NARROWING THE GAP:
A Longitudinal Analysis of Camden Schools
Enrollment and Student Performance
in Grades 3-8

June 2021
Executive Summary

This report examines changes in K-12 enrollment composition and proficiency in grades 3-8 in Camden’s schools from 2014 to 2019.

Using publicly available data provided by the New Jersey Department of Education, this report finds that, across grades 3-8, Camden has narrowed the gap between city and state proficiency in both math and reading since 2014.

Below is a summary of the report’s key findings.

Enrollment Findings

Overall
- From 2014-15 to 2019-20, enrollment composition of Camden schools shifted -- while the proportion of students enrolled in charter schools remained steady, the proportion of students enrolled in renaissance schools increased and the proportion of students in district schools decreased.

Enrollment of Students with Disabilities
- From 2014-15 to 2019-20, enrollment of students with disabilities, as a percentage of total enrollment, increased at both charter and renaissance schools, while decreasing at district schools.
- In 2019-20, as in most prior years, renaissance schools enrolled a similar proportion of students with disabilities as district schools, while charter schools enrolled a lower proportion.

Academic Proficiency Findings

ELA Proficiency
- Cumulatively, citywide ELA proficiency in grades 3-8 nearly doubled from 2014-15 to 2018-19, narrowing the gap with the state by 5.3 percentage points.
- At each grade level, ELA proficiency rates increased citywide from 2014-15 to 2018-19, narrowing the gap with the state in all but one of the grades.

Math Proficiency
- Cumulatively, citywide math proficiency in grades 3-8 nearly doubled from 2014-15 to 2018-19, narrowing the gap with the state by 2.6 percentage points.
- At each grade level, math proficiency rates increased citywide from 2014-15 to 2018-19, narrowing the gap with the state in all but two of the grades.
Background

In 2013, the state of New Jersey intervened in the Camden City School District. At the time the state assumed control, fewer than half of Camden’s students were graduating from high school and even fewer were proficient in reading and math in elementary and high school. All but three of the city’s 26 public schools scored in the bottom 5 percent of schools in the state. In addition to academic challenges, facilities were outdated with some buildings crumbling and others lacking running water.¹

The year prior to intervention, the New Jersey legislature passed the Urban Hope Act, which allowed certain school districts to partner with non-profit entities, including public charter school networks, to build and operate new public schools in the city. These “renaissance schools” would be run by high-performing nonprofit charter operators who had proven track records of success. Unlike traditional charter schools in New Jersey, renaissance schools would have to be approved by local boards of education and would have to serve all students in their attendance zone.

Since intervention, the Camden City School District has made significant investment in improving educational opportunities for the city’s students. Between 2014 and 2015, the board elected to approve three renaissance school networks. Within the district, investments were made in developing leaders, providing climate and culture supports to schools, and adopting new curricula. To make enrollment easier for families, the district launched a common enrollment system to ensure all families have equal access to learn about and enroll in Camden schools. The New Jersey Department of Education and Schools Development Authority have approved nearly $500 million in facility investments, including $133 million for the new Camden High School.²

This is an important time period to review what progress has been made in Camden’s schools and take stock of remaining challenges. This report, commissioned by the Camden Education Fund, examines changes in K-12 enrollment composition and proficiency in grades 3-8 in Camden’s schools from 2014 to 2019. It includes available data for all public schools in Camden, including district, charter, and renaissance schools. These years correspond to implementation of these intensive reforms in Camden’s school system.

Report Structure

After providing a more detailed overview of our methodology and associated limitations, the findings are organized into the following sections:

- **Enrollment** - in this section, we report overall enrollment patterns, as well as enrollment of students with disabilities. We share citywide results and also compare results by school type.

- **Academic Proficiency** - in this section, we report English Language Arts (ELA) and math proficiency in grades 3-8 citywide and by school type. We compare the level of citywide proficiency with statewide proficiency in 2014-15 and 2018-19 to explore whether the city is narrowing the gap with the state.
Data Sources & Sample

In preparation of this report, the ImpactED research team accessed data that are publicly available through the New Jersey Department of Education. We used information from multiple sources to construct a single data file that includes data on enrollment for each of the 39 schools that were serving K-12 students within the city of Camden, New Jersey, at any point during the six academic years beginning with the 2014-15 school year and ending with the 2019-20 school year. When exploring enrollment, we included all students in kindergarten through 12th grade together with students classified as ungraded. Students classified as pre-K and schools that exclusively served pre-K students were excluded from the enrollment figures. We also merged the math and ELA proficiency data for all schools that served students in grades 3 through 8 during this period onto the analysis file.

