff	- LIFT staff reported that retention of strong teachers improved and the LIFT schools had to fill 100 fewer vacancies entering Year Two than in Year One of the initiative. - The LIFT Learning Community offered bonuses to their highest performing teachers ($5,000) and introduced a teacher referral bonus structure. - Principals used surveys to assess teacher satisfaction and improve morale.	- The LIFT Learning Community and LIFT schools continued to experience turnover. - Two schools experienced teacher recruitment and retention challenges as they transitioned to the new CLC calendar. - Of the nine original LIFT principals, only 4 have been retained going into Year Three. - Uncertainty surrounding teacher tenure and compensation at the state-level presented challenges to teacher recruitment and retention.[24]

[22] Professional development & support includes the UVA School Turnaround Program and support from consultant Dr. Barbara Blackburn.
[23] Opportunity Culture was built directly into school budgets to be sustainable without direct LIFT funding.
[24] In comparison to its surrounding states, North Carolina has some of the lowest teacher salaries (NC teacher salaries rank 46th in the country). State-level changes in policy have resulted in uncertainty surrounding teacher tenure and compensation.

Some of the most notable examples of success in reaching LIFT's Year Two Talent goals include:

- **Improvements in Targeted Recruitment and Vacancy Replacements.** LIFT Staff responded to retention and turnover concerns in a variety of ways over the course of Year Two. Their teacher recruitment process became more strategic as LIFT hired a digital marketing company (MyJive) to use social media (Twitter, Facebook, Instagram) as a recruitment tool to target teachers with excellent North Carolina student/teacher outcomes and to raise awareness of Project LIFT in the teaching community. LIFT staff and principals viewed Irreplaceable teacher bonuses, retention bonuses, and teacher referral bonuses as strategies that also encouraged teacher retention.
- **Refinement of Professional Development/Support Offered to Principals and Teachers.** LIFT Staff also worked very hard in Year 2 to refine and provide more direction related to the LIFT Way—outlining LIFT expectations of principals and teachers in a more formalized, documented way. Additionally, they continued to work with UVA to provide professional development to principals, who overwhelmingly valued these training opportunities. Furthermore, principals reported that teachers generally appreciated the increased coaching supports in four of nine LIFT schools provided through Opportunity Culture.

LIFT also encountered a range of challenges that, if left unaddressed, could threaten the success of the initiative. Specifically:

- **Continued Staff Turnover.** LIFT experienced significant staff turnover at every level. At the LIFT Learning Community level, the Executive Director of Strategic Planning and Evaluation departed, with Doug Jones replacing Christian Friend just prior to Year Two. Turnover of principal and teacher talent also remained an issue leading into and during Year Two, with more than 175 teachers needing to be replaced and four new principals staring at LIFT Schools (Allenbrook Elementary School, Ashley Park Pre-K-8, Bruns Academy, and Byers). Principals cited the toughness of the job, high LIFT expectations, teacher burnout, and promotions as major causes of teacher turnover. One LIFT staff member voiced concern about the persistence of teacher turnover over the course of the five-year initiative:

  > *We need to bring people in and invest in them, grow them, and then turn them into excellent teachers and have our students benefit from that. We can't keep investing in people and then they leave, invest in people and then they leave [restated for emphasis], and see the really strong results that we're looking for.*

LIFT staff and principals voiced different levels of concern about retention. Three mid-year resignations were a major cause for concern for one principal, while LIFT staff tended to view the overall decrease in staff departures—from 275 in Year One to 175 in Year Two—as a success for the initiative.

- **LIFT Way Practices Not Always Clearly Visible at the Classroom level.** Although more clarity and direction was provided in Year Two, LIFT staff members were still not seeing the type of classroom-level changes that suggested full adoption of the LIFT Way principles by mid-year. A LIFT staff member noted:

  > *Sometimes when […] we're delivering professional development, I'm not seeing it implemented at the classroom level. […] Why is it that things aren't trickling down to the classroom level, the things that we've been doing for professional development—why do I not see it? So I'm wondering if, again, it's philosophical beliefs in terms of education and how it should work. If there's a disconnect with the administrators and with teachers, I don't have the answer to that. It drives me crazy. [I'm] trying to figure that one out.*

Time

During Year Two, LIFT continued to expand quality learning time for LIFT students by creating out-of-school time (OST) opportunities across the LIFT Learning Community, providing opportunities for off-track WCHS students to recover credits, and establishing Continuous Learning Calendars (CLC) at four LIFT schools. Table 7 presents major successes and challenges related to these Year Two Time goals and strategies.

Table 7. Time: Year Two Implementation Successes and Challenges

SHORT-TERM GOALS/STRATEGIES	KEY SUCCESSES +	KEY CHALLENGES !
Provide High Quality OST Opportunities for LIFT Students	- A partnership with Building Educated Leaders for Life provided curriculum-aligned after-school and summer programming.	- Some principals viewed staffing for BELL summer programs as low-quality.
Implement CLCs in 4 LIFT Schools	- Four LIFT schools operated on two different CLC schedules during Year Two.[25] - Parents and staff provided positive feedback regarding the new CLC calendars. - Enrollment rates for intersession programming were high. - Intersession programming improved during the year, as more LIFT teachers became involved.	- Principals rated Arts & Science Council's first intersession programming as poor. - CLC schools had difficulty communicating with CMS district offices in July and August 2013. - Principals reported burnout among teachers in Fall 2013 due to the limited summer break.
Provide Off-Track WCHS Students with Opportunities for Credit Recovery	- The LIFT Academy[26] and a blended-learning curriculum provided credit recovery opportunities for students at WCHS. - LIFT staff reported that virtually all the LIFT Academy seniors will have graduated after summer school for 2013-14. - The LIFT Academy extended its hours beyond the traditional school day to accommodate student schedules.[27] - LIFT Academy will increase its enrollment for 2014-15.	- At the end of the 2013-14 school year, at least 630 9-11th grade students were not on track to graduation, roughly 50% of the 9-11th grade population at WCHS.

[25] Bruns Academy and Walter G. Byers School followed a 180-day calendar and Druid Hills Academy and Thomasboro Academy followed a 199-continuous learning calendar with extended time.
[26] The LIFT Academy provides credit-recovery opportunities for students who are at least 2 academic years off-track. During the 2013-14 year, WCHS converted to a co-principalship, with Timisha Barnes-Drew overseeing instructional alignment between WCHS and LIFT Academy.
[27] There were several LIFT Academy students who needed to gain a tremendous amount of credits in one year, so they were able to expand their learning day hours to 7am-7pm – depending on their needs and availability.

Important improvements to LIFT Time strategies included:

- **Rollout of the New Continuous Learning Calendars.** Project LIFT focused on the implementation of new academic calendars in four LIFT schools, with positive parent and staff feedback.
- **Improvements in Curriculum Alignment.** LIFT schools worked on aligning the BELL program to their respective schools by hiring LIFT school staff and adjusting the BELL curriculum to better match their partnering schools' curriculum. WCHS principals focused on aligning curriculum between the LIFT Academy and WCHS and provided oversight to ensure consistency across locations.
- **Additional Credit Recovery Options Added.** The LIFT Academy offered more flexible evening hours for high school students. Also, WCHS added a new in-house credit-recovery program targeting students remaining at WCHS.
- **Increased Intervention Time at LIFT Schools.** LIFT schools restructured their schools' master scheduling calendars to provide more time for intervention blocks.[28]

Overall, LIFT staff and principals reported that the first year of the Continuous Learning Calendar implementation was successful; implementation was seen as logistically smooth and principals reported that the new calendars were well-received by teachers and parents.

The other major successes for the Time pillar related to LIFT Academy. One principal reported that students have come to appreciate the credit recovery opportunity, noting: "The first year it was, 'I don't want to go there.' They thought it was punitive, they thought it was something being done unto them. This year, they're calling and saying, 'Can I please go to LIFT Academy? [...] Please help me!'"

The initiative also faced some challenges during Year Two related to the Time pillar. In particular:

- **BELL Summer Programming Quality.** Although more LIFT staff began working for BELL, some principals continued to voice concerns about the quality of staffing for the BELL summer program.
- **Rollout of New Learning Calendars (in four LIFT schools).** In rolling out the new Continuous Learning Calendars, principals did cite some unexpected challenges related to teacher retention, end-of-year scheduling, and district communication and coordination of buses following the end of the traditional calendar year. Also, principals perceived the programming for the first intersession as misaligned with the schools' curriculums, and one principal cited staff fatigue in October due to a shortened summer break. Aside from staff fatigue, many of these challenges are likely due to the initial rollout of the new calendars and can be avoided for Year Three.
- **LIFT Academy Capacity**. The credit recovery needs at WCHS still remain considerable. Although enrollment will expand for 2014-15, limited LIFT Academy capacity restricts the number of students capable of being served.[29] At the end of the 2013-14 school year 179 9th graders, or 39% of the incoming class, at WCHS are considered off-track and could benefit from the LIFT Academy. Also, students who are now on-track through the LIFT Academy are requesting to stay instead of returning to WCHS. It will be important to consider if these students will prevent some off-track WCHS students from being able to attend the LIFT Academy.

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[28] Intervention blocks are departmentalized and designed to support students who are below grade level in a given subject. Teachers have autonomy in designing lessons for intervention blocks so that they can provide individualized support to students. Blocks are 45-90 minutes long and typically cover either math or literacy. Teachers select students based on common assessment data.
[29] LIFT Academy served 40 students during the 2012-13 school year and 57 students during the 2013-14 school year.

Technology

Originally a distinct LIFT pillar, LIFT staff have come to think of Technology as a support to the other three pillars. In Year Two, Technology continues to be comprised of two elements: *access* to technology, and *supports* for using the new technology. Table 8 presents major successes and challenges related to these Year Two Technology goals and strategies.

Table 8. Technology: Year Two Implementation Successes and Challenges

SHORT-TERM GOALS/STRATEGIES	KEY SUCCESSES +	KEY CHALLENGES !
Increase Technology Access and Training for LIFT Stakeholder Groups (Principals, Teachers, Students, and Parents in the WCC)	- All 9th graders at WCHS received Microsoft Surface devices (tablets) through a partnership between LIFT and Microsoft. - The LIFT Learning Community offered subsidized home internet for LIFT families at rate of $10/month through Connect to Compete program. - OLPC/Digi-bridge provided PD and in-house tech support for XO laptops in all seven schools via technology facilitators.[30] - LIFT staff offered parent classes on technology (résumé-building workshops).	- LIFT schools still did not have consistent and appropriate infrastructure to support the use of new technologies.
Increase Strategic Use of Technology for LIFT Stakeholder Groups (Principals, Teachers, Students, and Parents in the WCC)	- LIFT implemented a data-driven instructional tool, Discovery Education, to help LIFT principals and teachers align their teaching and instruction with the Common Core State Standards. - LIFT used social media to recruit teacher applicants. - LIFT used lifestyle marketing (texts, social media) to increase parent engagement. - LIFT created a parent contact database. - LIFT improved their capacity to track LIFT-relevant data.[31]	- LIFT staff reported that teachers and administrators are currently using technology and data at a superficial level. - Principals reported that teacher usage of Discovery Education had not resulted in major improvements in the quality of instruction. - Some principals expressed concern that Discovery Education is not well aligned to course assessments.

In Year Two, LIFT reached many of its Technology goals. These included:

- **Increased Access and Training for LIFT Stakeholders.** LIFT continued to encourage and support Discovery Education and OLPC/Digi-bridge implementation. LIFT also provided additional technology access to principals, teachers, students, and parents beyond

[30] The XO laptop initiative was designed for students in grades 1-4 and thus offered in all LIFT schools, with the exception of Ranson Middle School and WCHS.
[31] LIFT now tracks instructional culture results via The New Teacher Project (TNTP) survey, retention rates for Irreplaceable teachers, retention rates for the bottom tier of teachers, and the number of candidates recruited and hired through LIFT.

what was provided in Year One. Technology Facilitators, housed within LIFT schools, provided professional development for technology to support better teaching and learning. Many LIFT schools were also able to make progress in improving their technology infrastructure through district funding opportunities (i.e., iPad carts, Chromebook carts). However, the type and degree of these changes varied by LIFT school.

- **Strategic Uses of Technology.** LIFT made efforts to strategically use technology to increase parent engagement, recruit teacher applicants through social media, and track internal recruitment and retention data to inform decision-making at the Learning Community level.

The initiative continued to face some key Technology challenges. In particular, the following issues emerged:

- **Insufficient Technology Infrastructure at Some LIFT Schools**. Many schools continued to experience technology infrastructure problems in Year 2 and classrooms often experienced limited access to the Internet, computer crashes, and a frequent need for computer repair.
- **Superficial Use of Technology**. LIFT staff and Principals noted that technology usage was oftentimes superficial, with students using their laptops mainly to play academic games or take notes rather than accessing material tailored to their specific learning needs.
- **Ineffective Teacher Use of Data-Driven Instruction.** More professional development is needed for teachers using the online assessment platform, Discovery Education, as a resource for Data-Driven Instruction. One LIFT staff member noted that teachers follow the Data-Driven Instruction model, but the quality of their instruction did not improve. More emphasis on the action-planning process was suggested as a potential solution to this for Year Three. At the school-level, some Principals were concerned with a lack of alignment between Discovery Education and course assessments. They reported that teachers saw dramatically different results between student performance on Discovery Education assessments, in classwork, and the NC EOG assessments. Also, two principals mentioned that Discovery Education is less appropriate for the high school level. As seen in Table 9, the vast majority of LIFT elementary and middle school students took at least two administrations of Discovery Education testing during the 2013-14 school year.

Table 9. Percentage of Students Taking 2 or More Discovery Education Assessments

PERCENTAGE OF STUDENTS TAKING MORE THAN 1 DISCOVERY EDUCATION ASSESSMENT				
	Math	Total Students Tested	Reading	Total Students Tested
ALLENBROOK	96%	522	94%	315
ASHLEY PARK	93%	430	93%	435
BRUNS	64%	773	94%	631
DRUID HILLS	96%	451	95%	453
STATESVILLE RD	95%	328	97%	330
THOMASBORO	95%	579	94%	593
W.G. BYERS	94%	291	92%	342
RANSON	93%	1112	92%	1115
WEST CHARLOTTE*	78%	441	65%	362

*Algebra 1 & English 2 for West Charlotte HS

In the third year of the initiative, it will be important to continue providing LIFT principals, teachers, and students with support so that they can successfully integrate these tools into their everyday work to enhance teaching and learning in LIFT classrooms. Both LIFT staff and principals agreed that technology can be better harnessed to improve student learning and engagement in the future. LIFT staff made it clear that: "You don't let the technology drive your instruction. Your instruction determines how you use technology."

Parent/Community Engagement

Successfully engaging parents and the local community is crucial for the long-term success of Project LIFT. In Year Two, the initiative continued to recruit, support, and encourage the involvement of parents, community volunteers, and community agencies in LIFT schools to work towards creating a "cadre of engaged parents, motivated mentors and community connections" both within and outside of LIFT students' learning environment. Table 10 presents key successes and challenges related to these Year Two Parent and Community Engagement goals.

Table 10. Parent/Community Engagement: Year Two Implementation Successes and Challenges

SHORT-TERM GOALS/STRATEGIES	KEY SUCCESSES +	KEY CHALLENGES !
Increase Parent Participation in School Events	- LIFT staff offered multiple family- and community-centered events, such as Family Fun around Books (family literacy program) and West Fest (community festival). - LIFT staff offered life-skills-based Pulse classes for parents. - LIFT staff facilitated a half-day professional development session for teachers and staff focused around building community and culture with families. - LIFT staff facilitated the development of school-based resource teams. - LIFT staff continued to use a 'lifestyle marketing' engagement strategy, "The Pulse", to meet the WCC community and LIFT parents 'where they are'. - LIFT staff used the text-messaging platform, Textizen, to update parents on LIFT events and provide parenting tips.	- LIFT had insufficient staff to support parent and community engagement. - LIFT goals for parent engagement lacked measurable outcomes and "engagement" remains undefined. - Despite programming efforts, principals noted that parent engagement remains low. - Quality of coordination between LIFT staff and principals varied across schools, with some principals less clear on LIFT's parent and community engagement efforts.
Meet the Medical, Social, and Mental Health Needs of Students and Their Families	- Communities in Schools (CIS) provided case-management support for students at all LIFT schools. - Presbyterian Novant Community Care Cruiser provided access to a mobile medical clinic to provide immunizations for over 650 students. - LIFT partners provided dental services (i.e., screening/cleanings) to 700 students.	- Aside from CIS, most partner mental health support came through CMS (i.e., social workers, McKinney-Vento staff). - Principals and LIFT staff recognized that schools continue to have limited capacity (i.e., inadequate number and quality of school staff) to meet the socio-emotional needs of LIFT students.

LIFT continued to implement strategies first introduced in Year One to improve parent and community engagement. LIFT utilized a text messaging platform, *Textizen*, to reach LIFT parents, and used cell phone numbers as an up-to-date point of contact for parents to get the word out about LIFT parent/community engagement events and provide parenting tips. Also, much like in Year One, LIFT staff worked towards meeting the medical, social, and mental health needs of students and their families by providing case management support, immunizations, and dental services to LIFT students.

In Year Two, LIFT introduced some new strategies to further encourage parent and community engagement, including:

- **Parent/Community Engagement Expanded to Include Teachers.** LIFT staff expanded their focus to include teachers by collaborating with literacy facilitators, executive coordinators, and school staff to create programming such as communication workshops, parent advocacy training, and life-skills classes.
- **Development of School-Based Resource Teams**. LIFT Parent/Community Engagement staff prioritized creating school-based resource teams dedicated to "bringing the community, parents, and students together with the school to create a vision for what the community and school look like together" and "starting to build that relationship—getting parents to see that they can be actively involved in what actually happens in the school, and getting the community to see the school as a resource and an asset, not just a building in the community."
- **Targeted LIFT Media Outreach**. Although not an official strategy for Year Two, media outreach was a new priority for LIFT this year, with one LIFT parent and community engagement staff member dedicating a portion of their time to managing public perception of LIFT. Due to strategic communications between LIFT staff and the media, the initiative continued to be featured in a range of local media reports that were generally positive and more focused on LIFT initiatives rather than the $55 million-dollar investment that was often the focus in Year One.

