



NEW HAVEN UNIFIED SCHOOL DISTRICT

RACE TO THE TOP EXTERNAL EVALUATION REPORT MARCH 2015 3RD QUARTER REPORT: EQUITY ANALYSIS

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EXECUTIVE SUMMARY

In the Fall of 2013, the Race-to-the-Top (RTTT) External Evaluation Team (EE Team), comprised of Resource Development Associates (RDA) and Gibson and Associates (G&A), developed and administered surveys to all New Haven Unified School District (NHUSD) students and parents to assess their experiences with and impressions of their school-based experiences. The results from these surveys established a baseline for gauging the effects of Race-to-the-Top on students' and parents' perceptions. In Spring 2014, the EE Team re-administered the surveys as a follow-up measure to measure any changes that had occurred in student and/or parent experiences since the beginning of RTTT implementation. The EE Team presented the comparative findings of both survey administrations in Year 2, Quarter 1 via the July 2014 Report and in Fall 2014 via the Annual Performance Review submitted to the U.S. Department of Education. In the present report, the EE Team delves deeper into the Spring 2014 survey findings to conduct an equity analysis, comparing perceptions and experiences between parents and students in Kids' Zone to those of parents and students in non-Kids' Zone schools, as well as between students and parents from different racial/ethnic backgrounds across the various Race-to-the-Top projects implemented throughout the District. The findings of this report are intended to support NHUSD's efforts to reduce disparities between different racial/ethnic groups and students from different socio-economic backgrounds by highlighting key areas where those disparities exist as well as by demonstrating progress towards amelioration.

As this analysis focuses on the impacts of Race-to-the-Top on students and parents, it does not include Projects 3, 7, or 8, which are targeted toward more systemic changes that are not readily assessable by students and parents. Note that in all Kids' Zone and non-Kids' Zone school comparisons that high school populations were removed. This was done because Logan is considered a Kids' Zone school, but the majority of high school students attend Logan, which diminishes its Kids' Zone designation in use as a proxy as a low socio-economic indicator. Further, because the number of students at Logan account for so much of the high school population, we also removed other high schools in these comparisons as they would have underrepresented the high school population and may skew the data. The following table summarizes our key findings across the remaining project areas.

Key Findings by Project Area

Project Name	Key Idea / Finding	Data Collection Periods
1. Literacy and the Common Core	Elementary and middle schools students at Kids Zone schools improved their overall NWEA proficiency in English Language Arts and Math between 2013 and 2014. Despite these improvements an achievement gap remains between Kids' Zone and non-Kids' Zone schools and amongst ethnic/racial subgroups.	NWEA Data Baseline: Spring 2013 Follow-Up: Spring 2014

2. Community Connections	In the 2014-2015 school year, the Kids' Zone program has made substantial strides in improving its programs and services this year. Through focus groups in 2015, parents reported their satisfaction with the value and impact of the services, though several noted challenges accessing or being aware of services. Based on survey and NWEA data, there continues to be room for growth in improving the academic experience for students at Kids' Zone schools.	<p><i>Focus Group Data</i> Baseline: Spring 2014 Follow-Up: Spring 2015</p> <p><i>Survey Data</i> Baseline: Fall 2013 Follow-Up: Spring 2014</p> <p><i>NWEA Data</i> Baseline: Spring 2013 Follow-Up: Spring 2014</p>
4. Technology for Personalization of Learning	Students in Spring 2014 reported more positive attitudes toward, and ratings of, technology usage regardless of their ethnic or socio-economical background than in Fall 2013.	<p><i>Survey Data</i> Baseline: Fall 2013 Follow-Up: Spring 2014</p>
5. Grading and Assessment	In both the baseline and the end-of-year survey conducted in 2013-14 school year, the majority of students reported that grading policies appeared to be fair. There were slight differences between ethnic/racial lines in ratings of fairness of grading for secondary students in science and social sciences. It should be noted that in January 2015 principal focus groups and May 2014 teachers surveyed did not report having yet achieved consistency in grading policies between grades and departments. Additionally, there were some differences in these ratings among students of different ethnicities in science and social science, though further analysis would be necessary to understand the differences.	<p><i>Focus Group Data</i> Baseline: none Follow-Up: Spring 2015</p> <p><i>Survey Data</i> Baseline: Fall 2013 Follow-Up: Spring 2014</p>
6. College and Career Readiness	Students across all groups reported higher levels of college and career preparedness in Spring 2014 than they did in Fall 2013. Further, students at Kids' Zone schools reported having greater opportunities to explore careers than students at non-Kids' Zone schools.	<p><i>Survey Data</i> Baseline: Fall 2013 Follow-Up: Spring 2014</p>

PROJECT 1: LITERACY AND COMMON CORE

The **Literacy and Common Core State Standards** project focuses on extensive professional development and follow-up coaching to support teachers in teaching critical literacy skills and math, and in implementing teaching methods that are consistent with the Common Core State Standards (CCSS), adopted in California in the 2014-15 school year. This section looks at NHUSD student proficiency scores on the Northwest Evaluation Association (NWEA) standardized test as an indicator of student academic achievement in 2013-14. It should be noted that the test assessed CCSS skills although the Common Core had not yet been fully implemented.

Based on 2014 NWEA proficiency scores for students in grades 3–12, there is a pronounced achievement gap in proficiency scores in both mathematics and English language arts results between Kids' Zone and

non-Kids’ Zone schools, with 59% and 55% of elementary and middle school students at non-Kids’ Zone schools achieving proficiency in math and English language arts, respectively, while only 35% and 42% of elementary and middle school students in Kids’ Zone schools do so. There were racial-ethnic differences in levels of math and English language arts proficiency such that Math and English language arts proficiency rates were higher for Asian (71% and 66%, respectively), Filipino (59% and 61%, respectively) and White (59% and 61%, respectively) students than for Black/African American (28% and 37%, respectively) and Latino/Hispanic (32% and 36%, respectively) students. It is important to note that while high school students’ results are included in Table 2, only high school students who were identified as at-risk for not achieving proficiency were tested using the NWEA.

Key Findings

- Students at Kids’ Zone schools demonstrated slight increases in proficiency in Spring 2014 compared to Fall 2013. Despite these improvements, students at Kids’ Zone schools continued to demonstrate significantly lower levels of math and English language arts’ proficiency than students at non-Kids’ Zone schools based on the NWEA assessments.
- In Spring 2014, Asian students had significantly higher levels of math and reading proficiency than students of many other ethnicities, including a significant proficiency gap between Asian and Latino/Hispanic students, which continued to grow between Spring 2013 and Spring 2014. In the Spring 2014 NWEA Reading results, Asian students outplaced Latino/Hispanic students by an average of nearly one performance level and in the Spring 2014 NWEA Math results, Asian students outplaced Latino/Hispanic students by an average of more than one performance level.
- Black/African American and Latino/Hispanic ethnic minority students had significantly lower levels of math and reading proficiency in Spring 2014 as compared to Spring 2013. Further, Black/African American students had significantly lower levels of math and reading proficiency than students of all other ethnicities except Latino/Hispanic in Spring 2014.

