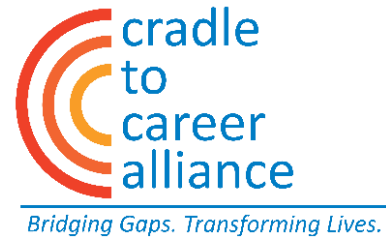


2017



Community Report Card



Every Child
Every Step of the Way
Cradle to Career



With special thanks to the Boone County Children's Services Fund
for our Strategic Innovation Opportunity funding.





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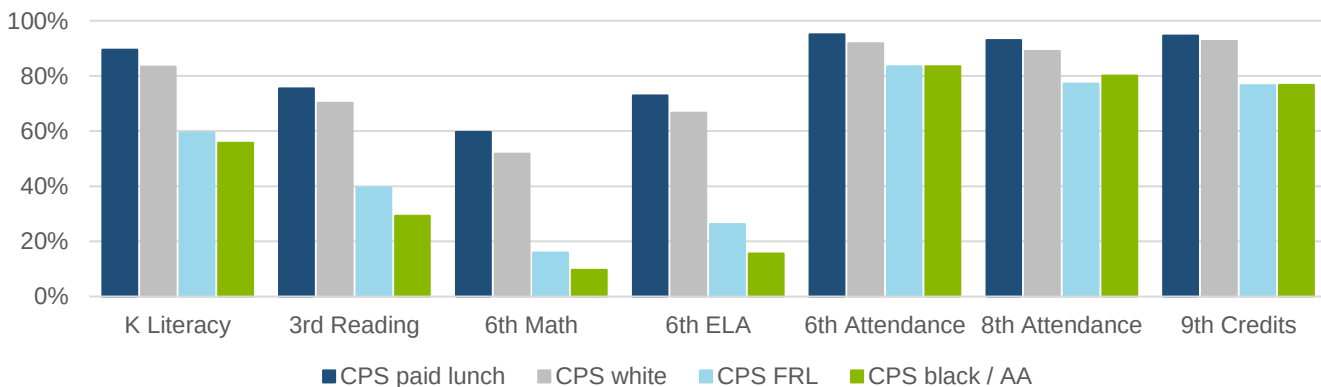
BOONE COUNTY CRADLE TO CAREER ALLIANCE 2017 COMMUNITY REPORT

Executive Summary

Today, a good education counts more than ever. We believe it is essential for a thriving community. Yet, many Boone County children and youth finish school without the skills that they will need to succeed in college or career training. The Cradle to Career Alliance of Boone County is a coalition of community leaders partnering with schools, families, and nonprofits to change that.

Our mission is to improve student success and reduce disparities by helping community organizations and schools work together to create a shared understanding of what is working and where our students need assistance. **The purpose of this Baseline Report is to take another step toward this shared understanding by providing data as a roadmap for choosing and executing interventions that match local needs. Areas in the data showing the largest disparities should be recommended priorities for the Alliance's efforts moving forward¹.**

2016 Percent Proficiency on Academic / State Assessments (CPS)



Summary

Data from rural districts was not consistently available in a form allowing for comparisons in academic achievement by income and race status, which created a noticeable gap in information. In addition, annual state data does not track and report information in the detail needed. For these reasons, outcomes from rural districts were shared when there was sufficient data, with the larger proportion coming from CPS. The Alliance has a mission to increase educational outcomes for all Boone County students; therefore, it will be a priority to build countywide data capacity moving forward to gain a more complete understanding across districts.

The graph above provides a snapshot of 2016 outcomes for all CPS students across each of our academic indicators. Results from the data show large gaps for underrepresented students beginning in Kindergarten and continuing through the lifespan of their education, while students “paying for lunch,” and white students scored consistently in the highest percentiles.

¹ This report shares data presenting the largest disparities. There are limitations in sharing disaggregated results on such a complex and dynamic issue as educational inequality.

When viewing gaps for academic performance, we can see the accumulative effect for underrepresented students at each milestone. Without focused intervention, these children will experience continued hardship each year, most specifically in the areas of literacy and math. **Later sections of the report describe interventions organized by our action teams already underway in the areas of kindergarten and high school outcomes, from efforts to increase preschool quality and early child mental health screening, to creating an early warning system and internship opportunities for disadvantaged high school students. From this work, we understand the power in focused collaboration, and that there is much we can do through collective action.**

In this Report

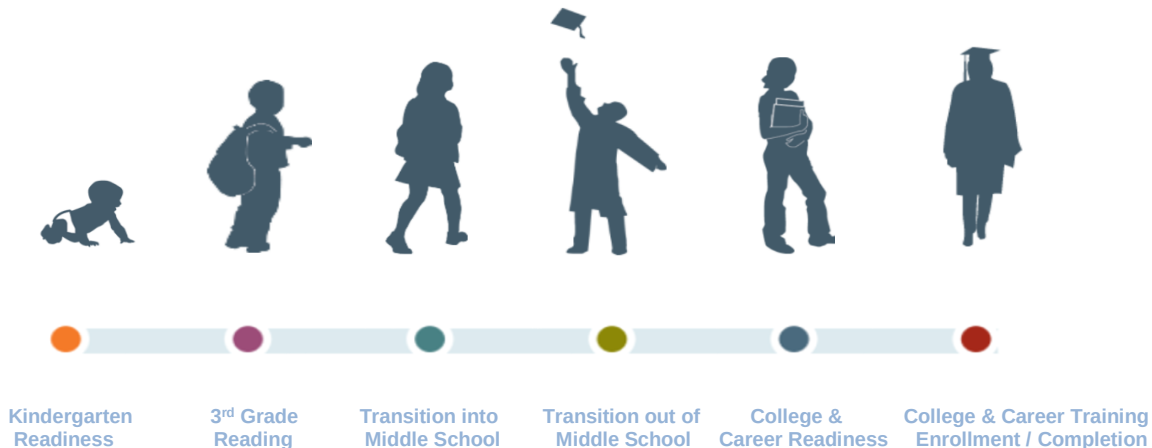
- ❖ In the area of Kindergarten readiness, CPS pre-literacy assessment showed a declining trend from 2013-16 across all student populations arriving to kindergarten with fundamental skills. In 2016, there was a 30% gap between low-income students and their peers, and a 28% gap for black versus white students.
- ❖ Kindergarten teachers using the Boone County Social-Emotional (SE) Checklist reported that over 90% of their students were academically and behaviorally ready (or low-risk) for Boone County. Of those students, low-income children were almost **three times as likely** to be academically unready in city and rural districts, whereas black students were **more than twice as likely** as white students to be rated high-risk. Countywide, a total of **180** children were rated as high-risk in 2016, which is the equivalent of about 8 to 9 classrooms of students. A cohort of 180 students is small enough to hope we can work together to find solutions.
- ❖ For CPS, the third largest disparity appeared under third grade English Language Arts, with a 41% gap by race, and 36% gap by income. We recognize the gap in reading and math begins early on; therefore, early grade literacy and math will be high priority areas for our action teams.
- ❖ **For CPS, the two largest disparities across all outcome areas, and for both income and race, fell within the sixth grade milestone.** The largest gap appeared in English Language Arts at 51% for black students, and 47% for low-income students. The second largest gap was in Math (42% and 44% respectively). For rural districts, the largest disparity from available data on the SE Checklist, fell under Kindergarten Readiness Academic Domain, showing a 16% gap for low-income students.
- ❖ In addition, the largest gaps on the SE Checklist appeared in CPS sixth and ninth grade by race, in the “Attention Domain,” where there was an 18% gap in how teachers ranked students low- versus high-risk for both.
- ❖ Smaller gaps seemed to be present for indicators involving high school attendance and graduation rates, with highly successful results in ACT completion rates across all Boone County districts due to a state level supportive initiative in place for 2016.



Educational Outcome Areas

Our community is ready for collective action. The Cradle to Career Alliance is well situated to help make it happen. We are using an approach successfully pioneered by the Strive Partnership in Cincinnati, where students have made gains in kindergarten readiness, reading, math proficiency, high school graduation and college retention by strategically utilizing data. As a result, a national network of over 70 communities have joined together as the StriveTogether Network. The Cradle to Career Alliance is the only member in Missouri. To initiate the work, our Data Team, comprised of experts across multiple agencies, identified Six Key Educational milestones to represent our local needs.

IMPROVING EDUCATION OUTCOMES FROM CRADLE TO CAREER



Data Sources

Data aligned to each of our outcome areas was accessed through the following sources. A brief description of information collected through the the Social-Emotional Checklist is also included below.

*Boone County Community Services Dashboard
Boone County Mental Health Coalition
City of Columbia
Columbia Public Schools*

*Department of Elementary & Secondary Education
Missouri Department of Higher Education
US Census*

The Boone County Social-Emotional Checklist

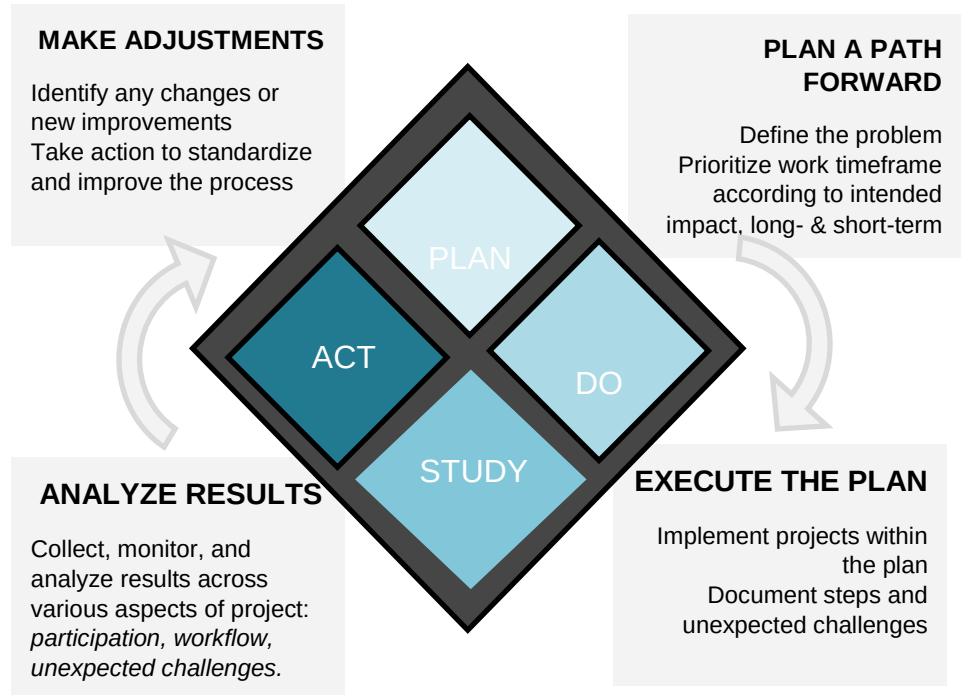
The Boone County Mental Health Coalition is a partnership between district superintendents and MU sponsored by the Children's Services Board created to coordinate a unified and systematic approach for children's mental health services.