However, at the end of Year Two, parent and community engagement is still a work in progress. As is often the case for schools serving disadvantaged students, LIFT schools have historically struggled with parent engagement. LIFT strategies to involve parents in school-based activities and events have always had mixed results, and this pattern continued in Year Two. Coupled with LIFT programming, LIFT schools continue to revise school-based programs such as Parent-Teacher Associations and add targeted efforts (i.e., volunteer-for-school-uniform program, Greater Enrichment Program, Family Nights) to encourage parent participation.[32] As LIFT staff move into Year Three of the initiative, they will need to address the following challenges to improve community engagement:

- **Imprecise Goals and Strategies for Parent/Community Engagement Pillar.** LIFT staff struggled to define what "parent engagement" needs to look like across the Learning Community. One LIFT staff member explained, "we don't think that they need to go to a school event to be engaged." They also were challenged with establishing measurable goals and developing consistent strategies both across the learning community and within individual LIFT schools. A LIFT staff member explained: "We're not connecting the dots between the programs. They don't really tie back to the goals that we're trying to achieve, which is what I'm trying to change."

[32] Greater Enrichment Program (GEP) is a student-based afterschool program to provide snacks, training, and homework help.

- **Insufficient Coordination between LIFT Staff and Schools.** LIFT staff noted some pushback from schools when trying to plan events, with principals seeing these efforts as "in addition to" all the other LIFT programming they are required to do. In the following quote, one LIFT staff member explains the trouble with getting principal participation for a basic LIFT parent and community engagement training: "There's still three schools hanging out there that we have not been invited to do official branding presentations and just kind of go over with the teachers and staff what the [LIFT logo] means and how you talk to people about that."

  Furthermore, some principals reported a disconnect between their school and the LIFT Parent and Community Engagement team, and critiqued their ability to leverage existing school events/activities to increase parent participation. One principal suggested a way for LIFT to better coordinate their parent outreach at the LIFT schools:

  …I think somehow capitalizing on when parents are already going to be at the school…you know, for things. So, for typically our dance concerts and choral concerts, we've got parents here. Well that would be the ideal time for Project LIFT to be present. To brand and make it work. And that really is just a logistical thing.

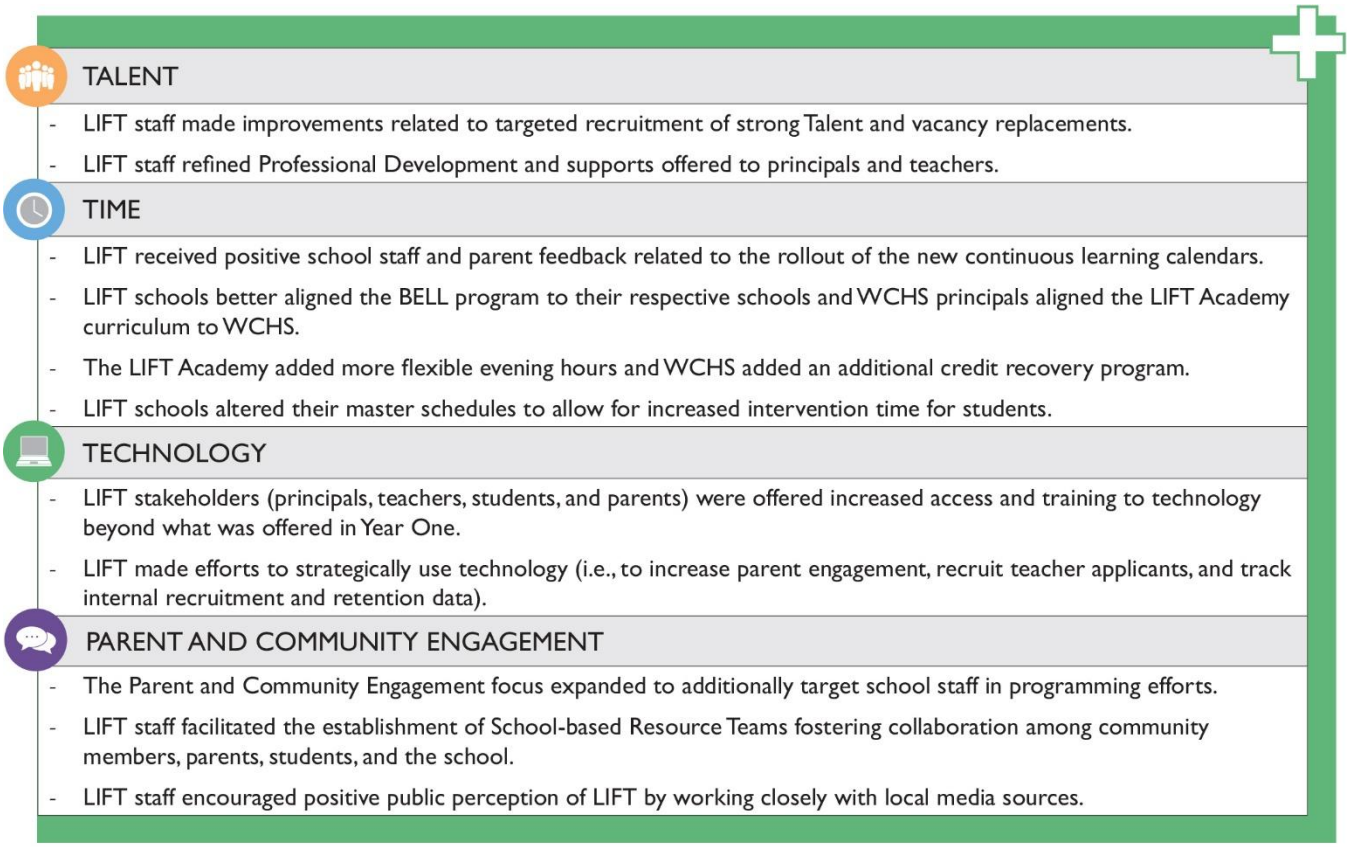
- **Addressing the Socio-Emotional Needs of Students and Families.** LIFT staff and principals continued to express concerns about whether LIFT has the capacity to effectively work with West Charlotte community partners to meet the socio-emotional needs of their students and families. One LIFT staff member noted: "We're not addressing mental health at all. Some agencies have decided that they will provide pro bono services, but we really should be paying the agencies to come in and really help our social workers and our counselors and the schools."

C. Summary of LIFT Implementation

Across the four LIFT focus areas, Year One implementation strategies were refined prior to and during Year Two and a few new strategies continued to be added. As LIFT implementation has become steadier, partners have begun collaborating and LIFT stakeholders are beginning to better distinguish between LIFT and school-level programming.

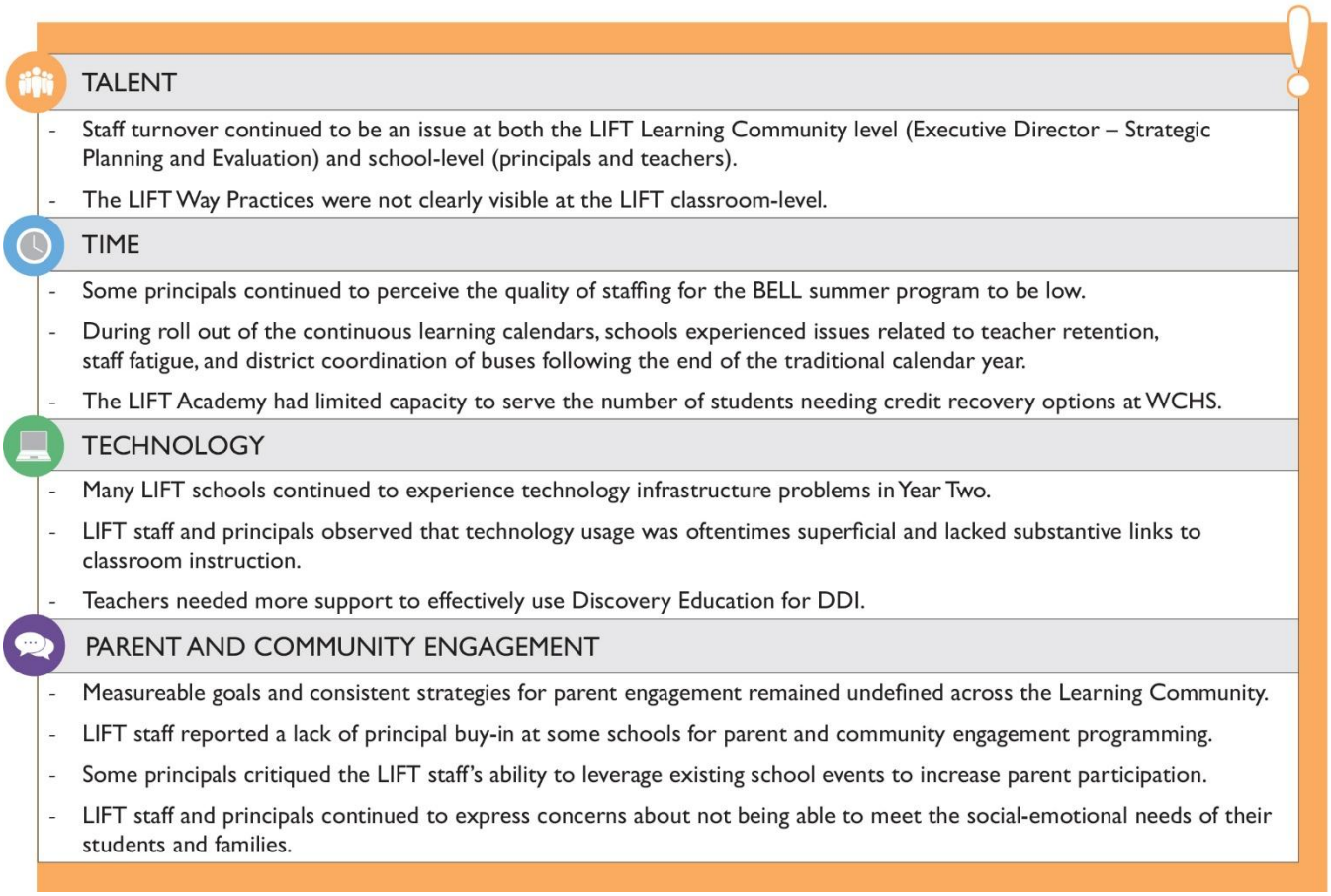
Year Two of the initiative included a number of important **implementation successes** across the four focus areas. The most notable of these are highlighted in Table 11.

Table 11. Year Two Implementation Successes



Project LIFT also faced a number of **challenges** during Year Two that continue to impact implementation. The most notable challenges are highlighted in Table 12.

Table 12. Year Two Implementation Challenges



Although LIFT experienced some successes worth noting, it is clear that the initiative continues to be developed and refined. Our analyses of implementation in Year Three will document how key strategies evolve and how key adjustments are made by LIFT staff to meet the challenges identified in Year Two.

The next section of this report gives an overview of LIFT's student outcomes analyses and provides a Year Two update on LIFT's progress towards its five-year goals.

IV. LIFT Student Outcomes Analyses

Methodological Note

In Year One of the external evaluation, the main analyses to assess the effect of the Project LIFT initiative on student performance relied on comparisons between LIFT students and a matched group of similar students at similar non-LIFT schools in CMS. Due to high student mobility at the LIFT schools and comparison schools and the feeder patterns across the LIFT Learning Community it was not appropriate to use the same population of matched students for Year Two of the evaluation, or to rematch students using similar criteria from Year One.

As a result, the comparisons between students at LIFT schools and the Comparison Schools presented in the Year Two report represent overall comparisons in the performance of all 'Active' students who finished the school year at either a LIFT or comparison school. Since we know that students in LIFT schools are generally lower-performing, we would expect larger differences in outcomes between LIFT and comparison schools given that the analyses no longer match schools and students, but rely on matching just at the school-level.

For the main impact analyses of the effect of Project LIFT on academic performance, multivariate regression models were developed to assess the differences between LIFT and comparison students for the following outcomes for each End of Grade (EOG) and End of Course (EOC) assessment:

1. **Scaled Score Growth** – the change in students' scaled score on the EOG Assessment (Math & Reading) from the previous year.
2. **Scaled Score –** the scaled score earned on the EOG/EOC Assessment
3. **Proficiency –** the likelihood that a student would score proficient or above on the EOG/EOC Assessment

The remainder of this section presents student outcomes analyses in the following areas:

A. **Academic Performance** includes the main impact analysis and descriptive comparisons of LIFT students and comparison students.
B. **Climate at LIFT Schools** includes descriptive comparisons of LIFT students and comparison students.
C. **Early Warning Indicators** of school dropout includes descriptive comparisons of LIFT students and comparison students.

The performance of individual LIFT schools across these areas is presented in Appendix C.

A. Analyses of Academic Performance: LIFT Students v. Comparison Students

As noted in Section II, the North Carolina Department of Public Instruction added a fifth performance level to the EOG and EOC Assessments for the 2013-14 school year, creating the following scales for Year One and Year Two of the initiative (see Table 13):

Table 13. North Carolina EOG/EOC Proficiency Levels: 2012-13 and 2013-14

2012-13 PERFORMANCE LEVELS	2013-14 PERFORMANCE LEVELS
Level 1: Limited Command of Knowledge and Skills	**Level 1:** Limited Command of Knowledge and Skills
Level 2: Partial Command of Knowledge and Skills	**Level 2:** Partial Command of Knowledge and Skills
	Level 3: Sufficient Command of Knowledge and Skills*
Level 3: Solid Command of Knowledge and Skills	**Level 4:** Solid Command of Knowledge and Skills
Level 4: Superior Command of Knowledge and Skills	**Level 5:** Superior Command of Knowledge and Skills

☐ Proficiency represented in these levels

*Newly added performance level

In 2013-14 Levels 4 and 5 are equivalent to Levels 3 and 4 from 2012-13, and represent students who are on the way to College and Career Readiness.[33] Students who performed at Level 3 in 2013-14 would not have been proficient in 2012-13, but these students are now considered 'proficient' under the updated performance scale in 2013-14.

B. Main Impact Analyses: EOGs and EOCs – LIFT Students v. Comparison Students

The results presented in this section were generated from a set of predictive analyses designed to assess the significance of differences between the performance of LIFT and comparison students along the following outcomes for each EOG/EOC assessment:

1. **Scaled Score Growth**: scaled score growth represents the difference between a students' scaled score in 2012-13 and their score in 2013-14. Scaled score growth is only assessed for the Math and Reading EOGs, since these are the only assessments taken by students in consecutive years.
2. **Scaled Score**: scaled scores represent the overall performance of individual students on the EOG/EOC assessments in 2013-14.
3. **Proficiency**: proficiency represents whether or not a student achieved proficiency on the EOG/EOC assessment in 2013-14.

Each set of analyses is conducted to assess the significance of differences along each outcome between two separate populations:

1. **LIFT students v. Comparison students**: these analyses represent the main impact analyses that estimate the overall effect of the initiative on student academic achievement.
2. **LIFT students at Continuous Learning Calendar Schools v. LIFT students at schools with traditional academic calendars:** the CLCs represent one of the single largest investments for Project LIFT and these results provide an initial assessment of the impact of the new calendars on student academic achievement.

[33] http://www.ncpublicschools.org/docs/accountability/policyoperations/assessbriefs/assessbrief5levels14.pdf

Each of the models developed for this section control for the following factors among the LIFT students and comparison students: students' prior academic achievement on North Carolina EOG assessments; 2013-14 attendance rate; whether or not a student received at least one OSS; race; gender; special education status; and grade level.[34]

C. Model Results: EOGs and EOCs – LIFT Students v. Comparison Students

Table 14 presents effect sizes and odds ratios for the significant differences between the LIFT and Comparison students on the EOG/EOC assessments.[35]

Table 14. Significance of Differences between LIFT and Comparison Student Performance on EOG and EOC Assessments

	SCALED SCORE GROWTH *Effect Sizes*	SCALED SCORES *Effect Sizes*	PROFICIENCY *Odds Ratios*
Reading EOG	.126 ✻	.076 ✻	1.211 ^
English II EOC		*No effect*	*No effect*
Math EOG	*No effect*	*No effect*	*No effect*
Math I EOC		*No effect*	*No effect*
Science EOG[#]		*No effect*	*No effect*
Biology EOC		-.238 ^	-.475 ✻

^ Significant at p<.10 ✻ Significant at p<.05

[#]The Science EOG models control for prior Math achievement

- LIFT 4-8th grade students significantly outperformed the comparison students on the Reading EOG along all three outcomes:
  - LIFT students had significantly higher growth from 2012-13 to 2013-14;
  - LIFT students had significantly higher scaled scores in 2013-14; and
  - LIFT students were significantly more likely to score proficient or above in 2013-14.

- On the Reading EOG the overall magnitude of the differences between the LIFT and comparison students was relatively modest.
  - LIFT students' average reading scaled score growth was .126 standard deviation units greater than the comparison students;
  - LIFT students' average reading scaled scores were .076 standard deviation units greater than the comparison students;
  - LIFT students were 1.2 times more likely to score proficient or above on the Reading EOG than students at the comparison schools.

[34] See Appendix E for a full description of the predictive modeling and full model results.
[35] Effect Sizes refer to the standardized differences between LIFT students and the comparison students' performance on the EOG/EOC assessments. The effect size for Reading Growth, .125, suggests that the average Reading growth for LIFT students was .125 Standard Deviation Units greater than the average Reading growth for the comparison students. Effect sizes of .20 or greater are traditionally considered substantial effects for any educational intervention. Odds Ratios refer to the likelihood that the LIFT students will earn proficient scores on an EOG/EOC assessment when compared to the comparison students. An odds ratio greater than 1 suggests that LIFT students will be more likely to achieve proficiency, while odds ratios below 1 suggest that LIFT students will be less likely to achieve proficiency than the comparison students.

