

**Student Support Services:
Evaluation Report
April 2013**

**Department of Data Management, Planning, and Program Evaluation
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Student Support Services: Executive Summary

Program Description/Goals:

Students Support Services provides 12 Home-School Coordinators to ten high schools, 1 middle school, and 1 middle/high school. Each coordinator identifies and works with approximately 80 students and their families from their assigned school who have missed 15 or more unexcused days of school from the previous year. Strategies include making home visits, meeting with targeted students to develop goals, working with parents, and working with district staff and community organizations to build needed supports for the targeted students. The programs goals are to increase attendance, decrease drop-outs, increase parent involvement, and decrease suspensions. By supporting students and their families, it is anticipated that the program would also have an impact on students' academic success.

Schools and Students Served:

- Schools: Olmsted North, Atherton, Ballard, Central, Fairdale HS, Fern Creek HS, Iroquois, Moore, PRP, Shawnee, Valley, Waggener
- Students: In 2011-2012, a total of 914 students 6th through 12th were served by the program. In 2012-2013, a total of 956 students have been served so far by the program. Most students served by the program are on free/reduced lunch (93%) and are minority (51% minority, 49% White).

Parent Involvement

One of the primary strategies utilized by the home-school coordinators is to increase parent involvement. From 2009-2010 to 2011-2012, home-school coordinators increased the attendance to parent workshops from 590 to 1,734.

Principal Feedback on the Program

Principals were given the opportunity to provide feedback on the program. Below is a sample of comments from the principals at the schools being served by the program.

- "Serving the highest need population of any school in Jefferson County, I need the most effective programs. I find my answer and the answer for so many of our students and families to be JCPS Student Support Services and the Home School Coordinator."
- "Daily, and I mean daily, our home-school coordinator is working with students individually and collectively and trying to help meet the needs as they walk through the door-unsolicited and unannounced but always received willingly."
- "The Home-School Coordinator/Student Support Services get involved early with those students with barriers that must be removed before these students can successfully focus on our academic expectations...it is a critical piece of the puzzle that I am reliant on as principal in our turn-around efforts."

Student Outcomes

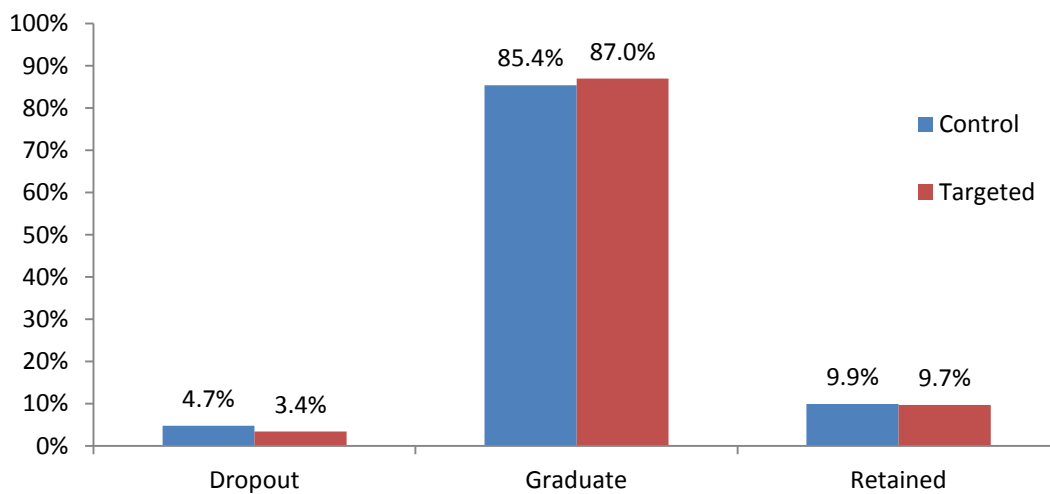
Analysis of this data consisted of comparing targeted students against a matched comparison group (matched on at-risk, race, location, grade, previous attendance, previous suspensions). Data for the 2011-2012 targeted students focused on their outcomes in 2011-2012 and in 2012-2013.

- Attendance: Students in the control and targeted group averaged 12 unexcused absences in 2010-2011 (pre-intervention year). No significant differences were found in attendance in terms of number of unexcused absences between comparison and treatment students in 2011-2012 or in 2012-2013.
- Behavior: Though targeted students showed more improvement in behavior as exhibited by decreased suspensions incidents in 2011-2012 and in 2012-2013, the differences did not reach statistical significance.
- Achievement: No significant differences were found in achievement in terms of K-PREP Reading and End of Course data between comparison and treatment students.
- Graduation and Dropout: For 12th grade students served by the program (n = 207), there were positive trends with graduation and dropout data but again, this did not reach statistical significance.

Summary

The analyses in this report demonstrated that the Student Support Services coordinators are targeting a very high-risk group of students. When comparing to a matched group, there was not a clear impact of the program, however, these analyses did not consider implementation. The qualitative data from principals is consistently strong. The caseload of an average Home-School Coordinator was approximately 76 students and it is likely that the amount of services differed for each student. It is recommended that future evaluations consider implementation data (intensity and types of services).

**Outcomes of 12th Graders
2011-2012**



Average Number of Unexcused Absences (2011-2012)

School	Control Students	Targeted Students	Advantage
Atherton	9.3	12.0	Control
Ballard	9.3	12.5	Control
Central	14.1	9.9	Targeted
Fairdale	16.3	17.2	Control
Fern Creek	17.7	15.8	Targeted
Iroquois	16.5	19.6	Control
Moore	15.9	15.6	Targeted
Olmsted North	10.3	9.4	Targeted
PRP	15.6	14.7	Targeted
Shawnee	19.2	25.4	Control
Valley	17.8	21.2	Control
Waggener	14.1	15.5	Control
Grand Total	14.7	15.8	Control

Change in Total Suspensions Incidents from 2011 to 2012 *

School	Control Students	Targeted Students	Advantage
Atherton	6.0	-15.0	Test
Ballard	11.0	-15.0	Test
Central	-22.0	1.0	Control
Fairdale	-35.0	-47.0	Test
Fern Creek	-1.0	-25.0	Test
Iroquois	-9.0	-23.0	Test
Moore	-19.0	-10.0	Control
Olmsted North	-11.0	-4.0	Control
PRP	-30.0	-13.0	Control
Shawnee	-17.0	-11.0	Control
Valley	-31.0	-31.0	Even
Waggener	-5.0	-16.0	Test
Grand Total	-163.0	-209.0	Test

*change scores were used because matched group was slightly different than treatment group in past suspension incidents