School Success Analysis

2009-2011 School Years

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Curtis Center Program Evaluation Group

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Program Overview

The School Success Program serves school-aged children and youth in all grade levels. The program is currently active in nineteen (19) schools in the counties of Alpena, Alcona, Montmorency, and Presque Isle. Clients are students who are categorized as being in crisis, withdrawn, aggressive, untended, having academic need, or struggling with attendance. School Success workers provide ongoing assistance to students, parents, and teachers by managing students' problem areas with specific short- and long-term goals. If the student has additional needs, they are provided supplementary referrals to outside agencies, such as Community Mental Health, Alcona Regional Medical Center Behavioral Services, shelters, private practitioners, Department of Humans Services, Child and Family Services, and educational services.

Purpose of the Report

The purpose of this report is to provide an analysis of information derived from the data collected in the 2009-2010 and 2010-2011 school years. This report outlines the schools involved, student demographics, reasons for student referrals, agencies contacted or involved with students, academic improvement and parental involvement. This report ends with suggestions for program improvement.

Data Collection Process

Data for this report was collected by School Success Workers and analyzed by University of Michigan program evaluation staff, using statistical analysis software SPSS V19. Six hundred and thirty seven (637) case files were analyzed, representing five-hundred and eighty (580) students who were served during the school years of 2009-2011. Confidentiality was maintained by assigning each student a student number and all case files were assigned a corresponding service number, which were matched in a separate database.

The purpose of this analysis were to: 1) examine trends and relationships between School Success students, 2) determine reasons for referral, 3) identify other agencies involved with students, and 4) determine students' academic improvement and parental involvement upon program completion.

Host Schools

The School Success program currently provides services in nineteen (19) different schools located in the counties of Alpena, Cheboygan, Montmorency, Otsego and Presque Isle. Thunder Bay Junior High has serviced the most students at this time (19.9%).