- LIFT students had significantly lower Biology scaled scores and were significantly less likely to be proficient or above on the Biology EOC than the comparison students in 2013-14.
    - West Charlotte students' average biology scaled scores were .238 standard deviation units lower than the comparison students.
    - West Charlotte students were less than half as likely to score proficient or above on the Biology EOC than students at the comparison schools.

- Across each of the other EOC and EOG assessments (Math, Math I, English II, and Science), there were no significant differences in the performance of the LIFT students and students at the comparison schools in 2013-14.

D. Model Results: EOGs and EOCs – LIFT CLC Students v. LIFT Non-CLC Students

One key strategy used to reconfigure learning time in the LIFT schools was a shift to CLCs in four LIFT schools for 2013-14 school year (Bruns, Druid Hills, Thomasboro, and Byers). At each of these schools, school days were redistributed over the calendar year to minimize breaks for students over the course of the year. At Druid Hills and Thomasboro, 19 instructional days were also added to the school year, creating a 199-day school year for students in these schools.

The following analyses consider the relative impact of attending one of these schools for LIFT students. Table 15 presents the significance of differences in the performance of LIFT students at CLC schools (Bruns, Druid Hills, Thomasboro, and Byers) and non-CLC schools (Allenbrook, Statesville Rd, Ashely Park, and Ranson) on the EOG/EOC assessments.

Each of the models developed for these analyses hold the following factors constant between the LIFT CLC and non-CLC students: prior academic achievement; attendance rate; receiving one or more OSS; gender; race; special education status; grade level; and whether they attended a LIFT school in 2012-13 (see Table 15).

Table 15. Significance of Differences between LIFT Students at CLC Schools and LIFT Students at Schools with Traditional Academic Calendars on EOG Assessments

	SCALED SCORE GROWTH	SCALED SCORES	PROFICIENCY
Reading EOG	*No effect*	*No effect*	*No effect*
Math EOG	*No effect*	*No effect*	*No effect*
Science EOG[#]		*No effect*	*No effect*

[#]The Science EOG models control for prior Math achievement

Key Findings:

- There were no significant differences between LIFT students at CLC schools and those at schools with traditional academic calendars along any of the EOG outcomes for Math, Reading, or Science in 2013-14.

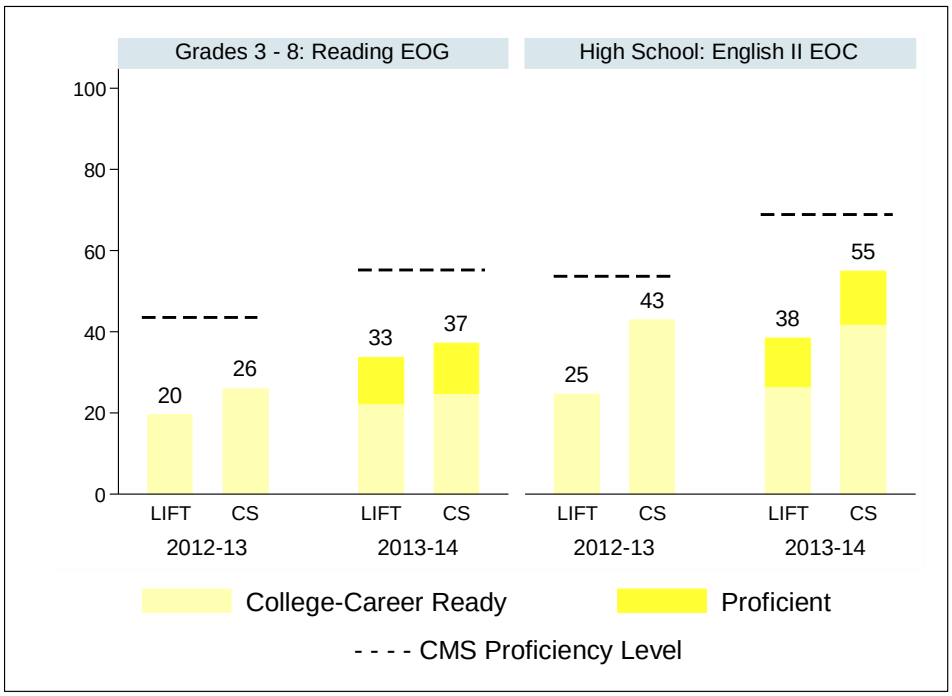
E. Descriptive Comparisons: Reading EOG and English II EOC

The findings presented in this section provide descriptive comparisons between the percentage of LIFT and comparison students that scored proficient or above on each EOG/EOC assessment in 2012-13 and 2013-14.

For each figure in this section student performance on the EOG/EOC assessments in the 2013-14 school year is divided into College and Career Ready, and Proficient.[36] 2012-13 proficiency levels are labeled as Career and College Ready to signify the equivalence of these performance levels from year to year.

Figure 9 presents the percentage of LIFT and comparison students in grades 3-8 who scored proficient or above on the Reading EOG assessment, and those high school students who scored proficient or above on the English II EOC in 2012-13 and 2013-14.

Figure 9. Proficiency Levels on Reading EOG and English II EOC - LIFT Students versus Comparison Students



- On both the Reading EOG and the English II EOC, a lower percentage of LIFT scored proficient or above than the comparison students in 2013-14.
    - Reading EOG: 33% v. 37%
    - English II EOC: 38% v. 55%

- On both the Reading EOG and the English II EOC, the 2013-14 gains in overall student proficiency were greater at the LIFT schools than the comparison schools in 2013-14.
    - Reading EOG: +13 % v. +11%
    - English II EOC: +14% v. +12%

[36] http://www.ncpublicschools.org/docs/accountability/policyoperations/assessbriefs/assessbrief5levels14.pdf

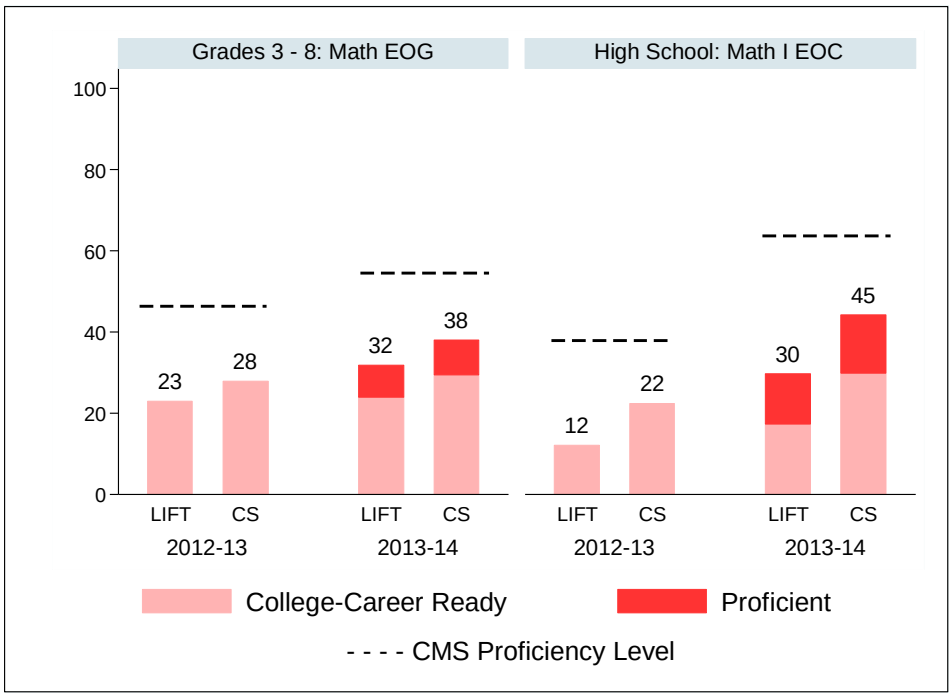
- On both the Reading EOG and the English II EOC, the new performance level accounted for most of the gains in overall proficiency among the LIFT and the comparison students in 2013-14.

Across the LIFT Learning Community there was a fair amount of variation in student proficiency on the Reading EOGs in 2012-13 and 2013-14. (See Appendix C for overall proficiency levels for each LIFT school in 2012-13 and 2013-14.)

F. Descriptive Comparisons: Math EOG and Math I EOC

Figure 10 presents the percentage of LIFT and comparison students in grades 3-8 who scored proficient or above on the Math EOG assessment, and those high school students who scored proficient or above on the Math I EOC in 2012-13 and 2013-14.

Figure 10. Proficiency Levels on Math EOG and Math I EOC - LIFT Students versus Comparison Students[37]



- On both the Math EOG and the Math I EOC, a greater percentage of comparison students scored proficient or above than the LIFT students in 2013-14.
  - Math EOG: 32% v. 38%
  - Math I EOC: 30% v. 45%

- On both the Math EOG and the Math I EOC, the 2013-14 gains in student proficiency were lower at the LIFT schools than the comparison schools in 2013-14.
  - Math EOG: +9 % v. +10%
  - Math I EOC: +18% v. +23%

[37] 8th grade students who took the Math 1 EOC are not represented in Figure 13. See Appendix C for the performance of LIFT 8th graders on the Math I EOC.

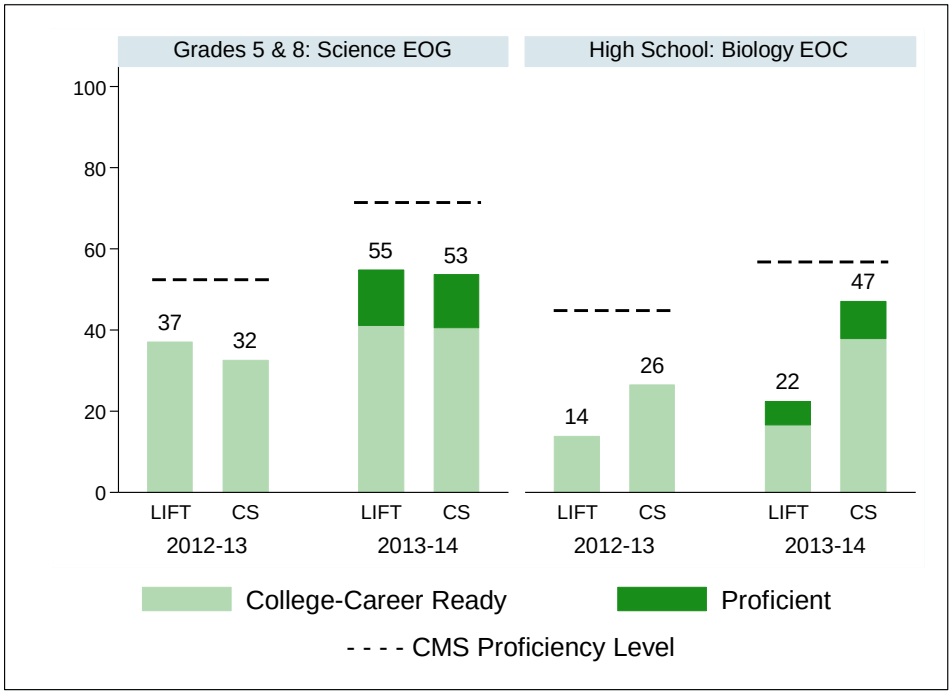
- On both the Math EOG and the Math I EOC, the new proficiency level accounted for most of the gains in overall proficiency among the LIFT and the comparison students in 2013-14.

Across the LIFT Learning Community there was considerable variation in student proficiency on the Math EOGs in 2012-13 and 2013-14. (See Appendix C for overall proficiency levels for each LIFT school in 2012-13 and 2013-14.)

G. Descriptive Comparisons: Science EOG and Biology EOC

Figure 11 presents the percentage of LIFT and comparison students in grades 5 and 8 who scored proficient or above on the Science EOG assessment, and those high school students who scored proficient or above on the Biology EOC in 2012-13 and 2013-14.

Figure 11. Proficiency Levels on Science EOG and Biology EOC - LIFT Students versus Comparison Students



- On the Science EOG, a greater percentage of LIFT students scored proficient or above than the comparison students in 2013-14.
    - Science EOG: 55% v. 53%

- On the Biology EOC a greater percentage of comparison students scored proficient or above than the LIFT students in 2013-14.
    - Biology EOC: 22% v. 47%

- On both the Science EOG and the Biology EOC, the 2013-14 gains in student proficiency were lower at the LIFT schools than the comparison schools in 2013-14.
    - Science EOG: +18 % v. +21%
    - Biology EOC: +8% v. +20%

- At the LIFT schools, the new proficiency level accounted for most of the gains in overall proficiency on both the Science EOG and the Biology EOC

Across the LIFT Learning Community there was considerable variation in student proficiency on the Science EOGs in 2012-13 and 2013-14. (See Appendix C for overall proficiency levels for each LIFT school in 2012-13 and 2013-14.)

H. Summary of Academic Performance

Overall, proficiency levels at all LIFT schools increased on all the NC EOG and EOC assessments in 2013-14. Table 14 provides a summary of LIFT school performance on the EOG/EOC assessments in Years One and Two. In Table 16, the number in "( )" is the percentage of students who scored at 'Level 3' in 2013-14; these are students who count as 'proficient' in 2013-14 but whose scores would not have been proficient on the 2012-13 EOG/EOC assessments.

Table 16. EOG and EOC Proficiency Levels: 2012-13 and 2013-14

END OF GRADE ASSESSMENTS						
LIFT Schools	Math		Reading		Science (Grades 5 & 8)	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
LIFT Elementary/ Middle Students *(3-8)*	24%	32% (8)	20%	33% (11)	37%	55% (14)
Comparison Schools *(3-8)*	28%	38% (9)	26%	37% (12)	32%	53% (13)
CMS District *(3-8)*	46%	56% (7)	46%	57% (12)	54%	70% (11)
ALLENBROOK *(K-5)*	39%	62% (8)	24%	38% (12)	20%	48% (17)
STATESVILLE RD *(K-5)*	27%	50% (12)	18%	45% (15)	39%	44% (16)
ASHLEY PARK *(PK-8)*	32%	35% (10)	22%	31% (11)	41%	63% (20)
BRUNS *(PK-8)*	14%	16% (6)	13%	25% (10)	25%	41% (12)
DRUID HILLS *(PK-8)*	12%	29% (8)	15%	31% (11)	10%	52% (41)
THOMASBORO *(PK-8)*	32%	30% (7)	18%	30% (12)	35%	63% (8)
W.G. BYERS *(PK-8)*	18%	28% (9)	14%	30% (12)	56%	47% (16)
RANSON *(6-8)*	23%	27% (6)	26%	38% (11)	48%	63% (13)
	END OF COURSE ASSESSMENTS					
	Math		Reading		Science (Grades 5 & 8)	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
WEST CHARLOTTE *(HS)*	12%	30% (13)	25%	38% (12)	14%	22% (6)
Comparison Schools *(9-12)*	22%	45% (15)	43%	55% (13)	26%	47% (9)
CMS District *(9-12)*	46%	64% (11)	46%	67% (11)	48%	59% (9)

Overall, proficiency levels in the LIFT schools remain below the comparison schools and CMS proficiency levels, particularly in Math and Reading. Also, while most of the proficiency gains observed at the LIFT schools, the comparison schools, and in CMS can be attributed to the change in the proficiency levels introduced in 2013-14, some LIFT schools made substantive gains in the percentage of their students scoring 'college and career ready' in 2013-14.

In addition, LIFT 4-8th graders significantly outperformed students at the comparison schools on the Reading EOG assessment in terms of year-to-year growth, overall Scaled Scores, and Proficiency. These

results suggest that Project LIFT's focus on literacy in Year Two contributed to significantly greater improvement and overall performance than students in the comparison schools.

While the magnitude of these differences was rather modest after Year Two, sustained efforts to keep making improvements in Reading and Literacy may increase the size of these effects in later years of the initiative. These finding are particularly encouraging for Project LIFT as reading and literacy gains are historically the most difficult to achieve in school and district turnaround efforts.[38]

The absence of significant differences in LIFT and comparison student performance on English II, Math, Math I and Science EOG/EOC assessments also represent encouraging, null findings. Currently they are doing *no worse* than students at the comparison schools. Given the amount of changes taking place in the LIFT schools in the first two years of the initiative (see Sections I and II), it is remarkable that the LIFT students are generally performing on-par with students at similar schools in CMS.

Similarly, the absence of significant differences between LIFT students at the CLC and non-CLC schools across all the EOG assessments represents another encouraging, null finding. While the overall proficiency levels of students at the CLC schools were the lowest among the LIFT schools in both Math and Reading, when key differences between the student populations at the CLC and non-CLC schools are held constant their performance is roughly equivalent. As the initiative continues, any impact of changing to a CLC will likely not be observable until later years after students have had ongoing exposure to the adjusted schedule and the additional instructional days.

Finally, WCHS remains an area of concern for Project LIFT. WCHS students' proficiency levels were very low across all the EOC assessments, and their performance on the Biology EOC was significantly below that of the comparison students in 2013-14.

V. Climate at LIFT Schools: Student Attendance and Behavioral Performance

We analyzed a number of school climate indicators in Year Two of the LIFT initiative. A summary of our results is below.

A. Attendance at LIFT Schools Remained High in Year Two

Across the LIFT Learning Community, school level attendance rates have been consistently above 90% during the first two years of the initiative. Moreover, relatively few students at the LIFT elementary and middle schools have had chronic attendance issues. (See Appendix D for LIFT school level average daily attendance rates.)