The SE Checklist is a short assessment administered by teachers three times a year to all K-12 students around nine areas of possible concern: Peer Relations; Social Emotional Competence; Bullying; Internalizing Problems (*anxiety, depression*); Externalizing Problems (*physical acting-out*); Problems with Attention; Emotional Regulation; Academic Competence; and General Risk Indicator. Until third grade, teachers complete the checklist, which is reported back in a color-coded format according to level of risk (*green, yellow, and red for low- to high-risk*). In third grade and above, students begin completing a checklist to be included in the data set. Students identified as high-risk are provided targeted support.

Our Approach

The Cradle to Career Alliance is part of the StriveTogether Network, a growing national movement to plan community change through the science of **continuous improvement** and **collective action**.

The cycle of continuous improvement is effective in allowing a more focused impact by providing a common framework for understanding the issues and goals. It also recognizes the value in checking for results and making adjustments as keys to staying on track.



Equally important to the process, is an organization's approach to taking action. We base the planning process upon a value in the power of collective voices and action.



By bringing stakeholders together to create and execute our projects, we build capacity and become open to a wealth of dedicated and experienced community members who each hold a piece to the puzzle. Through this combined approach, the Alliance is well-positioned to facilitate:

1. Gathering data to identify problems
2. Building collaborative action teams of stakeholders interested in eliminating those problems
3. Organizing a set of solutions
4. **Making them happen**

#DESIGNFORNETWORKS // @MIKEARAUZ

Equity

Education is a potentially powerful channel for breaking the cycle of poverty and enhancing quality of life, but schools cannot do it alone. We understand that in order to promote the success of all children, our educators, parents, and community members must bring their experience and resources together with a focus on student and community growth.

By using data to identify local issues, collaborative action teams within our community are effectively empowered to target outcomes based on more individual student needs, while also promoting what works. In this way, data-driven goals offer a shared language and understanding that builds infrastructure for sustainable change.

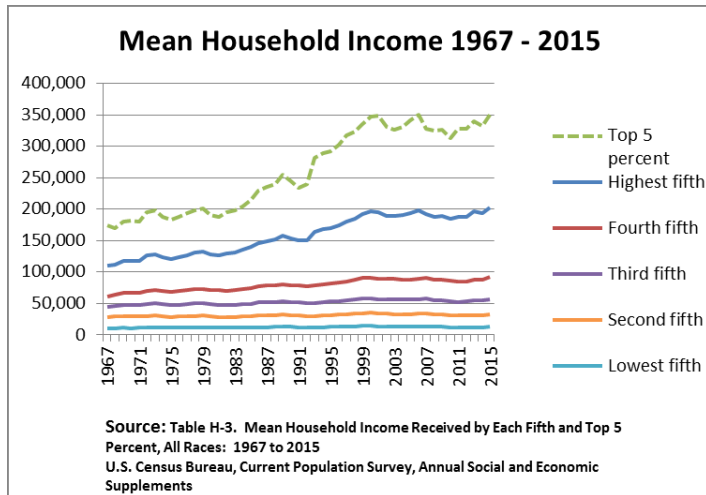


Equity is intrinsic to our mission. Our community currently faces achievement gaps across all core educational milestones. Although we promote a data-driven approach, **our children are not numbers**. Behind every data point, there is a child with potential to be the next great inventor, educator, scientist, parent, musician, or someone occupying a field we haven't imagined yet. When children do not meet their potential, we miss out on a wealth of ideas and talent. And so, we owe it to each child, and to ourselves, to **eliminate** this gap.

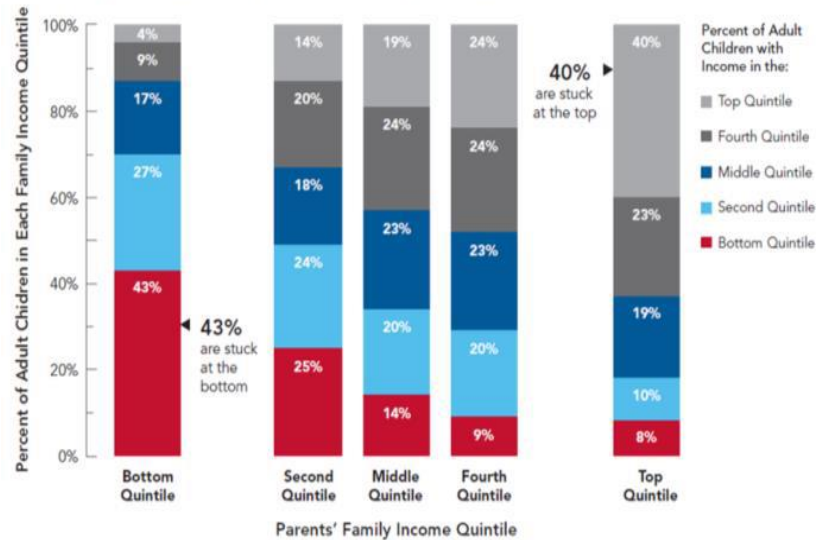
As a community, we cannot accept chronic inequality. By working together, we can find and take action on research-proven strategies that promote successful outcomes for all students.

Our Children's Community

Over the past several decades, trends in the US show a widening gap in median household income between the highest fifth and remaining population. For children born into poverty, it has become increasingly difficult to move up and out of the bottom quintile.

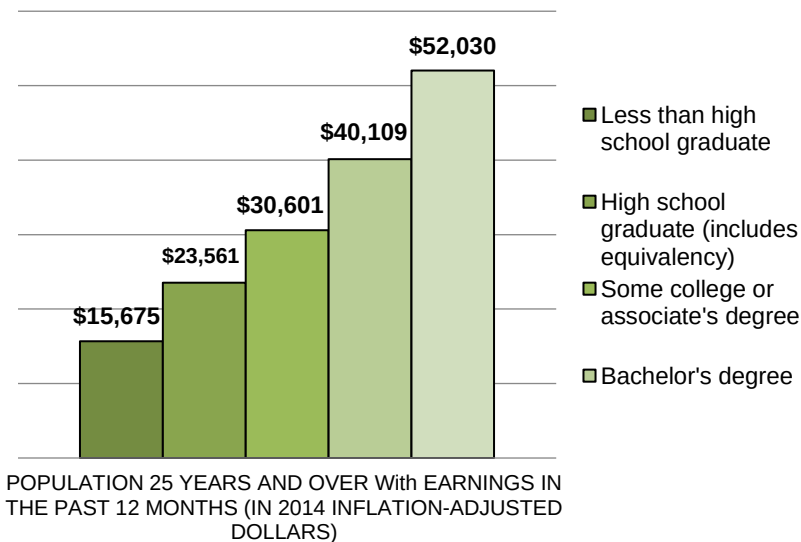


Americans Raised at the Top and Bottom Are Likely to Stay There as Adults
Chances of moving up or down the family income ladder, by parents' quintile



Note: Numbers are adjusted for family size.

U.S. Earnings by Educational Attainment

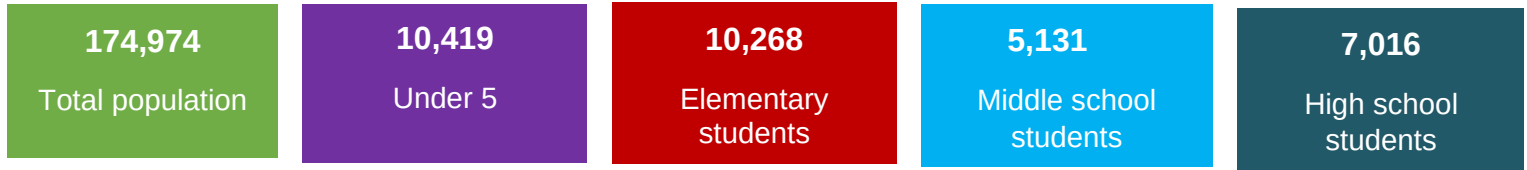


A Cycle of Poverty

Quality education is essential to a thriving community, and a powerful contributing factor in a person's income mobility. The chart (left) shows how US earnings rise stair-step with greater educational attainment. However, when children do not have equal access to a quality education, they often do not experience the same mobility education can provide, creating a cycle of impoverishment.

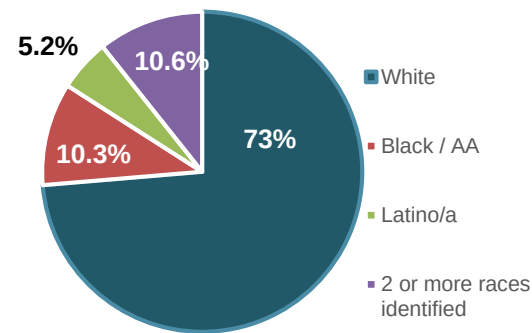
How does Boone County Compare?

Boone County has experienced an 8.6% growth in population since 2000, with nearly 70% of its population employed over the age of 16 in 2015.



District buildings (public K-12)

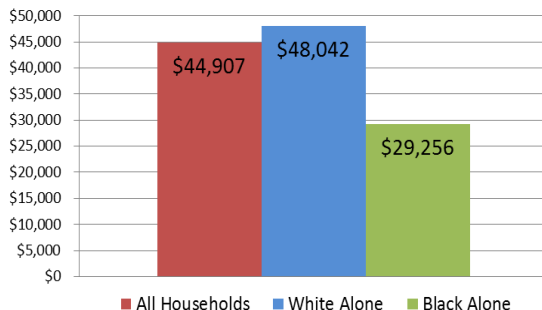
Preschools	Elementary	Middle	High	Postsecondary
Do not have complete inventory	25	11	10	4



Student Race / Ethnicity

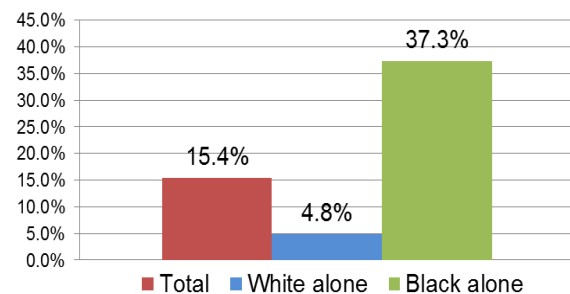
In Boone County **94.1%** hold a high school diploma or higher, with **48.5%** having earned at least a bachelor's degree, ranking us among the highest in the state. Yet, **nearly twenty percent** of our children live in poverty signifying a large opportunity gap within our community. Comparing nationally, Columbia ranks in the bottom 17% of communities for **income mobility**. Similar to many US populations, these disparities are closely linked to income and race / ethnicity. The charts below show the distribution of income by race in Columbia. Because poverty is a strong contributing factor in educational success, our community has an especially fierce challenge unless we pool resources and coordinate efforts.