Table 1. Math and English Language Arts Proficiency, by Kids’ Zone, Grades 3–8 – May 2014

	Math Proficient		ELA Proficient	
	N	%	N	%
Kids’ Zone School	1,885	35%	2,056	39%
Non-Kids’ Zone School	3,063	59%	3,062	57%
OVERALL	4,948	51%*	5,118	50%*
<i>*Indicates statistically significant difference between students at Kids’ Zone and non-Kids’ Zone schools at p < 0.05 or lower. Detailed results are available in the appendix.</i>				

Table 2. Math and English Language Arts Proficiency, by Ethnicity, Grades 3–12 – May 2014

	Math Proficient		ELA Proficient	
	N	%	N	%
Asian	1,379	71%	964	70%
Black/African American	416	28%	162	39%
Filipino	1,176	59%	760	65%
Latino/Hispanic	2,092	32%	805	38%
Pacific Islander	158	44%	81	53%
White	420	57%	266	63%
OVERALL	5,671	49%*	6,740	54%*

**Indicates statistically significant difference between students of different ethnic groups at $p < .05$ or lower. Detailed results are available in the appendix. American Indian/Alaskan Native students were not included due to small sample size.*

PROJECT 2: COMMUNITY CONNECTIONS

The **Community Connections** project increases the support to low income students and families in order to enhance educational equity through the Union City Kids’ Zone, Community Schools, and intensive parent engagement. This section of the report begins with a brief update on Kids’ Zone programming during the 2014-2015 school year. It describes feedback from two focus groups—one with Kids’ Zone staff (January 2015) and one with parents (March 2015) who utilize or whose children utilize Kids’ Zone services—on the current needs of Kids’ Zone families and the impact of Kids’ Zone services. The section then discusses disparities between students from different racial/ethnic backgrounds and between students attending Kids’ Zone and non-Kids’ Zone schools across Project 2 indicators using 2013-14 data. Our analysis of student and parent survey responses and district attendance, disciplinary, and juvenile justice data highlight a number of critical disparities in both experiences and outcomes that underscore the need for Kids’ Zone activities.

Kids’ Zone Update

Since the implementation of the Race-to-the-Top grant during the 2012-2013 school year, Kids’ Zone has advanced many initiatives at Kids’ Zone schools and within the Decoto neighborhood. These initiatives are supported both through a combination of the Race-to-the-Top Grant and other funding sources. The primary school-based activities and interventions supported and implemented by Kids’ Zone include:

- Academic Parent Teacher Teams (APTT) at the Kids’ Zone elementary schools (Hillview Crest, Searles, and Guy Emanuele, Jr.)
- Kindergarten and first grade reading intervention program supported through the S. H. Cowell Foundation at the Kids’ Zone elementary schools
- Mental and behavioral support provided by mental health interns at the Kids’ Zone elementary schools

- Increased enrichment and project-based learning opportunities during the after school programs at three Kids' Zone schools (Searles, Guy Emanuele, Jr., and Cesar Chavez Middle School)
- Two Family Service Assistants that provide support to the students and families at Kids' Zone schools and their families through linking families to services, assisting families in applying for social supports, and hosting parent and family workshops. One focuses on Kids' Zone elementary schools and the other focuses on NHUSD's alternative education programs, Conley Caraballo, Decoto School for Independent Study, and Cesar Chavez Middle School.

The 2014-2015 school year brought some changes to these main school-based initiatives. The APPT intervention aimed at promoting greater parent engagement in student learning continued at only one of the three Kids' Zone elementary schools. While Searles continued implementing APTT meetings, implementation at Hillview Crest and Guy, Emanuel Jr. stalled due to contract negotiations with the teacher's union. This year, a few schools contributed funding to increase the two Family Service Assistants from part-time to full-time positions. NHUSD has also expanded the support and enrichment opportunities available to students in the after school programs at Kids' Zone schools, including restorative justice, alcohol and drug prevention, and character development programs. In addition to these main school-based initiatives, Kids' Zone has had many key accomplishments this year:

- In partnership with Union City, Kids' Zone has advanced its youth-led project to design the facility and programming for a local teen center. The youth involved in this project worked with an architect, the secondary school Family Service Assistant, and the adult steering committee to identify the services that will be provided at the teen center. The youth are currently working on designing the building and interior of the teen center.
- Kids' Zone established a Union City based satellite of the Cypress Mandela pre-apprenticeship program located in Oakland, CA. This program provides training in multiple construction careers and ends with a well-paying job placement.
- Kids' Zone engaged community members in a strategic planning process to guide their work over the next three to five years. Kids' Zone held 12 community meetings, facilitated by community members and staff, during existing groups and gatherings. During the community meetings, the facilitators presented different personas based on the typical characteristics of people living in the Decoto neighborhood, such as seniors, parents, and children and youth of different ages. Based on these personas, community members were asked about the needs, available services, and service gaps present in the Decoto community. Using this feedback, Kids' Zone identified priorities and strategies that were vetted during additional community meetings.
- To promote greater community awareness of its services and mission, Kids' Zone held a grand opening celebration following its strategic planning process to launch the next stage of their organization. At the event, Kids' Zone provided free food and tours of its family resource center, and over 30 of Kids' Zone partner agencies held interactive, kid-friendly booths to engage families. Kids' Zone staff estimate that approximately 700 individuals participated in the event, including NHUSD families and teachers, Decoto neighborhood residents, NHUSD administrators

and board members, city council members, county board of supervisors, and Congressman Eric Swalwell.

- Kids' Zone also created a new logo, developed English and Spanish brochures, and improved its website design and social media presence.

Strengths

Kids' Zone has developed a strong base of partners that allows them to link families to needed resources, such as food, diapers, housing, transportation, and counseling services. Staff began this work last year with a focus on chronic truancy and have helped families, particularly at the Kids' Zone elementary schools, address barriers to consistent school attendance. Kids' Zone staff report that awareness of the resources available has increased and more families are now approaching them for support. In addition to responding to requests from individual families, Kids' Zone staff also sought donations from partners to provide additional resources to families identified as having the greatest need. This school year, Kids' Zone staff, in partnership with Kids' Zone school staff, distributed 70 new pairs of shoes donated by Nordstrom, 100 new jackets, and 140 turkey dinners for the Thanksgiving holiday, and hosted a free hair cutting event for families. Parents participating in the 2015 Kids' Zone Parent Focus Group indicated benefiting from some of these services, such as one parent who reported her daughter received free shoes and another parent who indicated receiving a referral for free family counseling through New Haven Family Services. Kids' Zone staff also expressed that they have prioritized helping families who qualify for the Free and Reduced Price Meal program, noting that this eligibility not only provides student access to school meals, but can also ease the application process for other available social services, such as CalFresh and low-cost internet services. Parents affirmed this priority at the focus group through informing each other that presenting paperwork from the district indicating Free and Reduced Price Meal eligibility can help facilitate eligibility for city and public programs and services.