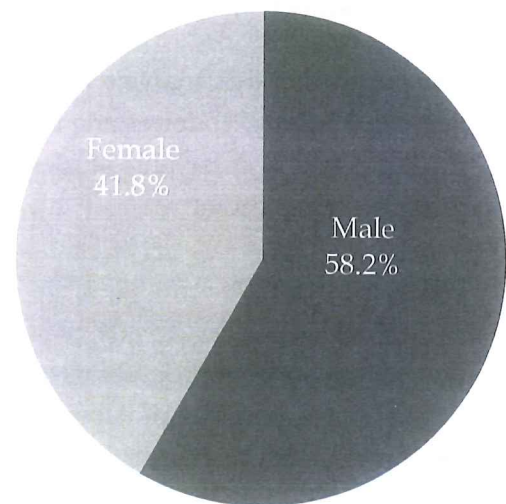Figure 1. Schools in Northeast Michigan that provide School Success services
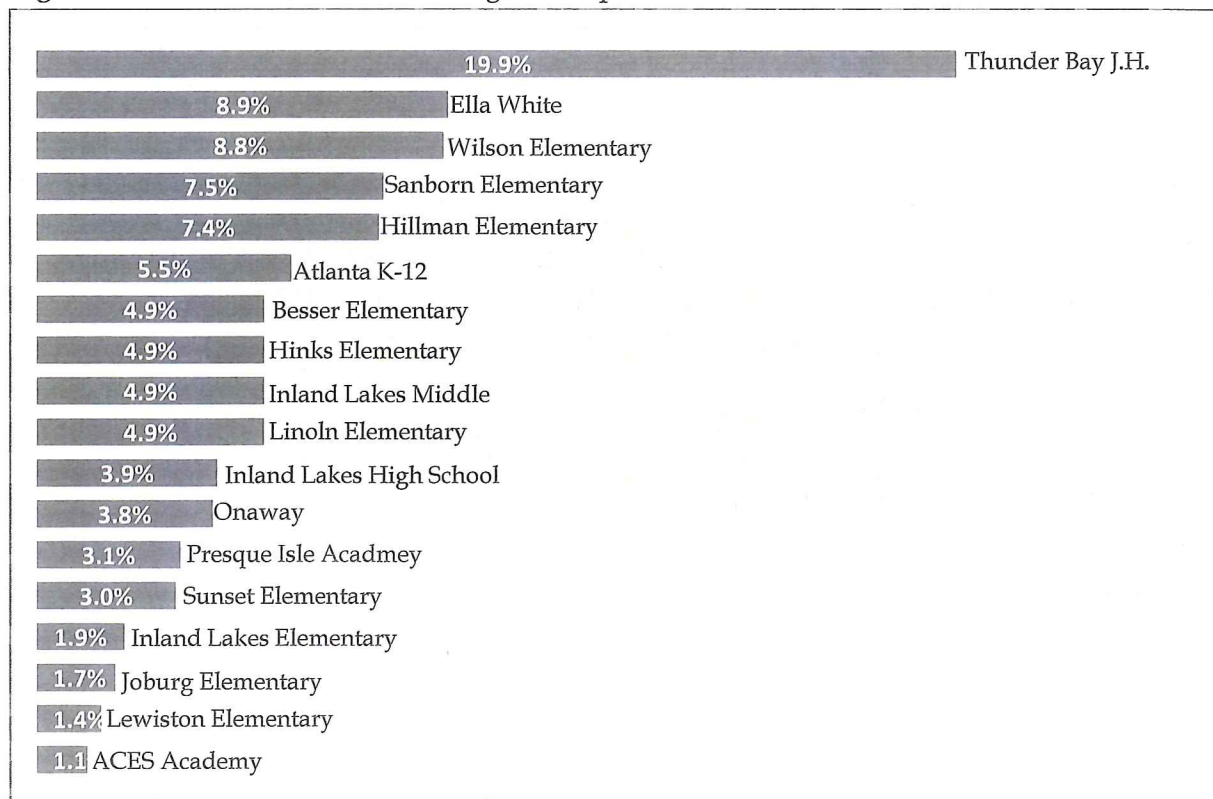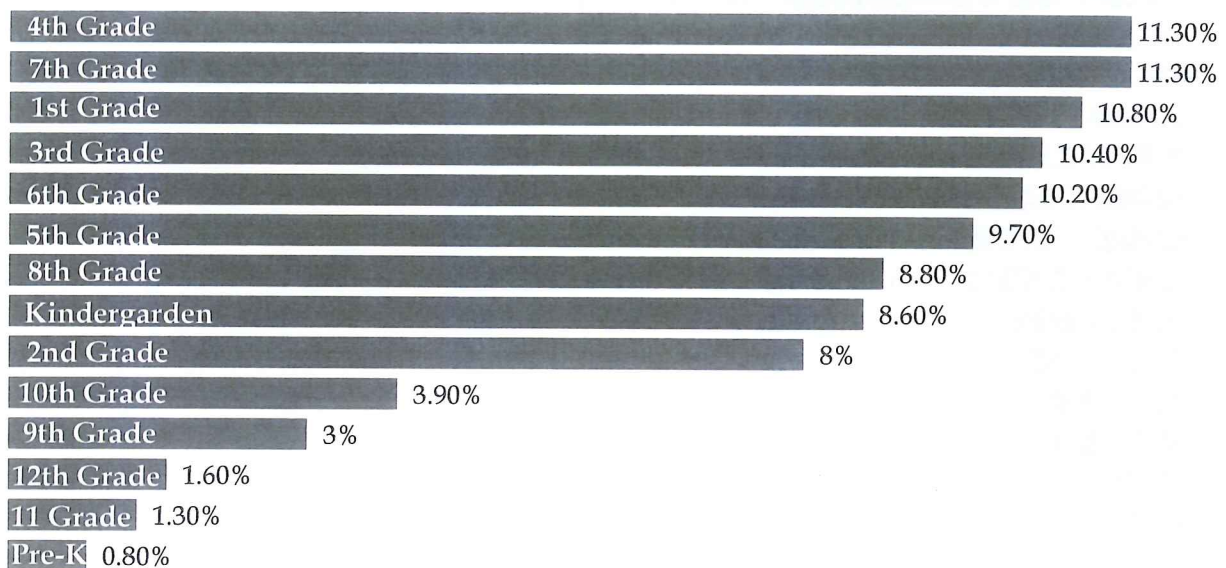
Student Demographics

School Success data collected for the 2009-2010 and 2010-2011 school years show that 58.2% of clients were male, with the remaining 41.8% female. Refer to **Figure 2** for breakdown of School Success students by gender.