Median Household Income by Race



Source: B19013 MEDIAN HOUSEHOLD INCOME IN THE PAST 12 MONTHS
(IN 2015 INFLATION-ADJUSTED DOLLARS)
2011-2015 American Community Survey 5-Year Estimates
Columbia, MO

Child Poverty by Race

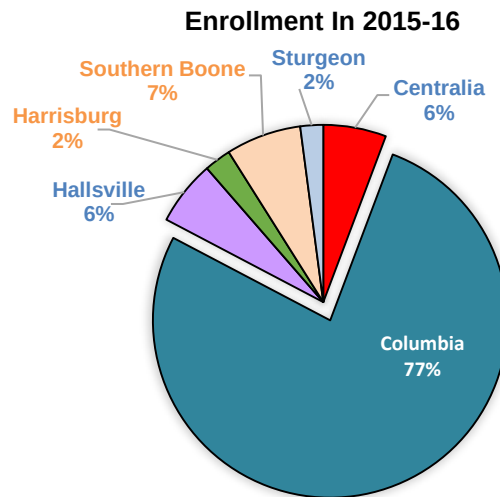


Source: C17001 POVERTY STATUS IN THE PAST 12 MONTHS BY SEX BY AGE
2016 American Community Survey 1-Year Estimates
Columbia, MO

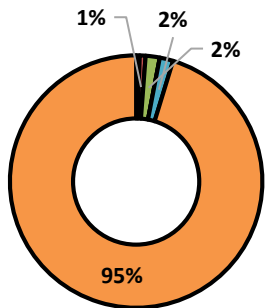


Boone County Districts

Six school districts serve the students of Boone County: Centralia, Columbia, Hallsville, Harrisburg, Southern Boone and Sturgeon. Three of them also serve students who live in neighboring counties. By far the largest district is the Columbia Public Schools (CPS). It enrolls three-quarters of the students served by the six districts (over 80% of the students who live in Boone County) because some districts enroll students living in other counties.

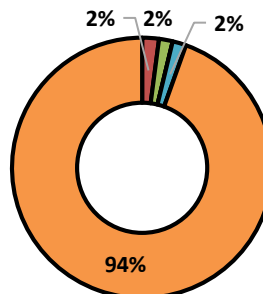


District Demographics



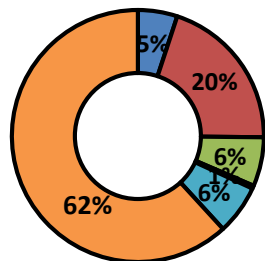
Centralia R-VI

Population: 4,192
Students Enrolled: 1,339
Free &
Reduced Lunch: 31.7%



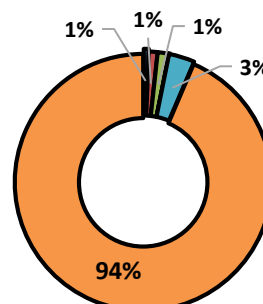
Harrisburg RV-III

Population: 276
Students Enrolled: 570
Free &
Reduced Lunch: 37.9%



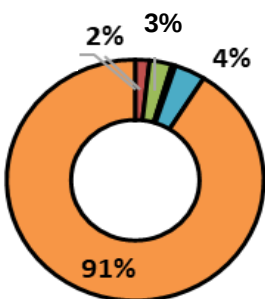
Columbia 93

Population: 120,612
Students Enrolled: 17,193
Free &
Reduced Lunch: 45%



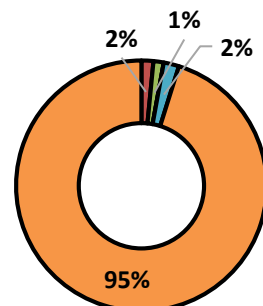
So. Boone County R-I

Population: 3,176
Students Enrolled: 1,603
Free &
Reduced Lunch: 18.1%



Hallsville R-IV

Population: 1,536
Students Enrolled: 1,378
Free &
Reduced Lunch: 35.1%



Sturgeon R-V

Population: 911
Students Enrolled: 486
Free &
Reduced Lunch: 48.3%

Asian
Black
Hispanic
American Indian
Multi-racial
White

Outcome Area	Indicator
KINDERGARTEN READINESS	% Kindergarteners with necessary preliteracy skills <i>PALS-K or the literacy section of DIAL IV</i>
	% Academically Ready for Kindergarten <i>Boone County Social-Emotional Checklist</i>
	% Behaviorally Ready for Kindergarten <i>Boone County Social-Emotional Checklist</i>
THIRD GRADE READING PROFICIENCY	% Scoring proficient or advanced on third grade ELA MAP
	Attention domain <i>Boone County Social-Emotional Checklist</i>
	Social Skills domain <i>Boone County Social-Emotional Checklist</i>
SUCCESSFUL TRANSITION INTO MIDDLE SCHOOL	MAP Math (fall sixth grade)
	MAP English Language Arts (fall sixth grade)
	Attendance (sixth grade % who attend 90%)
	Attention domain <i>Boone County Social-Emotional Checklist</i>
	Social skills domain <i>Boone County Social-Emotional Checklist</i>
	Externalizing domain <i>Boone County Social-Emotional Checklist</i>
SUCCESSFUL TRANSITION OUT OF MIDDLE SCHOOL	Attendance in eighth grade (percent who attend 90%)
	Credits in ninth grade (% with all 6 credits, so “on track to graduate”)
	Attention domain <i>Boone County Social-Emotional Checklist in ninth</i>
COLLEGE & CAREER READINESS	4-Yr. High School Graduation Rate
	ACT in eleventh grade Students scoring above national average
	FAFSA completion rate (2017 data)
COLLEGE & CAREER TRAINING	College & career training enrollment (National reporting service data at 16 months)
	Post-Secondary Completion (data source not yet identified)

² Rural districts in this report include: Centralia R-VI, Hallsville R-IV, Harrisburg R-VIII, Southern Boone Co. R-I, Sturgeon R-V

³ We only obtained domain-by domain data. To track trends in this table, we are using the scores for attention/self-regulation because that is a primary area of teacher concern.

⁴ We only obtained domain-by domain data. To track trends in this table, we are using the scores for attention/self-regulation because that is a primary area of teacher concern.

⁵ DESE average attendance is reported K-8. and 9-12. respectively.

⁶ Our Board also selected the ACT Aspire exam in ninth grade (percent “on track to college”) but that test is no longer being used.

⁷ C2CA originally decided to use tenth grade scores but MU provided data on the ninth grade instead. Given recent configuration of grades, that may be a better indicator to use.

⁸ Sturgeon RV not included in this figure.

Indicator Table

Rural Public School Districts	CPS	State Average	Rural Low Income % Gap	CPS Low Income % Gap	CPS Black-White % Gap
Incomplete data	75.1%	n/a	Incomplete data	30%	27.7%
91.7%	93.9%	n/a	15.7%	6.8%	8.3%
96.4%	95.7%	n/a	7.9%	3.6%	3.6%
63% 39.5%-78.3%	58.9%	60.7%	Incomplete data	36%	40.9%
78.5%	93.8%	n/a	7.2%	7.1%	8.2%
79%	91.7%	n/a	3.5%	8.8%	7.3%
32.6% 23.9%-40.6%	40.9%	43%	Incomplete data	43.7%	42.1%
54.9%	52.9%	58.4%	Incomplete data	46.6%	51.1%
Incomplete data	90%	95.5%	Incomplete data	11.6%	8.3%
90.5%	94.9%	n/a	8.2%	11.9%	18.3%
92.1%	94.5%	n/a	2.5%	6.4%	6.5%
89.5%	94.5%	n/a	3.5%	11.4%	17.9%
Incomplete data	86.5%	94%	Incomplete data	15.8%	8.9%
Incomplete data	87.5%	Incomplete data	Incomplete data	18%	15.9%
94.5%	92.9%	n/a	n/a	n/a	15%
93.1% 87.7%-96.9%	90.1%	91.1%	Incomplete data	Incomplete data	11.4%
38.2% 27.3%-56.4%	47.8%	Incomplete data	n/a	n/a	n/a
3 districts >50% 2 districts > 40%	40-44%	Incomplete data	n/a	n/a	n/a
40% 38.1%-42.9%	48%	37.1%	n/a	n/a	n/a

Kindergarten Readiness

During the first years of a child's life, the human brain develops more rapidly than at any other time. It is a period of enormous social, emotional, physical and intellectual growth. Even at this early age, children are building their foundation for future learning.

Research shows most young children who start school behind their classmates have difficulty closing the learning gap. In addition, children who are unprepared impact the education of the entire classroom. As result, it's extremely important for every child in Boone County to enter kindergarten with the skills needed to prosper.