Parents largely appreciated the variety of available Kids' Zone programs and activities. During the parent focus group, one parent expressed, "The Kids' Zone has been essential in my son's education. He learns how to create knowledge and not just learning. He learned English in three months after moving from a foreign country. He is socializing and making friends. Kids' Zone is a place where my kid can be a kid. He can dream and play." The parents who participated in the focus group noted multiple Kids' Zone activities that their family has participated in, such as the after school program, college exploration activities, art and cooking activities, and parent workshops about personal finance and supporting their children's learning. Parent satisfaction with the extent of programs available differed by school with parents of children attending Searles Elementary most satisfied. One Searles parent explained, "We in Searles are the fortunate ones...because we have a bunch of programs available to us. We have a lot of help, both for parents and children [including] after school programs for the kids and workshops for parents during school hours...Kids' Zone hosted a community event here and the police came to give information. There were people who helped fix up bicycles and there was a mobile health and dentistry clinic. It was great!"

Student and Family Needs

Kids' Zone staff and parents identified multiple areas of need, many of which were addressed through Kids' Zone services, however, stakeholders noted some challenges in the availability and general awareness of services.

Kids' Zone staff reported that the families they serve typically need support in meeting their basic needs. Staff indicated that parents often request support around accessing food, clothing, diapers, transportation, employment, and housing. Parents whose family utilize Kids' Zone services expressed that transportation is often a barrier to attending events and services offered at Kids' Zone, their children's school, and other community organizations, such as the local library. Parents explained that as working parents, they find it challenging to transport their children to and from school, especially when their children do not participate in a before or after school program. In particular, staff and parents noted that families living in the Hillview Crest Elementary attendance area struggle with transportation when their children transition to middle school.

Parents voiced concerns about their children's access to healthy foods at school both during the school day and during the after school program. One parent expressed, "My other concern is the food. Although it is free, I think it needs to be healthier. Healthy doesn't need to be expensive. We need to educate our kids about healthy food, but we need support from the schools, too." In reference to after school snacks, another parent stated, "Our kids arrive home hungry. I worry that the snacks that they get aren't enough or aren't healthy enough." In addition to improving the quality of food available at school, parents indicated that activities that promote healthy food choices would be beneficial for their families. Staff echoed these concerns and described how student hunger and nutrition can impact students' ability to learn and engage appropriately in their classroom. Staff reported that one of their priorities this year is helping families apply for the Free and Reduced Meal Program to ensure all eligible students have access. They also noted that they are seeking funding and partnerships to improve the quality of school meals.

While parents largely appreciate the Kids' Zone after school program, many feel that there is limited access due to long waitlists. Parents emphasized that after school and summer programs are important both to promote academic achievement and to ensure the safety of their children. One parent explained, "I'm glad to know there is a safe place after school." Parents indicated that they depend on the school and Kids' Zone to provide their children with recreation and enrichment opportunities noting, "Any private activities after school are all too expensive. We depend on these types of programs offered by Kids' Zone." In particular, parents wanted their children to have access to sports and academic support programs after school and during the summer. A few parents were less satisfied with the quality of the Kids' Zone after school program and expressed that they wanted their children to receive more homework assistance. One parent explained that her children do not complete their homework during the after school program, meaning she needs to help when they get home. She wanted to "make sure that they are spending time doing homework and then playing."

Spanish-speaking parents expressed they find it challenging to navigate the school system and to support their students' learning, particularly their children's English literacy. One parent explained, "When I see all these acronyms, [such as] ESL, it's like another planet. I have a hard time with my child, adapting to a new country, a new system, new rules, new friends, and new teachers." This parent as well as other parents expressed that they appreciate the services provided at their children's school, such as the Homework Club and Parent Project program that provides students with academic support and assists parents in helping their children with homework. Some parents expressed that these programs were not provided at their school, that they were not aware of these programs, or that transportation or employment presented barriers to attendance. Parents were particularly concerned about their ability to support their students after they begin middle school and indicated that non-English speaking parents would benefit from low-cost English classes. One parent indicated that Hillview Crest attempted to organize an evening English class for parents that would cost \$50, but noted it was canceled because only 23 parents signed up and 26 were needed.

Parents and Kids' Zone staff expressed that students at Kids' Zone schools would benefit from more social-emotional supports. Parents reported that they are concerned about bullying at school during both the school day and after school programs. Parents also indicated concern about their students' transition to middle school. Some parents reported that their fifth grader has participated in a program called Noble Youth (or Jóvenes Nobles) that has been helpful in preparing their children for middle school. Other parents expressed interest in their students participating in this program, but noted the program is not available at their school. Parents also indicated that students might benefit from mentoring programs that paired Logan high school students with elementary students. One parent noted that a mentoring program would provide younger children with "good tangible role models." A parent of students with special needs also voiced concern about the social functioning of her children and wanting additional supports to help her children thrive in social environments. Kids' Zone staff reported that many children have experienced trauma and struggle in school due to unmet mental health needs.

Parents expressed appreciating opportunities for their family to learn about college and wanting college and career readiness to remain a priority. One parent reported, "I had the opportunity to go on a field trip to Hayward College. It was great! The parents and the kids went. You can't imagine your kids going to college and it is better seeing it when you go there...It's not just an idea, but you can really imagine it. My little one still talks about it." Another parent expressed excitement about an upcoming trip to visit UC Berkeley, stating "We'd like more opportunities like this, so that our children see and are exposed to the possibilities." Another parent noted the importance of these activities, explaining "Many kids are disoriented. They don't have role models. They don't know what they want to do. 5th grade is a good time to begin thinking about it."

Areas for Growth

While parents largely appreciate Kids' Zone services, they expressed the services available are not enough to meet the needs of families or do not reach families at all of the schools equally. One parent emphasized, "The programs that we have and that we have access to are great. They don't need improvement. Our complaints are only that there isn't enough." Parents expressed wanting access to the programs available at other schools. One parent voiced, "We at Hillview wish we could have more programs, more support. We've had only a small amount and it has been great. But we would like more, much more. [Kids' Zone staff] have been a big help to us, but we would like to have more help if possible. We would like to have as much opportunity as the families at Searles." Kids' Zone staff also discussed these challenges, noting that Kids' Zone has a very small staff serving a large population of families with high need. Staff demonstrate commitment to expanding their services to better address the needs of families through their ongoing efforts to identify and obtain additional funding and partnerships.