Data from the following 39 schools are included in this report:

<table>
<thead>
<tr>
<th>District Schools (27)</th>
<th>Charter Schools (9)</th>
<th>Renaissance School Networks (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfred Cramer College Preparatory Lab School</td>
<td>Camden Academy Charter High School</td>
<td>Camden Prep Inc.</td>
</tr>
<tr>
<td>Camden Big Picture Learning Academy</td>
<td>Camden Community Charter School</td>
<td>KIPP: Cooper Norcross, a New Jersey Nonprofit Corporation</td>
</tr>
<tr>
<td>Camden High School</td>
<td>Camden’s Pride Charter School</td>
<td>Mastery Schools of Camden Inc.</td>
</tr>
<tr>
<td>Charles Sumner Elementary School</td>
<td>Camden’s Promise Charter School</td>
<td></td>
</tr>
<tr>
<td>Cooper B. Hatch Family School</td>
<td>Environment Community Opportunity (Eco) Charter School</td>
<td></td>
</tr>
<tr>
<td>Cooper’s Poynt Family School</td>
<td>Freedom Prep Charter School</td>
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</tr>
<tr>
<td>Creative Arts Morgan Village Academy</td>
<td>Hope Community Charter School</td>
<td></td>
</tr>
<tr>
<td>Dr. Charles E. Brimm Medical Arts High School</td>
<td>Knowledge A To Z Charter School</td>
<td></td>
</tr>
<tr>
<td>Dr. Henry H. Davis Elementary School</td>
<td>Leap Academy University Charter School</td>
<td></td>
</tr>
<tr>
<td>Dr. Ulysses S. Wiggins College Preparatory Lab School</td>
<td>Pride Academy</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Development Center</td>
<td>Pyne Poynt Middle School</td>
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<td>East Camden Middle School</td>
<td>Harry C. Sharp Elementary School</td>
<td></td>
</tr>
<tr>
<td>Forest Hill School</td>
<td>Henry L. Bonsall Family School</td>
<td></td>
</tr>
<tr>
<td>Francis X. Mcgraw Elementary School</td>
<td>John Greenleaf Whittier Family School</td>
<td></td>
</tr>
<tr>
<td>Henry B. Wilson Family School</td>
<td>Octavio V. Catto Community Family School</td>
<td></td>
</tr>
<tr>
<td>Henry L. Bonsall Family School</td>
<td>Pride Academy</td>
<td></td>
</tr>
<tr>
<td>Harry C. Sharp Elementary School</td>
<td>Pyne Poynt Middle School</td>
<td></td>
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<tr>
<td>John Greenleaf Whittier Family School</td>
<td>Riletta Twyne Cream Family School</td>
<td></td>
</tr>
<tr>
<td>Octavio V. Catto Community Family School</td>
<td>Thomas H. Dudley Family School</td>
<td></td>
</tr>
<tr>
<td>Riletta Twyne Cream Family School</td>
<td>Veterans Memorial Family School</td>
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</tr>
<tr>
<td>Woodrow Wilson High School</td>
<td>Veterans Memorial Family School</td>
<td></td>
</tr>
<tr>
<td>Yorkship Elementary School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To construct this data file, the ImpactED research team assigned a unique numeric identifier to each school in the table above that was a combination of the state assigned county code, district code and...
school code. We then calculated the same unique numeric identifiers within each of the year-specific data sources we accessed from the NJ Department of Education and used these matched codes to merge the data for each school in each year onto the Camden-only cross-year file.

**DATA SOURCES**

- **Enrollment Data.** We include enrollment data as reported by the NJ Department of Education on the Fall Survey Collection and made publicly available at the school level on the web.

- **Students with Disabilities.** The data on students with disabilities are taken from the NJ fall special education links. Except in the final year, we use data presented by district and charter for students age 6 through 21. For the final year, the 2019-2020 school year, the state changed the labeling slightly, and we use the data labeled for students aged 5 through 21 where the student is at least in kindergarten.