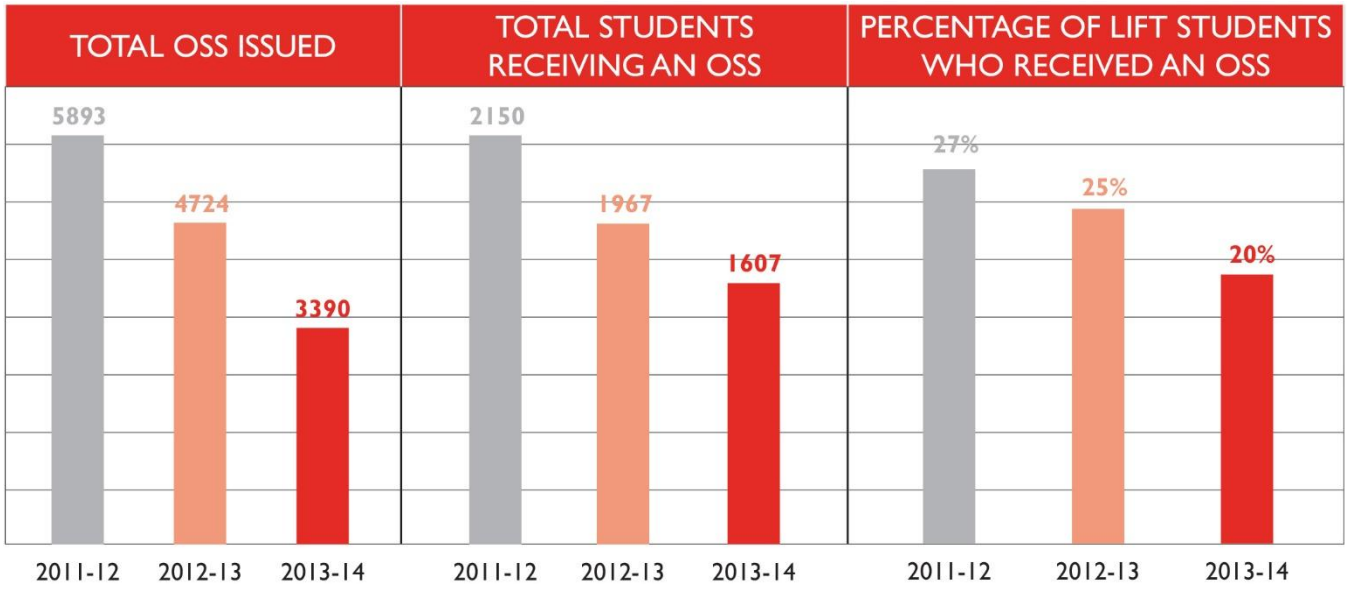
B. Out-of-School Suspensions Continued to Decline at LIFT Schools in Year Two

Reducing Out-of-school suspensions (OSS) remains another key tactic to improve the climate at LIFT schools. In Year Two, most of the LIFT schools made sizable reductions in the number of OSS issued to all students and the overall number of students who received an OSS during the 2013-14 school year.

[38] Springer et. al 2014; Berends et. al 2003

Overall in Year Two, LIFT schools issued 969 fewer OSS, and suspended 367 fewer students; and the percentage of LIFT students who received an OSS declined from 25% to 20%.

Figure 12. Total Out of School Suspensions, Total Students Suspended, and Percent of Students Receiving OSS in 2011-12 to 2013-14



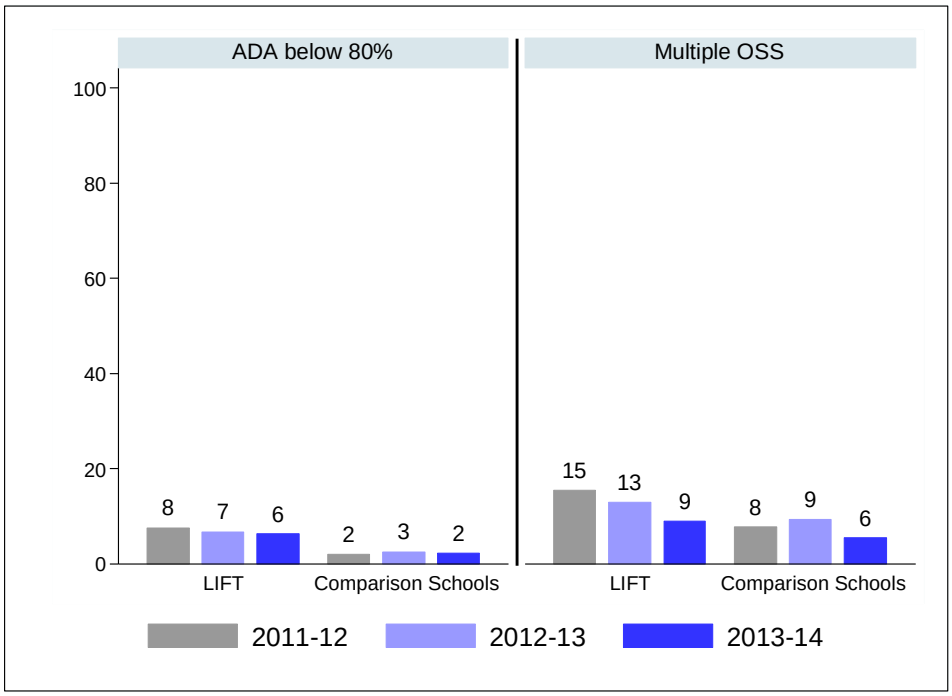
Appendix D details the total number of OSS issued at LIFT schools and the total number of students that received at least one OSS from 2011-12 to 2013-14.

These findings suggest that overall school climates were either roughly stable, and/or that LIFT schools found alternative means for handling disciplinary issues at their schools in 2013-14. However, similar to Year One, a sizable number of students at a majority of LIFT schools still received at least one OSS during the 2013-14 school year; roughly one in five students in the Learning Community overall.

C. Risk Levels for LIFT K-8 Students Continue to Decline

Low attendance and out of school suspensions are indicators that academic success may be in jeopardy. Figure 13 presents a comparison between LIFT students and students from the comparison schools who finished the school year with attendance rates below 80%, or with two or more OSS from 2011-12 to 2013-14. In Figure 13, the gray bars represent the year prior to the start of Project LIFT, the 2011-12 school year.

Figure 13. Comparison: Percentage of K-8 Students with At Risk Attendance and Multiple Out of School Suspensions – 2012-13 and 2013-14



- A significantly greater percentage of LIFT elementary/middle students finished the school year with an attendance rate below 80% and multiple OSS than did students in the comparison schools in the first two years of the initiative: 2012-13 and 2013-14.

- At the LIFT schools, the percentage of students who finished the school year with multiple OSS and an attendance rate below 80% has steadily declined, while these risk factors have been roughly constant at the comparison schools.

D. Summary of Findings: School Climate

The findings presented in this section suggest that Project LIFT schools have generally maintained many of the school climate improvements in Year Two of the initiative: attendance remained high and suspensions continued to decline. Table 17 summarizes the performance of the LIFT schools along these key climate measures in Years One and Two.

Table 17. LIFT School Climate Measures in Year One and Two

LIFT SCHOOLS	AVERAGE DAILY ATTENDANCE ABOVE 90%		OSS REDUCTIONS	
	2012-13	2013-14	2012-13	2013-14
ALLENBROOK *(K-5)*	✓	✓		✓
STATESVILLE RD *(K-5)*	✓	✓		✓
ASHLEY PARK *(PK-8)*	✓	✓	✓	✓
BRUNS *(PK-8)*	✓	✓		✓
DRUID HILLS *(PK-8)*	✓	✓		✓
THOMASBORO *(PK-8)*	✓	✓	✓	
W.G. BYERS *(PK-8)*	✓	✓	✓	✓
RANSON *(6-8)*	✓	✓	✓	✓

✓ Performance remained stable or improved

E. Early Warning Indicators for First Time 9th Graders at WCHS Fluctuated in Year Two

The performance of incoming cohorts at WCHS provides a reference point for assessing the overall prospects for the initiative in meeting its long term goals. In particular, students' performance in 9th grade is one of the strongest predictors of their likelihood of graduating from high school. If Project LIFT is going to increase the four year graduation rate at WCHS to 90%, incoming 9th grade cohorts must start off on the right foot.

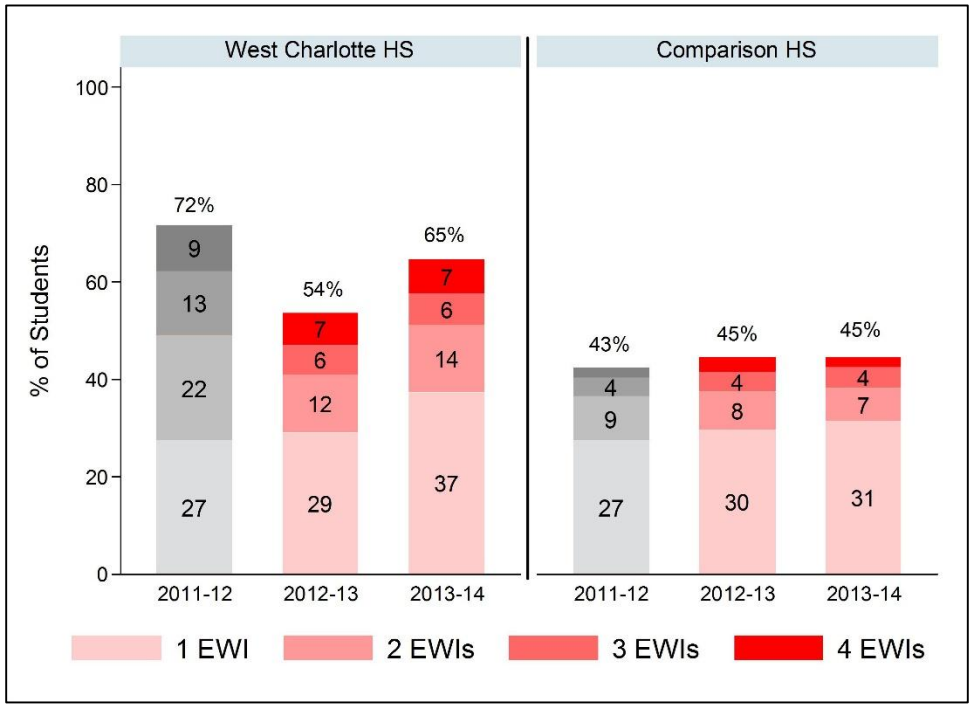
Four early warning indicators (EWIs) of likelihood of dropping out of school have been identified: attendance rate below 80%; multiple out-of-school suspensions; failure to earn all credits attempted; and earning 3 or fewer credits.[39]

EWIs			
ADA: Attendance Rate below 80%	**OSS:** Multiple Out-of-School Suspensions	**Failure:** Failure to Earn All Credits Attempted	**Credits:** Earning 3 or Fewer Credits

Figure 14 presents the percentage of first time 9th grade students at WCHS and at the comparison high schools that accumulated 1, 2, 3, or 4 of the EWIs from 2011-12 to 2013-14.[40] In Figure 14, the gray bars represent the year prior to the start of Project LIFT (the 2011-12 school year).

[39] Neild & Balfanz, 2006
[40] See Appendix D for percentages of students accumulating each EWI: ADA below 80%; Multiple OSS; Course Failure; and Earning 3 or Fewer Credits.

Figure 14. Early Warning Indicator Accumulation for 1st Time 9th Grade Students: 2011-12 - 2013-14



- At WCHS, 65% of 9th graders' accumulated at least one EWI in 2013-14, an increase of 11% in Year Two.
    - Most of the increases were among students accumulating 1 EWI during the 2013-14 school year.
- At WCHS, a lower percentage of students in the first two LIFT cohorts of 9th graders (54% and 65%) accumulated EWIs than 9th graders in the 2011-12 cohort (72%).
- Accumulation of EWIs has varied considerably among LIFT students, while EWI accumulation has remained roughly consistent across all three cohorts of 9th grade students at the comparison high schools.

Overall, the percentage of 9th graders accumulating EWIs at WCHS has been lower in each cohort of Project LIFT, when compared to the 2011-12 9th grade cohort. At the same time, the percentage of 9th graders at the comparison schools accumulating EWIs during their freshman year has remained roughly consistent for each cohort.

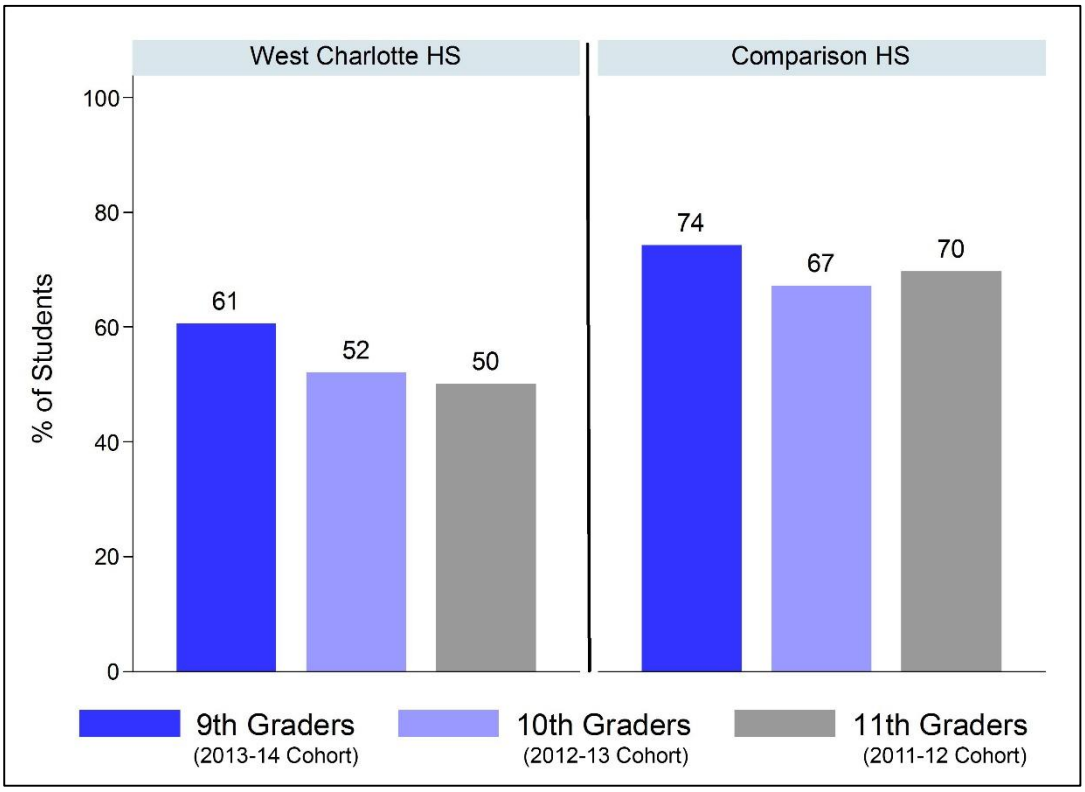
However, more than half all incoming 9th graders in the first two LIFT cohorts at WCHS accumulated at least one EWI during their freshman year. As the initiative progresses it will continue to be important to support incoming cohorts of 9th grade students so that they start strong at WCHS, while also providing ample opportunities for those who fall off-track to catch up.

F. LIFT Students Struggle to Stay On-Track to Graduation[41]

The 2012-13 9th grade cohort represents the first cohort whose entire high school experience will take place during the LIFT initiative. Among those students who stayed at WCHS, their progress towards graduation is best represented by their successful accumulation of academic credits.

Figure 15 presents the percentage of students at WCHS and the Comparison High Schools in three 9th grade cohorts who were on track to graduate after the 2013-14 school year: the 2011-12 cohort - the year before Project LIFT began (gray); 2012-13 – Project LIFT Year One (light blue); and 2013-14 – Project LIFT Year Two (royal blue).[42]

Figure 15. Percent of 9th Grade Cohorts On-Track to Graduation: WCHS and Comparison High Schools: 2011-12 – 2013-14[43]



- At WCHS, 61% of the 2013-14 cohort, and just over half (52%) of the 2012-13 cohort finished the 2013-14 school year on track to graduation.

[41] In Year Two, the state-reported four year graduation rate at WCHS increased from 71% to 78% in 2013-14. http://accrpt.ncpublicschools.org/app/2014/cgr/ The 2012-13 cohort represents the first WCHS cohort of students that will fully matriculate through WCHS during the Project LIFT initiative. The external evaluation will continue to track the on-track status of this cohort, and subsequent cohorts of WCHS students for the duration of the initiative.

[42] On-track status is defined as accumulating at least 7 credits per school year Twenty-eight (28) credits are required for graduation in CMS, making the accumulation of 7 credits in students' first year an initial indicator that students are on-track to graduate. In this figure, being 'on track' to graduation means students in the 2011-12 cohort had accumulated at least 21 credits; students in the 2012-13 cohort had accumulated at least 14 credits, and students in the 2013-14 cohort had accumulated at least 7 credits at the end of the 2013-14 school year. (http://www.cms.k12.nc.us/cmsdepartments/scs/Pages/GraduationInformation.aspx)

[43] Figure 21 only includes those students who were enrolled at either WCHS or one of the Comparison High Schools during the 2011-12, 2012-13, and 2013-14 school years.

- At the Comparison High Schools, a substantially greater percentage of students in each cohort remain on track to graduation than students at WCHS.

G. Summary of Findings: School Climate and On-Track Graduation Indicators

The accumulation of EWIs among 9th graders at WCHS should continue to be an area to watch in future years of the initiative. Unless those students who are accumulating EWIs during their first year in high school can be re-engaged and caught up academically, it will become increasingly difficult to meet the long term graduation targets for the initiative. Table 18 presents summary performance of incoming cohorts of WCHS 9th graders along these key EWI measures in Years One and Two.

Table 18. WCHS EWI Measures in Year One and Two

EWI MEASURES	2012-13	2013-14
Reductions in Students with ADA below 80%	✓	
OSS Reductions	✓	✓
Reductions in Course Failure	✓	
Reductions in Students Earning 3 or Fewer Credits	✓	
% of 9th Grade Cohort On-Track to Graduation	52%	61%

✓ Performance remained stable or improved

VI. Summary of Year Two Report and Preview of Year Three

The second year of the Project LIFT initiative continued to implement substantial changes in the nine schools in the LIFT Learning Community. Implementation of the LIFT Way, the ongoing integration of technology and data driven instructional tools in the classroom, the initial roll out of the Continuous Learning Calendars in four schools, and the introduction of Opportunity Culture in four schools all contributed to a second consecutive year for LIFT schools to learn new ways to improve teaching and learning in their schools.

In addition, throughout Year Two the LIFT staff and key LIFT partners continued to provide an array of support for LIFT schools, including:

- Professional development and coaching supports to teachers in LIFT schools;
- Additional instructional time for LIFT students;
- Targeted socio-emotional support for LIFT students;
- Support to integrate new technology into LIFT teachers' daily practice; and
- Enhanced efforts to connect LIFT schools with their local communities.

