**Department of County Human Services
Multnomah County, Oregon
Social and Support Services for
Educational Success: FY 2011-12**

SUN SERVICE SYSTEM
Building a Brighter Future for Kids and their Families

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 2011-12

All Youth[1]:	1,928[2]
Youth who met the service threshold of at least 45 days and 15 hours	1,251

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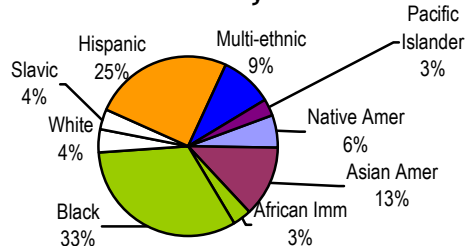
Demographics

- About half of the youth (51%) were between 11 and 14 years old; the average age was 11.8 years; the range was between 5 and 19 years

- SSSES served more females (53%) than males (47%)
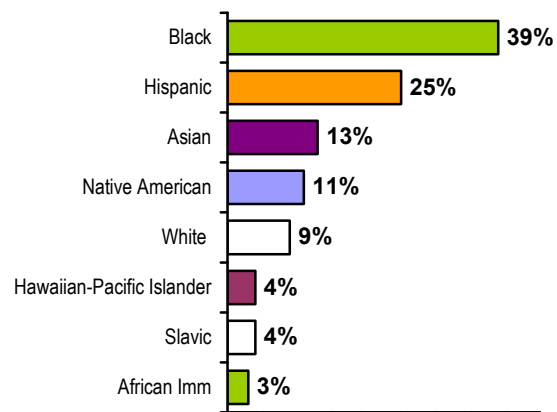
Age and Gender of Youth
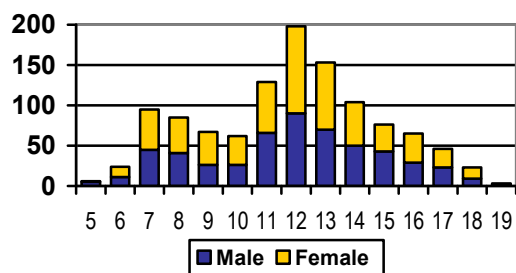
- 96% of the youth were of color or from a culturally-specific community compared to the Districts' average of 46%

Race/Ethnicity of Youth

Race/Ethnicity: Unpacking Multi-Ethnic[3]

- 23% of the youth were English language learners compared to the 6 districts' average of 13%; of these, 33% were at the *beginning* or *early intermediate* level of language acquisition.

- About two in five parents (42%) spoke a language other than English at home; in all, there were 27 different languages spoken; the most common languages were Spanish (22%), Somali (3%), Burmese (3%), Vietnamese (32%), Russian (2%), and Karen (2%).

- 82% of youth were eligible for free or reduced lunch compared to the 6 districts' average of 56%.

- 14% of the youth had an Individualized Education Plan at their school compared to the 6 districts' average of 13%.

- 41% of students did not meet the reading benchmark in 2010-11 (N=806); 64% did not meet the math benchmark in 2010-11 (N=786).

- 76% (N=87) of the 9th grade students (N=115) 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 skill level were the most common risk

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[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.

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[1] 26 youth were between 18 and 21 years old.
[2] The target for the number of youth served was 1,651.
1-31-13

factors for academic success[4]. Over half of the youth had two or more risk factors (58%).

Most Frequently Indicated Academic Risk Factors
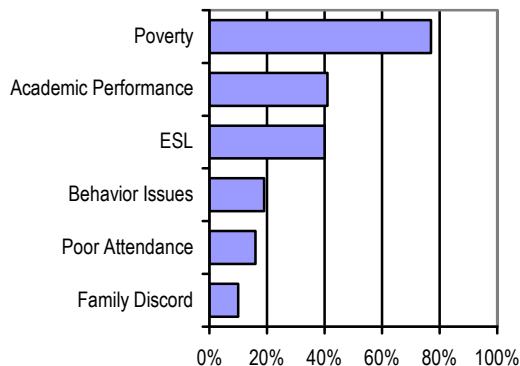
Services

- At the end of the school year, youth who met the service threshold had been in the program an average of 14.9 months (ranging from 45 days to 5.3 years). Youth participated in an average of 71.2 hours of case management, education and/or skills training service (ranging from 15 to 906.5 hours and averaging 1.1 hours per week). Youth also participated in an average of 12.6 hours of recreation to the youth (0.2 hours per week).

Summary of Service Hours Provided
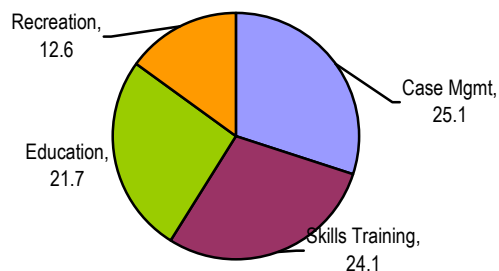
Outcomes

Reading and Math State Benchmark Scores[5, 6]

	Reading	Math
Improved	74%	65%
Average Gain	4.3	3.8
Met or Exceeded Benchmark	41%	38%
Met Growth Target	40%	35%
Met BM or Growth Target	49%	44%

Expected and Average Actual Point Gains by Grade

Reading	Actual	Expected	Met	N
4th	4.3	5		77
5th	4.8	5		81
6th	4.5	5		140
7th	6.8	3	√	161
8th	1.7	3		152
9th	3.0	4		41

Math	Actual	Expected[7]	Met	N
4th	7.8	7	√	77
5th	4.0	6		83
6th	0.3	2		142
7th	8.7	5	√	165
8th	2.5	2	√	154
9th	-5.0	2		54

Attendance (N=1136)

- Average daily attendance was 88.8% compared to the state benchmark of 92%; 71% of SSSES students met the benchmark.