- **Academic Proficiency Data.** When exploring trends in proficiency, we use the math and ELA proficiency data shared by the NJ Department of Education labeled as Statewide Assessment Reports. For the 2014-2015 through 2017-2018 school years, we used the downloadable PARCC data files presented at the district and school level. For each grade, in each year, we downloaded the number of valid scores on the assessment at each school together with the percentage of students at each school who were classified into level 4 or level 5, the two levels indicating that students had met or surpassed minimum proficiency thresholds for their grade level. We followed the same procedure for the 2018-2019 school year where we used the downloadable NJSLA data files. Proficiency data are not available for the 2019-2020 academic year because state testing was suspended during the COVID-19 pandemic.

Throughout the report, we present trend data for the students of Camden citywide as well as by school type where schools are classified as district schools, charter schools, or renaissance schools. For each of the proficiency graphs, the ImpactED research team calculated the citywide and school type proficiency data points by weighting the school level proficiency score by the number of valid scores at the school as follows:

\[
\text{Citywide Proficiency} = \frac{\sum_{i}^{n} (\text{number of valid scores in school} \times \text{percent proficient in school})}{\sum_{i}^{n} (\text{number of valid scores in school})}
\]

We used the same process when calculating the data points for each school type, but in that case, rather than summing across all schools, we only summed across the subset of schools in the school type of interest.

**Limitations**

This report has a few limitations worth noting. Most notably, this report is exclusively descriptive rather than causal. In reporting the trends in enrollment and proficiency across time, we are reporting the actual changes themselves without exploring possible explanations of factors that may have led to these
changes. One important factor that may warrant future exploration is the impact of new school options and the subsequent changing distribution of students across school types over the time period.

With respect to the data itself, one limitation of the special education data source we are using is that it does not present the enrollment of students with disabilities separately within each of the district schools, but rather only presents the overall number across all district schools. While the current report does not present school level differences, this could be an interesting area for exploration, but would not be possible using the current data source.

As explained in the prior section, the citywide and school type proficiency lines are weighted by the number of valid test scores at each school. While we acknowledge that not all students participated in the state assessments each year, this approach provides the best estimate of proficiency for students within each type of school and across the city as a whole.\(^3\)

Finally, this report exclusively focuses on academic proficiency on the statewide assessments in grades 3-8, which we recognize provides a limited measure of school performance. This report is intended to be an initial exploration of change over the time period, and we will be releasing a more comprehensive report later in the year.

### Findings

#### Enrollment

The following section explores patterns in overall enrollment, as well as enrollment of students with disabilities, in Camden schools citywide from 2014-15 to 2019-20. The proportion of students enrolled in renaissance schools increased during the time period, while the proportion in district schools decreased. Enrollment of students with disabilities increased in both charter and renaissance schools but decreased in district schools. In 2019-20, as in prior years, renaissance schools enrolled a similar proportion of students with disabilities as district schools, while charter schools have enrolled a lower proportion.

**Overall & By School Type**

- From 2014-15 to 2019-20, enrollment composition of Camden schools shifted -- while the proportion of students enrolled in charter schools remained steady, the proportion of students enrolled in renaissance schools increased and the proportion of students in district schools decreased.

Between 2014-15 and 2019-20, citywide enrollment increased from 14,922 to 15,997, an increase of 7.2 percent. Renaissance schools experienced the greatest increase in enrollment as a proportion of overall enrollment during this time period, increasing from 4 percent of overall enrollment to 32 percent of overall enrollment. Charter school enrollment as a proportion of overall enrollment increased slightly, starting at 29 percent and ending at 31 percent. Enrollment in district schools decreased over this time period from 67 percent of total enrollment to 38 percent of total enrollment.
Enrollment of Students with Disabilities

> From 2014-15 to 2019-20, enrollment of students with disabilities, as a percentage of total enrollment, increased at both charter and renaissance schools, while decreasing at district schools.

Between 2014-15 and 2019-20, renaissance schools increased the proportion of students with disabilities in schools from 11.1 percent of total enrollment to 18.5 percent, and charter schools also increased the proportion from 7.6 percent to 11.2 percent. In district schools, the proportion of students with disabilities enrolled decreased slightly from 21.5 percent to 19.8 percent during the time period. Overall enrollment of students with disabilities stayed consistent citywide, starting at 17.1 percent of all students and ending at 16.7 percent.
In 2019-20, as in most prior years, renaissance schools enrolled a similar proportion of students with disabilities as district schools, while charter schools enrolled a lower proportion.