Goal

All children are prepared for kindergarten

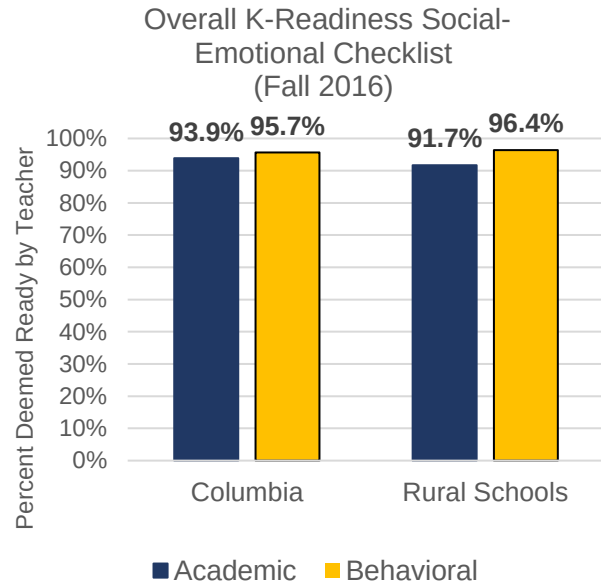
Indicator

PALS K / DIAL IV

Attention & Behavior Domains from Boone County Social-Emotional Checklist

Overall Kindergarten Readiness

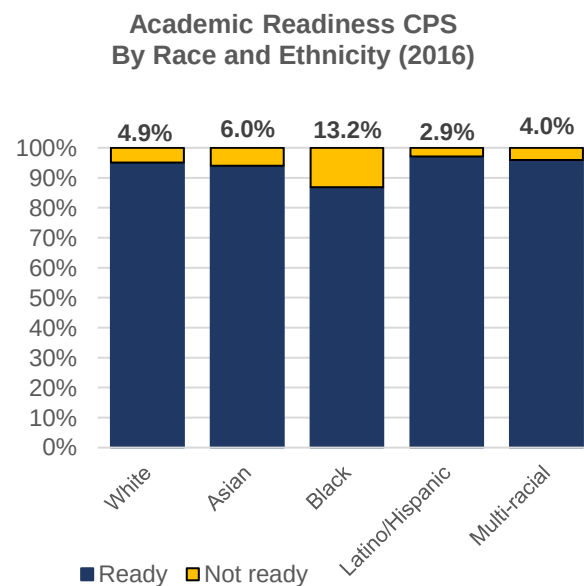
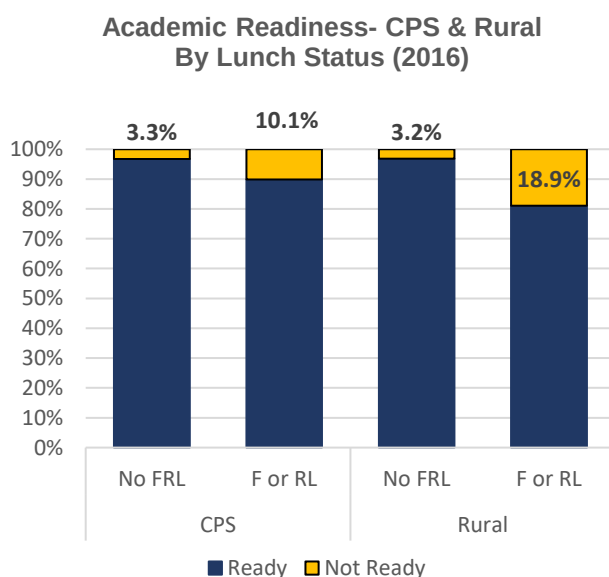
In 2016, the kindergarten teachers in Boone County reported that over 90% of the students entering kindergarten were academically and behaviorally ready for school on the Social-Emotional (SE) Checklist. In both city and county districts, academic readiness trailed behavioral readiness by a few percentage points.



Kindergarten Readiness for Selected Groups of Students

Low income students were almost 3 times as likely to be rated by teachers as academically unready in both city and rural districts. The gap in behavioral readiness associated with poverty was also powerful; **in the rural districts, 80% of the behaviorally unready students were low income**. In addition, racial disparities show up early in Boone County. **Black students were more than twice as likely to be rated as academically unready** as white students and almost twice as likely to be rated as behaviorally unready. The charts below present areas showing the two largest gaps reported on the Social Emotional (SE) Checklist by kindergarten teachers.

Percent Gaps from SE Checklist by Income, Race & Ethnicity

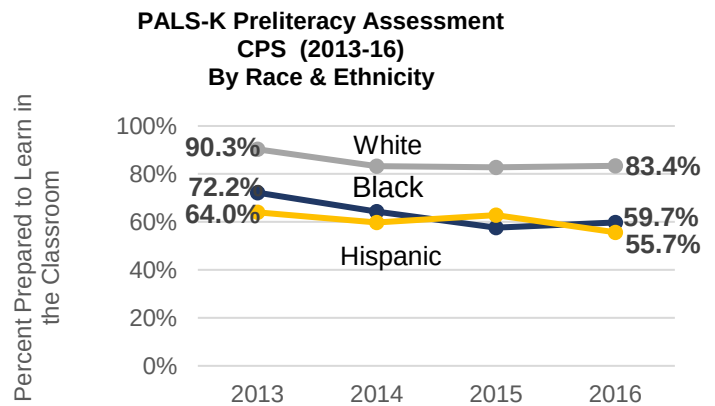
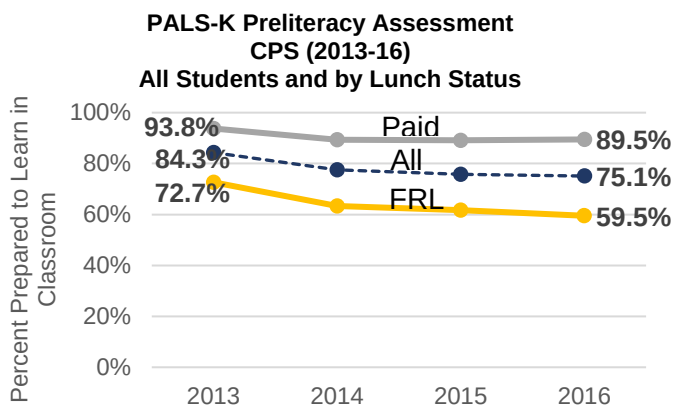


Reading Readiness (the PALS-K assessment)

Each fall CPS evaluates the prereading skills of their incoming kindergarteners. Because CPS shared those outcomes with the Boone Impact Dashboard team, we report them here.

The major purpose of the *Phonological Awareness Literacy Screening for Kindergarten* (PALS-K) is to identify students who perform below grade-level expectations in several important literacy fundamentals, and are at risk of reading difficulties and delays.

Over the past four years, **fewer and fewer Columbia students have arrived at kindergarten with the level of preliteracy skills** the authors of the PALS-K believe is necessary for a student to benefit from ordinary classroom instruction without additional assistance. In addition, **the disparities facing underrepresented students at school entry are growing**. These trends make improved access to affordable, high quality prekindergarten experiences an urgent priority.



The Importance of High Quality Child Care

Prior research shows that children who participate in high quality programs are less likely to repeat a grade, more likely to graduate from high school and more than twice as likely to go to college. They develop better language skills, score higher on school readiness tests and have fewer behavioral problems once they enter school. Finally as adults, they have higher annual earnings and are more likely to be homeowners.

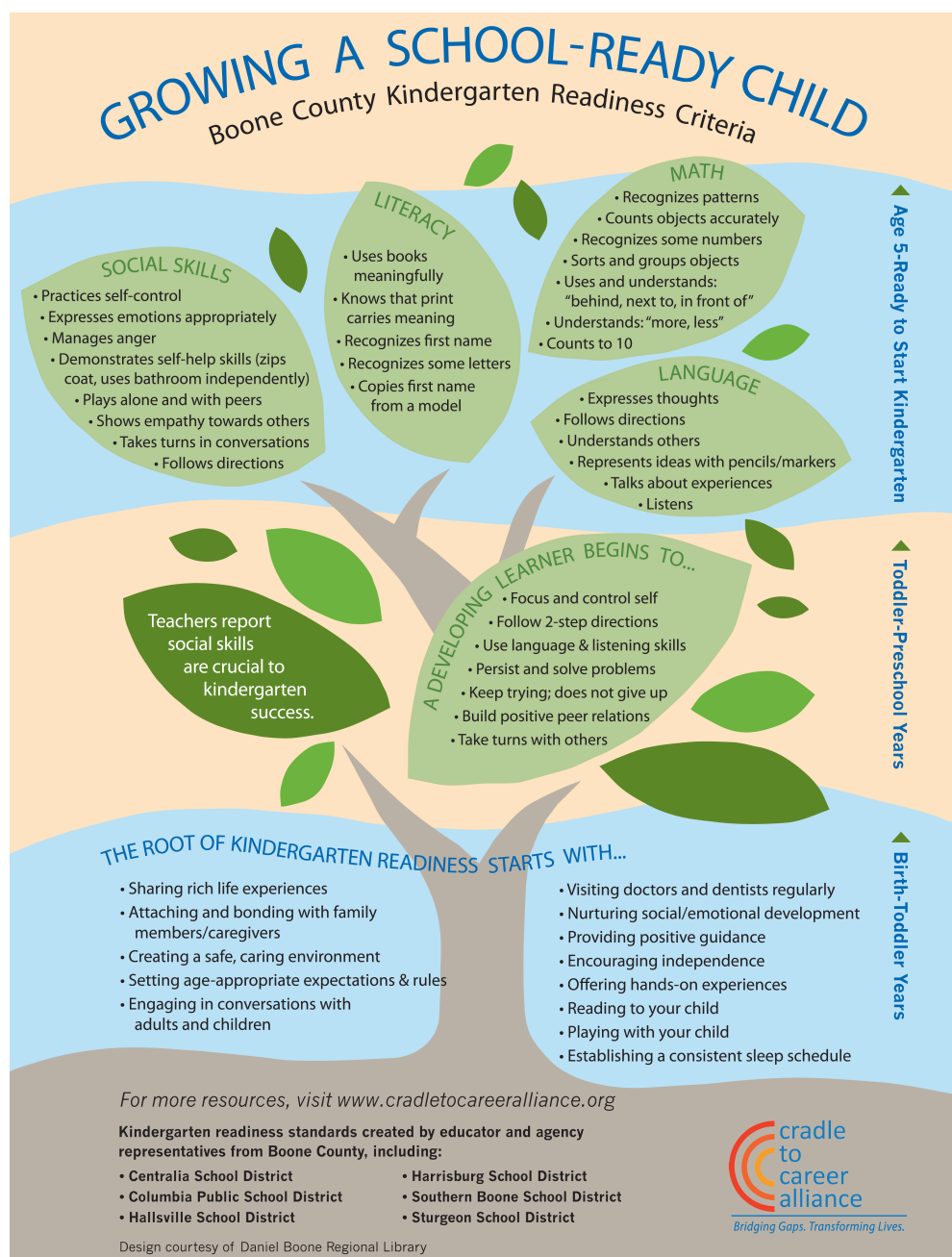
Bright Spots: Strategic Projects Underway

Child care in Boone County will be getting better. In January 2015, the Cradle to Career Alliance convened a county-wide coalition to raise the percentage of Boone County children who are ready for kindergarten. The members call their group the WECCAN (Wise Early Childhood Collaborative Action Network). These volunteers crafted four action steps to increase school readiness in the county. All are now being put into action.

1. Raising the Quality of Early Child Care in Boone County. Resulting from work from the Collaborative Action Networks, members from the WECCAN team have received a \$1.6 million grant from the Boone County Children's Services Fund to train local child care providers in child development and a state approved curriculum. This plan has three important parts. The first creates a pathway for high school students to acquire early childcare certification by taking classes in child development at the Career Center while they are in high school. These courses will put them on a path to enroll at MACC, where A Plus and TEACH scholarships can defray their tuition, and they can obtain a degree in child development. The second part of the proposal will train child care providers who lack any formal training in child development. The grant will help them enroll in college classes at MACC and obtain both certification and a degree. The final stage of the grant will train child care providers in a state-approved early childhood curriculum. **Together, these three parts have the potential to materially change the quality of early childhood services in Boone County.**

2. Helping Parents and Preschool Teachers Understand What it Means for a Child to be “Ready” for School. Everyone knows children need to be “ready” for kindergarten. Yet, parents in Boone County found it hard to get a clear and consistent definition. In a 2016 survey, they said that each teacher and elementary school seemed to have a different definition. To provide them with clearer guidance, WECCAN set out to create a common definition. With input from teachers and childcare providers from across the county and a year of discussion, **the network has now produced a common definition of k-readiness that’s been approved by all six districts.** Parents and preschool teachers now have clear guidance on school expectations.