Some families reported limited awareness of Kids' Zone programs or confusion regarding which programs are offered through Kids' Zone. Some parents wanted more avenues to learn about Kids' Zone services, indicating "We aren't aware of the partnerships and resources. I am just now starting to learn about it." Some parents felt the information provided on the Kids' Zone website is helpful. Another parent expressed, "There seems to be a misunderstanding for some parents about what Kids' Zone is." Kids' Zone staff expressed they have prioritized community engagement and outreach efforts this year and continue to work to increase awareness of the resources available.

Kids' Zone staff voiced that meeting reporting requirements can be a challenge. They articulated that they have struggled to align data collection methods with reporting needs, explaining that it can be difficult to capture how the multiple services they provide to families collectively contribute to improved student and family functioning. Staff also noted that it is challenging to meet paperwork and documentation requirements.

Project 2 2013- 2014 Survey Findings

The following section analyzes student and parent survey results completed in the 2013-14 years. Survey data is from 5th and 8th grade students and from parents across school sites. Surveys were administered in October 2013 and again in May 2014. Their responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree.

- Parents at Kids' Zone and non-Kids' Zone schools did not differ in their ratings of the effectiveness and supportiveness of school communication.
- Overall, parents at Kids' Zone schools reported more agreement than parents at non-Kids' Zone schools that they feel welcome at their child's school and their child's school informs them about their child's behavior and absences. Overall, parents at Kids' Zone schools reported less agreement than parents at non-Kids' Zone schools that the principal and teachers communicate effectively and that their child's school gives them the information they need to support their child's learning at home.

- Students at Kids’ Zone schools reported less agreement that their school and neighborhood are safe than students at non-Kids’ Zone schools.
- In both the Fall 2013 and May 2014 survey results, students’ ratings of neighborhood safety did not differ significantly by ethnicity. Overall, students indicated feeling less safe in school than in route to and from school or in their neighborhood. Additionally, students reported less agreement that they feel safe at school in May 2014 (3.07 of 4.00) than in October of 2013 (3.20 of 4.00).
- There was a small but significant difference in Kids’ Zone and non-Kids’ Zone ratings on the “I have meaningful connections at school” measure. Students at Kids’ Zone schools reported higher ratings of meaningful connections at school than students at non-Kids’ Zone schools.

Table 3. Parents’ Responses to Project 2 Indicators, by Kids’ Zone – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
I feel welcome at this school.	3.27	3.38	3.36
The principal communicates effectively with parents.	3.18	3.16	3.17
The teachers communicate effectively with parents.	3.15	3.18	3.17
The school gives me the information I need to support my child’s learning at home.	3.10	3.11	3.11
The school informs me about my child's behavior/absences.	3.37	3.38	3.38

Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree

Table 4. Student Perceptions of Safety, by Kids’ Zone, Grades 5, 8 – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
I feel safe coming to and from school.	3.21	3.34	3.28
I feel safe at school.	3.11	3.18	3.15*
I feel safe in my neighborhood.	3.25	3.36	3.30*

Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree
 * Indicates statistically significant difference between students at Kids’ Zone and non-Kids’ Zone schools at $p < 0.05$ or lower. Detailed results are available in the appendix.

Table 5. Student Perceptions of Safety, by Ethnicity, Grades 5, 8, 10, 12 – May 2014

	Safe coming to and from school	Safe at school	Safe in my neighborhood
Asian	3.18	3.01	3.31
American Indian/Alaskan Native	3.22	2.97	3.12
Black/African American	3.11	3.01	3.25
Filipino	3.18	3.15	3.30
Latino/Hispanic	3.20	3.11	3.25
Pacific Islander	3.09	3.10	3.26
White	3.21	3.15	3.23
OVERALL	3.18	3.07	3.26

Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree

The measure, “I have meaningful connections at school,” was created by averaging the response of students who responded to all five of the following questions:

1. I share ideas during class discussions;
2. I have the opportunity to be creative at school;
3. I can talk to my teacher if I have a problem;
4. My teacher believes I will be a success; and
5. What we learn in school seems meaningful.

Table 6. Students’ Perception of Meaningful Connections at School, by Kids’ Zone Schools, Grades 5, 8 – May 2014

	Kids’ Zone Schools	Non-Kids’ Zone Schools	Overall
I have meaningful connections at school.	3.15	3.11	3.12*

Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree
 * Indicates statistically significant difference between students at Kids’ Zone and non-Kids’ Zone schools at $p < 0.05$ or lower.
 Detailed results are available in the appendix.

**Table 7. Students’ Perceptions of Meaningful Connections at School, by Ethnicity, Grades 5, 8, 10, 12
 – May 2014**

	Mean
Asian	3.09
American Indian/Alaskan Native	3.17
Black/African American	3.11
Filipino	3.08
Latino/Hispanic	3.11
Pacific Islander	3.05
White	3.12
Other	3.11
Decline	3.12
OVERALL	3.10
<i>Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree</i>	

District Data

Attendance for 2013-14

- Similar to 2012-13, year, the majority of students (68.9%) achieved the 95.0% average daily attendance target. However, the overall mean attendance rate (91.60%) was below the 95.0% average daily attendance target.
- When high school students were excluded, the mean attendance rate for elementary and middle school students (96.46%) was above the 95.0% average daily attendance target.
- The percent of students achieving the 95.0% average daily attendance target differed significantly by ethnicity. A higher percent of Asian, Filipino, and Asian Indian students and a lower percent of Pacific Islander students achieved the 95.0% target.
- Asian and Filipino students had the highest average daily attendance rates. Pacific Islander and White students had the lowest average daily attendance rates.
- A significantly lower percent of students at Kids’ Zone schools achieved the 95.0% average daily attendance target than students at non-Kids’ Zone schools. Students at Kids’ Zone schools also had a lower average daily attendance rate than students at non-Kids’ Zone schools.