At the same time, district and state level policy changes continued to challenge the daily practice of the LIFT staff, principals, and teachers throughout the Learning Community. Uncertainty surrounding North Carolina state policy changes to teacher contracts were repeatedly cited as an ongoing challenge for the LIFT schools to attract and retain talented teachers in their schools. In addition, new EOG/EOC performance levels, along with new literacy standards established under the *Read to Achieve* legislation created an additional set of moving targets for LIFT teachers and administrators to keep in sight. At the

district level, CMS's commitment to Data-Driven Instruction created imperatives for the LIFT teachers to integrate these elements into their curriculum and instruction, while Opportunity Culture schools fundamentally reorganized their staffing structures to enhance the reach of their most talented teachers.

Throughout Year Two, principal and teacher turn-over remained ongoing challenges for the LIFT schools. Entering Year Three of the initiative, only three of the original nine LIFT principals are still at their schools.

Amidst these challenges, the findings presented in this Year Two report offer some promising signs along with some areas of concern for the initiative moving forward. We highlight the most important of these below.

A. Promising Signs for Year Two

In Year Two of the initiative, student performance on all EOG/EOC assessments increased at all LIFT schools. In particular, LIFT students significantly outperformed students in the comparison schools on the Reading EOG. The LIFT students made significantly greater gains, earned significantly higher scores, and were significantly more likely to achieve proficiency on the Reading EOG than students at the comparison schools.

Establishing a positive school climate in the early years of the initiative is a necessary condition for meeting the significant academic achievement goals of the initiative. During Year Two of the initiative most of the LIFT schools continued to make strides to establish positive school climates at their schools.

At all the LIFT schools, student attendance continued to be very high in Year Two. In addition, most of the LIFT schools continued to reduce the number of out-of-school suspensions they issued and the number of students suspended in the second year of the initiative. In particular, there were dramatic reductions in the number of out-of-school suspensions issued and the number of students suspended at Bruns Academy and WCHS.

At WCHS, the incoming cohort of 9th grade students in Year Two of the initiative completed their first year of high school at significantly lower risk than the cohort entering in the year prior to the initiative, 2011-12. However, the 2013-14 cohort did not make consistent improvements compared to the 2012-13 cohort at WCHS.

B. Ongoing Challenges

One of the greatest challenges for the LIFT schools remains ongoing turn-over among LIFT principals and teachers. Maintaining stable leadership and faculty within the LIFT schools will be critical for the successful implementation of key elements of the initiative in the years ahead.

Across each of the EOG and EOC assessments, LIFT student performance remained well below District levels, and remained well below 50% on both the Reading and Math EOGs. In addition, while most LIFT schools continued to reduce the number of out of school suspensions they issued as well as the overall number of students suspended in their schools, roughly one in five LIFT students received at least one out-of-school suspension in Year Two.

The progress of incoming cohorts of 9th grade students at WCHS remains an ongoing challenge. While the first two cohorts of the Project LIFT initiative, the 2012-13 and 2013-14 cohorts, completed their first year at WCHS at lower risk than the 2011-12 cohort, many of these students have already fallen off

track towards graduation. If WCHS is going to achieve the long term graduation goals for the initiative, incoming cohorts of 9th grade students will need increasing amounts of support to ensure they get off on the right foot, and credit recovery opportunities will need to be available for many of these students.

Finally, two structural features of the initiative will continue to present challenges for meeting the long term goals of the initiative and assessing the overall impact of the initiative on student performance.

- **Implementation is not consistent across key elements of the initiative**. Individual LIFT schools operate on different academic calendars, Opportunity Culture schools operate with substantially different staffing structures, and LIFT partners supports are unevenly distributed across the LIFT schools making the initiative itself difficult to define across different schools.
- **Feeder patterns in the LIFT Learning Community do not facilitate sustained LIFT supports for individual students**. In addition, the minority of students who do enroll at WCHS are among the lowest performers in the Learning Community. This situation will make meeting the long term performance goals for the initiative increasingly difficult in later years, particularly at WCHS.

While the academic performance of LIFT students remained well below the CMS district average in Year Two, and well below LIFT goals, it is important to keep in mind that large complex initiatives like Project LIFT take time to generate the desired results. The fact that LIFT students made significant gains in Reading in just the second year of the initiative is remarkable. The initial years of complex turnaround initiatives typically do not generate dramatic changes in student academic achievement. And while the Reading gains were modest, when combined with the continued improvements in school climates, and the overall stabilization of key elements of the initiative after Year Two, the LIFT schools should have reason for optimism entering Year Three.

At this early stage in the initiative, the findings presented in this Year Two report point to promising signs for the initiative moving forward, while also highlighting ongoing challenges that lay ahead. In the years ahead, it will be critical for the Project LIFT staff and the LIFT schools remain focused in the following areas:

- Retaining principals and key faculty in the LIFT schools;
- Implementing key LIFT strategies consistently throughout the LIFT schools;
- Improving the climates in LIFT schools;
- Supporting incoming cohorts of 9th graders at WCHS;
- Providing a range of opportunities for off-track students to recover credits at WCHS;
- Meeting the social-emotional needs of LIFT students; and
- Maintaining a focus on academic achievement.

C. Preview of Year Three Analyses

Moving into future years of the initiative, the external evaluation will continue to track key elements of Project LIFT implementation and student outcomes aligned with the initiative's long term goals. Building on Years One and Two, the Year Three evaluation will include analyses of LIFT implementation and student behavioral and academic performance.

The Year Three implementation analyses will assess the ongoing maturation of key strategies across the different focus areas, changes in school culture at the LIFT schools, and steps taken to sustain key elements of the initiative. We plan to focus on the following key elements within each of the four pillars:

Table 19. Year Three Analyses

TALENT
Talent recruitment and retention; professional development for school staff; Instructional Leadership Teams
TIME
OST programming quality; Continuous Learning Calendar programming; LIFT Academy; WCHS credit recovery; Adjustments to in-school master schedules
TECHNOLOGY
XO Champions, Blended Learning, Data-driven Instruction & Discovery Education
PARENT AND COMMUNITY ENGAGEMENT
In-school supports to meet medical and socio-emotional needs of students; Parent and Community Engagement staff capacity

The student outcomes analyses for Year Three will build on the Year Two analyses and continue to assess the following:

- Student mobility and feeder patterns in the LIFT schools;
- Differences in student academic performance, attendance and behavior between Continuous Learning Calendar LIFT schools and other LIFT schools;
- Student growth on the EOG assessments from Year One to Year Three;
- Differences between WCHS and Comparison High School students' EOC performance;
- The 'on track' to graduation status for WCHS students; and
- The impact of individual LIFT partners on student academic achievement and behavior.[44]

The Year Three final report will include findings from both the analyses of LIFT implementation across the four pillars along with findings from the student outcomes analyses for the 2014-15 school year.

[44] The results of analyses of individual LIFT partner effectiveness will not be included in public reports, and will only be disseminated internally with the LIFT Governance Board and staff who will share these results with individual partners.

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Appendix A. 2013-14 Qualitative Data Sources

Interviews	
LIFT Learning Community Superintendent	WINTER 2014
Executive Director of Strategic Planning & Evaluation	WINTER 2014
Executive Director of Teaching & Learning	WINTER 2014
Human Capital Strategies Specialist	WINTER 2014
Community Engagement Coordinators (n=2)	WINTER 2014
Literacy Coordinator	WINTER 2014
Executive Coordinator	WINTER 2014
Principals (n=10)	SPRING 2014
Observations	
Quarterly Partner Meetings (n=4)	FALL 2013- SPRING 2014
Document Review	
Project LIFT Program Documents	ONGOING REVIEW
Online Media Coverage (n=102 sources)	SUMMER 2013-SPRING 2014

Appendix B: Key Project LIFT Partners for 2013-14, by Focus Area

Talent Partners	
Teach for America (TFA)	Provided corps members to work as teachers in L.I.F.T. schools
University of Virginia School Turnaround Program	Worked with the school leadership teams and the zone office to build internal capacity necessary to support and sustain the school turnaround initiative
New Leaders for New Schools (NLNS)	Provided leadership programs to develop talented educators and worked to foster conditions enabling school leaders to drive student achievement
Public Impact: Opportunity Culture	Focused on redesigning teachers' roles to enable top teachers to reach more students at Allenbrook, Ashley Park, Thomasboro and Ranson
Time Partners	
YMCA	Afterschool program at McCrorey YMCA
Arts & Science Council	STEAM-based intersession programming for Continuous Learning Calendar Schools (Bruns, Druid Hills, Thomasboro, and Walter G. Byers)
Youth Development Initiative	Life skills, career training and mentoring for students at the LIFT Academy at WCHS
Building Educated Leaders for Life (BELL)	Academic support provided after school and during the summer
Johnson C. Smith University: Charlotte's Web	Mentoring, afterschool and summer programming with a STEM theme provided to 40 male students at West Charlotte High School
Technology Partners	
Digi-Bridge	Provided XO laptops to 1st-4th graders in LIFT elementary schools
Microsoft Digital Inclusion Program	Provided schools with funding to purchase Surface laptops
Ten 80 Student Racing Challenge: NASCAR STEM Initiative	Project-based STEM curriculum and professional development for 9th and 10th grade students based on NASCAR theme
Johnson C. Smith University: Charlotte's Web	Provided technology training to male students at West Charlotte High School
Parent/Community Engagement Partners	
Right Moves for Youth	Weekly group meeting, mentoring and case management
Men Who Care Global Mentoring	Mentoring program for male students
Communities in Schools	Student academic and social-emotional support services for identified caseload

Appendix C. End of Course (EOC) and End of Grade (EOG) Performance: 2011-12 to 2013-14

Table C1. Percent of Students Scoring Proficient or Above on North Carolina EOG Assessments: 2011-12 to 2013-14

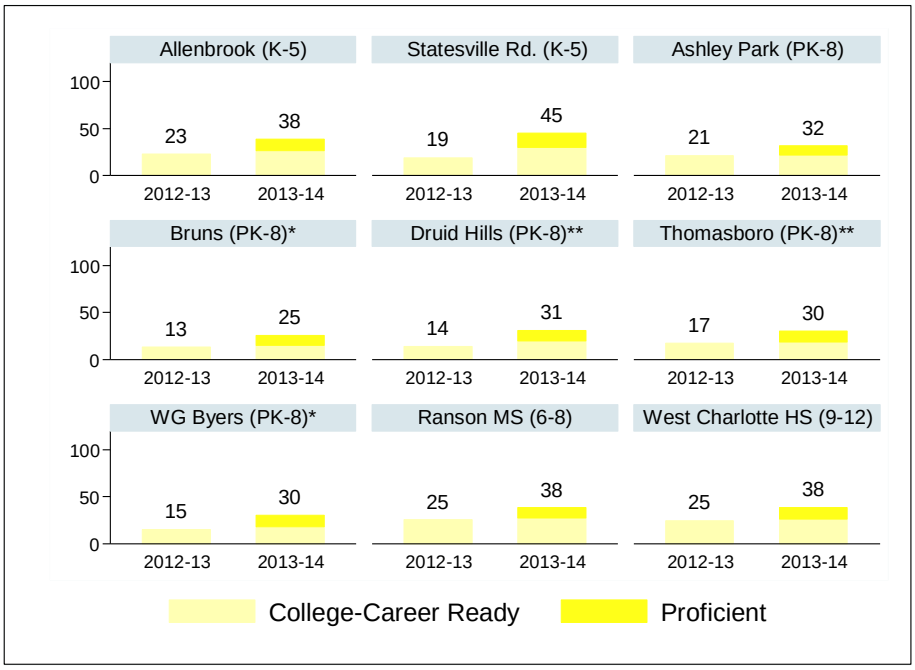
	Math (%)			Reading (%)			Science (%)		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
North Carolina	83	42	51	71	43	56	76	52	67
Charlotte-Mecklenburg	83	46	56	71	45	56	76	53	70
Project LIFT PK-8 Schools	64	23	30	49	20	33	57	37	53

Table C2. Percent of Students Scoring Proficient or Above on North Carolina EOC Assessments: 2011-12 to 2013-14

	Math I (%)			English II (%)			Biology (%)		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
North Carolina	78	36	60	82	51	61	83	45	53
Charlotte-Mecklenburg	75	38	63	82	53	67	84	47	58
West Charlotte HS	34	12	28	56	25	36	42	13	21

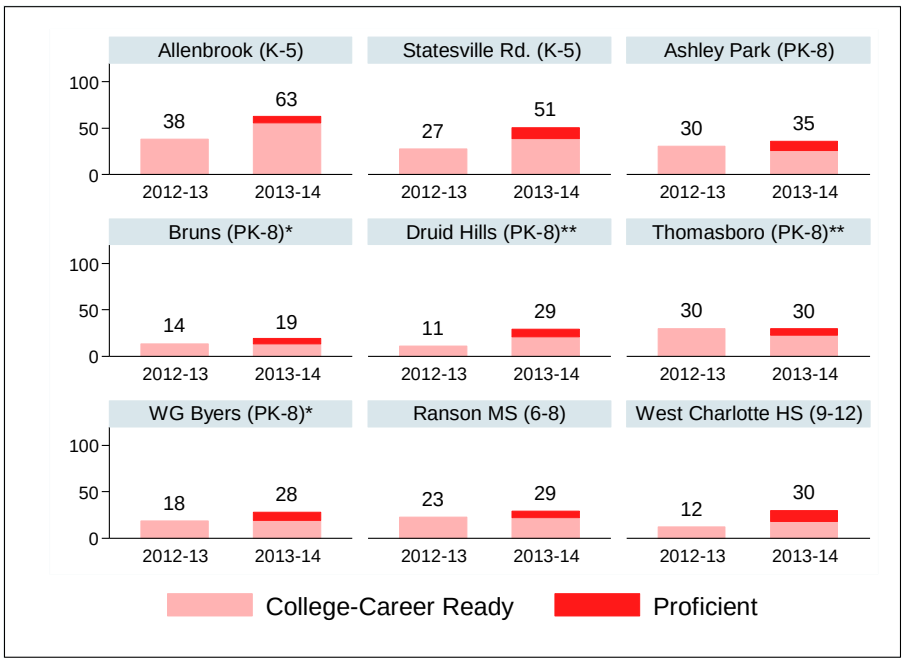
For each of the following three figures, student performance on the EOG/EOC assessments in the 2013-14 school year is divided into College and Career Ready and Proficient. In 2013-13, those students who are proficient would not have met the standards for proficiency on the 2012-13 assessment. 2012-13 proficiency levels are labeled as Career and College Ready to signify the equivalence of these performance levels from year to year.

Figure C1. Proficiency Levels on Reading EOG and English II EOC by LIFT School



**Bruns and WG Byers are 180 Day Continuous Learning Calendar Schools*
***Druid Hills and Thomasboro are 199 Day Continuous Learning Calendar Schools*

Figure C2. Proficiency Levels on Math EOG and Math 1 EOG by LIFT School[45]



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[45] Only students at WCHS who took the Math 1 EOC are represented in Figure C2.

Figure C3. Proficiency Levels on Science EOG by LIFT School

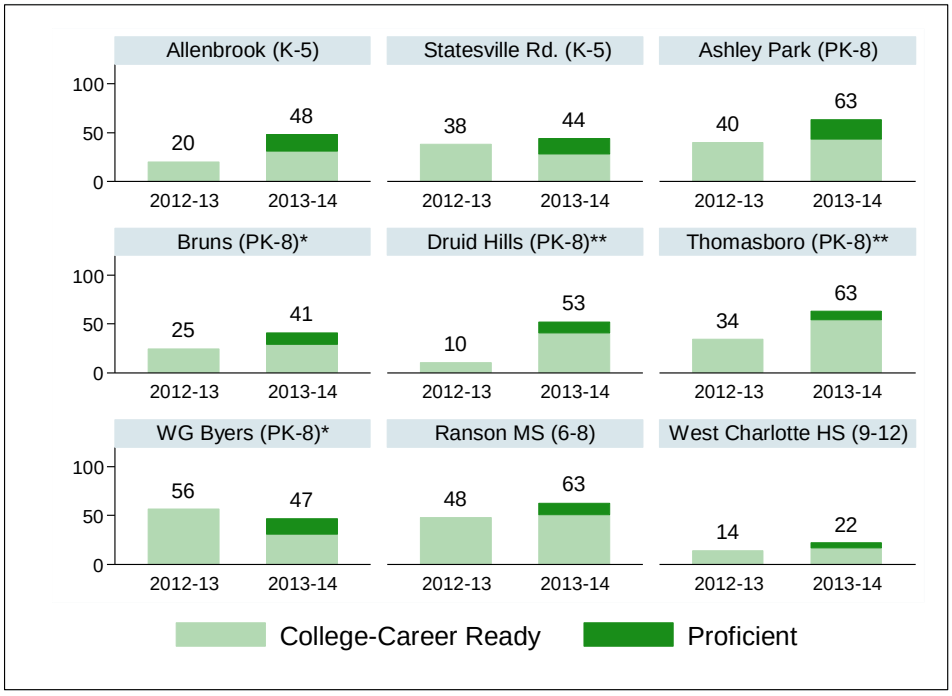

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Table C3. Percent of Allenbrook Elementary Students Scoring College and Career Ready or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	46	68	4	29	46	9	-	-	-
4	45	69	8	21	43	17	-	-	-
5	26	52	10	20	27	12	20	48	17
Total	38	62	8	23	38	12	20	48	17

Table C4. Percent of Ashley Park Elementary Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	24	49	18	21	35	9	-	-	-
4	20	22	9	22	30	14	-	-	-
5	23	18	5	15	20	7	30	55	20
6	46	53	11	22	31	11	-	-	-
7	38	24	10	29	33	10	-	-	-
8	33	40	9	17	38	10	53	71	21
Total	30	35	10	21	31	11	40	63	20