In addition, volunteers have translated the flyer (to the right) into five of the most common languages spoken by new arrivals to our county (Spanish, Arabic, Korean, Somali, and Swahili).



3. Increasing Public Awareness and Community Resources to Help Parents and Young Children. This spring the MU Dept. of Psychiatry received a \$2 million grant from the Boone County Children’s Services Fund to undertake a **very large public information campaign about early childhood mental health, to develop a 0-5 children’s mental health screening tool, and to offer training for up to 60 service providers over the next three years of the grant to promote positive parenting strategies and support.** The Boone County Early Child Coalition members have begun meeting this fall.

Third grade Reading



More than 35% of Boone County third grade students are not reading at a third-grade level. Raising those numbers needs to be an immediate focus of community efforts because students in later grades need to read in order to learn. Research shows that catching up gets harder and harder for students. Third grade reading proficiency is a strong predictor of graduation.

In addition, we report the outcomes from a new survey of student well-being that is being administered in all six districts. This new instrument screens for peer relations, social-emotional competence, bullying, internalizing, externalizing and attention.

Goal

All third grade children are reading proficient

Indicator

MAP English Language Arts

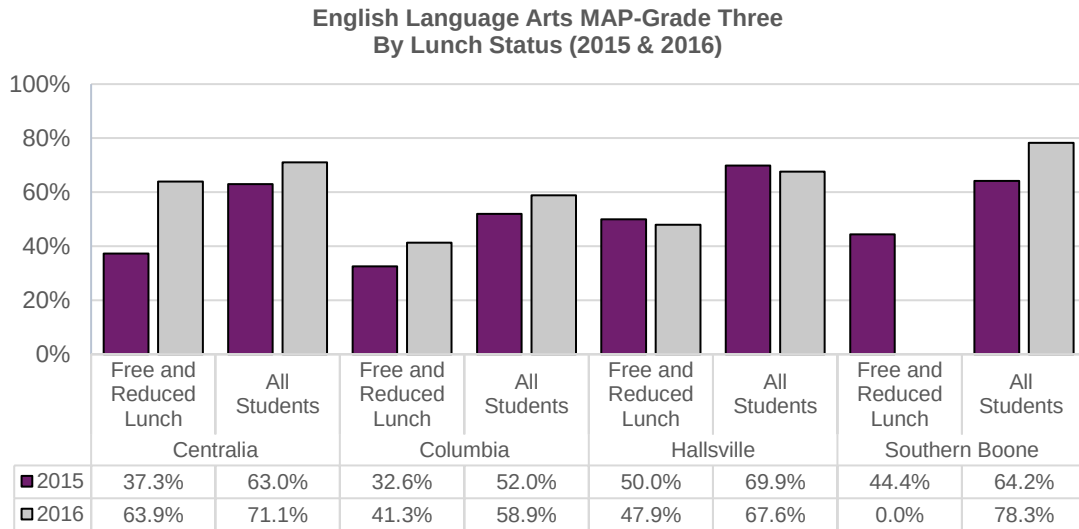
Domains from Boone County Social-Emotional Checklist

Overall Third Grade Reading

In 2016, half of the districts showed an increase in students' scores on the MAP assessment for English Language Arts, as compared to the year before.

Income-based Disparities for Boone County

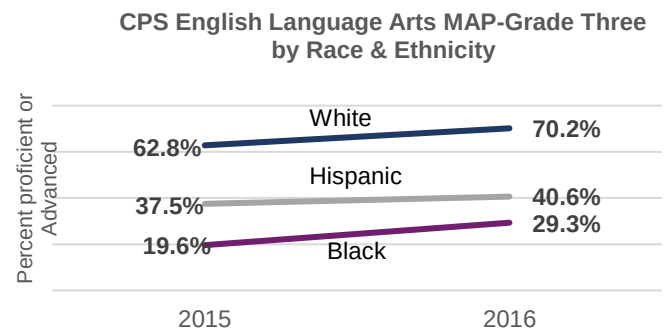
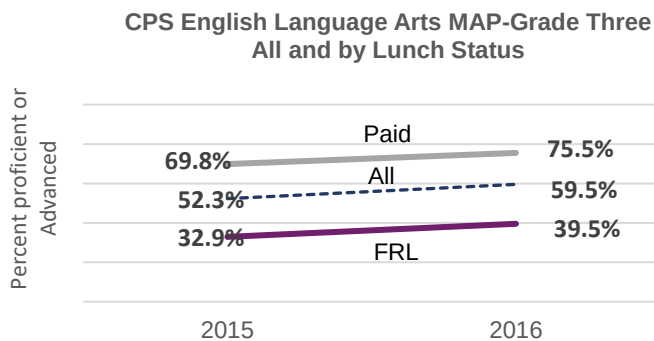
Poverty fosters academic and behavioral disparities, and the size of these disparities is often stark. As this chart shows, poverty diminishes student success in every district in Boone County.



*We did not have data from Southern Boone County for 2016.

Disparities in CPS

As shown in the following charts, scores for **students in all subgroups rose during the second year that the new MAP test was administered. At the same time, academic disparity associated with income was very large (36 points)** and the size of the gap was largely unchanged from the years when the prior MAP test was being used. **The academic disparity between white, Hispanic and black students in third grade was also very large (40.9 points for black students and 29.6 for Hispanic students).** Poverty plays a major role in creating this disparity because roughly 80% of CPS black students are eligible for free or reduced lunches, making these factors highly associated with school outcomes.



Why are academic disparities much larger in Third Grade than Kindergarten entry?

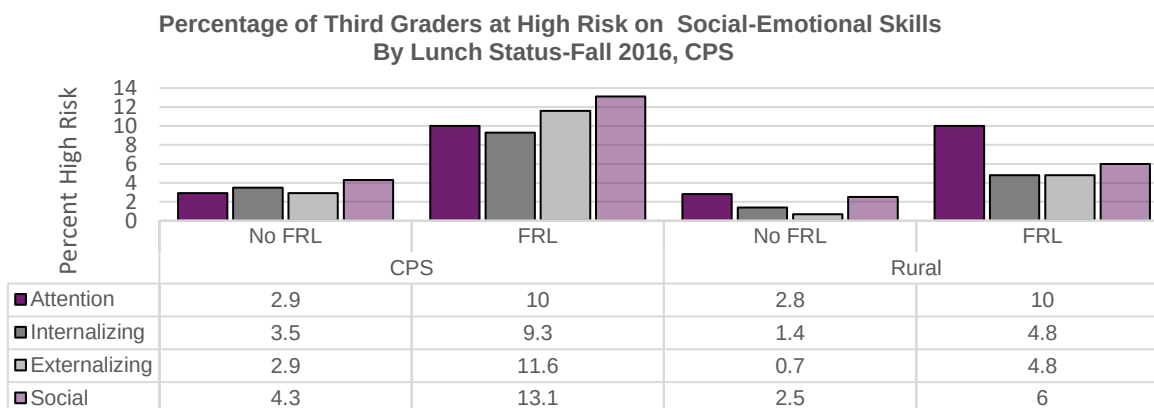
Third grade MAP assessments test whether a student has grade-level skills. By contrast, kindergarten readiness screeners are designed to identify students who need immediate remedial intervention, not to assess whether an entering student is on-track to read in third grade. As a result, kindergarten readiness screeners consistently give a more optimistic assessment of student progress than assessments in later grades and always understate the the breadth of income and race disparities that exist at kindergarten entry.

Social-emotional well-being in 3rd Grade

In third grade, overall, Columbia teachers reported that **social skills** were the most frequent concern, while teachers in other Boone County districts (as a group) felt that **attentiveness** was the most frequent challenge.

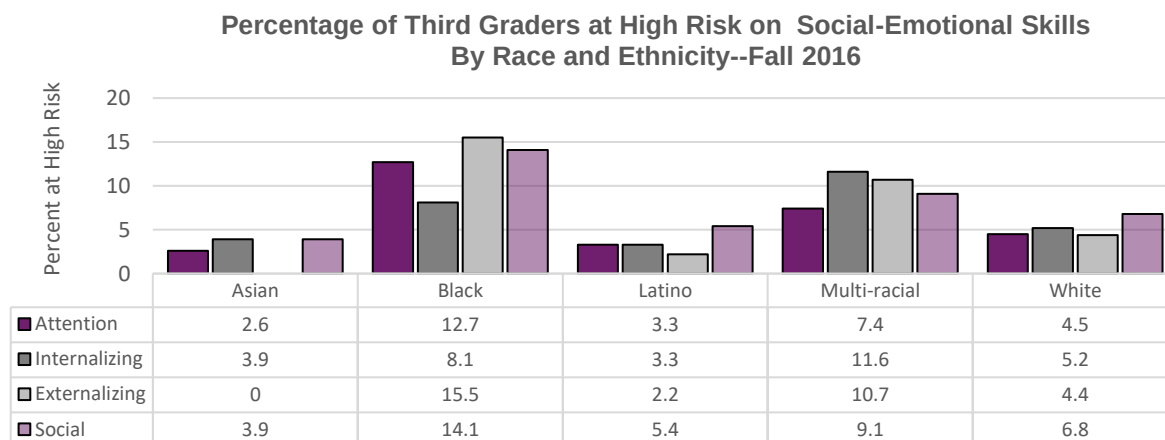
Income-based Disparities

In all four domains, low income third-graders in both Columbia and the rural districts were at least **twice** as likely to be perceived as high risk than students from families with higher incomes. In the domain of **externalizing** behavior, the rate was **four** times higher. The income-associated disparities in the rural districts were smaller than those in Columbia in all domains except attention--which had by far the largest rural, income-based disparity in terms of percentage points (7.2%). In Columbia, by contrast, the largest disparities were in the domains of externalizing (8.7 pts) and social skills (8.8 pts).



Racial and Ethnic Disparities

In the third grade, the Asian and Latino/a students were less likely to be rated as high risk than white, black or multiracial students in all domains. The largest gaps as reported teachers were between black and white students in the domains of **externalizing** (11.1 pts) and **attention** (8.3 pts).



Transition into Middle School



Most parents learn that adolescence is a uniquely difficult time for many students. It's a time when students can easily fall off the track to graduation and career success.

Our community report cards will track the following outcomes to assess our community's efforts to improve student success.