Table 8. 2013-2014 Average Daily Attendance Rates, by Kids’ Zone

	n	Average Daily Attendance	Percent of Students Achieving 95.0% Target
Kids’ Zone Schools	3,388	95.95%	72.99%
Non-Kids’ Zone Schools	4,970	96.81%	79.51%
OVERALL	8,358	96.46%*	76.87%*
<i>* Indicates statistically significant difference between students at Kids’ Zone and non-Kids’ Zone schools at p < .05 or lower. Detailed results are available in the appendix.</i>			

Table 9. 2013-2014 Average Daily Attendance Rates, by Ethnicity

	n	Average Daily Attendance	Percent of Student Achieving 95.0% Target
Asian	1,783	92.69%	79.70%
Asian Indian	1,110	91.82%	72.97%
Black/African American	1,039	90.67%	62.56%
Filipino	2,574	92.02%	74.40%
Latino/Hispanic	4,538	91.79%	63.97%
Pacific Islander	422	88.52%	58.29%
White	982	89.90%	64.87%
OVERALL	12,511	91.60%*	68.85%*

** Indicates statistically significant difference between students of different ethnic groups at $p < .05$ or lower. Detailed results are available in the appendix. American Indian/Alaskan Native students were not included due to small sample size.*

Logan Disciplinary Actions for 2013-14

- A slightly smaller percent of student were suspended during the 2013-2014 school year than the 2012-2013 school year. The percent of students suspended decreased for each ethnic group.
- There were decreases in the percentage of Black/African-American and Hispanic-Latino students suspended in 2013-14 over the 2012-13 year. However, across both school years, a higher percent of Black/African American students were suspended, followed by Latino/Hispanic and Pacific Islander students, compared to all other ethnic groups.
- Generally, there were more suspensions than the number of students suspended, meaning that some students received more than one suspension. The average number of suspensions per student decreased from the 2012-2013 school year to the 2013-2014 school year.

Table 10. Logan High School Suspensions, by Ethnicity, 2012-13 compared to 2013-14

Student Ethnicity	Percent of Students with Suspensions		Average Number of Suspensions Per Student With Suspensions	
	2012-2013	2013-2014	2012-2013	2013-2014
Asian	2.2%	0.6%	1.26	1.60
Black/African American	11.7%	10.6%	1.83	1.34
Filipino	1.8%	1.6%	1.25	1.00
Latino/Hispanic	6.2%	5.0%	1.53	1.35
Pacific Islander	5.7%	3.8%	1.22	1.50
White	3.9%	3.1%	1.42	1.00
OVERALL	4.4%	3.4%	1.52	1.31

It was not possible to test for statistical significance because individual level data was not available. American Indian/Alaskan Native students were not included due to small sample size.

Juvenile Justice Citations for 2013-14

- In 2013-2014, there were 94 student behavior incidences that triggered a juvenile justice process. Compared to the NHUSD’s total student enrollment by ethnicity, Pacific Islander and Black/African American had a higher percent of citations referred to the juvenile justice system compared to students from other ethnic groups.

Table 11. 2013-2014 Percent of Juvenile Justice Citations, by Ethnicity

	Number of Citations	Total NHUSD Student Enrollment	Percent of Citations Per Student Body
Asian	5	2,760	0.18%
Black/African American	12	922	1.30%
Filipino	11	2,416	0.46%
Latino/Hispanic	47	4,566	1.03%
Pacific Islander	7	380	1.84%
White	10	854	1.17%
OVERALL	94	12,601	0.75%

It was not possible to test for statistical significance because the sample sizes across the subgroups were too small to adequately compare. American Indian/Alaskan Native students were not included due to small sample size.

PROJECT 4: TECHNOLOGY FOR PERSONALIZATION OF LEARNING

Technology for Personalization of Learning: In order to equip educators and students with a critical mass of 21st Century learning tools, NHUSD has invested in funding its technology plan, which includes both equipment and comprehensive training and follow-up coaching for teachers in effective use of technology for instruction. This section looks at student and parent responses to the External Evaluation Team’s surveys to assess disparities in Technology for Personalization of Learning-related indicators, such as use of technology in the classroom and at home.

Based on parent surveys, parents’ experiences with child engagement in school did not vary based on whether or not their children were enrolled in a Kids’ Zone school. Examining student surveys, however, showed that responses from students at Kids’ Zone schools had more positive ratings for using a computer or technology during class than students at non-Kids’ Zone schools. Based on student surveys, there was no variation in scores among ethnic subgroups.

Key Findings from May 2014 Survey Results

- Kids’ Zone and non-Kids’ Zone parent ratings of child engagement in technology did not differ.
- Students in Kids’ Zone schools rated more positively that they use computers or technology during class.
- Students of different ethnic backgrounds did not report any substantial difference in use and engagement in technology as a learning tool.

- Parents of Kids’ Zone school students reported lower levels of technology use among their children as compared to last year.
- Students in both Kids’ Zone and non-Kids’ Zone schools showed increased positive attitudes toward technology as compared to last year.
- Positive attitudes and ratings of technology increased among all ethnic subgroups of students as compared to last year

Table 12. Parents’ Responses to Project 4 Indicators, by Kids’ Zone – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
My child uses technology for learning at school.	3.36	3.39	3.38
My child uses technology for learning at home.	3.37	3.54	3.50
My child receives the academic help he/she needs from the school.	2.93	3.16	3.10
<i>Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree</i>			

Table 13. Student Use and Engagement in Technology, by Kids’ Zone, Grades 5, 8, – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
I use a computer or technology during class.	3.02	2.89	2.94*
My teacher uses a computer or technology during class.	3.48	3.47	3.48
Computers/technology help me do better in school.	3.20	3.24	3.22
<i>Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree</i>			
<i>* Indicates statistically significant difference between students at Kids’ Zone and non-Kids’ Zone schools at p < .05 or lower. Detailed results are available in the appendix.</i>			

Table 14. Student Use and Engagement in Technology, by Ethnicity, Grades 5, 8, 10, 12 – May 2014

	Computer or technology is used during class	Teacher uses computer or technology in class	Technology helps me do better in school
Asian	2.99	3.48	3.26
American Indian/Alaskan Native	2.73	3.58	3.15
Black/African American	2.91	3.48	3.21
Filipino	3.01	3.47	3.33
Latino/Hispanic	3.04	3.41	3.25
Pacific Islander	2.97	3.54	3.30
White	3.07	3.51	3.20
OVERALL	2.98	3.46	3.26
<i>Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree</i>			

PROJECT 5: GRADING AND ASSESSMENT

Grading and Assessment Project: As part of the RTTD, the District is in the process of restructuring how grading and assessment take place, as part of CCSS implementation, and as a result of its drive toward educational equity throughout our District. This project invests additional resources in this effort.

During focus groups in January 2015, principals at both Kids' Zone elementary and non-Kids' Zone schools as well as principals at secondary schools reported that their schools and teachers have yet to develop and implement a consistent grading policy/system. Principals cited challenges in developing a rubric for new or innovative approaches and disagreements in weight distribution. They expressed that teachers needed support in assessment. Despite these challenges, students reported that grading across their classes have seemed fair, expressing a higher level of agreement of fair grading in elective and PE courses and a lower level of agreement of fair grading in science courses.