Students were served throughout the lifespan and varied in grade from Preschool to 12th grade. The majority of students were in the fourth (4th) and seventh (7th) grades at 11.3%. Students in grades eleven (11) and Pre-K had the fewest amount of students served at 1.30% and .80% respectively. In general, students in the 3rd-8th grade range received the majority of services with younger (Pre-K to 2nd grade) and older (9th grade-12th grade) students receiving the least.
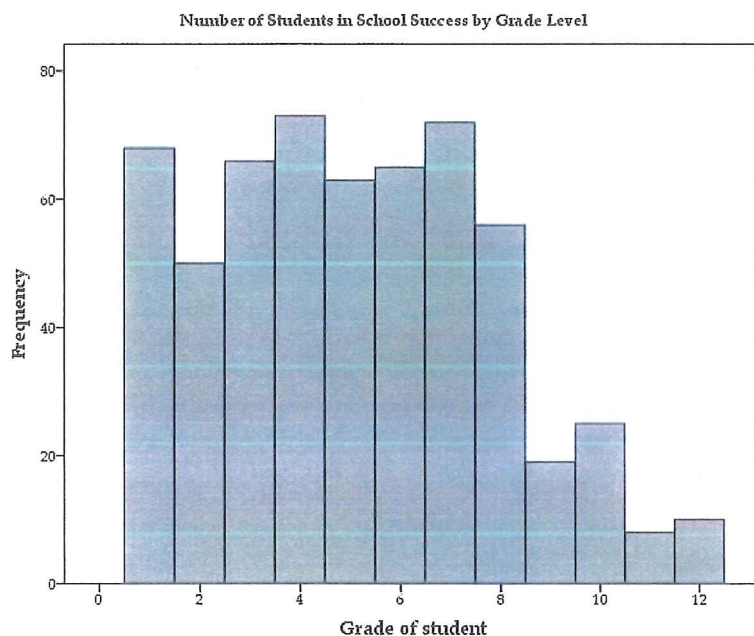
Figure 2: School Success by Gender

Figure 3: School Success by Grade Level

Grade	Percentage
4th Grade	11.30%
7th Grade	11.30%
1st Grade	10.80%
3rd Grade	10.40%
6th Grade	10.20%
5th Grade	9.70%
8th Grade	8.80%
Kindergarden	8.60%
2nd Grade	8%
10th Grade	3.90%
9th Grade	3%
12th Grade	1.60%
11 Grade	1.30%
Pre-K	0.80%

Number of Students in School Success by Grade Level


Reason for Referral

The main reason for a referral to the School Success program in the 2009-2010 and 2010-2011 school years were for crisis concerns (28.1%). This was followed by aggression (23.2%), attendance concerns (18.5%), academic concerns (17.7%), and student withdrawal (9.1%). In addition, 6.8% of students were classified as untended, which includes students who may be in a various states of neglect. However, there were some discrepancies for with this data due to inconsistencies in how the workers scored the reasons for referral. Some School Success workers only indicated one reason for referral, while a small subset noted more than one issue. In addition many workers reported "other" as a reason for referral, this category included many different reasons including anger, issues with bullying (1), academic issues (2), anger issues (3), mental health issues (4), other behavioral issues (3), social issues (5), and issues with self-esteem (2).