Goal

All students will successfully transition into and out of middle school

Indicators

MAP Math & English Language Arts

Attendance

Domains from Boone County Social-Emotional Checklist

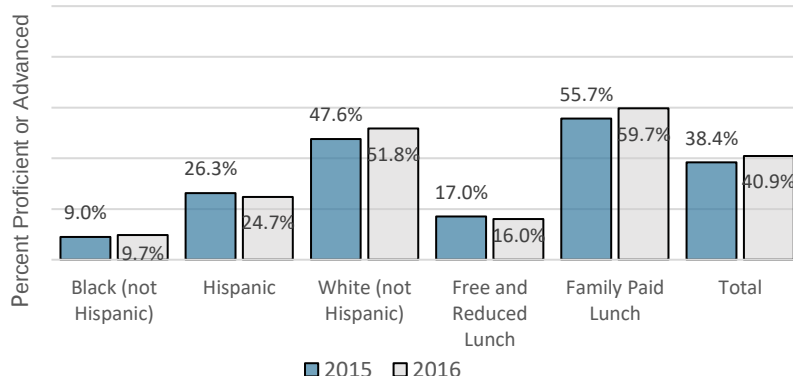
MAP Math in Sixth Grade

Math proficiency rates across the county vary considerably across the districts. In Columbia, **large disparities existed between white, and black and Latino/a students, reaching 42.1 and 27.1 percentage points, respectively in 2016.**

**Math MAP Grade 6 (Percent Proficient or Advanced)
Rural Districts**

Districts	2015	2016
Centralia	52.6%	40.0%
Hallsville	37.7%	40.6%
Harrisburg	20.9%	30.3%
Southern	30.2%	23.9%
Sturgeon	38.7%	26.5%

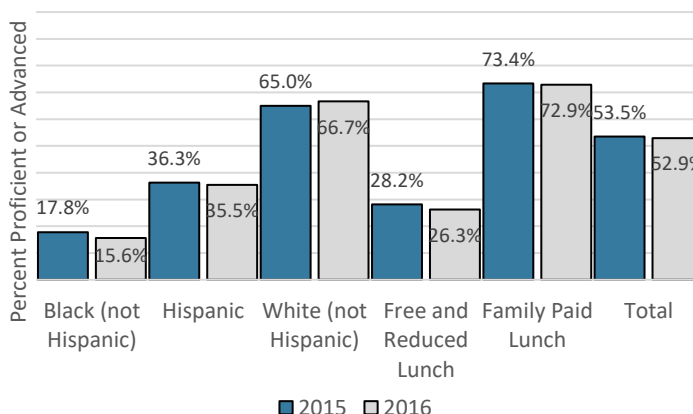
**Math MAP-Grade Six (Percent Proficient or Advanced)
CPS
By Race, Ethnicity and Lunch Status**



MAP Reading in Sixth Grade

Reading proficiency rates across the county vary considerably across the districts. However, **underrepresented students had less success in every district.** Across rural districts, results ranged from 45%-71% with insufficient data on students receiving Free & Reduced Lunch to make a comparison this year. CPS results (right) showed very large disparities for low-income, black and Hispanic students for 2015 and 2016.

**English Language Arts Proficiency MAP-Grade Six
CPS (2015 & 2016)**



Attendance in Sixth Grade

This predictor reveals **substantial differences by income and minority status** throughout the four-year period. While attendance rates gradually increased from 2012 to 2016 for low-income students, a consistent gap of at least 15% was present until 2016. Black student attendance has been steadily increasing since 2012, with the gap between black and white student attendance having decreased from 12 to five percent. Hispanic and Latino/a attendance has slightly declined since 2012.

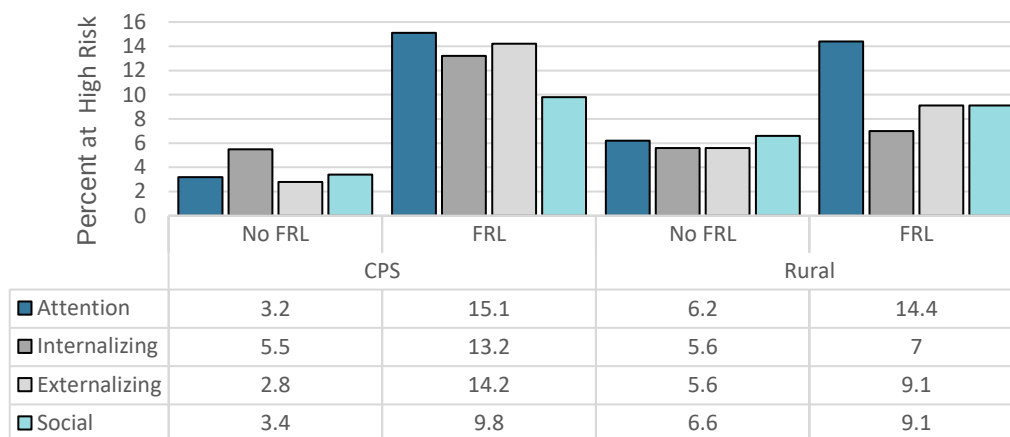
Social-emotional Well-being in Sixth Grade

Across all 4 domains of social-emotional attributes, sixth grade teachers in the county identified far more students as being at risk than had the third-grade teachers. In Columbia, overall levels of concern among sixth grade teachers were like those of the third-grade teachers, but the areas of most concern were different. **Attention and internalizing were a more prominent concern in the sixth grade.**

Income-based Disparities

Lower income students were more likely to be perceived as high risk in all 4 domains. In the rural districts, the largest income-associated gap by far was in the area of attention. In Columbia, however, the income-based gaps were **very large in all domains—considerably larger than they had been in third grade**.

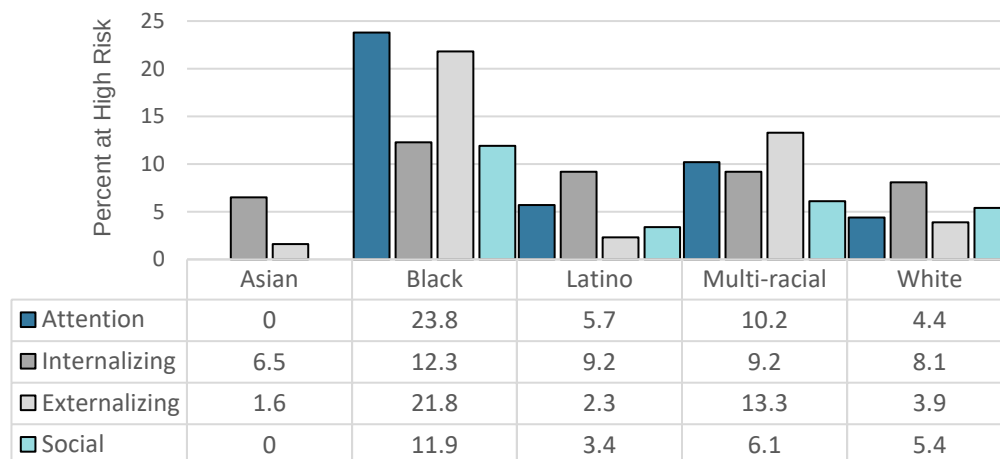
Sixth Graders at High Risk on Social-Emotional Skills
By Lunch Status-Fall 2016



Racial and Ethnic Disparities

In Columbia, there were large disparities regarding how black students were ranked, where it was not as prevalent for Latino/a students. Gaps were largest between black and white students in the domains of **attention and externalizing** as reported by teachers.

Sixth Graders at High Risk on Social-Emotional Skills
By Race and Ethnicity--Fall 2016, CPS



Transition out of Middle School

Research shows that a student's outcomes in the last year of middle school and first year of high school strongly predict graduation and enrollment in college or career training. Attendance in eighth grade and credit hours completed in ninth are among the strongest predictors.



Goal

All students will successfully transition out of middle school

Indicators

Eighth grade attendance

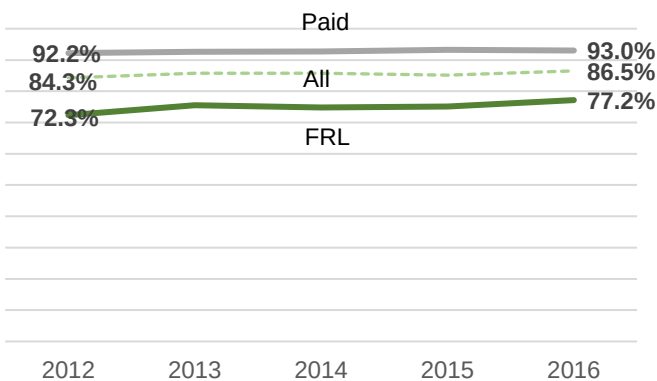
Credits in ninth grade

Domains from Boone County Socioemotional Checklist

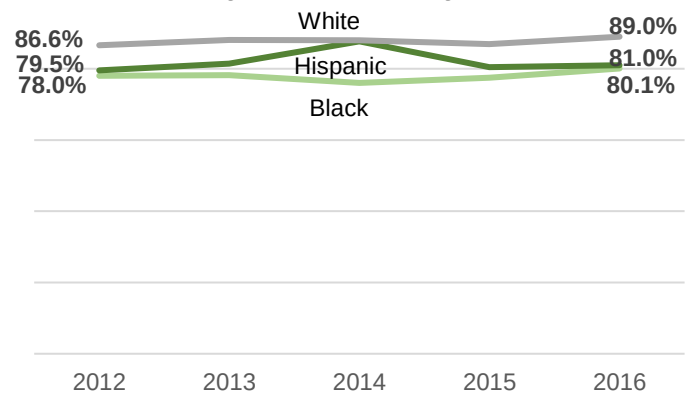
Attendance in Eighth Grade

Absence from school increases as students get older, reaching its zenith in high school. Columbia fits this pattern, with attendance falling between sixth and eighth for all groups of students. From the chart below, data shows the **largest drop-off** in 2016 was for low income students, whose 90% attendance rate fell by 6.3% between sixth and eighth grades. We do not have data on eighth grade attendance in the rural districts. Fortunately, eighth grade attendance has been improving for all students over the past four years, if only slightly. The differences between our major racial and ethnic groups have been stable, but **the attendance gap based on income has declined 4 percentage points** (from 19.9% to 15.8%)

**Eighth Grade Attendance (90%)
CPS (2012-16)
All Students and by Lunch Status**



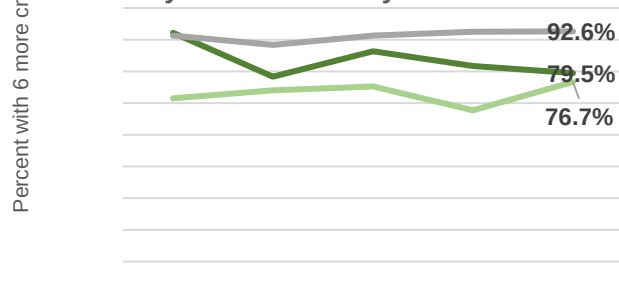
**Eighth Grade Attendance (90%)
CPS (2012-16)
By Race & Ethnicity**



Credit Hours in Ninth Grade

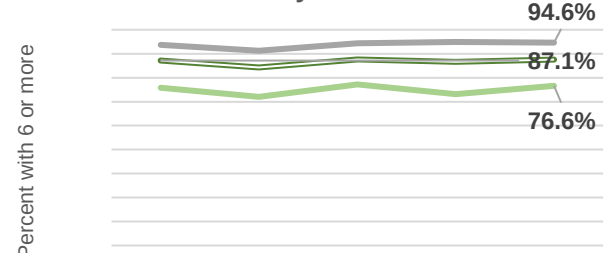
Roughly 90% of students in Columbia successfully complete all their ninth-grade credit hours. That rate has been stable over the past four years. Disparities based on income and minority status have varied too much from year to year to discern a trend in gap size, though a persistent disparity is present.