Key Findings - May 2014 Survey Results

- Overall, students at both Kids' Zone and non-Kids' Zone schools felt that grading in various courses have been fair. There were no significant differences of students' perceptions of grading fairness between Kids' Zone and non-Kids' Zone schools, whereas in Fall 2013, students at Kids' Zone schools were less likely to believe that grading in various courses was fair.
- With the exception of science and social science, students' perceptions of grading fairness in various courses were generally consistent across students of different ethnic group. In science courses, Asian students reported a higher level of agreement that grading was fair as compared to Black/African American students. In social science courses, Asian and Filipino students reported higher levels of agreement that grading was fair as compared to Latino/Hispanic students. These differences did not exist in Fall 2013. Based on this information students of differing ethnic groups perceive grading in different ways.

Table 15. Student Perceptions of Fairness of Grading, by Kids' Zone, Grade 8 – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
The grading in Math is fair.	3.19	3.26	3.23
The grading in English is fair.	3.20	3.14	3.16
The grading in Science is fair.	3.13	3.19	3.16
The grading in Social Studies is fair.	3.08	3.08	3.08
The grading in Electives is fair.	3.27	3.25	3.26
The grading in PE is fair.	3.26	3.26	3.26

Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree

Table 16. Student Perceptions of Fairness of Grading, by Ethnicity, Grades 8, 10, 12 – May 2014

	Grading in...					
	Math is Fair	English is Fair	Science is Fair	Social Studies is Fair	Electives is Fair	PE is Fair
Asian	3.17	3.20	3.15*	3.23*	3.19	3.24
American Indian/ Alaskan Native	2.78	3.00	2.78	2.89	2.96	3.19
Black/African American	3.10	3.15	2.87*	3.04	3.15	3.19
Filipino	3.17	3.15	3.13	3.25*	3.34	3.28
Latino/Hispanic	3.03	3.12	3.01	3.06*	3.19	3.23
Pacific Islander	3.02	3.15	3.08	3.00	3.12	3.33
White	3.04	3.20	3.03	3.19	3.28	3.26
OVERALL	3.10	3.14	3.05	3.14	3.21	3.24

Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree
 * Indicates statistically significant difference between students of different ethnic groups at $p < .05$ or lower. Detailed results are available in the appendix.

PROJECT 6: COLLEGE AND CAREER READINESS

College- and Career- Readiness: NHUSD’s college and career readiness strategy includes all of their other strategies, including the focus on critical literacy across the curriculum, writing, and revamping math instruction to include studio habits of mind (as described in Project 1). The district is also investing in efforts to increase students’ awareness of services and supports available to help them graduate college- and career-ready. These include additional access to interventions in small groups, additional support for flexible credit options, launching a STEM academy at James Logan High school, providing greater access to Advanced Placement coursework and exams, and working with middle and high schools to build youth development principles all school activities.

In reviewing high school graduation rates for 2014, the EE Team found that Black/African American and Latino/Hispanic students had graduation rates of a72% and 75%, respectively. This is lower than the graduation rates of Asian (89%) and Caucasian (86%).

Based on 2014 student surveys, students at Kids’ Zone schools reported more positive ratings in having opportunities to explore various careers and receiving assistance from their teachers in planning for the future than did students at non-Kids’ Zone schools. However, middle school students at non-Kids’ Zone schools were more likely to apply for a four-year college as compared to middle school students at Kids’ Zone schools, whereas in Fall 2013, the reverse was true.

Student surveys also noted differences among ethnic subgroups; Asian and Filipino students across all secondary schools reported more positive ratings for planning to attend four-year colleges as compared to Latino/Hispanic and White students, whereas in Fall 2013, the significant difference only existed between Asian and Latino/Hispanic students. The reverse association was found in terms of plans to attend community college; Latino/Hispanics and White students reported higher levels of agreement than Asian and Filipino students. This was similar to results in Fall 2013 during which Latino/Hispanic

students reported greater agreement in planning to attend a community college than Asian students. The student surveys also noted differences in college preparation by high school. Students at Conley reported more awareness of the requirements for high school graduation than students at Logan.

Key Findings

- In general, in May 2014 surveys students at Kids’ Zone schools reported more positive outcomes in college preparedness and higher education plans as compared to Fall 2013.
- Overall, graduation rates remained consistent compared to last year, with the highest among Filipino, Asian and White students.
- Students enrolled in Kids’ Zone schools reported significantly greater levels of agreement that they had opportunities to explore careers and felt that their teachers helped them plan for the future more than students at non-Kids’ Zone schools.
- Asian, Filipino, and students at Alvarado Middle (non-Kids’ Zone school) reported significantly higher levels of agreement that they would apply to four-year colleges than their counterparts at Chavez Middle (Kids’ Zone school). Meanwhile, White and Latino/Hispanic students at all secondary schools were more likely to report that they planned to attend community college.
- In May 2014, Asian, Latino/Hispanic, and White students across all secondary schools reported increased plans of attending four-year colleges as compared to October 2013. Black/African American, Latino/Hispanic, and White students have increased plans of attending community college as compared to Fall 2013.
- Between October 2013 and May 2014, more students reported opportunities to explore careers in school, with Black/African American students reporting significantly higher levels of opportunity to explore careers.
- Parents at Kids’ Zone schools reported a significantly higher levels of agreement that education is important and that their child plans to attend higher education than parents at non-Kids’ Zone schools.

Table 17. High School Graduation Rates, by Ethnicity – June 2014

	N	%
Asian	483	89%
Black/African American	135	72%
Filipino	412	92%
Latino/Hispanic	482	75%
Pacific Islander	75	87%
White	180	86%
Two or More Races	39	83%
OVERALL	1,810	83%*
*Indicates statistically significant difference between students of different ethnic groups at $p < .05$ or lower. Detailed results are available in the appendix.		