Figure 4: School Success Reasons for Referral
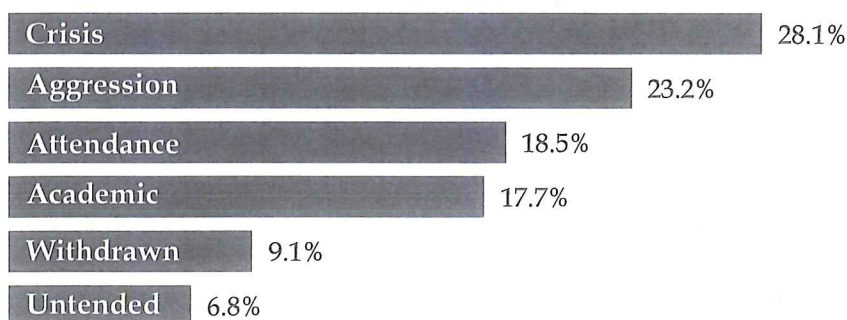
The chart below displays the differences in referral categories by grade level, which shows how the reasons for referrals varied by grade level. In the 2009-2010 and 2010-2011 school years, younger children were largely referred because of concerns with aggressive behaviors however this trend starts to decline by grade eleven (11). Similarly, referrals for academic concern start off low in the younger age groups and seem to increase with grade level.

**Figure 5:** School Success Referral Categories by Grade Level
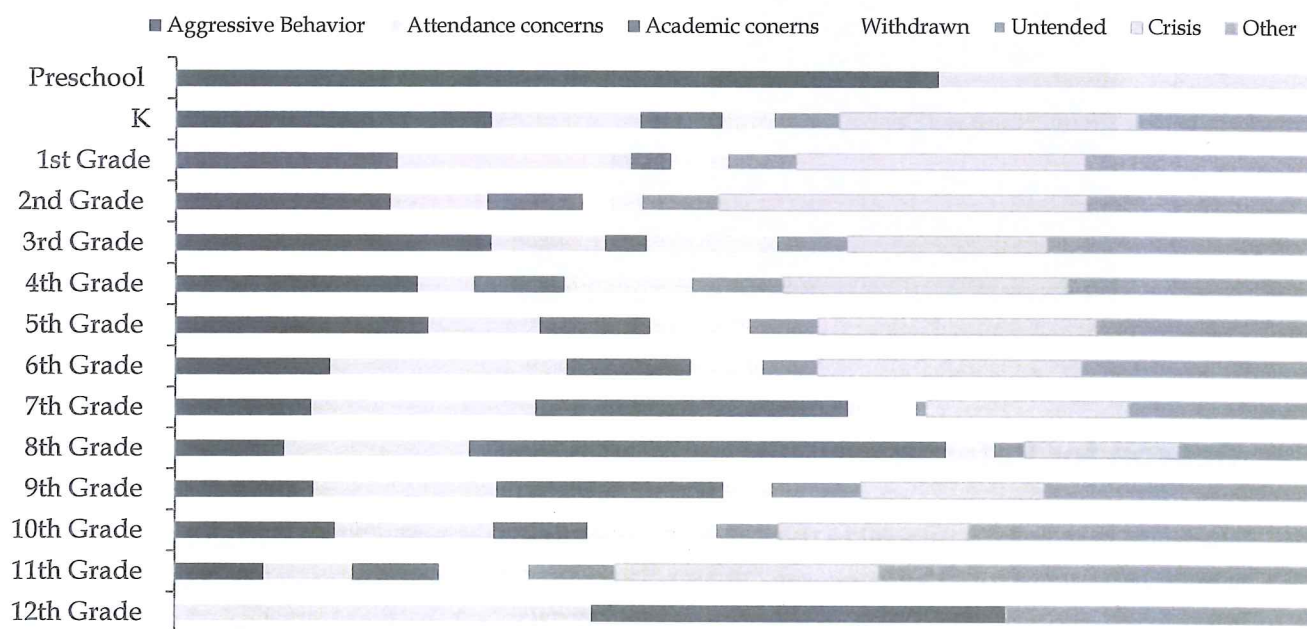
Agencies Contacted or Involved with Child through School Success

There are a number of agencies that might be involved with a student in the School Success program either through current involvement or referrals from the School Success program. These organizations include, but are not limited to:

- Family Independent Agency (DHS)
- Alpena Community College Christmas Wish-list
- Catholic Human Services
- Child and Family Services
- Alpena Montmorency Alcona Educational Service District
- NEMCSA
- Family Court

- Alpena Regional Medical Center Behavioral Health Services
- Homeless Services
- The Health Department
- Mentoring Programs
- Community Mental Health
- Private Practitioners/Counselors
- The Salvation Army and Shelters

The agencies involved with children most frequently were private practitioners/counselors, AMA Educational Service District, and the Department of Human Services. Students were also recorded as participating with a multitude of "other" agencies. These included law enforcement, Big Brother Big Sister, Boys and Girls Club, juvenile courts, WIC, wraparound and many others.