In 2019-20, which is the most recent year of available data, students with disabilities represented 19.8 percent of district enrollment and 18.5 percent of renaissance school enrollment. Both district and renaissance schools served a higher proportion of students with disabilities compared to the citywide average (16.7 percent). While the proportion of students within charter schools with disabilities has increased, the proportion of students with disabilities in charter schools remained less than the citywide total proportion.

### Academic Proficiency

The following section explores elementary proficiency in Camden schools citywide in both English Language Arts and math from 2014-15 to 2018-19. The data is presented for all students in elementary grades 3-8, and then by grade, individually.

Cumulatively, ELA proficiency in grades 3-8 nearly doubled, narrowing the gap with the state by 5.3 percentage points. At each grade level, ELA proficiency rates increased citywide, narrowing the gap with the state in all but one grade.

Cumulatively, math proficiency in grades 3-8 nearly doubled, narrowing the gap with the state by 2.6 percentage points. At each grade level, math proficiency rates increased citywide, narrowing the gap with the state in all but two of the grades.

#### ELA Proficiency

- **Cumulatively, citywide ELA proficiency in grades 3-8 nearly doubled from 2014-15 to 2018-19, narrowing the gap with the state by 5.3 percentage points.**

Students in Camden schools nearly doubled their ELA proficiency rates over the time period, increasing from 13.8 percent proficient in 2014-15 to 27.4 percent proficient in 2018-19. While statewide proficiency rates were consistently higher than citywide proficiency rates, the gap between the two decreased by 5.3 percentage points. In 2014-15, the gap between statewide and citywide student proficiency rates in ELA was 35.8 percentage points compared to 30.5 percentage points in 2018-19.

All school types saw increases in ELA proficiency rates in grades 3-8 from 2014-15 to 2018-19.

- **District schools** more than doubled their proficiency rate of 6.2 percent proficient to 14.9 percent proficient, an increase of 8.7 percentage points.
Charter schools increased 11 percentage points from 31.3 percent proficient to 42.3 percent proficient.

Renaissance schools nearly doubled their proficiency rate from 14.3 percent proficient to 28.5 percent proficient, an increase of 14.2 percentage points.

At each grade level, ELA proficiency rates increased citywide from 2014-15 to 2018-19, narrowing the gap with the state in all but one of the grades.

Citywide, students in Camden schools increased their ELA proficiency rates across all elementary grade levels from 2014-15 to 2018-19. The highest increases citywide were in 6th and 7th grade, with increases of 15.4 percentage points, and 16.6 percentage points respectively.
In nearly every grade, Camden schools saw a larger increase in ELA proficiency compared to the statewide average, narrowing the gap between citywide and statewide proficiency rates in all grades except 8th grade. The gap between the citywide and statewide averages was reduced the most in 6th grade where it closed by 8.1 percentage points between 2014-15 and 2018-19.

The level of increase in proficiency varied across types of schools.

- **District schools** had smaller increases in lower grades than in higher grades. For 3rd and 4th grades district schools saw increases in ELA proficiency between 4-6 percentage points, while in 5th grade and on, district schools saw growth rates between 9-13 percentage points.

- **Charter schools** saw the greatest increases in ELA proficiency scores in 4th grade (22.5 percentage points) and 6th grade (19 percentage points).

- **Renaissance schools** saw the greatest increases in ELA proficiency scores in 3rd grade (17.9 percentage points) and 7th grade (15.6 percentage points).