Table 18. Student Perception of College and Career Readiness, by Kids' Zone – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
I believe getting a college education is important. ¹	3.77	3.77	3.77
I believe what we learn in school seems meaningful. ²	3.25	3.25	3.25
I have opportunities to explore careers. ¹	3.07	2.82	2.93*
Teachers help me to plan my future. ²	3.03	2.87	2.94*
I plan on applying to a four-year college. ¹	3.60	3.68	3.65*
Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree * Indicates statistically significant difference between students at Kids' Zone and non-Kids' Zone schools at $p < .05$ or lower. Detailed results are available in the appendix. ¹ Answered by students in grade 8 ² Answered by students in grades 5 and 8			

Table 19. Student Perception of College and Career Readiness, by Ethnicity – May 2014

	College education is important ²	Learn in school is meaningful ²	Opportunities to explore careers ¹	Teachers help me plan for future ²	Plan to apply for 4-year college ²	Plan to attend community college ²
Asian	3.71	3.10	3.03	2.84	3.63	2.22
American Indian/Alaskan Native	3.44	2.81	2.58	2.68	3.45	2.75
Black/African American	3.70	3.07	3.21	2.90	3.53	2.49
Filipino	3.71	3.19	3.10	2.97	3.49	2.67
Latino/Hispanic	3.63	3.07	3.08	2.94	3.33	2.79
Pacific Islander	3.67	3.16	2.94	2.84	3.46	2.55
White	3.61	3.08	3.15	3.02	3.35	2.77
OVERALL	3.68	3.10	3.06*	3.89	3.46*	2.57*
Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree * Indicates statistically significant difference between students of different ethnic groups at $p < .05$ or lower. Detailed results are available in the appendix. ¹ Answered by students in grades 8, 10, and 12 ² Answered by students in grades 5, 8, 10, and 12						

Table 20. College Preparation, by High School – May 2014

	Logan	Conley
I understand the requirements for high school graduation.	3.46	3.67*
I understand how to apply to college.	2.97	3.16
I understand how to apply for financial aid for college.	2.75	3.10*
I know which classes I need to take to get into a four-year college.	3.21	3.10
<i>Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree</i>		
<i>* Indicates statistically significant differences between students at Logan and Conley at $p < .05$ or lower. Detailed results are available in the appendix.</i>		

Table 21. Parents’ Responses to Project 6 Indicators, by Kids’ Zone – May 2014

	Kids' Zone Schools	Non-Kids' Zone Schools	Overall
I believe education is important for my child's future success.	3.96	3.91	3.92*
My child is already planning for a career or to go on to college after graduating high school.	3.27	3.24	3.25
<i>Responses were rated on a scale of 1–4 in which 1 = Highly Disagree, 2 = Disagree, 3 = Agree, and 4 = Highly Agree</i>			
<i>* Indicates statistically significant different responses between parents at Kids’ Zone schools and parents at Non-Kids’ Zone schools. Detailed independent samples t-test results are available in the appendix.</i>			

APPENDIX

Project 1 Detailed Findings

NWEA proficiency differed between students at Kids' Zone and Non-Kids' Zone schools (Grades 3–8)

- An analysis of variance revealed a significant difference between students at Kids' Zone and students at non-Kids' Zone schools in their level of NWEA Reading proficiencies ($F(1,5116) = 250.86, p < .01$), such that students at Kids' Zone schools ($M = 3.01, SD = 1.32$) scored an average of 0.58 levels lower than students at non-Kids' Zone schools ($M = 3.59, SD = 1.25$).
- An analysis of variance revealed a significant difference between students at Kids' Zone and students at non-Kids' Zone schools in their level of NWEA Math proficiencies ($F(1,4946) = 415.44, p < .01$), such that students at Kids' Zone schools ($M = 2.90, SD = 1.27$) scored an average of 0.75 levels lower than students at non-Kids' Zone schools ($M = 3.65, SD = 1.24$).

NWEA proficiency differed by ethnicity (Grades 3–12)

- An analysis of variance revealed significant differences between students of various ethnicities in their level of NWEA Reading proficiencies ($F(6,6020) = 113.18, p < .01$). A Bonferroni post-hoc analysis revealed a significant difference between Asian students and their Black/African American, White, Pacific Islander, and Latino/Hispanic counterparts, such that Asian students ($M = 3.85, SD = 1.18$) scored an average of 0.88 levels higher than Black/African American students ($M = 2.97, SD = 1.30$), 0.25 levels higher than White students ($M = 3.60, SD = 1.30$), 0.51 levels higher than Pacific Islander students ($M = 3.34, SD = 1.90$), and an average of nearly one proficiency level (0.92) higher than Latino/Hispanic students ($M = 2.93, SD = 1.28$). The following table depicts each group's average reading proficiency level in Spring 2014, in which 1 = "Far Below Basic," 2 = "Below Basic," 3 = "Basic," 4 = "Proficient," and 5 = "Advanced."

	M	SD
Asian	3.85	1.18
Filipino	3.71	1.08
White	3.60	1.30
Black/African American	2.97	1.30
Latino/Hispanic	2.93	1.28
OVERALL	3.38	1.29
<i>Student groups that represent less than 10% of the data population are excluded from this table.</i>		

- An analysis of variance revealed significant differences between students of various ethnicities in their level of NWEA Math proficiencies ($F(6,5640) = 155.60, p < .01$). A Bonferroni post-hoc analysis revealed a significant difference between Asian students and students of all other ethnicities, such that Asian students ($M = 3.95, SD = 1.31$) scored an average of 1.24 levels higher than Black/African American students ($M = 2.71, SD = 1.28$), 1.12 levels higher than Latino/Hispanic students ($M = 2.83, SD = 1.23$), 0.78 levels higher than Pacific Islander students ($M = 3.17, SD = 1.16$), and 0.42 levels higher than White students ($M = 3.53, SD = 1.27$). The

following table depicts each group’s average reading proficiency level in Spring 2014, in which 1 = “Far Below Basic,” 2 = “Below Basic,” 3 = “Basic,” 4 = “Proficient,” and 5 = “Advanced.”

	M	SD
Asian	3.95	1.15
Filipino	3.62	1.12
White	3.53	1.27
Latino/Hispanic	2.83	1.23
Black/African American	2.71	1.28
OVERALL	3.32	1.28
<i>Student groups that represent less than 10% of the data population are excluded from this table.</i>		

Project 2 Detailed Findings

Students’ perceptions of meaningful engagement differed between at Kids’ Zone and Non-Kids’ Zone schools (Grades 5, 8)

- An independent sample t-test revealed a statistically significant difference in students’ ratings of meaningful connections between students at Kids’ Zone schools and students at non-Kids’ Zone schools ($t(1353,1) = -2.93, p < .01$), such that students at Kids’ Zone schools reported a higher level of meaningful connections ($M = 3.15$) than students at non-Kids’ Zone Schools ($M = 3.12$).

Students’ perceptions of safety differed between students at Kids’ Zone and non-Kids’ Zone schools (Grades 5, 8)

- An independent sample t-test showed a significant difference between students at Kids’ Zone and non-Kids’ Zone schools level of agreement to the following statements: **“I feel safe at school;”** and **“I feel safe in my neighborhood”** ($p < 0.05$). Students at Kids’ Zone schools had lower levels of agreement to the above statements relative to their non-Kids’ Zone counterparts ($M=3.11$ and $M=3.25$ vs. $M=3.18$ and $M=3.36$, respectively). This suggests that students at Kids’ Zone schools feel less safe in school and in their neighborhoods than students non-Kids’ Zone schools.