Figure 6. Other agencies contacted or involved with child
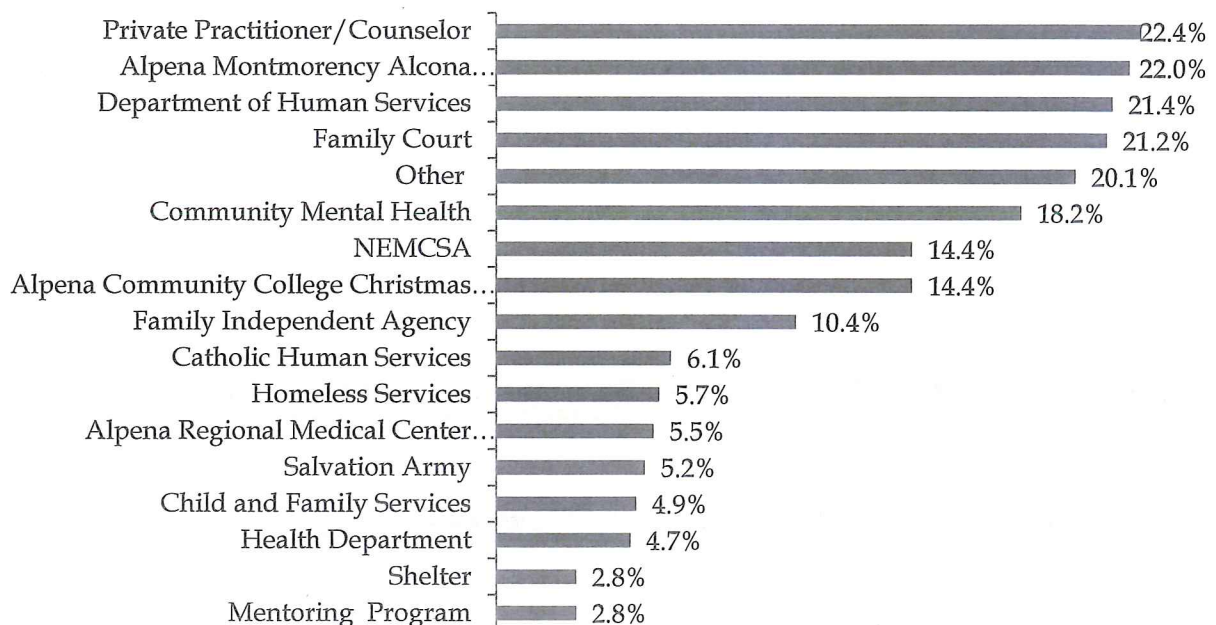
Students referred because of **crisis circumstances** most frequently came into contact with the Department of Human Services, Community Mental Health, Family Court, and Private Practitioners/Counselors.

Figure 7: Agencies most frequently involved with students who were referred for **crisis situations**

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Family Court	31.80%
Community Mental Health	25.10%
Department of Human Services	23.50%
Private Practitioner/Counselor	23.50%
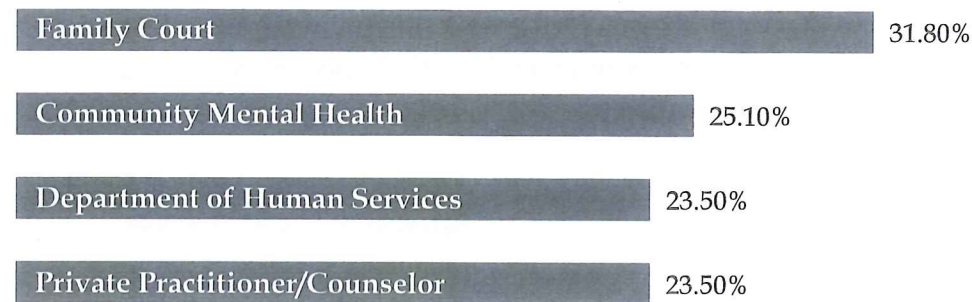
Students referred for **aggressive behavior** were most frequently involved with the Alpena, Montmorency, Alcona Educational Service District, Community Mental Health, and Private Practitioners/Counselors.