### Table 2. 5-year ELA Proficiency Changes, by Grade

<table>
<thead>
<tr>
<th></th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>3.5</td>
<td>5.9</td>
<td>9.1</td>
<td>8.8</td>
<td>13.2</td>
<td>10.4</td>
</tr>
<tr>
<td>Charter</td>
<td>11.3</td>
<td>22.5</td>
<td>9.3</td>
<td>8.0</td>
<td>15.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Renaissance</td>
<td>17.9</td>
<td>5.5</td>
<td>10.2</td>
<td>8.0*</td>
<td>15.6*</td>
<td>3.7*</td>
</tr>
<tr>
<td>Citywide</td>
<td>11.4</td>
<td>13.8</td>
<td>12.8</td>
<td>15.4</td>
<td>16.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Statewide</td>
<td>6.7</td>
<td>6.3</td>
<td>6.4</td>
<td>7.3</td>
<td>11.2</td>
<td>11.3</td>
</tr>
<tr>
<td>Gap closed between the City and State</td>
<td>-4.6</td>
<td>-7.5</td>
<td>-6.4</td>
<td>-8.1</td>
<td>-5.4</td>
<td>1.3</td>
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</tbody>
</table>

*Renaissance schools did not include 6th-8th grade in 2014-15, this number represents 4-year growth from 2015-16 to 2018-19*

### Math Proficiency

Cumulatively, citywide math proficiency in grades 3-8 nearly doubled from 2014-15 to 2018-19, narrowing the gap with the state by 2.6 percentage points.

Students in Camden schools nearly doubled their math proficiency rates over the time period, increasing from 9.6 percent proficient in 2014-15 to 18.3 percent proficient in 2018-19. While statewide proficiency rates were consistently higher than citywide proficiency rates, the gap between the two decreased by 2.6 percentage points. In 2014-15, the gap between statewide and citywide student proficiency in math was 29.4 percentage points compared to 26.8 percentage points in 2018-19.

All school types saw increases in math proficiency in grades 3-8 from 2014-15 to 2018-19.

- **District schools** more than doubled their proficiency rate of 4.3 percent proficient to 9.4 percent proficient, an increase of 5.1 percentage points.

- **Charter schools** increased 3.0 percentage points from 23.2 percent proficient to 26.2 percent proficient.

- **Renaissance schools** more than tripled their proficiency rate from 6.3 percent proficient in 2014-15 to 22.6 percent proficient, an increase of 16.3 percentage points.
At each grade level, math proficiency rates increased citywide from 2014-15 to 2018-19, narrowing the gap with the state in all but two of the grades.

Citywide, students in Camden schools increased their math proficiency rates across all elementary grade levels from 2014-15 to 2018-19. The highest increases in math proficiency rates citywide were in the lower grades. In 3rd, 4th and 5th grade, citywide math proficiency increased over 9 percentage points, with 3rd grade seeing the most substantial improvement of 15.2 percentage points.

In nearly every grade, Camden schools citywide saw a larger increase in math proficiency compared to the statewide average, narrowing the gap between citywide and statewide proficiency rates in all grades except 7th and 8th. The gap between citywide and statewide averages was reduced most in 3rd and 6th grade between 2014-15 and 2018-19, where it closed by 5.0 and 5.5 percentage points, respectively.
The level of increase varied across types of schools.

- **District schools** increases in math proficiency rates were relatively consistent across all grade levels, between 2 and 8 percentage points.

- **Charter schools** saw greater increases in math proficiency rates for 3rd grade (9.9 percentage points) and 4th grade (8.9 percentage points) than for the other grade levels.

- **Renaissance schools** saw the greatest increases in math proficiency in 3rd grade (34.1 percentage points), 4th grade (19.8 percentage points), and 7th grade (12.5 percentage points). In all other grades, increases were between 5 and 10 percentage points.

### Table 4. 5-year Math Proficiency Changes, by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>District</th>
<th>Charter</th>
<th>Renaissance</th>
<th>Citywide</th>
<th>Statewide</th>
<th>Gap closed between the City and State</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>5.4</td>
<td>9.9</td>
<td>34.1</td>
<td>15.2</td>
<td>10.2</td>
<td>-5.0</td>
</tr>
<tr>
<td>4th</td>
<td>7.7</td>
<td>8.9</td>
<td>19.8</td>
<td>12.1</td>
<td>10.4</td>
<td>-1.7</td>
</tr>
<tr>
<td>5th</td>
<td>5.7</td>
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<td>10.1</td>
<td>9.2</td>
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<td>-3.4</td>
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<td>6th</td>
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<td>7.5*</td>
<td>5.3</td>
<td>-0.2</td>
<td>-5.5</td>
</tr>
<tr>
<td>7th</td>
<td>5.7</td>
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<td>12.5*</td>
<td>4.6</td>
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<td>0.7</td>
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<tr>
<td>8th</td>
<td>2.5</td>
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<td>5.3*</td>
<td>5.6</td>
<td>5.8</td>
<td>0.2</td>
</tr>
</tbody>
</table>