	Math				**Reading**				**Science**			
Grade Level	**2012-13 Proficient or Above**	**2013-14 Sufficient or Above**	**2013-14 CCR**	**2013-14 Sufficient**	**2012-13 Proficient or Above**	**2013-14 Sufficient or Above**	**2013-14 CCR**	**2013-14 Sufficient**	**2012-13 Proficient or Above**	**2013-14 Sufficient or Above**	**2013-14 CCR**	**2013-14 Sufficient**
3	24	49	31	18	21	35	25	9	-	-	-	-
4	20	22	13	9	22	30	16	14	-	-	-	-
5	23	18	12	5	15	20	13	7	30	55	35	20
6	46	53	42	11	22	31	20	11	-	-	-	-
7	38	24	14	10	29	33	22	10	-	-	-	-
8	33	40	31	9	17	38	28	10	53	71	50	21
Total	30	35	24	10	21	31	21	11	40	63	43	20

Table C5. Percent of Bruns Academy Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	21	47	18	9	27	3	-	-	-
4	12	9	4	13	11	7	-	-	-
5	11	22	7	8	28	17	4	21	11
6	6	15	3	12	29	8	-	-	-
7	14	20	4	24	30	15	-	-	-
8	18	5	1	13	28	11	50	62	14
Total	14	19	6	13	25	10	25	41	12

Table C6. Percent of Druid Hills Elementary Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	7	41	16	7	57	15	-	-	-
4	14	28	5	12	22	6	-	-	-
5	13	40	8	13	25	14	5	58	46
6	17	9	4	19	22	13	-	-	-
7	6	28	9	29	30	12	-	-	-
8	6	23	6	8	24	4	17	43	33
Total	11	29	8	14	31	11	10	52	41

Table C7. Percent of Statesville Road Elementary Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	15	55	13	20	47	20	-	-	-
4	34	50	12	25	53	11	-	-	-
5	31	47	10	14	36	15	38	44	16
Total	27	50	12	19	45	15	38	44	16

Table C8. Percent of Thomasboro Academy Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	33	28	9	11	27	12	-	-	-
4	45	25	5	25	20	7	-	-	-
5	23	44	4	14	37	9	21	54	12
6	21	22	2	24	33	14	-	-	-
7	31	26	11	18	36	14	-	-	-
8	27	37	10	13	30	13	52	74	5
Total	30	30	7	17	30	12	34	63	8

Table C9. Percent of Walter G. Byers Elementary Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
3	24	53	12	16	43	19	-	-	-
4	16	27	2	9	29	2	-	-	-
5	33	35	18	15	22	14	57	42	13
6	4	17	8	22	35	14	-	-	-
7	20	24	10	19	24	12	-	-	-
8	10	13	4	12	27	11	56	52	20
Total	18	28	9	15	30	12	56	47	16

Table C10. Percent of Ranson Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Grade Assessments: 2012-13 to 2013-14

	Math (%)			Reading (%)			Science (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
6	26	23	3	30	38	11	-	-	-
7	24	34	7	24	41	12	-	-	-
8	16	22	7	22	36	11	48	63	13
Total	22	27	6	25	38	11	48	63	13

Table C11. Percent of 8th Grade Students Scoring "College and Career Ready" or Proficient or Above on the North Carolina End of Course Math 1 Assessment: 2012-13 to 2013-14

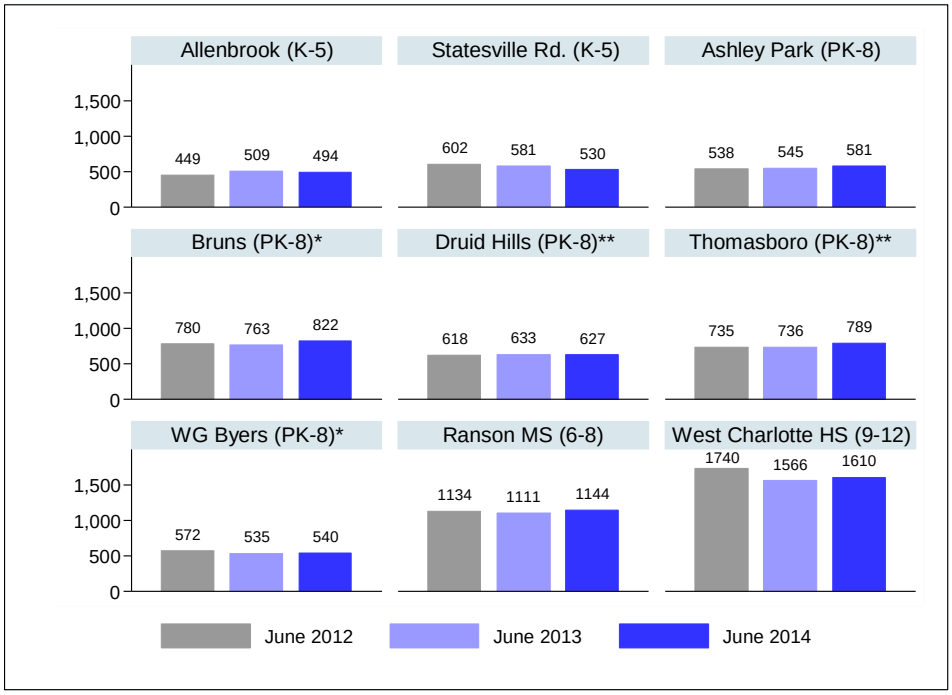
	2012-13 (%)	2013-14 (%)	2013-14 Proficient
Ashley Park	-	100	5
Bruns	33	7	0
Thomasboro	-	100	0
Ranson	66	70	23
Total	59	67	17

Table C12. Percent of West Charlotte Students Scoring "College and Career Ready" or Proficient or Above on North Carolina End of Course Assessments: 2012-13 to 2013-14

	Math 1 (%)			English II (%)			Biology (%)		
Grade Level	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient	2012-13	2013-14	2013-14 Proficient
9	15	32	13	11	13	6	12	36	5
10	3	7	7	27	43	12	16	19	6
11	4	0	0	0	56	22	10	13	6
12	0	0	0	0	0	0	3	13	7
Total	12	30	13	24	39	11	14	22	6

Appendix D. End of Year Enrollment, Mobility, Attendance, Suspensions, and Early Warning Indicators of Dropout for LIFT Students

Figure D1. End of Year Enrollment at LIFT Schools: June 2012 and 2014



**Bruns and WG Byers are 180 Day Continuous Learning Calendar Schools*
***Druid Hills and Thomasboro are 199 Day Continuous Learning Calendar Schools*

Figure D2. Percentage of Students Who Transfer into LIFT Schools during the School Year: 2011-12 – 2013-14

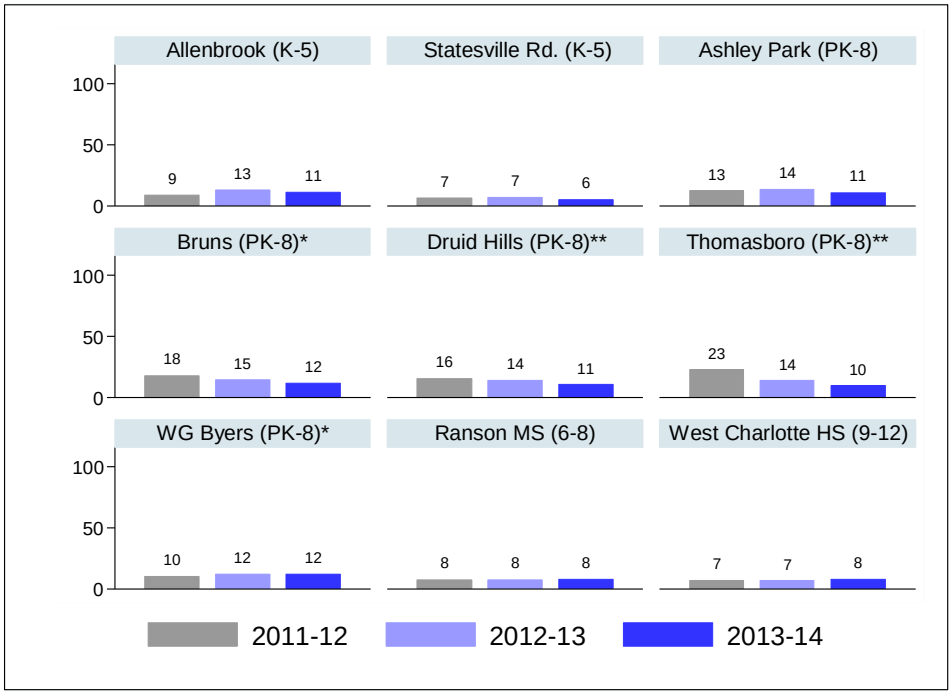


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Figure D3. Average Daily Attendance Rates at LIFT Schools: 2011-12 – 2013-14

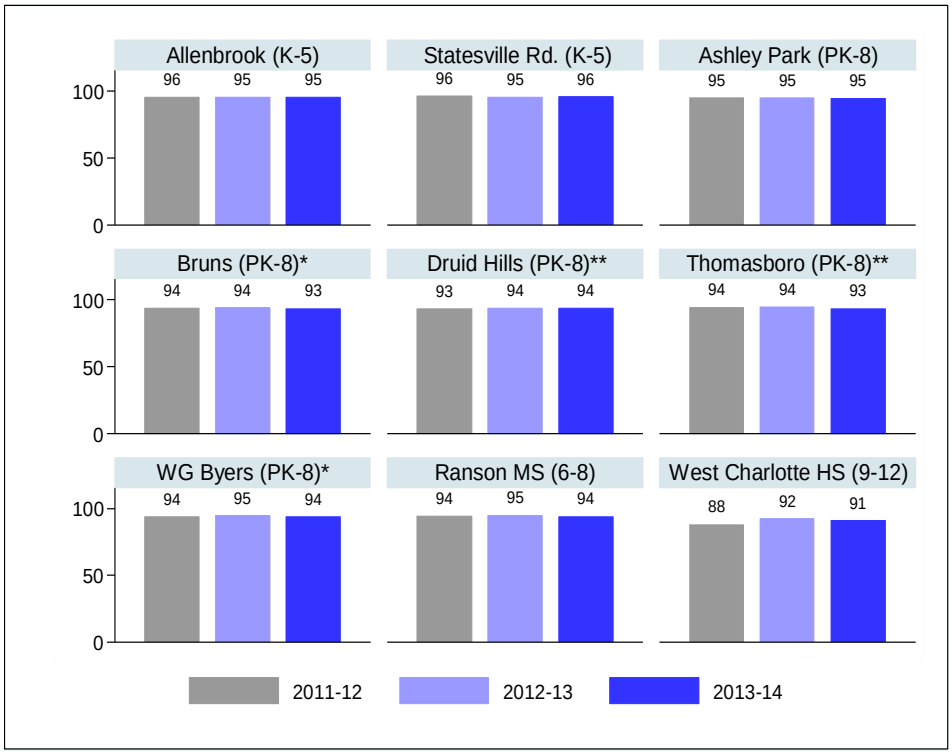

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Figure D4. Percentage of Students with Attendance Rates below 80% at LIFT Schools: 2011-12 – 2013-14

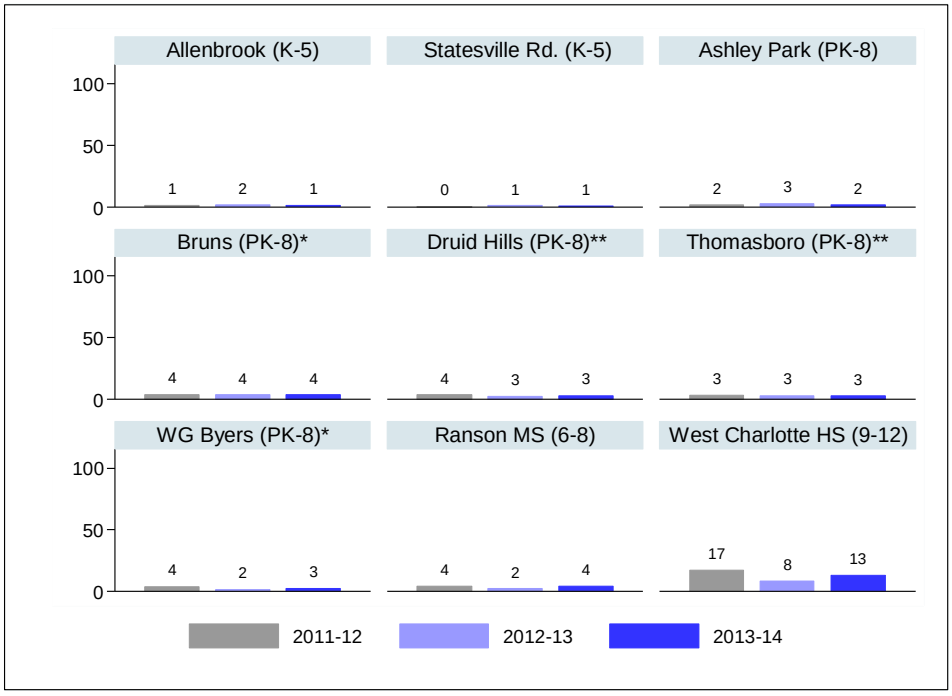

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Figure D5. Total OSS Issued at LIFT Schools: 2011-12 – 2013-14

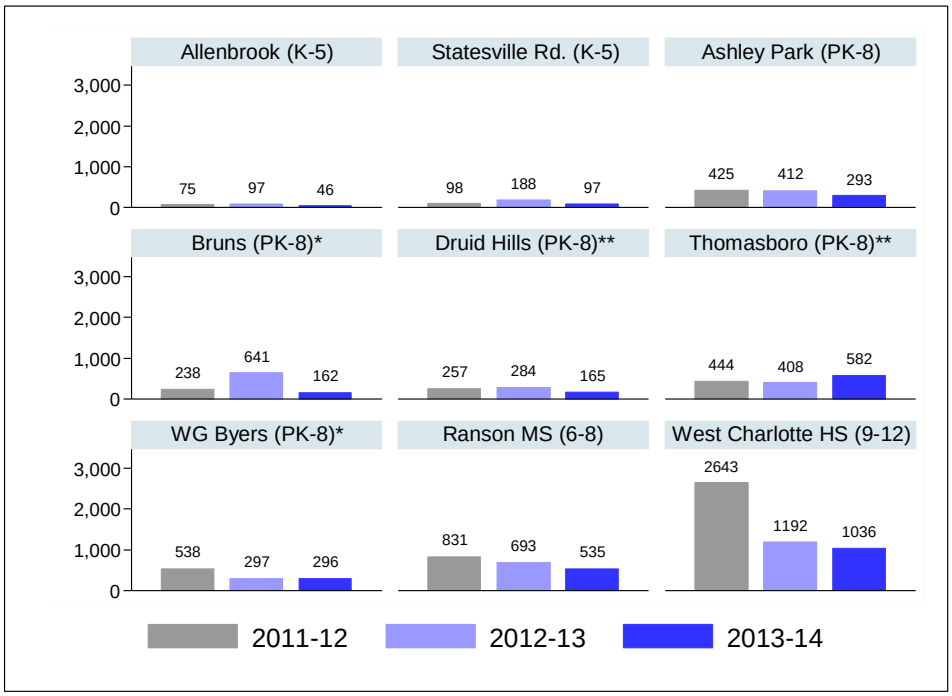

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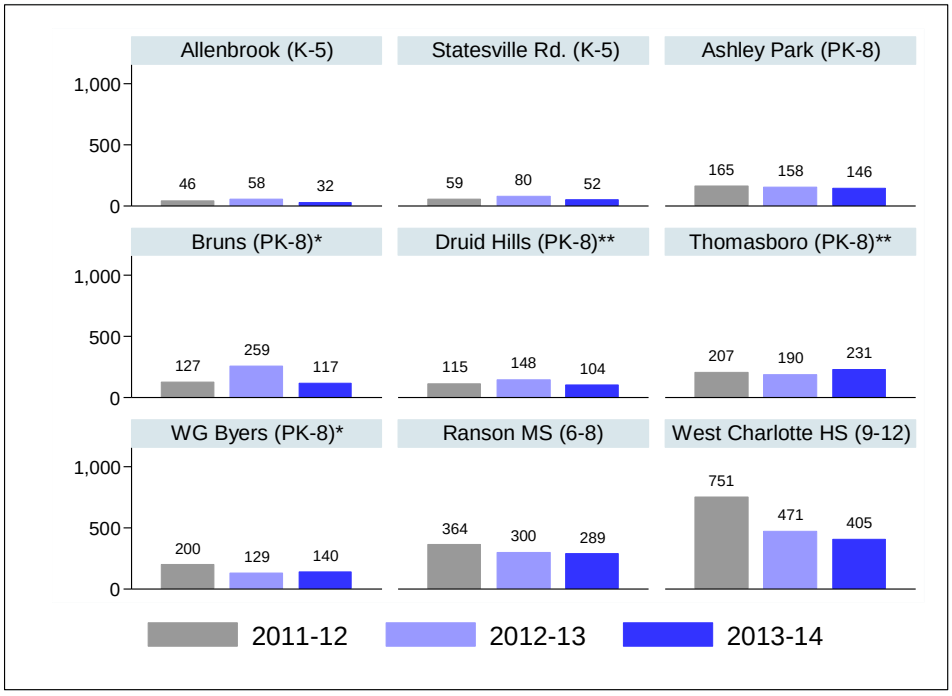
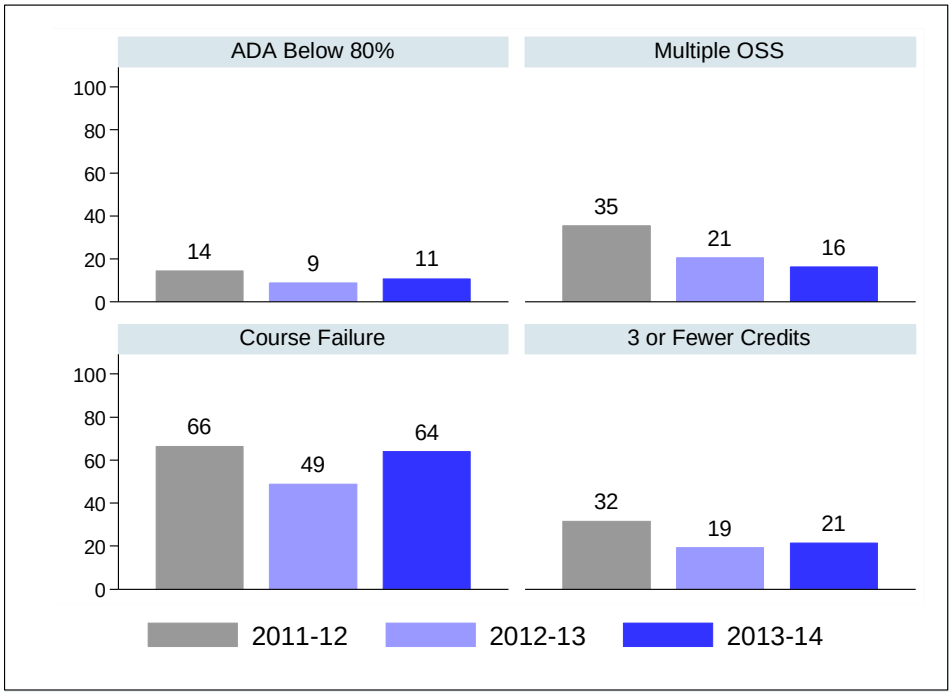
Figure D6. Total Students Receiving an OSS at LIFT Schools: 2011-12 – 2013-14



