

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

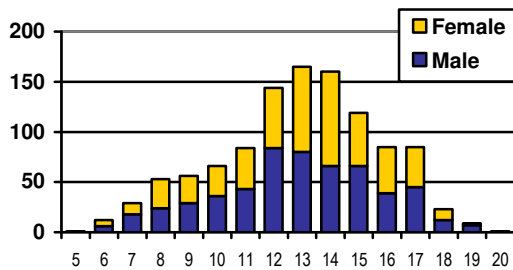
Unduplicated Number Served in 2009-10

Total:	1,960
Youth:	1,851
Adults:	109
Youth served 45 or more days ¹	1,092

Demographics

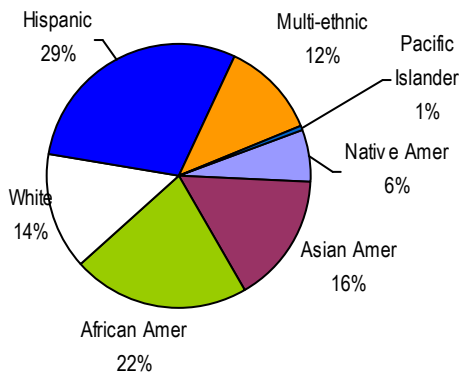
- Most of the youth (60%) were teenagers; the average age was 12.9 years
- SSSES served an equal percent of females (49%) and males (51%)

Age and Gender of Youth



- 86% of the youth were of color or from a culturally-specific community compared to the Districts' average of 45%

Race/Ethnicity of Youth

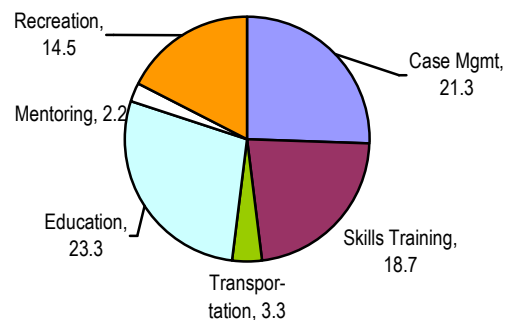


- 81% of youth were eligible for free or reduced lunch compared to the 6 districts' average of 52%
- 34% of the youth were English language learners compared to the 6 districts' average of 15%; 29% were at the *beginning* or *early intermediate* level of language acquisition
- About half of the parents (51%) spoke a language other than English at home; in all, there were 18 different languages spoken; the most common languages were Spanish (26%), Vietnamese (5%), Somali (4%), and Russian (4%)
- 15% of the youth had an Individualized Education Plan at their school
- 43% of students had a growth target² in reading; 43% had one in math; 38% of 9th grade students (n=61) 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)³

Services

- At the end of the school year, regularly attending SSSES youth had been in the program an average of 9.1 months (ranging from 45 days to 3 years). Students participated in an average of 83.5 hours of services (ranging from 15 to 1,334 hours). The most common service types were case management, education, skills training and recreation.

Summary of Service Hours Provided



² In cases where there is a "gap" between a student's score and the state benchmark, growth targets define the amount the "gap" needs to decrease during each school year in order for the student to be on-target by 8th grade.

³ This is an under-report as Gresham Barlow School District data on academic priority was not yet in the system.

¹ And at least 15 hours of case management services.
2-10-11

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

Outcomes

Outcomes are reported for youth who participated in at least 45 days and at least 15 hours of services (n=1,092)

Reading and Math State Benchmark Scores⁴

	Reading	Math
Improved	70%	70%
Average Gain	3.7	4.2
Met or Exceeded Benchmark	41%	42%
Met Growth Target	31%	45%
Met BM or Growth Target	47%	54%

Expected and Average Actual Point Gains by Grade

Reading	Actual	Expected ⁵	N
4 th	6.7	7	52
5 th	2.2	7	52
6 th	4.4	4	64
7 th	5.9	5	142
8 th	0.8	4	128
9 th	2.3	5	50

Math	Actual	Expected	N
4 th	7.5	7	54
5 th	7.4	6	54
6 th	1.3	3	65
7 th	7.9	5	142
8 th	1.8	4	128
9 th	-1.4	6	68

Percent of Students Not Meeting Benchmark who Met Growth Target to be on Track by 8th Grade

	Reading (N)	Math (N)
4 th	38% (13)	53% (17)
5 th	13% (16)	27% (26)
6 th	41% (29)	33% (24)
7 th	43% (93)	65% (88)
8 th	13% (71)	26% (61)

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

	Reading ⁶	Math
	Met BM (BM or GT)	Met BM (BM or GT)
4 th	63% (73%)	58% (68%)
5 th	49% (49%)	56% (60%)
6 th	50% (57%)	53% (60%)
7 th	37% (55%)	46% (69%)
8 th	28% (n/a)	41% (n/a)

Grade Point Average⁷

- Grade Point Average 2.3 (n=570)

Attendance (N=1049)

- Average daily attendance was 91% compared to the state benchmark of 92%; 58% of students met the benchmark
- 34% were chronically absent (missed more than 10% of school days) compared to districts' average of 26%

High School Student Performance

- Students earned an average of 5.1 credits; 53% earned the 6 credits expected for the school year (n=426)
- 86% of 9th, 10th, and 11th grade students returned for their next year of high school (n=348)
- 82% of high school seniors either graduated (53%) or returned to a fifth year of high school (29%) (n=85)

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

	Fully Met	Partially Met	Not Met	N
Academic	47%	47%	7%	548
Attendance	62%	29%	9%	355
Self-esteem	47%	48%	5%	339
Social Skills	54%	43%	3%	320
Relationships	49%	47%	5%	292
Basic Needs	43%	51%	6%	253

- 93% of youth were living in permanent housing at exit

⁴ Number of students tested and re-tested in reading: 488; in math : 511; Number with benchmark scores: reading: 656, math:700
⁵ Using OAKS benchmarks

⁶ Statewide goal is 60% in reading and 59% in math

⁷ GPA is reported for high school students and some 7th and 8th grade students whose schools compute GPA.

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

Summary

1. SSSES agencies are serving their intended group of youth at risk of academic problems because of barriers associated with poverty and language.
2. Students participated in an average of 2 hours/week of services. Both type of service and amount of service vary widely according to provider and population being served. For example, 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 are well below the benchmark (41% met the reading benchmark and 42% met the math benchmark). A substantial number of students who are significantly below the benchmark are meeting their growth targets (31% in reading and 45% in math). With a few exceptions, younger students are progressing at a higher rate⁸.
4. SSSES students attended an average of 91% of required school days which is very close to the state benchmark of 92%. One third of the students (34%), however, are classified as chronically absent due to missing more than 10% of required school days.
5. High school students made significant progress in earning credits, averaging 5.1 credits during the school year. Only 53% earned enough to be on track to graduate in 4 years. Of 12th graders participating in SSSES, 53% graduated.
6. SSSES high school students, who are significantly at risk of dropping out of school, were highly likely to re-enter school in the fall: 86% of 9th to 11th grade students returned and almost two thirds (63%) of the 12th grade students that didn't earn enough credits to graduate, returned for a 5th year of high school.
7. 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%).

⁸ Age is negatively correlated with reading gains (-.19, $p < .001$) and math gains (-.26, $p < .001$)