Figure 8: Agencies most frequently involved with students who were referred for **aggressive behaviors**

Alpena Montmorency Alcona Educational Service District	29.10%
Community Mental Health	25.70%
Private Practitioner/Counselor	23.60%
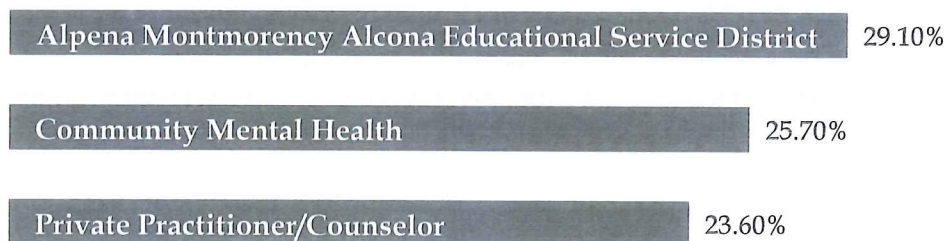
Students referred for **attendance concerns** were most likely to be involved the with AMA Educational Service District, Private Practitioners/Counselors, and "other services", which included organizations such as the Boys and Girls Club, Big Brothers Big Sisters, law enforcement, Wrap Around, and WIC.

Figure 9: Agencies most frequently involved with students who were referred for **attendance concerns**

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Private Practitioner/Counselor	29.70%
Other	28.80%
Alpena Montmorency Alcona Educational Service District	24.60%
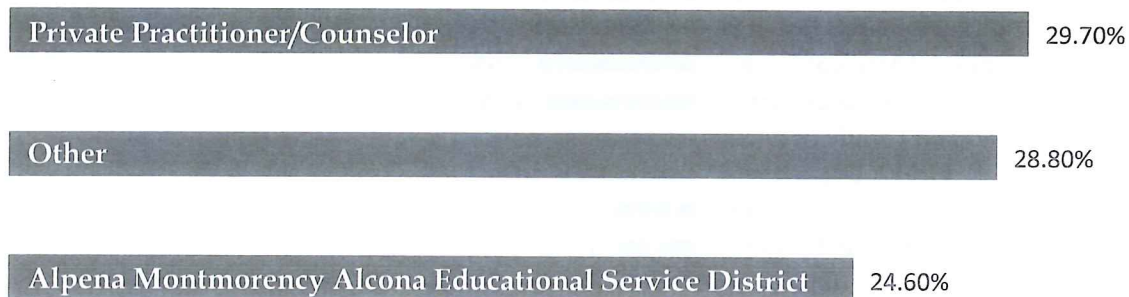
Academic Improvement

There was no significant difference between student genders, grade levels, preschool attendance, and students' academic improvement. Overall, 64.8% of students improved academically while in the program. Academic improvement rates were similar across referral source areas, with the highest percentage being students referred for withdrawal (87.8%) and the lowest being students in crisis (76.8%). Over eighty percent (82.7%) of students referred to School Success for academic concerns improved academically by program completion. However, there was no statistically significant difference in the academic improvement of students who were referred for academic concerns and those who were not.