**Bruns and WG Byers are 180 Day Continuous Learning Calendar Schools*
***Druid Hills and Thomasboro are 199 Day Continuous Learning Calendar Schools*

Figure D7. Early Warning Indicator Accumulation for West Charlotte 9th Grade Students: 2011-12 - 2013-14



Appendix E. Methodology: Comparison School Selection, Predictive Modeling Methods, and Results

Comparison School Selection

To assess the impact of the Project LIFT Initiative, the external evaluation identified a set of comparison schools to support *student-level* analyses of the impact of the Project LIFT initiative on student academic performance. Comparison schools were selected on the basis of the following process:

In consultation with the CMS Office of Accountability's Research, Evaluation and Analytics department, a set of comparison schools was identified for each LIFT school based on their similarity along the following *school-level* factors in the 2011-12 school year:

- Percent male
- Percent Asian, Hispanic, black, native American, multi and white;
- School size (total school enrollment)
- Percent student with disabilities and gifted
- Percent Limited English Proficiency (LEP) and English as a Second Language (ESL)
- Percent who repeated a grade
- Percent overage-for-grade
- Percent of student enrollment in each grade level in the school
- Percent dropout
- Mean rate of attendance that accounts for excused absences, unexcused absences, in-school and out-of-school suspensions
- Percent of students that were mobile at the school
- Percent proficient in math, reading, and science
- Mean growth across math and reading

*3rd Grade students did not have EOG Math or Reading scores available for matching.

The results of the analyses conducted by CMS identified 33 unique comparison schools for the study. Each LIFT elementary school was matched to the six most similar elementary schools; Ranson Middle School was matched the five most similar middle schools in CMS; and West Charlotte High School was matched to the four most similar high schools in CMS. Each LIFT school was matched to multiple comparison schools as a way to control for school-level factors that may influence the behavioral and academic performance of the comparison group of students. Table A1.1 shows which comparison schools were matched to each LIFT school.

Table E1. LIFT Comparison Schools

Allenbrook Elementary	Ashley Park Elementary	Bruns Academy
• Paw Creek Elementary	• Billingsville Elementary	• Reid Park Academy
• Pinewood Elementary	• Montclaire Elementary	• Tuckaseegee Elementary
• Shamrock Gardens Elementary	• Devonshire Elementary	• Sedgefield Elementary
• Montclaire Elementary	• Sterling Elementary	• Winding Springs Elementary
• Devonshire Elementary	• Paw Creek Elementary	• Newell Elementary
• Sterling Elementary	• Hornet's Nest Elementary	• Hidden Valley Elementary

Druid Hills Academy	Statesville Road Elementary	Thomasboro Academy
• Rama Road Elementary	• Sterling Elementary	• Winding Springs Elementary (67)
• Merry Oaks Intl Academy	• Montclaire Elementary	• Reid Park Academy (81)
• Nations Ford Elementary	• Devonshire Elementary	• Tuckaseegee Elementary (92)
• Winterfield Elementary	• Hornets Nest Elementary	• J H Gunn Elementary (62)
• Oakdale Elementary	• River Oaks Academy	• Newell Elementary (80)
• Whitewater Academy Elementary	• Nations Ford Elementary	• Reedy Creek Elementary (74)

Walter G Byers	Ranson Middle School	West Charlotte HS
• Billingsville Elementary	• Albemarle Road Middle	• West Mecklenburg High
• Montclaire Elementary	• Quail Hollow Middle	• East Mecklenburg High
• Devonshire Elementary	• Whitewater Middle	• Rocky River High
• Sterling Elementary	• Sedgefield Middle	• Zebulon B Vance High
• Paw Creek Elementary	• Martin Luther King Jr Middle	
• Westerly Hills Academy		

In Year Two, the main impact analyses were conducted by developing a set of predictive models designed to assess the significance of difference in the performance of LIFT students and comparison students along three separate outcomes for each EOG/EOC assessment:

1. Scaled Score Growth: scaled score growth represents the difference between a students' scaled score in 2012-13 and their score in 2013-14. Scaled score growth is only assessed for the Math and Reading EOGs, since these are the only assessments taken by students in consecutive years;
2. Scaled Score: scaled scores represent the overall performance of individual students on the EOG/EOC assessments in 2013-14;
3. Proficiency: proficiency represents whether or not a students achieved proficiency on the EOG/EOC assessment in 2013-14;

Student Populations

All students included in these analyses were enrolled for at least 90 days at either a LIFT school or a comparison school during the 2013-14 school year. In addition, only students with multiple years of EOG/EOC scores were included in the predictive analyses. For this reason, those students who transferred into LIFT schools from out of CMS or from other CMS schools that were not among the comparison group of schools are excluded from these analyses. 3rd grade students are excluded from the EOG analyses since they did not have prior performance measures to include in the models. At the high school level, only 9th and 10 grade students are included in the EOC models since the number of 11th and 12th grade students taking these assessments was quite small at both West Charlotte High School and at the comparison high schools. In each model, the key predictor is whether or not a student attended a LIFT school during the 2013-14 school year.

Model Specification – LIFT Students v. Comparison Students

Table E2 presents the outcomes assessed, the student populations compared, and controls for each model. For each model, robust standard errors were estimated to adjust for clustering at the school level. With so few schools in the LIFT group (8) it was not possible to develop multi-level model to provide additional controls for school level influences on student performance.

Table E2. Outcomes Assessed

Assessment	Outcomes	Student Populations	Controls
Math EOG	Scaled Score Growth	LIFT v. Comparison Students: Grades 4-8	2012-13 Math EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level
	Scaled Score		
	Proficiency		
Reading EOG	Scaled Score Growth	LIFT v. Comparison Students: Grades 4-8	2012-13 Reading EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level
	Scaled Score		
	Proficiency		
Science EOG	Scaled Score	LIFT v. Comparison Students: Grades 5 & 8	2012-13 Math EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level
	Proficiency		
Math I EOC	Scaled Score	LIFT v. Comparison Students: Grades 9 & 10	8th Grade Math EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level
	Proficiency		
English II EOC	Scaled Score	LIFT v. Comparison Students: Grades 9 & 10	8th Grade Reading EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level
	Proficiency		
Biology EOC	Scaled Score	LIFT v. Comparison Students: Grades 9 & 10	8th Grade Science EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level
	Proficiency		

Model Specification – LIFT CLC Students v. LIFT Non-CLC on Students

In addition to the main impact analyses of the academic performance of students at the LIFT and comparison schools, the Year Two evaluation also included a set of sub-analyses to estimate differences in the academic performance of LIFT students at Continuous Learning Calendar schools and those at LIFT schools with traditional academic calendars. Table E3 presents the outcomes assessed, the student populations compared, and controls for each model. For each model, robust standard errors were estimated to adjust for clustering at the school level. With so few LIFT schools (8) it was not possible to develop multi-level model to provide additional controls for school level influences on student performance.

Table E3. Academic Performance

Assessment	Outcomes	Student Populations	Controls
Math EOG	Scaled Score Growth	LIFT CLC Students v. LIFT non-CLC Students: Grades 4-8	2012-13 Math EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level; Attending a LIFT school in 2012-13
	Scaled Score		
	Proficiency		
Reading EOG	Scaled Score Growth	LIFT CLC Students v. LIFT non-CLC Students: Grades 4-8	2012-13 Reading EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level; Attending a LIFT school in 2012-13
	Scaled Score		
	Proficiency		
Science EOG	Scaled Score	LIFT CLC Students v. LIFT non-CLC Students: Grades 5 & 8	2012-13 Math EOG Z Score; Attendance Rate; Receipt of 1 or more OSS; Gender; African Americans; Special Education Status; Grade Level; Attending a LIFT school in 2012-13
	Proficiency		

Standard OLS regression models were used to assess differences between LIFT and Comparison Students' in Scaled Score Growth and Scaled Scores; Logistic regression models were used to assess differences in the likelihood that LIFT and Comparison Students would score Proficient or above on the EOG/EOC assessments.

The tables below present:

1. Descriptive statistics for each outcome and controls for the LIFT students and the comparison students for each EOG and EOC assessment.
2. Model results for all analyses comparing the performance or LIFT and comparison students for each EOG and EOC assessment.
3. Descriptive statistics for each outcome and the controls for the LIFT CLC students and non-CLC students for each EOG assessment.
4. Model results for all analyses comparing the performance or LIFT CLC students and LIFT non-CLC students for each EOG assessment.

EOG Reading Assessment – Descriptive Tables for Outcomes & Controls

Outcomes

Table E4. Change in Reading Scaled Scores: 2012-13 -> 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2455	3.96	6.29	-20	4	35
Comparison Students	6933	3.65	6.36	-31	4	33

Table E5. Reading Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2455	447.35	10.29	419	448	483
Comparison Students	6933	447.07	10.58	416	447	487

Table E6. % Proficient in Reading

	LIFT	Comparison Students
%	33.03	36.46
Total Students	1,455	6,933

Controls

Table E7. Reading Scaled Score:2012-13

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2455	-0.63	0.85	-3.13	-0.58	2.22
Comparison Students	6933	-0.49	0.90	-3.09	-0.48	2.39

Table E8. Attendance Rate:2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2455	0.95	0.05	0.26	0.96	1
Comparison Students	6933	0.95	0.05	0.33	0.97	1

Table E9. Student Demographics

	LIFT	Comparison Students
% Female	49.69	49.01
%Male	50.31	50.99
% African American	79.43	52.24
% Special Ed.	9.9	10.57
% w/ 1 or more OSS	25.87	14.77
% Grade 4	16.9	24.58
% Grade 5	16.17	26.45
% Grade 6	23.14	12.22
% Grade 7	23.42	17.9
% Grade 8	20.37	18.85
Total Students	2,455	6,933

EOG Reading Assessment – Model Results: LIFT Students v. Comparison Students

Table E10. OLS Model Results - Reading Scaled Score Growth: LIFT v. Comparison Students

	β	RSE
Lift Student	0.79*	0.32
2012-13 Reading EOG Z Score	-2.19***	0.08
Attendance Rate	6.13***	0.97
Receiving 1 or More OSS	-1.11***	0.29
Male	-0.58***	0.15
African American	-0.53**	0.15
Special Education Status	-0.25	0.21
Grade 5^	-2.50***	0.33
Grade 6^	-4.07***	0.54
Grade 7^	-2.89***	0.43
Grade 8^	-2.53***	0.45
Constant	-0.61	1.04
F	164.25***	
R Square	0.15	

n = 9,388

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E11. OLS Model Results - Reading Scaled Scores: LIFT v. Comparison Students

	β	RSE
Lift Student	0.79*	0.33
2012-13 Reading EOG Z Score	8.00***	0.09
Attendance Rate	6.15***	1.02
Receiving 1 or More OSS	-1.14***	0.29
Male	-0.58**	0.15
African American	-0.53**	0.14
Special Education Status	-0.20	0.23
Grade 5^	4.66***	0.33
Grade 6^	6.24***	0.55
Grade 7^	9.69***	0.44
Grade 8^	13.20***	0.44
Constant	439.64***	1.10
F	1154.09	
R Square	0.69	

n = 9,388

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E12. Logistic Regression Model Results - Proficiency: LIFT v. Comparison Students

	β	RSE
Lift Student	0.19#	0.10
2012-13 Reading EOG Z Score	2.62***	0.07
Attendance Rate	1.51**	0.56
Receiving 1 or More OSS	-0.26**	0.09
Male	-0.14*	0.07
African American	-0.22***	0.06
Special Education Status	-0.04	0.13
Grade 5^	-0.14	0.12
Grade 6^	-0.05	0.16
Grade 7^	0.28	0.15
Grade 8^	-0.07	0.19
Constant	-0.99	0.56
Pseudo Log Likelihood	-3682.98	
$\chi 2$	3306.8***	
Pseudo R Square	0.40	

n = 9,388

#p<.10; * p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

EOG Reading Assessment – Descriptive Tables

Outcomes

Table E13. Change in Reading Scaled Scores: 2012-13 -> 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1062	4.24	6.02	-16.00	4.5	23
non-CLC Students	1393	3.76	6.47	-20.00	4	35

Table AX.11. Reading Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1062	445.41	10.22	419	446	476
non-CLC Students	1393	448.84	10.10	420	449	483

Table E14. % Proficient in Reading

	CLC	non-CLC
%	27.4	37.33
Total Students	1,062	1,393

Controls

Table E15. Reading Scaled Score: 2012-13

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1062	-0.76	0.82	-2.84	-0.75	1.51
non-CLC Students	1393	-0.53	0.87	-3.13	-0.48	2.22

Table E15. Attendance Rate: 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1062	0.94	0.06	0.26	0.96	1
non-CLC Students	1393	0.95	0.05	0.56	0.96	1

Table E16. Student Demographics

	CLC	non-CLC
% Female	49.34	49.96
%Male	50.66	50.04
% African American	83.9	76.02
% Special Ed.	11.11	8.97
% w/ 1 or more OSS	27.97	24.26
% Grade 4	21.47	13.42
% Grade 5	20.24	13.07
% Grade 6	21.56	24.34
% Grade 7	19.77	26.2
%Grade 8	16.95	22.97
%LIFT	88.79	80.04
Total Students	1,062	1,393

EOG Reading Assessment – Model Results: CLC v. non-CLC Students

Table E17. OLS Model Results - Reading Scaled Score Growth: CLC v. non-CLC Students

	β	RSE
Continuous Learning Calendar	-0.11	0.28
2012-13 Reading EOG Z Score	-2.41***	0.18
Attendance Rate	5.43*	1.80
Receiving 1 or More OSS	-1.21*	0.41
Male	-0.72	0.39
African American	-0.83**	0.21
Special Education Status	-0.07	0.35
2012-13 LIFT Student	-0.13	0.41
Grade 5^	-1.53	1.26
Grade 6^	-3.53*	1.19
Grade 7^	-2.01	1.05
Grade 8^	-1.68	0.99
Constant	0.70	2.22
R Square	0.14	

n =2,455
* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E18. OLS Model Results - Reading Scaled Scores: CLC v. non-CLC Students

	β	RSE
Continuous Learning Calendar	-0.09	0.28
2012-13 Reading EOG Z Score	7.76***	0.15
Attendance Rate	5.34*	1.98
Receiving 1 or More OSS	-1.26*	0.42
Male	-0.73	0.42
African American	-0.79**	0.22
Special Education Status	-0.07	0.37
2012-13 LIFT Student	-0.04	0.41
Grade 5^	4.65**	1.29
Grade 6^	6.81**	1.23
Grade 7^	10.53***	1.07
Grade 8^	13.93***	0.99
Constant	440.95***	2.31
R Square	0.68	

n = 2,455
* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E19. Logistic Regression Model Results - Reading Proficiency: CLC v. non-CLC Students

	β	RSE
Continuous Learning Calendar	-0.06	0.11
2012-13 Reading EOG Z Score	2.57***	0.14
Attendance Rate	0.99	0.96
Receiving 1 or More OSS	-0.38*	0.16
Male	-0.22	0.21
African American	-0.31***	0.09
Special Education Status	-0.33***	0.09
2012-13 LIFT student	0.13	0.13
Grade 5^	-0.20	0.45
Grade 6^	0.19	0.38
Grade 7^	0.45	0.36
Grade 8^	0.02	0.32
Constant	-0.35	1.05
Pseudo Log Likelihood	-963.79	
Pseudo R Square	0.38	

n = 2,456
* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

EOG Mathematics Assessment – Descriptive Tables

Outcomes

Table E20. Change in Mathematics Scaled Scores: 2012-13 -> 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2470	0.17	5.63	-20	0	20
Comparison Students	7064	0.10	5.61	-26	0	25

Table E21. Mathematics Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2470	445.54	8.14	427	445	473
Comparison Students	7064	446.28	8.79	425	446	477

Table E22. % Proficient in Mathematics

	LIFT	Comparison Students
%	29.96	35.63
Total Students	2,470	7,064

Controls

Table E23. Math Scaled Score:2012-13

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2470	-0.54	0.83	-2.65	-0.58	2.40
Comparison Students	7064	-0.46	0.87	-2.54	-0.48	2.52

Table E24. Attendance Rate:2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	2470	0.95	0.05	0.26	0.96	1
Comparison Students	7064	0.95	0.05	0.33	0.97	1

Table E25. Student Demographics

	LIFT	Comparison Students
% Female	49.64	48.75
%Male	50.36	51.25
% African American	79.39	51.64
% Special Ed.	10.2	11.1
% w/ 1 or more OSS	26.07	14.84
% Grade 4	16.88	24.52
% Grade 5	16.36	26.47
% Grade 6	23.12	12.22
% Grade 7	23.28	17.91
% Grade 8	20.36	18.88
Total Students	2,470	7,064

EOG Mathematics Assessment – Model Results: LIFT Students v. Comparison Students

Table E26. OLS Model Results - Math Scaled Score Growth: LIFT v. Comparison Students