Students’ average daily attendance rates differed by ethnicity (Grades K–12)

- A chi-square test showed a significant difference between students of various ethnicities in their achievement of the 95.0% average daily attendance target ($p < .05$). A higher percent of Asian, Filipino, and Asian Indian students achieved the 95.0% target (80%, 74%, and 73% respectively). A lower percent of American Indian/Alaskan Native and Pacific Islander students achieved the 95.0% target (51% and 58% respectively). This suggests that American Indian/Alaskan Native and Pacific Islander students and their families experience greater barriers to consistent school attendance than their Asian, Filipino, and Asian Indian peers.
- ANOVA analyses using a post-hoc Bonferroni test showed significant differences between respondents from various ethnicities in their average daily attendance rate ($p < .05$). Asian and Filipino students as compared to Pacific Islander, White, and Black/African American had higher

average daily attendance rates (M=92.69% vs. M=88.52%, M=89.91%, and M=90.67%). Filipino students, as compared to Pacific Islander and White students, had higher average daily attendance rates (M=92.02% vs. M=88.52% and M=89.91%).

Students' average daily attendance rates differed between Kids' Zone and non-Kids' Zone schools (Grades K–8)

- A chi-square test showed a significant difference between students at Kids' Zone and non-Kids' Zone schools in their achievement of the 95.0% average daily attendance target ($p < .05$). A lower percent of students at Kids' Zone schools (73%) achieved the 95.0% target compared to students at non-Kids' Zone schools (80%). This suggests that students at Kids' Zone schools and their families experience greater barriers to consistent school attendance than their peers at non-Kids' Zone schools.
- An independent sample t-test showed a significant difference between students at Kids' Zone and non-Kids' Zone schools in their average daily attendance rates ($p < 0.05$). Students at Kids' Zone schools (95.95%) had a lower average daily attendance rate than students at non-Kids' Zone schools (96.81%).

Project 4 Detailed Findings

Students' perceptions of usefulness of technology differed between Kids' Zone and non-Kids' Zone schools (Grades 5, 8)

- An independent sample t-test showed significant differences between respondents from Kids' Zone schools and respondents from non-Kids' Zone schools in their level of agreement with the question, **"I use computers or technology during class"** ($p < .05$). Students at Kids' Zone schools reported higher levels of agreement (M=3.02) relative to students at non-Kids' Zone schools (M=2.89). This suggests that students in Kids' Zone schools are more likely to utilize technology in the classroom.

Project 5 Detailed Findings

Students' perceptions of fairness of grading differed by ethnicity (Grades 8, 10, 12)

- ANOVA analyses using a post-hoc Bonferroni test showed significant differences between respondents from various ethnicities in their level of agreement with the fairness of grading in Science and Social Studies ($p < .05$). Asian students as compared to Black/African American students had higher levels of agreement that Science is graded fairly (M=3.15 vs. M=2.87). Asian and Filipino students, as compared to Latino/Hispanic students had higher levels of agreement that Social Studies is graded fairly (M=3.23 and M=3.25 vs. M=3.06). This suggests that students in various ethnic groups are more likely to believe that Science and Social Studies courses are graded objectively and fairly.

Project 6 Detailed Findings

Students' college preparedness and college plans differed between Kids' Zone and Non-Kids' Zone schools (Grades 5, 8)

- An independent sample t-test showed significant differences between respondents from Kids' Zone schools and respondents from non-Kids' Zone schools in their level of agreement with the following college preparedness statements **"I have opportunities to explore careers;"** **"Teachers help me plan for my future;"** and **"I plan to apply for a 4-year college"** ($p < .05$). Students in Kids' Zone schools reported higher levels of agreement relative to their non-Kids' Zone counterparts for the statements about careers and teachers helping plan for the future ($M=3.07$ and $M=3.03$ vs. $M=2.82$ and $M=2.87$, respectively). Students at non-Kids' Zone schools had higher levels of agreement to the statement about applying to 4-year college relative to their Kids' Zone counterparts ($M=3.68$ vs. $M=3.60$, respectively). This suggests that students in Kids' Zone schools are more likely to believe that college is important and that teachers help them prepare, but that students at non-Kids' Zone schools have plans to apply and attend 4-year colleges.

Students' college preparedness and college plans differed by ethnicity (Grades 5, 8, 10, 12)

- ANOVA analyses using a post-hoc Bonferroni test showed significant differences between respondents from various ethnicities in their level of agreement with the following college preparedness statements **"Opportunities to explore careers";** **"I plan to apply for a 4-year college;"** and **"I plan to attend community college"** ($p < .05$). Black/African American students as compared to American Indian/Alaskan Native students had higher levels of significant agreement with the statement "I have opportunities to explore careers" ($M=3.21$ vs. $M=2.58$). Asian and Filipino students had higher levels of significant agreement with the statement "I plan to apply for a 4-year college" as compared to Latino/Hispanic students ($M=3.63$ and $M=3.49$ vs. $M=3.33$); Asian students also had higher levels of agreement when compared to White students ($M=3.63$ vs. 3.35). Latino/Hispanic students had higher levels of significant agreement to the statement "I plan on attending community college" as compared to Asian and Filipino students ($M=2.79$ vs. $M=2.22$ and $M=2.67$); White students also had higher levels of agreements as compared to Asian students ($M=2.77$ vs. $M=2.22$). This suggests that Latino/Hispanic students have lower level of agreement as compared to other ethnic groups.

Students' college preparedness and college plans differed by high schools (Grades 10, 12)

- An independent sample t-test showed significant differences between Logan High School and Conley-Caraballo High School students in their level agreement to the following statements: **"I understand the requirements for high school graduation;"** and **"I understand how to apply for financial aid"** ($p < 0.05$). Conley-Caraballo High School students relative to their Logan High School student counterparts had higher levels of agreement about understanding the requirements for graduation and knowing how to apply for financial aid ($M=3.67$ and $M=3.10$ vs. $M=3.46$ and $M=2.75$, respectively). This suggests that Logan High School students have better

course opportunities, but that Conley-Caraballo High School students are more aware of graduation requirements and how to apply for financial aid for college.

Parents' perceptions of education importance differed by Kids' Zone and non-Kids' Zone schools

- An independent sample t-test showed a significant difference between respondents from Kids' Zone schools and respondents from non-Kids' Zone schools in their level of agreement with the statement, **"I believe education is important for my child's future success"** ($t(1, 410) = -1.20, p < .05$). Parents at Kids' Zone schools reported significantly higher levels of agreement ($M = 3.96$) relative to parents at non-Kids' Zone schools ($M = 3.91$). This suggests that parents at Kids' Zone schools are more likely to believe that education is important in their children's future success than parents at non-Kids' Zone schools.