Figure 10: Students' academic improvement upon program completion
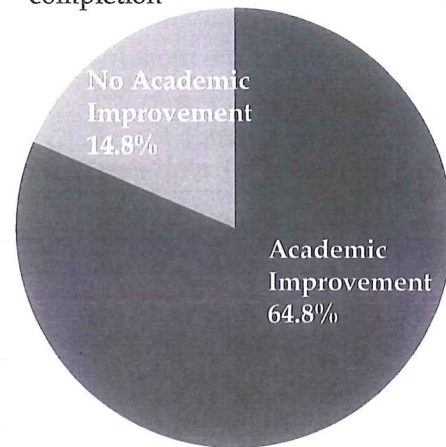
Figure 11: Student's reason for referral and their academic improvement upon program completion
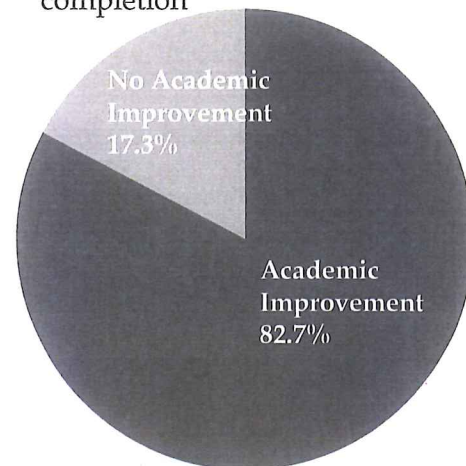
Figure 12: Students referred for academic concerns that showed academic improvement upon program completion

Withdrawn	87.80%
Attendance	86.50%
Aggression	86.10%
Academic	82.70%
Untended	82.60%
Crisis	76.80%
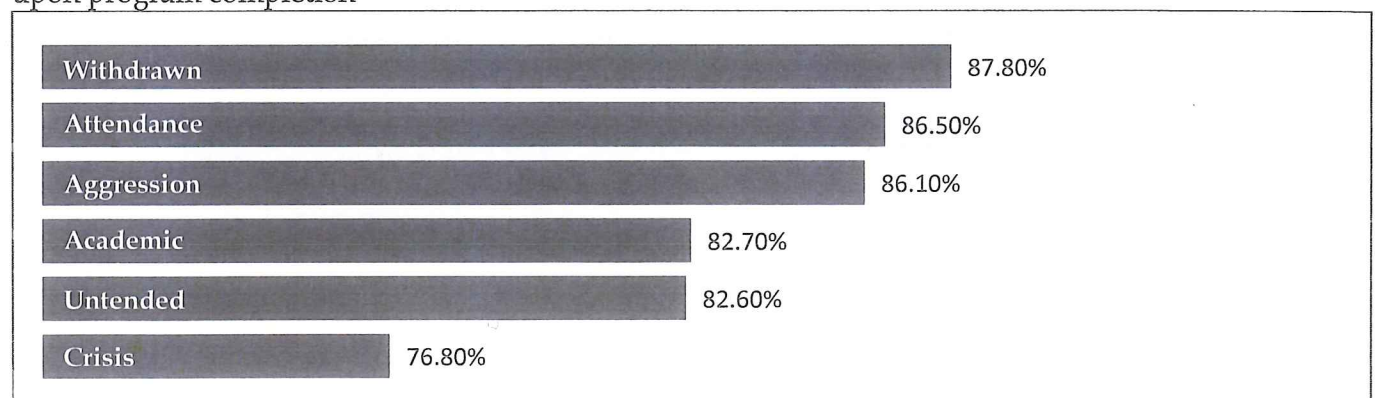
Parental Involvement

Parental involvement increased by over sixty percent (62.2%) for students in the School Success Program, compared to the 9.1% of parents who did not have involvement as a concern, and the 23.5% whose involvement did not increase. Parents, whose child was referred for academic concerns, showed the most involvement (75.9%).