**Ninth Grade Credit Hours
CPS (2012-16)
By Race & Ethnicity**



	2012	2013	2014	2015	2016
Black	71.5%	74.0%	75.2%	67.7%	76.7%
Hispanic	92.2%	78.3%	86.3%	81.7%	79.5%
White	91.3%	88.3%	91.3%	92.5%	92.6%

**Ninth Grade Credit Hours
CPS (2012-16)
All Students and by Lunch Status**



	2012	2013	2014	2015	2016
All	87.1%	84.3%	87.6%	86.7%	87.5%
Free/Reduced Lunch	75.8%	72.0%	77.2%	73.1%	76.6%
Family Paid Lunch	93.6%	91.2%	94.4%	94.9%	94.6%

Social-emotional well-being in Ninth Grade

City and county ninth grade teachers reported different areas of concern. In rural schools, teachers reported significantly fewer students to be at risk in ninth grade than they had reported in sixth grade, but their area of most concern was internalizing behavior. In Columbia, ninth grade teachers identified less concern with internalizing than the sixth-grade teachers had. **The most frequently noted concerns reported by teachers were attention and externalizing behavior.**

CPS Racial and Ethnic Disparities

As in sixth grade, the largest of disparities were those between white and black students in the domains of **attention and externalizing with a 17% gap in the attention domain.** In addition, these domains are now a larger risk for multi-racial students than they had been in sixth grade.

Bright Spots: Strategic Projects Underway

Early Warning Systems

A lot is happening in Boone County to help students make a successful transition into high school. Several districts use student experiences in middle school to identify those students who will need most support in high school to graduate. CPS has also established voluntary academies inside 3 of its high schools in which students receive additional coaching and guidance. Evidence from other cities show that early assistance like this pays off.

Cradle to Career plays matchmaker

The Cradle to Career high school graduation network played a key role in the creation of a new partnership to mentor high-risk ninth graders living in the part of central Columbia targeted by the City's strategic plan. This partnership between the City and CPS, and soon the County and possibly the Rotary Clubs of Columbia, will use the Missouri A Plus Scholarship program as a gateway to college. After 9th grade students learn about the scholarship opportunity, they will receive coaching on how to become--and stay--eligible. The project combines CPS summer school classes, job mentoring, and then job placement through the City's CARE program. The pilot program lifted off this spring.

The High School Graduation CAN

In 2016, C2CA convened a community-wide working group of teachers and administrators from five county school districts, government agencies, university scholars and nonprofits who work with adolescents to form our second Collaborative Action Network (CAN). Its goal is to raise the percentage of Boone County youth who graduate from high school with the academic and personal skills that they will need to succeed.

The CAN is still in the planning stages. As noted in the text, however, much of the key work needs to take place as soon as students enter high school.

College & Career Readiness



High school graduation is a strong predictor of lifelong income, success and health. Graduates are better prepared for continued education, job training, and entry into the work force which in turn, strengthens our county's economy and our community.

In fact, it is no longer enough simply to graduate. In our modern information-based economy, both college and career training opportunities require students to graduate with a solid understanding of the basics, including math and language skills along with social and self-regulation skills. That is what educators mean when they ask if a student is "ready" for college and career training.

The Cradle to Career Alliance has selected three indicators to determine whether our high school seniors are graduating with the skills they need to succeed and are on pathway to further education.

Goal

All students will graduate prepared for college or career training.

Indicators

Four-Year Graduation Rate

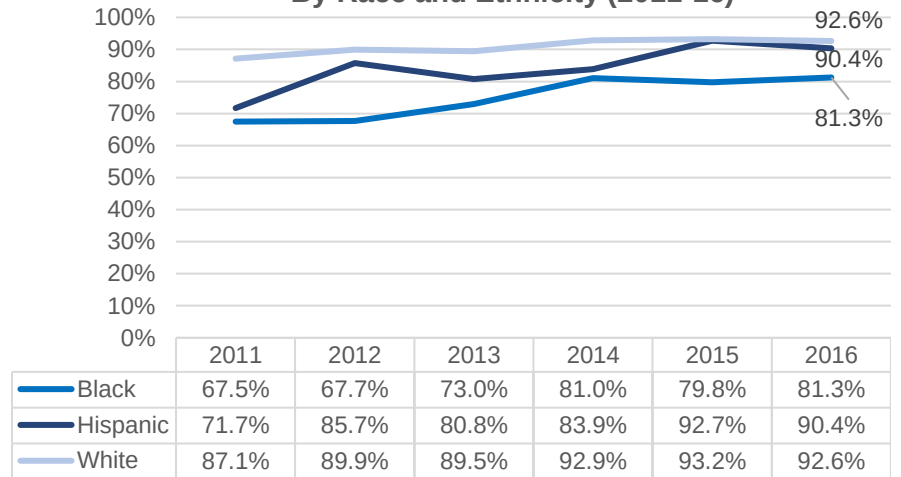
ACT scores at the "college or career" threshold

FAFSA completion rates (the financial aid application)

Four-Year Graduation Rates

Graduation rates improved in nearly all Boone County districts between 2011 and 2015, but rates declined in 2016 for most districts. In Columbia, all student groups saw rising rates, particularly for Hispanic students.

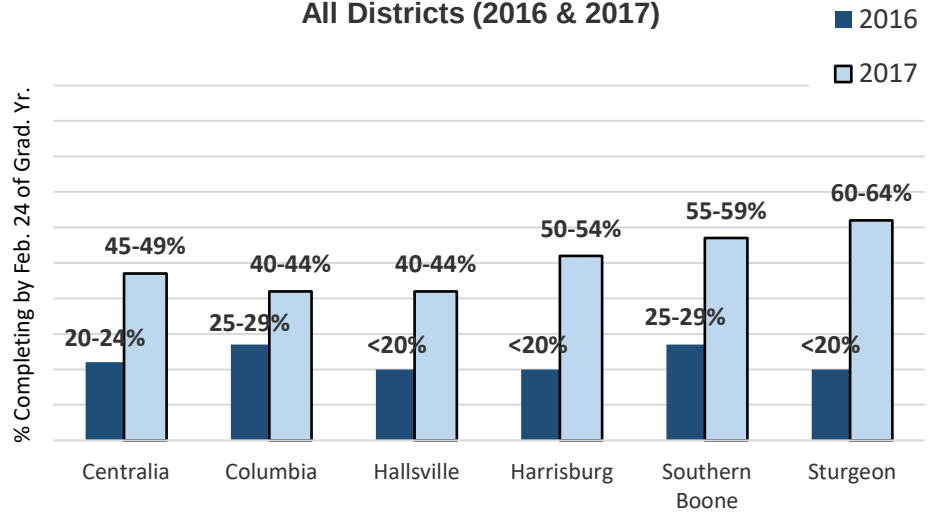
CPS Four-Year Graduation Rate By Race and Ethnicity (2011-16)



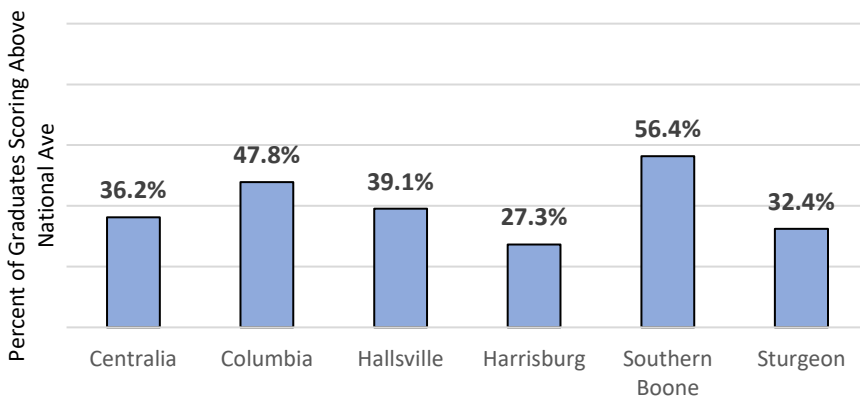
FAFSA Completion

The FAFSA is the *Free Application for Federal Student Aid*. Often, the process of completing this complex and lengthy application is a barrier to college attendance for many college-eligible students, especially if they are first-generation or low-income. Without the financial assistance made possible through the FAFSA, however, college enrollment is often out of reach. Thus, communities taking extra measures to educate rising seniors about the crucial role of the FAFSA application and its timetable and helping families complete the application see gains in 2-year and 4-year college attendance. In 2016, the FAFSA application process was simplified and *Boone County saw remarkable gains in every school district.*²

FAFSA Completion All Districts (2016 & 2017)



ACT Score Above National Average Boone County Public School Districts (2016)

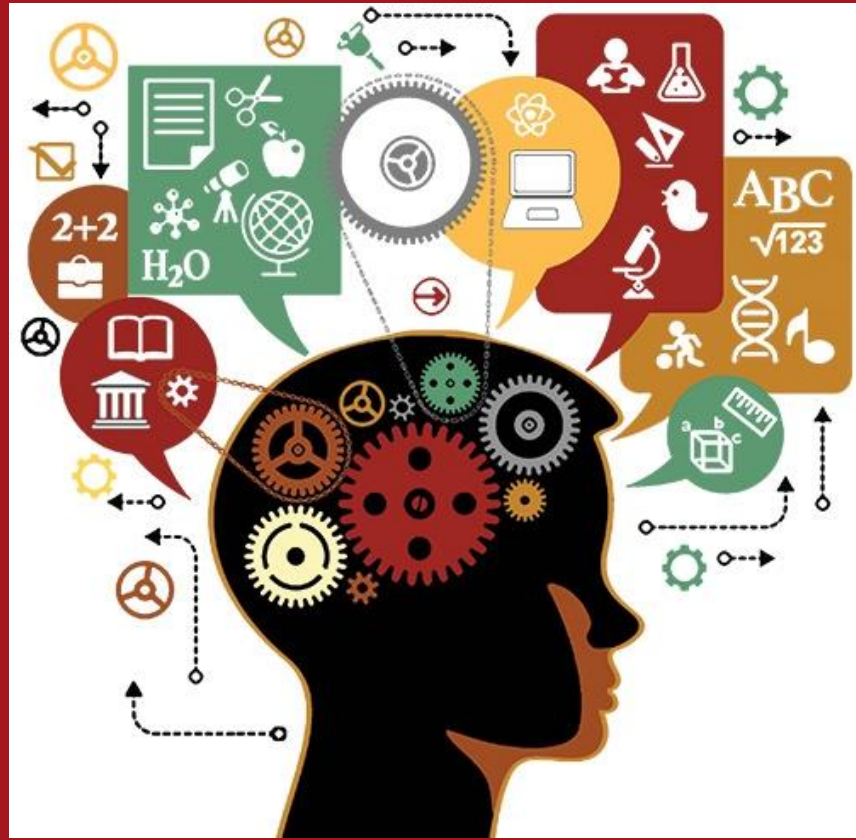


College and Career-Ready ACT Scores

Every high school junior in Missouri, beginning in 2016, must take the ACT college-admissions examination. DESE reports the fraction of each district's graduating class which scored above the national average. **In 2016, the Boone County school districts ranged from 27.3% to 56.4% on this metric.**

⁹ Part of that simplification process was temporarily suspended in the winter of 2017, however, so next year's results may be less impressive

College & Career Training



The last stage of our Cradle to Career roadmap will be to track student enrollment in and completion of college or career training. At present, the only data available comes from the Missouri 180-day report on enrollment in higher education and certain career training pathways. This form of tracking began truly taking shape within the last decade of educational assessment. However, as the work continues to grow, education and state agencies are working more closely together to align systems.

