

Children's Scholarship Fund - Charlotte

Executive Summary: Supported Students' High School Outcomes

By providing a change in class size, teaching methods, school environment, individual attention or overall enrichment, Children's Scholarship Fund-Charlotte believes that a child at risk can *be taught the way they learn best, build a strong academic foundation in their elementary/middle school years, integrate effectively into their assigned high school in the 9th grade, and graduate successfully from the 12th grade.*

Overview

In order to learn more about the high school outcomes of their former scholarship students, Children's Scholarship Fund-Charlotte (CSF-C) contracted with the UNC Charlotte Urban Institute. The Urban Institute is home to the Institute for Social Capital (ISC) an integrated community database¹ and 501(c)(3) organization that holds data from several public and nonprofit organizations in the region for the purposes of academic and community research.

The research team used the public school data from the ISC Community Database and surveys with students who did not match in the database to explore the following questions:

1. How do former CSF-C supported students who attend public Charlotte-Mecklenburg School (CMS) high schools perform on standardized high school assessments compared to their peers?
2. Do former CSF-C supported students who attend public CMS high schools differ in other influential non-academic outcomes (i.e. attendance, out of school suspension) compared to their peers?
3. For students without CMS data, how did they perform in high school and what was their post high school path?

¹ An integrated community database, or integrated data system, holds administrative data from numerous organizations and can match information across these organizations at the individual level.

Public School Results

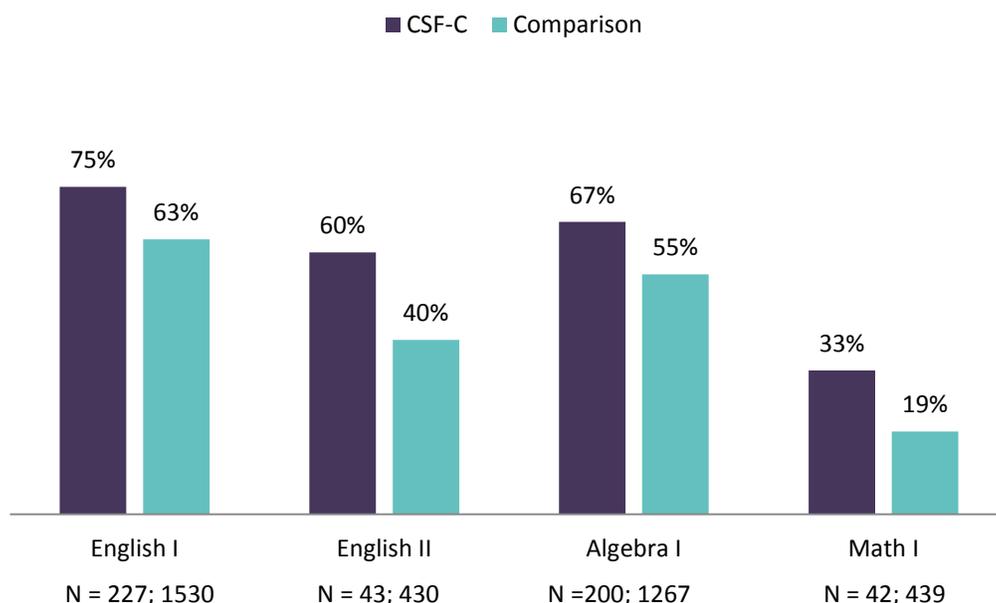
Approximately 42% of former CSF-C scholarship students (464) had data for high school in the ISC database. A comparison group was created from students who had attended the five CMS high schools most commonly attended by CSF-C scholarship students. The comparison group was also similar in racial make-up: 83% of CSF-Scholarship students were African-American compared to 86% of comparison group students.

The analysis used CMS data from the 2006-2007 school year to the 2013-2014 school year. In that time the academic variable of interest changed. With the adoption of Common Core Standards in 2012, the main high school examinations shifted from English I and Algebra to English II and Math I. Students only took one English exam and one math exam during their high school career. The sample size for absences and suspensions far exceed academic indicators since students have an attendance and suspension record for each year of their high school career, while exams are only taken once.

Academic Findings

A higher percentage of students who had received a CSF-C Scholarship passed their end-of-course test in English I, English II, Algebra, and Math I than their peers.

