

## SUN Community Schools: FY 2012-13

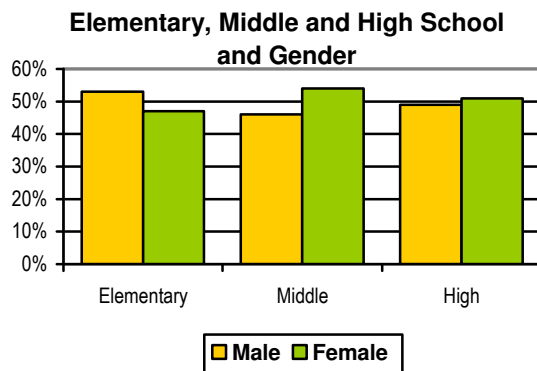
SUN Community Schools (SUN CS) provide school-based educational support, recreation, social and health services, and parent engagement to students and their families. In FY 2012-13, there were 67 community school sites located at 28 elementary schools, 15 middle schools, 7 high schools, and 17 schools serving grades K to 8 across Multnomah County.

### Unduplicated Number Served in 2012-13

Total:	23,863
Children/Youth:	19,390
Adults:	4,339
Unknown:	134
Individuals attending educational, cultural and social service events:	100,615
Students participating 30 or more days <sup>1</sup> :	8,289

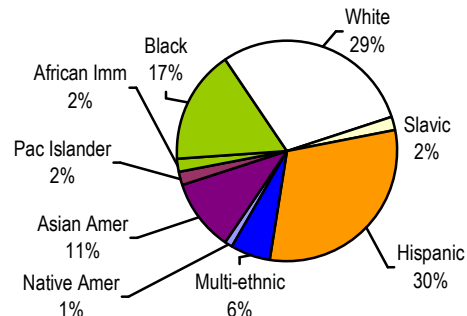
### Demographics: 30 or More Days Students

- Most of the students (82%) were between 6 and 11 years: the average age was 10.0 years
- An equal number of females (50.9%) and males (49.1%) participated in services
- Elementary school participants were most often females, middle school participants were most often males and high school sites served equal numbers of males and females

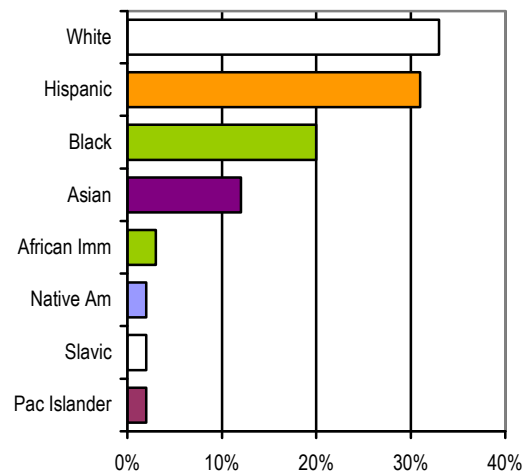


- 70% of the children were of color or from a culturally-specific community compared to the Districts' average of 48%

### Race/Ethnicity of Students



### Race/Ethnicity: Unpacking Multi-Ethnic<sup>2</sup>



- 24% of students were English Language Learners which was the same as the Districts' average of 24%; 34% of these students were at the *beginning* or *early intermediate* level of language acquisition (as measured by the English Language Proficiency Assessment)
- 41% of the students' families spoke a language other than English at home; In all, 71 non-English languages were spoken
- 78% of the students qualified for Free and Reduced Lunch compared to the Districts' average of 56%
- 13% were classified as special education students

<sup>1</sup> The target for the number of youth served for 30 days was 6,300; exceeding the target by 32%..

<sup>2</sup> Participants 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. This full depiction of all races results in an over-count in this figure. 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.

## SUN Community Schools Outcomes: FY 2012–13

- 43% of SUNCS students in grades 4 to 8 did not meet the reading benchmark during the previous school year; 49% did not meet the math benchmark
- 71% of 9<sup>th</sup> grade students (N=323) were classified by the districts as academic priority because of poor 8<sup>th</sup> grade performance (attendance <=91%, not meeting two or more of the state testing benchmarks or failing one or more core courses).

### Outcomes

Outcomes are reported for students who attended at least 30 days of SUN CS programming, who had signed releases and could be matched to the District data (N = 7,904)<sup>3</sup>.