Goal

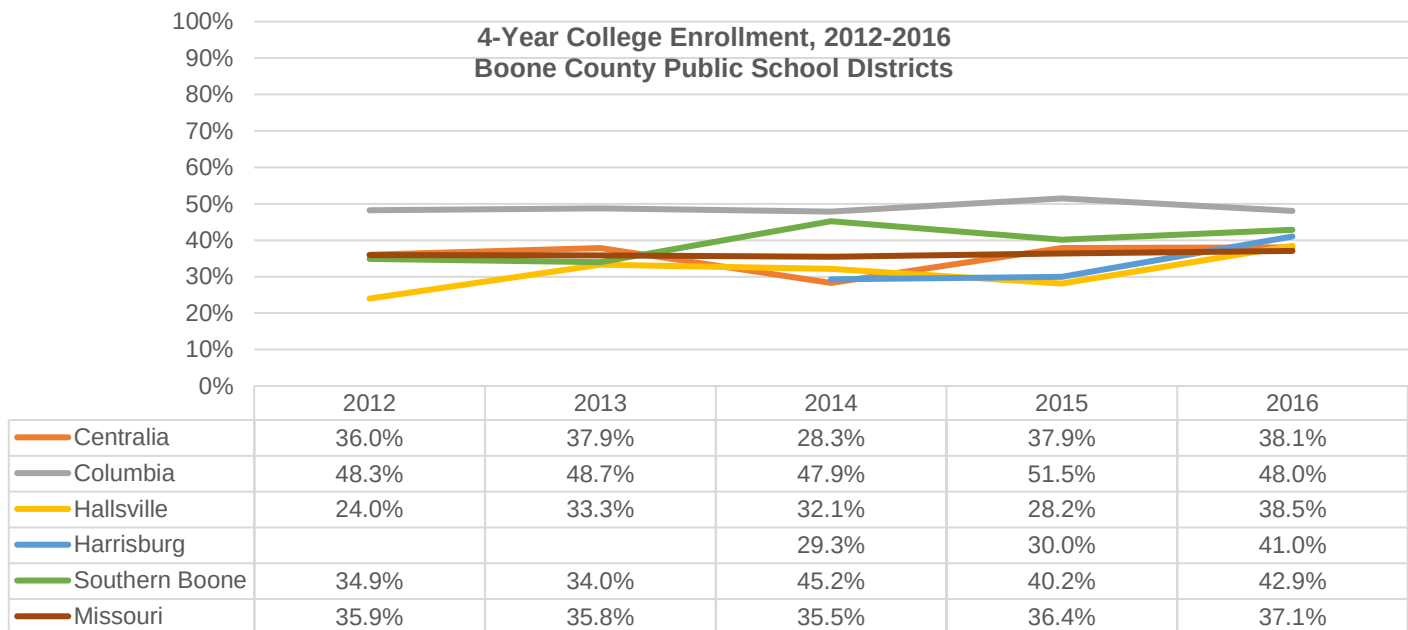
All students are successful in college, technical, or career training

Indicator

Enrollment in postsecondary or career programming after graduation

Four Year College Enrollment

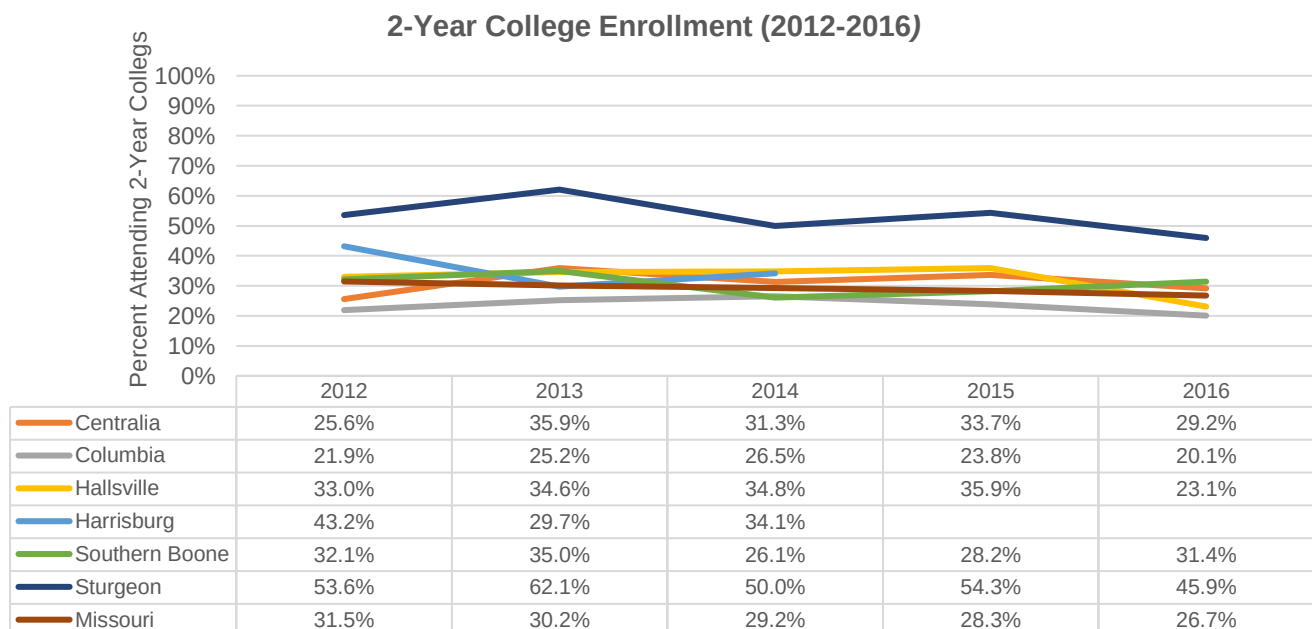
The number of students who enroll in 4-year colleges varied significantly from district to district, but each district's numbers have been quite stable over the 5-year period from 2012 to 2016, with every district falling above the Missouri average in 2016. **Another Bright Spot is the steady growth in enrollment numbers for Southern Boone County.**



*We did not have data for Harrisburg 2012-2013.

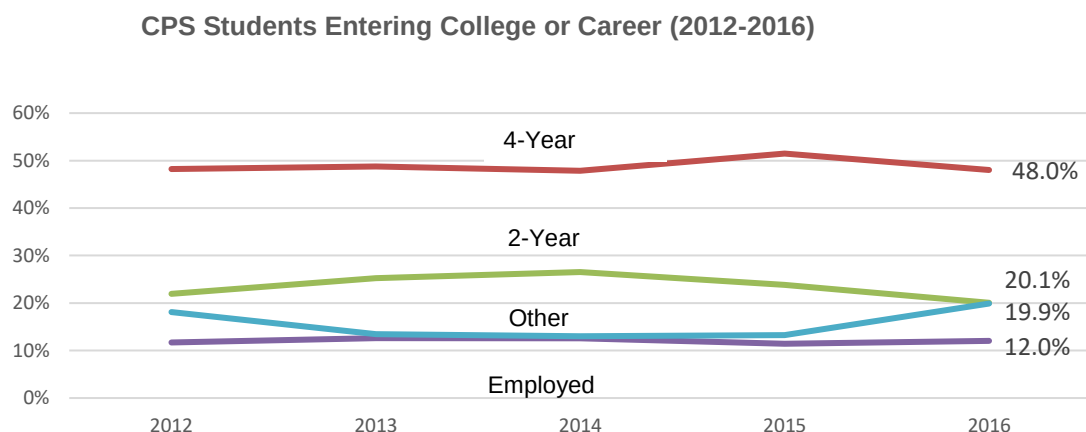
2-Year College Enrollment

The overall rate of enrollment in 2-year colleges during the period between 2012 and 2016 slightly declined in both the county schools and across the state. Sturgeon students have consistently enrolled in 2-year institutions an average of 10% higher than other districts.



CPS Post-Graduation

Larger class sizes in Columbia permit the tracking of post-graduation outcomes in more detail. Nearly half of the graduates go on to four-year colleges. Another 20% enroll in two-year colleges, and 12% take nonmilitary jobs.³⁴



Next steps

Data throughout this report show persistent achievement gaps for underrepresented students in our community beginning before children enter Kindergarten and persisting through high school. In Boone County, we are seeing large academic disparities in the areas of literacy and math, along with differences regarding how children were ranked by teachers on the SE Checklist related to income and race / ethnicity. Though work has begun through the Alliance's action networks to increase preschool quality, early childhood mental health screening and parent support, we must continue building around common goals in this area to make a lasting, rather than a one-time, impact for our young children. Successful strategies for supporting underrepresented high school students is a critical step in forming a bridge for those students. That bridge could potentially span from prenatal care into adulthood, particularly in a resource and knowledge-rich community such as ours.

Indeed, along with disparities present in the data, we can also recognize effective practices in place throughout the county where there are success rates across districts, or within one classroom, building, or community center. Therefore, along with utilizing data to identify disparities in outcomes, our collaborative action networks can use the same information to locate and scale successful practices already occurring in our classrooms and community. **That is the power in working together to find local solutions. We are ready.**

¹⁰ The "other" category includes unknown status, military enlistment, and internships or jobs that do not pay a minimum wage salary.

Extending our heartfelt gratitude

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