- Average attendance dropped slightly when comparing results from this year and last (88.8% vs. 89.4%).

- 29% were chronically absent (missed more than 10% of school days) compared to districts' average of 32%.

- Chronic absence increased between this year (29%) and last (25%).

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[4] Less than 10 percent of youth participating in SSSES 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] N of students tested and re-tested in reading and math: 652; 675; N with benchmark scores: 869, 854; N with growth target scores: 227; 413

[6] Scores needed to meet or exceed benchmarks on the reading 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 reading benchmarks than last year.

[7] Using OAKS benchmarks

High School Student Performance

- Students earned an average of 5.6 credits; 57% earned the 6 credits expected for the school year (n=341).
- 89% of 9th, 10th, and 11th grade students returned for their next year of high school (n=290).
- 67% of high school seniors either graduated (39%) or returned to a fifth year of high school (27%) (n=51).

Reason for Exiting Services

In all, 562 clients exited from SSSES during the year. Case managers report that 65% of clients completed services.

Reason for Exiting SSSES
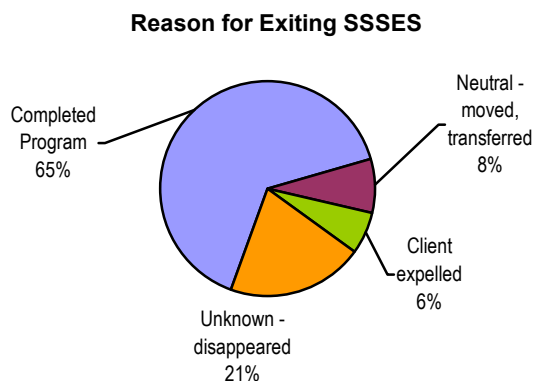
Case Management Goals

Students and case managers most often set goals for improved attendance (65%), social skills (59%), academic performance (46%) and positive behaviors (46%). Of these, improvement in social skills (71%) and academic performance (64%) were the goals most often fully realized.

Goal Areas	Goal Set	N	Fully Met	Partially Met	Not Met
Attendance	65%	345	57%	35%	8%
Social Skills	59%	308	71%	25%	4%
Academic	46%	238	64%	26%	10%
Positive Beh.	46%	236	52%	42%	6%
Basic Needs	44%	230	54%	40%	5%
Self-esteem	41%	213	54%	41%	4%
Relationships	40%	205	64%	30%	5%

Housing Stability at Exit

- For the 346 clients for whom housing information was provided, 98% of youth were living in permanent housing at exit.

Summary

1. SSSES agencies are serving their intended group of youth at risk of poor academic outcomes because of barriers associated with poverty, race/ethnicity and language.

2. Students participated in an average of a little over 1 hour/week of case management, skill-building and education related services (1.1 hours).[8] If recreation is included the average was 1.3 hours/week).

3. Students are making progress in reading and math as measured by the OAKS reading and math tests.

   - The SSSES target for improvement is 75%. This year 74% of students made gains in reading and 65% made gains in math.

   - Half were below the benchmark (41% met or exceeded the reading benchmark and 38% met or exceeded the math benchmark).

   - However, a substantial number of students who had a growth target because they did not meet their benchmark(s) last year, met their growth targets this year (40% in reading and 35% in math).

   - Considering that the number of points required to meet or exceed the reading benchmark was raised this year, 6th and 7th grade students in SSSES exceeded expected gains.

4. SSSES students attended an average of 88.8% of required school days which is below the contractual target of 90%, the state benchmark of 92% and last year's attendance (90.4%). Almost one third of the students (29%), 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 5.6 credits during the school year (down from 6.8 in FY 10-11 but up from 5.1 in FY: 09-10).

6. Seniors participating in SSSES did not fare as well this year compared to the last 2 years, 41% graduated (compared to 60% in FY 10-11 and 53% in FY 09-10).

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[8] Both type of service and amount of service vary widely according to provider and population being served. Some agencies focus services on education, and others solely provide case management. Among culturally specific providers, in addition to cultural differences between students, some of the providers served younger students.

7. SSSES high school students, who are significantly at risk of dropping out of school, were highly likely to re-enter school in the fall: 89% of 9th to 11th grade students returned and almost half (46%) of the 12th grade students that didn't earn enough credits to graduate, returned for a 5th year of high school. However, a significant number of the seniors (32%) dropped out.

8. Students made progress across six types of case management goals. Each of the goals was partially or fully met by 90% or more of the students who set that goal. Students were most likely to fully meet goals relating to improving social skills (71%) and academic performance (64%).

Trends

1. Younger students are progressing on the OAKS at a higher rate than older students. Almost half (47%) of pre-teens met or exceeded their reading benchmark with an average gain of 4.75 points compared to almost one third (30%) of teens with an average gain of 2.92 points. The percent of students meeting or exceeding their math benchmark was 41% for pre-teens and 31% for teens; average gains were 4.65 compared to 0.96 respectively.

2. Average attendance was lower this year (89) than in the past two years (90 and 91 respectively). The percent of students who were chronically absent however was lower than last year; 29% compared to 33% in 2010-11 and 34% in 2009-10.

3. Seniors participating in SSSES did not fare as well this year compared to the last 2 years, only 41% graduated (compared to 60% in FY 10-11 and 53% in FY 09-10).