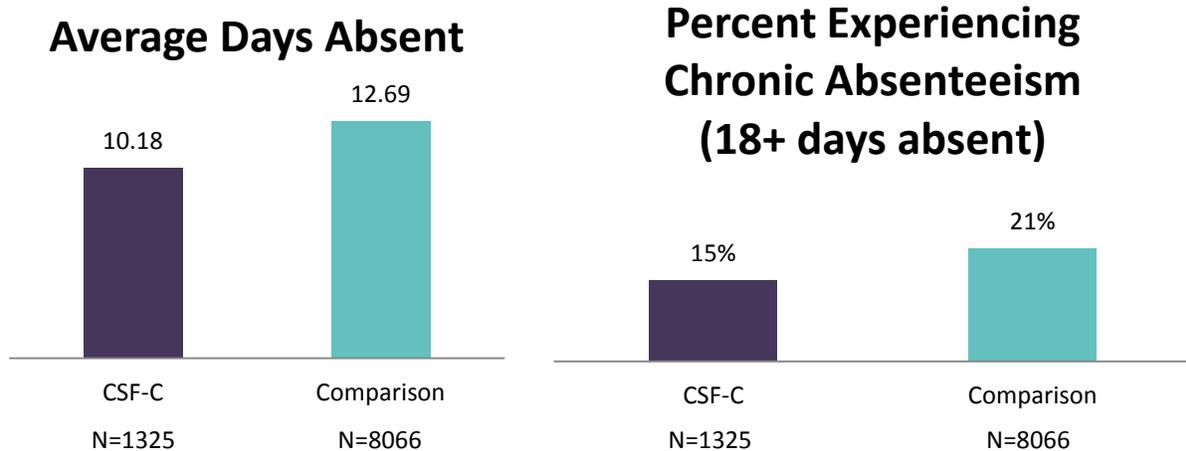
Percent Passing Final Exam



All differences between CSF-C and the comparison group for the above academic findings are statistically significant ($p < .05$).

Attendance Findings

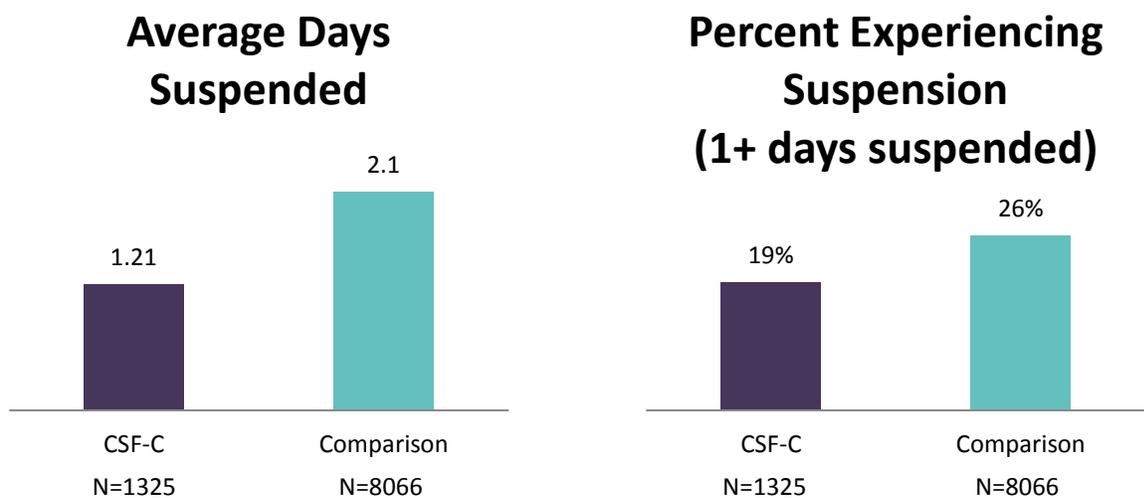
Students who received a CSF-C scholarship averaged fewer days absent with less experiencing chronic absenteeism than their peers.



All differences between CSF-C and the comparison group for the above attendance findings are statistically significant ($p < .05$).

Suspension Findings

Students who received a CSF-C Scholarship averaged less days suspended with fewer experiencing any suspension than their peers.



The difference in percentage experiencing suspension between CSF-C and the comparison group is statistically significant ($p < .05$).

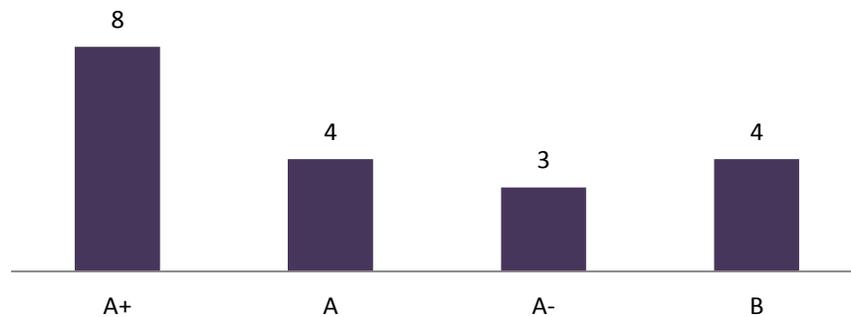
Survey Results

The parents/guardians of CSF-C scholarship students who were not matched with CMS data in the ISC Community Database were surveyed by phone. The parent/guardian of twenty-eight students who received a CSF-C scholarship were reached and agreed to participate.

High School Findings

Twenty-six of the 28 students graduated from high school for a graduation rate of 92.9%. Of the nineteen guardians who could recall final grade average, all finished with an A or a B average.

Final HS Grade Average



No students were ever in jeopardy of being retained due to absences. Only one guardian reported their student ever being suspended.

Post High School Findings

Seventeen students attended a four-year college after graduating high school. The figure below breaks down the path of all 28 students. It is not mutually exclusive, however. For example, one student is serving in the military while enrolled in a four-year college.

After High School Path