Figure 13: Parental Involvement upon Termination
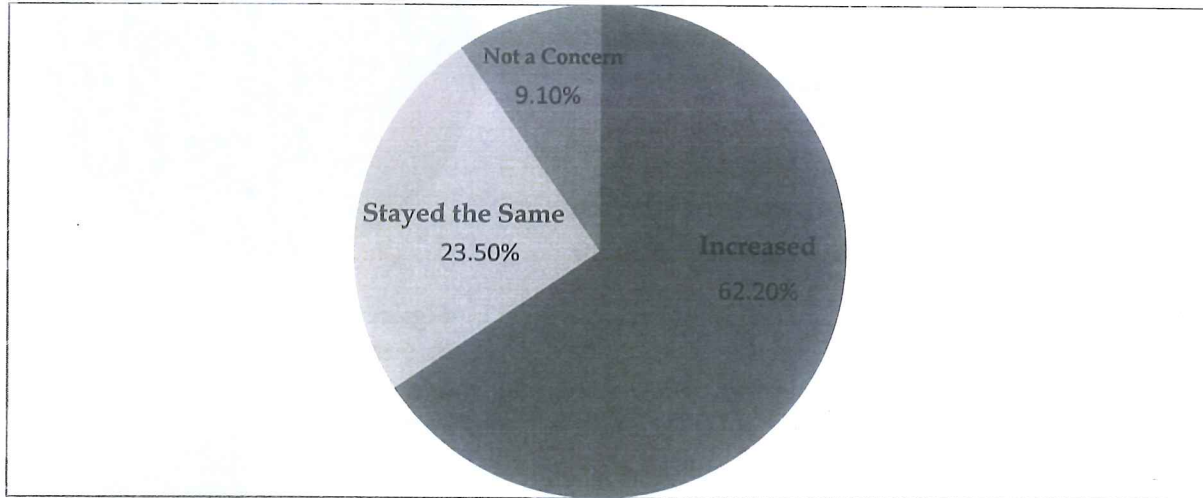
Figure 14: Parental Involvement Compared to Reason for Referral
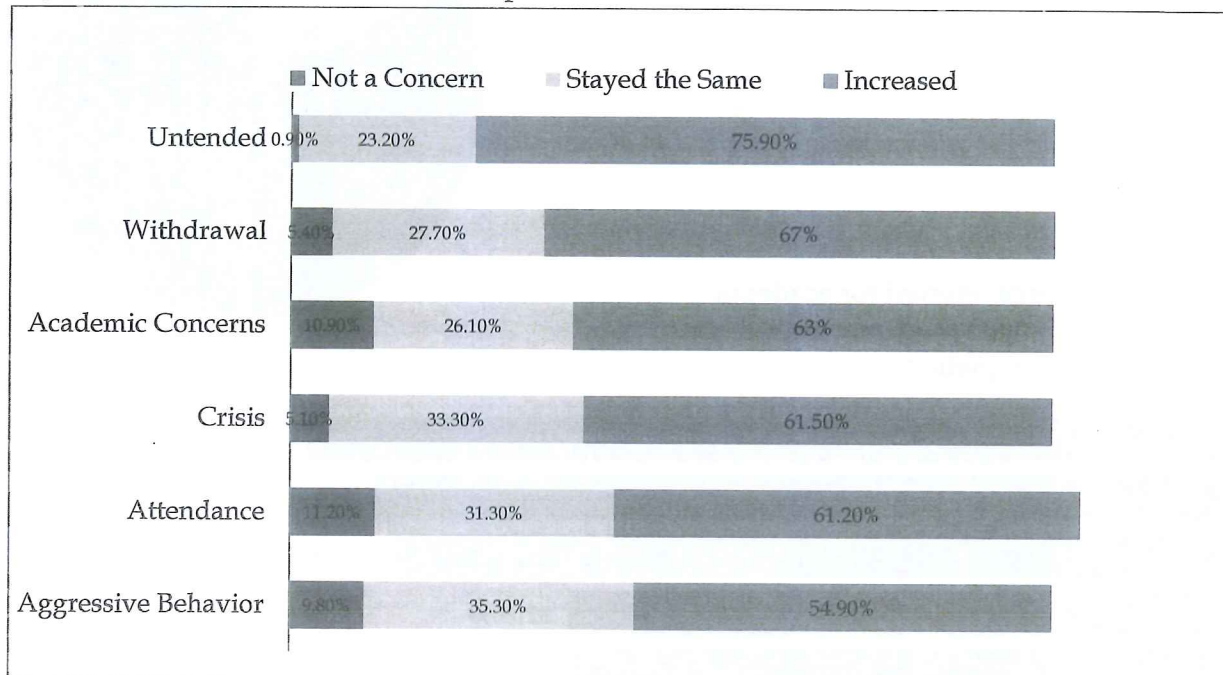
Next Steps

A conference will be set up with the School Success team members. This meeting will be used to present improved collection tools and facilitate a discussion on how to make use of the analysis results. The team will also discuss the new collection tool, terminology, data entry, improving outcome tracking.