

Department of County Human Services
Multnomah County, Oregon
Social and Support Services for
Educational Success: FY 2010-11



Social and Support Services for Educational Success (SSSES) provides age appropriate and culturally specific academic support, case management and skill building activities across Multnomah County.

Unduplicated Number Served in 2010-11

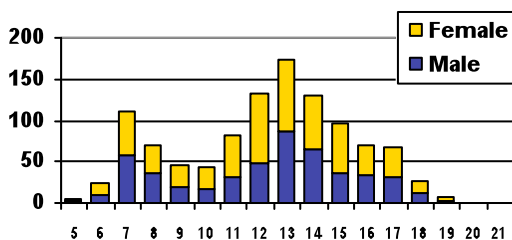
All Youth¹: 1,905²
Youth who met the service threshold
of at least 45 days and 15 hours: 1,094

Information presented in this report is based on youth who met the service threshold:

Demographics

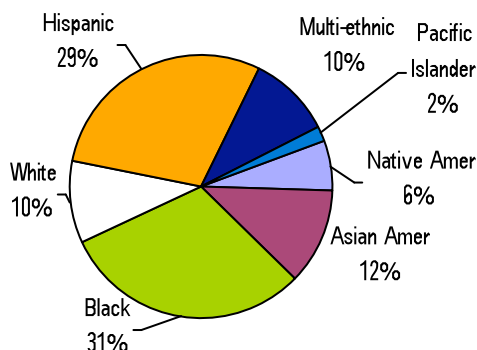
- Most of the youth (53%) were teenagers; the average age was 12.2 years
- SSSES served more females (55%) than males (45%)

Age and Gender of Youth

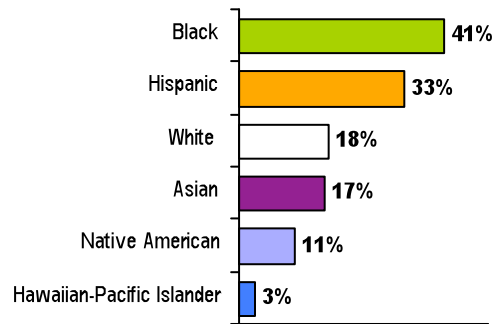


- 90% of the youth were of color or from a culturally-specific community compared to the Districts' average of 46%

Race/Ethnicity of Youth



Race/Ethnicity: Unpacking Multi-Ethnic³



- 21% of the youth were English language learners compared to the 6 districts' average of 14%; of these, 30% were at the *beginning or early intermediate* level of language acquisition.
- About half of the parents (49%) spoke a language other than English at home; in all, there were 36 different languages spoken; the most common languages were Spanish (28%), Somali (4%), Burmese (3%), Vietnamese (3%), Russian (2%), and Karen (2%).

Percent of Youth Who's Parents Spoke a Language Other than English at Home by Race/Ethnicity

Race/Ethnicity	Language Other Than English at Home
Black	14%
Asian	99%
Hispanic	92%
Pacific Islander	50%
White	47%
Native American	0%

- 75% of youth were eligible for free or reduced lunch compared to the 6 districts' average of 54%.

¹ 17 youth were between 18 and 21 years old.

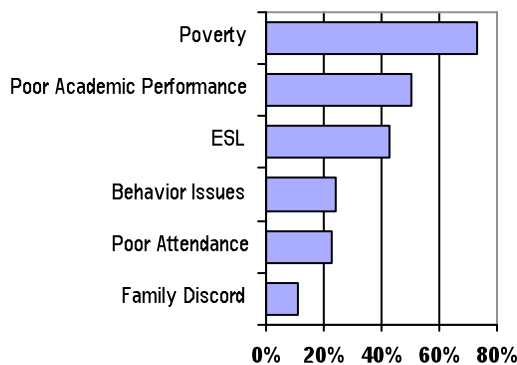
² The target for the number of youth served was 1,735.

³ Clients who check more than one race or ethnicity are considered multi-ethnic in the pie chart showing race/ethnicity. In this bar chart the multi-ethnic category is removed and each race ethnicity is added to the single category totals. Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color (2010). Communities of Color in Multnomah County: An Unsettling Profile. Portland, OR: Portland State University.

Social and Support Services for Educational Success Outcomes: FY 2009–10

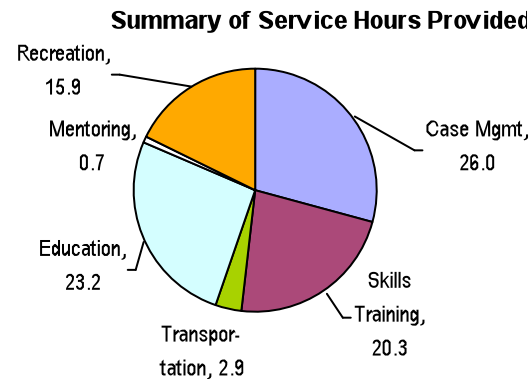
- 15% of the youth had an Individualized Education Plan at their school compared to the 6 districts' average of 14%
- 49% of students did not meet the reading benchmark last year; 49% did not meet the math benchmark.
- 64% of 9th grade students (n=101) were classified by the districts as academic priority because of 8th grade performance (attendance <=91%, not meeting two or more of the state testing benchmarks or failing one or more core courses).
- Poverty, poor academic performance and English language problems were the most common risk factors to academic success⁴. Two thirds of the youth had two or more risk factors (66%).

Most Frequently Indicated Academic Risk Factors



Services

- At the end of the school year, youth who met the service threshold had been in the program an average of 10.7 months (ranging from 45 days to 4 years). Students participated in an average of 89.1 hours of service (ranging from 15 to 1,545 hours). This averages out to 2.3 hours per week. The most common service types were case management, education, skills training and recreation.



