Highlights of IMPACT III findings regarding student achievement:

- IMPACT III schools (grades 3-8) showed significantly stronger growth in Math scores than students in matched comparison schools.

The % of students passing Math in IMPACT III (gr.3-8) increased significantly, from 69.6% in 2007 to 79% in 2009. Comparison schools did not show similar increase.

In 2009, IMPACT III students (in gr. 3-8) were 30% more likely to score above grade level (Level 4) on Math than students in comparison schools. (OR=1.429, p=.000)

IMPACT III middle schools showed especially strong growth in Reading, over and above what was observed in comparison middle schools

<table>
<thead>
<tr>
<th>Reading</th>
<th>IMPACT ELEMENTARY</th>
<th>IMPACT MIDDLE</th>
<th>COMPARISON ELEMENTARY</th>
<th>COMPARISON MIDDLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>345.08</td>
<td>353.44</td>
<td>343.9</td>
<td>352.05</td>
</tr>
<tr>
<td>2008</td>
<td>349.05</td>
<td>357.26</td>
<td>347.42</td>
<td>355.12</td>
</tr>
<tr>
<td>2009</td>
<td>352.08</td>
<td>360.89</td>
<td>350.45</td>
<td>357.66</td>
</tr>
</tbody>
</table>

In looking at EOG performance levels in Math (1-4), IMPACT III students were 42% more likely than comparison students to increase performance levels from 2007 to 2009. (OR=1.593, p=.000). Further, IMPACT III students were 46% more likely to improve their status from not passing to passing; and economically disadvantaged students in IMPACT III schools were 54% more likely than their comparison counterparts to improve their status in Math from not passing to passing. (p=.000)

In looking at students moving from non-passing to passing status from 2008 to 2009, IMPACT III students were 22% more likely to improve their status from non-passing to passing in Reading. (OR=1.244, p=.02) Overall, the pass rate for IMPACT III schools
increased from 56.7% in 2008 to 61.9% in 2009. A similar increase was not observed in comparison schools.

Highlights of IMPACT IV findings regarding student achievement:

- IMPACT IV students were significantly more likely to pass **EOG-Reading**, in 2009, compared to 2008 (OR=1.133, \( p=.004 \)), comparison schools were equally likely to pass in both years (\( p=.204 \)).
- Percent of students passing the Reading EOG increased significantly in IMPACT IV schools, from 46% in 2008 to 49% in 2009. A similar increase was not observed in comparison schools.
- IMPACT IV students were 11% more likely than comparison group to increase their Math performance level (\( p=.022 \))
- Economically disadvantaged students in IMPACT IV schools were 12% more likely than ED students in comparison group to increase performance levels (\( p=.04 \))