### Reading and Math State Benchmark Scores<sup>4</sup>

	Reading	Math
Students Showing Gains	75%	74%
Average Points Gained	4.5	5.0
Met/Exceeded Benchmark (BM)	55%	49%
Met Growth Target (GT)	41%	38%
Met BM or GT	62%	56%

### Average Expected and Actual Point Gains among All 4<sup>th</sup> to 8<sup>th</sup> Grade Students

	Actual	Expected	Met	N
Reading	4.50	4.38	★	3,312
Math	5.14	4.69	★	3,340

### Expected and Average Actual Point Gains by Grade

Reading	Actual	Expected	Met	N
4 <sup>th</sup>	6.5	5	★	885
5 <sup>th</sup>	3.7	5		804
6 <sup>th</sup>	4.4	5		736
7 <sup>th</sup>	6.3	3	★	578
8 <sup>th</sup>	0.6	3		544
Math	Actual	Expected	Met	N
4 <sup>th</sup>	8.2	7	★	893
5 <sup>th</sup>	4.7	6		813
6 <sup>th</sup>	2.5	2	★	740
7 <sup>th</sup>	7.3	5	★	584
8 <sup>th</sup>	2.0	2	★	549

### Attendance<sup>5</sup>

- Average daily attendance (ADA) for SUNCS students was 94.6%
- 12.4% of SUNCS students were chronically absent (missed more than ten percent of school days) compared to the districts average of 18%
- Last year, 18.0% of SUNCS students were chronically absent

### High School Students

- Earned an average of 6.61 credit hours<sup>6</sup>
- 74% earned the 6.0 credits expected for the school year
- 95% of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students returned for their next year of high school
- 79% of seniors<sup>7</sup> graduated; 90% either graduated or returned for a 5<sup>th</sup> year

### Teacher Surveys<sup>8</sup>

- Teachers reported that 91% of SUNCS students needed to improve in at least one area
- For students who needed improvement, teachers reported that overall, 85% improved in at least one area

<sup>3</sup> This year, student level data was not available for students attending community schools in the Parkrose School District because of changes to the Districts database.

<sup>4</sup> Oregon's Assessment of Knowledge and Skills (OAKS) scores were available on 3,564 students in reading and 3,634 in math who had both 11/12 and 12/13 scores; benchmark scores for 12/13 were available on 5,077 students in reading and 5,107 in math; and growth target data was available on 1,560 students in reading and 1,788 in math.

<sup>5</sup> Attendance was available on 7,903 students

<sup>6</sup> Credit Hours were available on 1,062 high school students

<sup>7</sup> There were 230 seniors participating in SUN CS (not including Parkrose HS).

<sup>8</sup> Teachers completed Teacher Surveys on 4,787 students

## SUN Community Schools Outcomes: FY 2012–13

---

### Student Surveys<sup>9</sup>

- 87% of 4<sup>th</sup> to 12<sup>th</sup> grade students report knowing at least one adult at school who cares about him/her
- 87% of students report that at SUN they learn school subjects in fun ways

of the 12<sup>th</sup> grade students that didn't earn enough credits to graduate, returned for a 5<sup>th</sup> year of high school.

### Summary and Conclusions

---

1. SUN Community Schools (SUNCS) are doing a good job of serving at-risk students through targeting recruitment and providing culturally-appropriate and specific services. SUNCS serve a high percent of students eligible for free and reduced lunch, students of color and English language learners. The male-to-female ratio is equitable and services are spread across the highest need areas of the county.
2. Student academic outcomes were quite positive as measured by OAKS reading and math tests. SUNCS met system targets for improvement in reading and almost met targets for in math: 75% of students showed improvement in reading scores and 74% in math scores. At SUNCS, over half (62%) of the students were meeting their benchmarks or on track to meet their benchmarks within 3 years in reading. In math, 56% were on track. The average differences in reading (0.20) and math (0.48) tests from last year to this year were higher than expected indicating that SUN students are making steady progress toward meeting benchmarks.
3. A smaller percent of students (12.4%) are classified as chronically absent due to missing more than ten percent of required school days compared to the districts average of 18%. Also the percent of students in this year's cohort who were chronically absent in 2012-13 was substantially lower than that same cohort in 2011-12 (18.0%).
5. High school students at SUNCS made solid progress in earning credits, averaging 6.6 credits during the school year. Of 12<sup>th</sup> graders participating in SUNCS, 90% either graduated (79%) or returned for a 5<sup>th</sup> year (11%).
6. SUNCS high school students were highly likely to re-enter school in the fall: 95% of 9<sup>th</sup> to 11<sup>th</sup> grade students returned and half (50%)

---

<sup>9</sup> 3,140 4<sup>th</sup> to 12<sup>th</sup> grade students completed the Student Survey