	β	RSE
Lift Student	0.43	0.40
2012-13 Math EOG Z Score	-2.24***	0.12
Attendance Rate	9.86***	1.13
Receiving 1 or More OSS	-0.990***	0.18
Male	-0.24	0.12
African American	-0.80***	0.17
Special Education Status	-0.63**	0.17
Grade 5^	0.96*	0.47
Grade 6^	-0.59	0.83
Grade 7^	-0.09	0.65
Grade 8^	0.83	0.58
Constant	-9.90***	1.14
F	57.61***	
R Square	0.13	

n = 9,534

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E27. OLS Model Results - Math Scaled Scores: LIFT v. Comparison Students

	β	RSE
Lift Student	0.43	0.40
2012-13 Math EOG Z Score	7.61***	0.11
Attendance Rate	9.97***	1.12
Receiving 1 or More OSS	-1.01***	0.18
Male	-0.24*	0.12
African American	-0.80***	0.17
Special Education Status	-0.61**	0.18
Grade 5^	0.93	0.47
Grade 6^	-0.64	0.83
Grade 7^	-0.01	0.65
Grade 8^	0.74	0.58
Constant	440.74***	1.14
F	622.2***	
R Square	0.63	

n = 9,534

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E28. Logistic Regression Model Results - Math Proficiency: LIFT v. Comparison Students

	β	RSE
Lift Student	0.08	0.16
2012-13 Math EOG Z Score	2.84***	0.10
Attendance Rate	3.89***	0.87
Receiving 1 or More OSS	-0.49***	0.09
Male	-0.10	0.06
African American	-0.16	0.08
Special Education Status	-0.09	0.11
Grade 5^	0.35	0.22
Grade 6^	-1.13**	0.38
Grade 7^	-0.87**	0.30
Grade 8^	-1.04***	0.25
Constant	-2.93**	0.87
Pseudo Log Likelihood	-3311.64	
$\chi 2$	1571.76***	
Pseudo R Square	0.46	

n = 9,534

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

EOG Mathematics Assessment – Descriptive Tables

Outcomes

Table E29. Change in Math Scaled Scores: 2012-13 -> 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1071	0.26	5.57	-18	0	19
non-CLC Students	1399	0.09	5.69	-20	0	20

Table E30. Math Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1071	444.13	7.83	427	444	468
non-CLC Students	1399	446.61	8.22	429	446	473

Table E31. % Proficient in Math

	CLC	non-CLC
%	24.74	33.95
Total Students	1,071	1,399

Controls

Table E32. Math Scaled Score: 2012-13

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1071	-0.69	0.80	-2.63	-0.69	1.87
non-CLC Students	1399	-0.43	0.84	-2.65	-0.47	2.40

Table E33. Attendance Rate: 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	1071	0.94	0.06	0.26	0.96	1
non-CLC Students	1399	0.95	0.05	0.56	0.98	1

Table E34. Student Demographics

	CLC	non-CLC
% Female	49.11	50.04
%Male	50.89	49.96
% African American	83.85	75.98
% Special Ed.	13.34	9.08
% w/ 1 or more OSS	28.37	24.3
% Grade 4	20.2	13.51
% Grade 5	20.05	13.15
% Grade 6	23.21	24.3
% Grade 7	19.12	26.16
%Grade 8	17.42	22.87
% LIFT	88.51	80.2
Total Students	1,071	1,399

EOG Mathematics Assessment – Model Results: CLC v. Non-CLC Students

Table E35. OLS Model Results – Math Scaled Score Growth: CLC v. Non-CLC Students

	β	RSE
Continuous Learning Calendar	-0.40	0.78
2012-13 Math EOG Z Score	-2.78***	0.25
Attendance Rate	9.62**	1.70
Receiving 1 or More OSS	-0.84*	0.27
Male	-0.69*	0.24
African American	-0.93*	0.30
Special Education Status	-1.03*	0.41
2012-13 LIFT Student	0.66	0.45
Grade 5^	0.98	0.97
Grade 6^	-0.04	1.95
Grade 7^	0.51	1.29
Grade 8^	0.70	1.23
Constant	-9.82**	2.39
R Square	0.17	

n =2,470

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E36. OLS Model Results - Math Scaled Scores: CLC v. Non-CLC Students

	β	RSE
Continuous Learning Calendar	-0.41	0.78
2012-13 Math EOG Z Score	7.07***	0.26
Attendance Rate	9.72***	1.70
Receiving 1 or More OSS	-0.86	0.27
Male	-0.69*	0.24
African American	-0.92*	0.30
Special Education Status	-1.02*	0.41
2012-13 LIFT Student	0.68	0.45
Grade 5^	0.94	0.98
Grade 6^	-0.09	1.95
Grade 7^	0.57	1.28
Grade 8^	0.58	1.23
Constant	440.83	2.39
R Square	0.6006	

n =2,470

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

Table E37. Logistic Regression Model Results - Math Proficiency: CLC v. Non-CLC Students

	β	RSE
Continuous Learning Calendar	-0.05	0.33
2012-13 Math EOG Z Score	2.81***	0.33
Attendance Rate	5.72**	1.70
Receiving 1 or More OSS	-0.37*	0.18
Male	-0.16	0.09
African American	-0.04	0.13
Special Education Status	-0.57*	0.28
2012-13 LIFT Student	0.08	0.26
Grade 5^	0.36	0.49
Grade 6^	-0.71	0.94
Grade 7^	-0.43	0.57
Grade 8^	-0.98	0.59
Constant	-4.92*	2.09
Pseudo Log Likelihood	-844.86	
Pseudo R Square	0.44	

n =2,470

* p<.05; ** p<.01; *** p<.001; ^ Grade 4 is the reference group

EOG Science Assessment – Descriptive Tables

Outcomes

Table E38. Science Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	903	247.27	8.53	226	248	267
Comparison Students	3201	247.78	8.91	224	248	276

Table E39. % Proficient in Science

	LIFT	Comparison Students
%	56.37	55.3
Total Students	903	3,201

Controls

Table E40. Science Scaled Score: 2012-13

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	903	-0.51	0.82	-2.65	-0.48	1.69
Comparison Students	3201	-0.44	0.87	-2.54	-0.48	2.31

Table E41. Attendance Rate

	Total Students	Mean	SD	Min	Median	Max
LIFT	903	0.95	0.05	0.49	0.96	1
Comparison Students	3201	0.95	0.05	0.33	0.97	1

Table E42. Student Demographics

	LIFT	Comparison Students
% Female	50.94	50.42
%Male	49.06	49.58
% African American	81.17	50.67
% Special Ed.	10.63	10.93
% w/ 1 or more OSS	22.15	13.5
% Grade 5	44.52	58.33
% Grade 8	41.67	55.48
Total Students	903	3,201

EOG Science Assessment – Model Results: LIFT Students v. Comparison Students

Table E43. OLS Model Results - Science Scaled Scores: LIFT v. Comparison Students

	β	RSE
Lift Student	0.15	0.58
2012-13 Math EOG Z Score	6.68***	0.16
Attendance Rate	3.68	2.35
Receiving 1 or More OSS	-2.42***	0.37
Male	0.46**	0.16
African American	-0.10	0.26
Special Education Status	-1.06***	0.40
Grade 8^	0.27	0.66
Constant	247.38***	2.27
F	251.05***	
R Square	0.46	

n = 4104

* p<.05; ** p<.01; *** p<.001; ^ Grade 5 is the reference group

Table E44. Logistic Regression Model Results - Science Proficiency: LIFT v. Comparison Students

	β	RSE
Lift Student	0.10	0.17
2012-13 Math EOG Z Score	1.83***	0.06
Attendance Rate	0.24	0.69
Receiving 1 or More OSS	-0.75***	0.13
Male	0.05	0.07
African American	0.00	0.09
Special Education Status	-0.40**	0.12
Grade 8^	1.01***	0.21
Constant	0.63	0.64
Pseudo Log Likelihood	-1996.01	
$\chi 2$	1191.64***	
Pseudo R Square	0.29	

n = 4,104

* p<.05; ** p<.01; *** p<.001; ^ Grade 5 is the reference group

EOG Science Assessment – Descriptive Tables

Outcomes

Table E45. Science Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	400	246.76	8.96	226	247	267
non-CLC Students	503	247.67	8.16	227	248	267

Table E46. % Proficient in Science

	CLC	non-CLC
%	53.25	58.85
Total Students	400	503

Controls

Table E47. Science Scaled Scores:2012-13

	Total Students	Mean	SD	Min	Median	Max
CLC Students	400	-0.65	0.82	-2.44	-0.69	1.69
non-CLC Students	503	-0.40	0.81	-2.65	-0.38	1.69

Table E48. Attendance Rate: 2013-14

	Total Students	Mean	SD	Min	Median	Max
CLC Students	400	0.94	0.05	0.49	0.96	1.00
non-CLC Students	503	0.95	0.05	0.70	0.96	1.00

Table E49. Student Demographics

	CLC	non-CLC
% Female	51.75	50.3
%Male	48.25	49.7
% African American	83	79.72
% Special Ed.	13.5	8.35
% w/ 1 or more OSS	22.75	21.67
% Grade 5	54.75	55.35
%Grade 8	45.25	63.62
%LIFT	89	94.83
Total Students	400	503

EOG Science Assessment – Model Results: CLC Students v. non-CLC Students

Table E50. OLS Model Results - Science Scaled Scores: CLC v. Non-CLC Students

	β	RSE
Continuous Learning Calendar	0.96	0.76
2012-13 Math EOG Z Score	6.51***	0.32
Attendance Rate	9.30	5.02
Receiving 1 or More OSS	-1.89***	0.28
Male	0.34	0.39
African American	-0.28	0.64
Special Education Status	-1.52	0.98
2012-13 LIFT Student	-2.26	1.05
Grade 8^	0.98	1.12
Constant	243.53***	5.10
R Square	0.43	

n =903

* p<.05; ** p<.01; *** p<.001; ^ Grade 5 is the reference group

Table E51. Logistic Regression Model Results - Science Proficiency: CLC v. Non-CLC Students

	β	RSE
Continuous Learning Calendar	0.39	0.23
2012-13 Math EOG Z Score	1.89***	0.11
Attendance Rate	1.11	1.81
Receiving 1 or More OSS	-0.62***	0.12
Male	0.06	0.12
African American	-0.20	0.31
Special Education Status	-0.47	0.25
2012-13 LIFT Student	-0.68	0.36
Grade 8^	1.18***	0.33
Constant	0.44	1.86
Pseudo Log Likelihood	-436.43	
Pseudo R Square	0.29	

n = 903

* p<.05; ** p<.01; *** p<.001; ^ Grade 5 is the reference group

EOC English II Assessment – Descriptive Tables

Outcomes

Table E52. English 2 Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	258	145.86	8.25	119	146	167
Comparison Students	1290	149.51	8.43	127	150	170

Table E53. % Proficient in English 2

	LIFT	Comparison Students
%	41.86	60.23
Total Students	258	1,290

Controls

Table E54. English 2 Scaled Scores: 2012-13

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	258	-0.41	0.96	-2.85	-0.36	1.98
Comparison Students	1290	0.01	1.04	-2.85	0.05	2.81

Table E55. Attendance Rate:2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	258	0.92	0.11	0.29	0.96	1
Comparison Students	1290	0.94	0.06	0.51	0.96	1

Table E56. Student Demographics

	LIFT	Comparison Students
% Female	58.91	50.7
%Male	49.3	41.09
% African American	89.92	54.81
%American Indian	0.78	0.54
%Asian	5.43	5.97
%Hispanic	2.71	24.34
%Multi-Racial	0.78	3.1
%White	0.39	11.24
% Special Ed.	13.95	18.06
%W/1 or more OSS	23.26	11.71
%Grade 9	12.4	8.53
%Grade 10	87.6	91.47
Total Students	258	1,290

EOC English II Assessment – Model Results: LIFT Students v. Comparison Students

Table E57. OLS Model Results - English II Scaled Scores: LIFT v. Comparison Students

	β	RSE
Lift Student	-0.53	0.40
Prior Reading Score	5.41***	0.11
Attendance Rate	9.53***	0.90
Receiving 1 or More OSS	-2.14*	0.60
Male	-1.13**	0.20
African American	-0.90*	0.21
Special Education Status	0.92	0.62
Grade 10^	3.14**	0.54
Constant	138.71***	1.45
F	1780.32***	
R Square	0.593	

n = 1548

* p<.05; ** p<.01; *** p<.001; ^ Grade 9 is the reference group

Table E58. Logistic Regression Model Results - English II Proficiency: LIFT v. Comparison Students

	β	RSE
Lift Student	-0.20	0.18
Prior Reading score	2.04***	0.11
Attendance Rate	1.82**	0.62
Receiving 1 or More OSS	-0.84***	0.23
Male	-0.26**	0.10
African American	-0.30	0.16
Special Education Status	0.28	0.17
Grade 10^	1.18**	0.36
Constant	-1.84*	0.81
Pseudo Log Likelihood	-632.41	
$\chi 2$	2664.5***	
Pseudo R Square	0.40	

n = 1548

* p<.05; ** p<.01; *** p<.001; ^ Grade 9 is the reference group

EOC Math I Assessment – Descriptive Tables EOC Math I Assessment

Outcomes

Table E59. Math I Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	303	245.22	7.43	229	244	267
Comparison Students	496	246.72	8.38	230	246	271

Table E60. % Proficient in Math I

	LIFT	Comparison Students
%	29.7	38.31
Total Students	303	496

Controls

Table E61. Math I Scaled Scores:2012-13

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	303	-0.73	0.68	-2.16	-0.80	1.21
Comparison Students	496	-0.57	0.79	-2.27	-0.70	1.79

Table E62. Attendance Rate:2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	303	0.91	0.12	0.38	0.96	1
Comparison Students	496	0.92	0.09	0.25	0.95	1

Table E63. Student Demographics

	LIFT	Comparison Students
% Female	51.49	49.4
%Male	48.51	50.6
% African American	83.83	61.29
% Special Ed.	9.24	11.9
% w/ 1 or more OSS	34.65	22.78
%Grade 9	95.38	95.36
%Grade 10	4.62	4.64
Total Students	303	496

EOC Math I Model Results: LIFT Students v. Comparison Students

Table E64. OLS Model Results - Math I Scaled Scores: LIFT v. Comparison Students

	β	RSE
Lift Student	0.03	0.61
2012-13 Math 1 EOG Z Score	7.30***	0.49
Attendance Rate	5.93***	0.69
Receiving 1 or More OSS	-1.70**	0.41
Male	-0.31	0.53
African American	-0.64	0.53
Special Education Status	-0.18	0.68
Grade 10^	-0.79	1.16
Constant	246.36***	0.62
F	75.92**	
R Square	0.5426	

n = 799

* p<.05; ** p<.01; *** p<.001; ^ Grade 9 is the reference group

Table E65. Logistic Regression Model Results - Math I Proficiency: LIFT v. Comparison Students

	β	RSE
Lift Student	-0.02	0.19
Prior Math score	2.74***	0.37
Attendance Rate	1.44***	0.36
Receiving 1 or More OSS	-1.05***	0.28
Male	-0.02	0.10
African American	-0.25	0.18
Special Education Status	0.06	0.20
Grade 10^	-0.05	1.13
Constant	-0.17	0.32
Pseudo Log Likelihood	-311.96	
$\chi 2$	154.34***	
Pseudo R Square	0.40	

n = 799

* p<.05; ** p<.01; *** p<.001; ^ Grade 9 is the reference group

EOC Biology Assessment – Descriptive Tables

Outcomes

Table E66. Biology Scaled Score: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	225	243.49	7.91	220	244	263
Comparison Students	898	248.43	8.29	218	254	274

Table E67. % Proficient in Biology

	LIFT	Comparison Students
%	24	46.44
Total Students	225	898

Controls

Table E68. Biology Scaled Scores: 2012-13

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	225	-0.52	0.77	-2.29	-0.41	1.36
Comparison Students	898	-0.17	0.78	-2.51	-0.19	1.90

Table E69. Attendance Rate: 2013-14

	Total Students	Mean	SD	Min	Median	Max
LIFT Students	225	0.93	0.09	0.41	0.96	1
Comparison Students	898	0.94	0.06	0.42	0.96	1

Table E70. Student Demographics

	LIFT	Comparison Students
% Female	61.33	51.34
%Male	38.67	48.66
% African American	87.11	57.35
%American Indian	0.44	0.22
%Asian	6.67	6.24
%Hispanic	4.44	26.61
%Multi-racial	0.89	2.78
%White	0.44	6.79
% Special Ed.	12.44	13.81
% w/ 1 or more OSS	23.56	10.8
%Grade 9	19.56	11.69
%Grade 10	80.44	88.31
Total Students	225	898

EOC Biology Assessment – Model Results: LIFT Students v. Comparison Students

Table E71. OLS Model Results - Biology Scaled Scores: LIFT v. Comparison Students

	β	RSE
Lift Student	-2.01	0.89
Prior Science Score	6.38***	0.46
Attendance Rate	15.57*	3.74
Receiving 1 or More OSS	-1.95*	0.62
Male	-0.10	0.34
African American	-0.65	0.37
Special Education Status	-1.50*	0.44
Grade 10^	0.79	0.37
Constant	235.01***	3.41
F	76.29**	
R Square	0.46	

n =1,123

* p<.05; ** p<.01; *** p<.001; ^ Grade 9 is the reference group

Table E72. Logistic Regression Results - Biology Proficiency: LIFT v. Comparison Students

	β	RSE
Lift Student	-0.64*	0.32
Prior Science score	2.15***	0.14
Attendance Rate	5.55***	1.44
Receiving 1 or More OSS	-0.20	0.37
Male	0.04	0.11
African American	-0.09	0.16
Special Education Status	-0.53**	0.20
Grade 10^	0.14	0.22
Constant	-5.15**	1.53
Pseudo Log Likelihood	-544.36	
$\chi 2$	49.71***	
Pseudo R Square	0.29	

n = 1123

* p<.05; ** p<.01; *** p<.001; ^ Grade 9 is the reference group