Outcomes

Outcomes are reported for youth who participated in at least 45 days and at least 15 hours of services (n=1,094)

Reading and Math State Benchmark Scores^{5, 6}

	Reading	Math
Improved	78%	73%
Average Gain	4.3	4.6
Met or Exceeded Benchmark	49%	31%
Met Growth Target	35%	27%
Met BM or Growth Target	54%	37%

Expected and Average Actual Point Gains by Grade

Reading	Actual	Expected	Met	N
4 th	5.9	7		70
5 th	1.6	7		72
6 th	5.3	4	✓	59
7 th	5.8	5	✓	101
8 th	3.3	4		171
9 th	4.7	5		65

Expected and Average Actual Point Gains by Grade

Math	Actual	Expected ⁷	Met	N
4 th	9.5	7	✓	71
5 th	5.0	6		74
6 th	3.8	3	✓	60
7 th	8.8	5	✓	100
8 th	3.8	4		176

⁴ Less than 10 percent of youth participating in SSES were rated by their case managers as having the following risk factors: delinquency (4%), family alcohol/drug issues (4%), family criminality (3%), domestic violence (3%), family mental health issues (5%), foster care (2%), gang involvement (6%), homelessness (3%), IEP (7%), youth mental health issues (3%), youth substance abuse (6%), suspensions/expulsions (6%), and pregnancy (3%).

⁵ Number of students tested and re-tested in reading: 538; in math: 548; Number with benchmark scores: reading: 746, math: 744

⁶ Scores needed to meet or exceed benchmarks on the math test have been raised this year to ensure that students are prepared for the more rigorous Common Core State Standards. As a result, fewer students met or exceeded math benchmarks than last year.

⁷ Using OAKS benchmarks

Social and Support Services for Educational Success Outcomes: FY 2009–10

9 th	-4.7	6	67
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Percent of Students Not Meeting Benchmark who Met Growth Target to be on Track within 3 Years

	Reading (N)	Math (N)
4 th	32% (19)	42% (26)
5 th	18% (17)	13% (30)
6 th	44% (32)	50% (22)
7 th	39% (59)	20% (61)
8 th	33% (85)	28% (78)

Youth Who Met or Exceeded Benchmark or Who Met or Exceeded BM or Met Growth Target

	Reading ⁸	Math
	Met BM (BM or GT)	Met BM (BM or GT)
4 th	71% (75%)	45% (55%)
5 th	58% (61%)	27% (30%)
6 th	57% (65%)	29% (44%)
7 th	45% (59%)	23% (32%)
8 th	45% (53%)	35% (44%)

Attendance (N=1073)

- Average daily attendance was 90.4% compared to the state benchmark of 92%; 60% of SSES students met the benchmark
- 33% were chronically absent (missed more than 10% of school days) compared to districts' average of 32%

High School Student Performance

- Students earned an average of 6.8 credits; 55% earned the 6 credits expected for the school year (n=420)
- 88% of 9th, 10th, and 11th grade students returned for their next year of high school (n=334)
- 82% of high school seniors either graduated (60%) or returned to a fifth year of high school (22%) (n=86)

Case Manager Ratings of How Completely Students Met Their Case Management Goals

Case managers report that of the 381 clients who exited, 76% of clients completed services.

Goal Areas	Goal Set	Fully Met	Partially Met	Not Met	N
Academic	70%	46%	46%	8%	777
Attendance	49%	62%	29%	9%	518
Self-esteem	42%	46%	51%	3%	447
Social Skills	57%	65%	31%	4%	553
Positive Beh.	47%	53%	43%	4%	458
Relationships	44%	50%	46%	4%	425
Basic Needs	36%	55%	42%	3%	379

Housing Stabilization

- 92% of youth were living in permanent housing at exit

Summary

1. SSES agencies are serving their intended group of youth at risk of academic problems because of barriers associated with poverty, race/ethnicity and language.
2. Students participated in an average of just over 2 hours/week of services. Both type of service and amount of service vary widely according to provider and population being served. Some agencies provide mentoring, some focus on education, and others solely provide case management. Among culturally specific providers, in addition to cultural differences between students, some of the providers focused on younger students.
3. Students are making progress in reading and math but half were below the benchmark (49% met the reading benchmark and 31% met the math benchmark). A substantial number of students who were significantly below the benchmark were meeting their growth targets (35% in reading and 27% in math).
4. That being said, the percent of students meeting the reading benchmark this year (49%) is substantially higher than last year's percent of 41%.

⁸ Statewide goal is 60% in reading and 59% in math

Social and Support Services for Educational Success Outcomes: FY 2009–10

5. With a few exceptions, younger students are progressing on the OAKS at a higher rate than older students⁹.
6. SSSES students attended an average of 90.4% of required school days which is above the contractual target of 90% but below the state benchmark of 92%. One third of the students (33%), are classified as chronically absent due to missing more than 10% of required school days. The district average of chronically absent students is 32%.
7. High school students made significant progress in earning credits, averaging 6.8 credits during the school year (up from 5.1 last year). Still only 57% earned enough to be on track to graduate in 4 years. Of 12th graders participating in SSSES, 60% graduated.
8. SSSES high school students, who are significantly at risk of dropping out of school, were highly likely to re-enter school in the fall: 88% of 9th to 11th grade students returned and over half (55%) of the 12th grade students that didn't earn enough credits to graduate, returned for a 5th year of high school.
9. Students made progress across six types of case management goals. Over 90% of each goal type showed at least partial progress. Students and their case managers most often set academic goals. Students were most likely to fully meet goals relating to attendance (62%).

⁹ Age is negatively correlated with reading gains (-.19, $p < .011$) and math gains (-.40, $p < .001$)