*Renaissance schools did not include 6th-8th grade in 2014-15, this number represents 4-year growth from 2015-16 to 2018-19*

### Endnotes


3 - According to the caveat included by the NJDOE on the Statewide Assessment Reports, students without valid proficiency scores include those who were absent, students with medical emergencies, students who were administered the incorrect assessment, students who refused to take the assessment, parents who refused to have their child take the assessment, voids, and other issues that prevented students from completing the assessment.
Appendix

ELA Proficiency in 3rd Grade

GAP REDUCED from 32.6% to 27.9%

ELA Proficiency in 4th Grade

GAP REDUCED from 37.6% to 30.1%
ELA Proficiency in 5th Grade

Citywide
- Statewide: 51.5
- District: 26.4
- Charter: 36.7
- Renaissance: 29.3

Statewide GAP REDUCED from 37.9% to 31.5%

ELA Proficiency in 6th Grade

Citywide
- Statewide: 56.1
- District: 15.6
- Charter: 47.2
- Renaissance: 25.0

Statewide GAP REDUCED from 36.2% to 28.1%
ELA Proficiency in 7th Grade

- **District**: 5.3 (2014-15) → 6.6 (2015-16) → 7.3 (2016-17) → 7.7 (2017-18)
- **Renaissance**: 35.2 (2014-15) → 33.6 (2015-16) → 33.6 (2016-17) → 33.6 (2017-18) → 33.6 (2018-19)

**Statewide**: 51.6 (2014-15) → 51.1 (2015-16) → 49.9 (2016-17) → 47.2 (2017-18) → 51.6 (2018-19)

**GAP REDUCED**

from 34.6% to 29.2%

ELA Proficiency in 8th Grade

- **Charter**: 34.2 (2014-15) → 33.6 (2015-16) → 33.6 (2016-17) → 33.6 (2017-18)
- **Renaissance**: 32.8 (2014-15) → 33.6 (2015-16) → 33.6 (2016-17) → 33.6 (2017-18)

**Statewide**: 51.6 (2014-15) → 51.6 (2015-16) → 51.6 (2016-17) → 51.6 (2017-18) → 62.9 (2018-19)

**GAP INCREASED**

from 35.1% to 36.4%
Math Proficiency in 3rd Grade

GAP REDUCED from 32.4% to 27.4%

Math Proficiency in 4th Grade

GAP REDUCED from 30.3% to 28.6%
Math Proficiency in 5th Grade

- **Statewide**: GAP REDUCED from 41.0% to 30.9%
- **Citywide**: GAP REDUCED from 14.3% to 10.1%
- **District**: GAP REDUCED from 4.6% to 10.3%

Math Proficiency in 6th Grade

- **Statewide**: GAP REDUCED from 40.8% to 33.1%
- **Citywide**: GAP REDUCED from 7.7% to 3.1%
- **District**: GAP REDUCED from 3.1% to 3.1%

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Math Proficiency in 7th Grade

Statewide
GAP INCREASED from 26.3% to 27.0%

Citywide
GAP INCREASED from 19.3% to 19.5%

Math Proficiency in 8th Grade

GAP INCREASED from 26.3% to 27.0%

GAP INCREASED from 19.3% to 19.5%
About ImpactED

Based in the University of Pennsylvania’s College of Liberal and Professional Studies, ImpactED is an evaluation and training center that equips social and public sector organizations with critical skills and data to accelerate social change. We believe evaluation and training should be responsive to community needs and used to inform continuous improvement and learning. Our approach is designed in partnership with our clients. We work to bridge the worlds of research and practice and have a proven track record in helping organizations identify and meet their goals.

Nina Gallagher, PhD, is ImpactED’s Director of Research and Evaluation.

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Sarah Kathryn Pepper, PhD, is a Senior Research Associate at McClanahan Associates, Inc.

Claire Robertson-Kraft, PhD, is ImpactED’s Founder and Executive Director.

This report was funded by the Camden Education Fund. It is part of a more comprehensive research study being conducted by ImpactED at the University of Pennsylvania and will be followed by a forthcoming mixed methods report, which explores students’ and families’ perceptions of changes in educational opportunities and outcomes.