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**PARTNERSHIP FOR EDUCATIONAL SUCCESS
STATUS REPORT 2004-05**

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ABSTRACT

Initiated in 2001-02, the Partnership for Educational Success (PES) is a collaboration between the Wake County Public School System (WCPSS) and Wake County Human Services (WCHS) designed to help at-risk students achieve grade-level performance. In 2004-05, 51 schools chose to participate in PES. A total of 545 students (including 285 referred students and 260 siblings) from 275 families were served. Kindergarten through 2nd-grade students composed the largest percentage of students served in 2004-05, and only small numbers of preschool and high school students were served. Students referred to PES did not always meet academic eligibility criteria of performing below benchmarks or grade-level standards. Although analyses of K-2 assessment data and End-of-Grade (EOG) exams show some gains in achievement, an overall positive impact of PES was not identified. In 2004-05, students' growth over one year was at predicted levels compared to similar students in WCPSS. About half of teachers reported that PES was effective in supporting student success.

BACKGROUND AND SUMMARY OF RESULTS

The Partnership for Educational Success (PES) is a collaboration between Wake County Public School System (WCPSS) and Wake County Human Services (WCHS) that provides services to at-risk students and their families. In 2001-02, PES was initiated in five¹ schools with the common goal of improving the educational success of children and in turn the future success of families and communities. The PES initiative has expanded since the first year of implementation. In 2004-05, 51 schools chose to participate in PES, and a total of 545 students (including 285 referred students and 260 siblings)

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¹ The 2002-03 and 2003-04 reports state that there were six original PES schools; however, PES was actually initiated in five schools (Fuquay-Varina Elementary, Fuquay-Varina Middle, Lincoln Heights Elementary, Holly Springs Elementary, and Willow Springs Elementary).

from 275 families were served. On average, 11 students were served per school.

The PES collaboration emphasizes several tenets: family is important in education, education is important for the family; families want their children to be successful; and all families have strengths. In accordance with these beliefs, PES services are family-centered. WCPSS and WCHS staff develop relationships with families in which they collaborate on setting goals and desired outcomes based on the needs and priorities of each family, and the types of services and resources needed to achieve those goals. PES services impact the referred students, and siblings in the household benefit as well.

PES is a process of engaging and partnering with students, families, and communities to achieve shared outcomes. PES has one primary goal and three intermediate goals. WCPSS and WCHS staff help realize these goals by providing interventions to families of students who meet the criteria for referral to PES. The primary goal of PES is *to improve educational outcomes of students who are below grade level in order to help reach Goal 2008 (and previously Goal 2003)*. Goal 2008 states that 95 percent of students tested will be at or above grade level as measured by the End-of-Grade (EOG) and End-of-Course (EOC) testing at grades 3-12, with all student groups demonstrating high growth.

The intermediate goals of PES are:

- Increased family/parent involvement in the educational process of their children.
- Increased ability of families to identify and utilize family and community resources.
- Increased sharing of resources among WCPSS and WCHS staff to serve children and families.

Analyses of K-2 assessment data, EOG results, and WCPSS teacher survey responses suggest that PES has been less effective in meeting its primary goal than expected. Students referred to PES did not always meet academic eligibility criteria of performing below benchmarks or grade-level standards. For students meeting the academic requirements of PES referral, a limited number have met established benchmarks or become proficient since PES participation.

Among all students served by PES in 2004-05:

- Kindergarten Initial Assessment (KIA) and K-2 literacy assessments show that the percentage of kindergarten and 1st-grade referred students who met standards remained the same between 2003-04 and 2004-05, and a slight decline was found for siblings. The increase in the percentage of 2nd-grade referred students who met book-level standards between fall and spring assessments was attributed to the improved achievement of only a few students.
- Referred students saw small improvements in proficiency on the Reading EOG between 2003-04 and 2004-05; whereas the percentage of siblings scoring at Levels I and II remained stable. Percentages of referred students who scored on grade level on the Mathematics EOG decreased slightly between 2003-04 and 2004-05, and siblings experienced a greater decline.
- Compared to free or reduced-price lunch (FRL) students, PES students were more likely to perform below grade level in 2003-04 and 2004-05; however, both groups experienced modest changes in proficiency over the two-year period.

- Students' growth over one year was at predicted levels compared to similar students in WCPSS. Based on average reading and mathematics residuals, PES students in grades 3-8 grew at about the same rate from EOG pretests to posttests as similar students in WCPSS.

For students first served by PES in 2004-05:

- About two thirds of kindergarten referred students, slightly more than one fourth of 1st-grade referred students and about one third of 2nd-grade referred students were already performing at K-2 literacy and mathematics benchmarks established for each grade when they were referred for PES service.
- About one third of referred students in grades 3-8 had already achieved grade-level proficiency in both reading and mathematics before service, making the goal of reaching proficiency irrelevant for these students.
- EOG results show relatively static student achievement levels before and after PES service (between 2003-04 and 2004-05). A very small percentage of referred students who scored below grade level before PES service scored at or above grade level in reading (14.9%) and mathematics (10.8%) in 2004-05. Some students experienced a decline in achievement level.

Among students in PES for two years (2003-04 and 2004-05):

- The percentage of referred students who scored proficient on Reading and Mathematics EOGs increased after their first year in PES.
- After two years in PES, a larger percentage of referred students and siblings were proficient on the Reading EOG.
- The percentage of referred students who scored proficient on the Mathematics EOG declined in their second year of service, while sibling proficiency remained stable.

Based on survey responses from teachers of PES participants in 2004-05:

- More than half (55.7%) of teachers of referred students believe that PES is very to somewhat effective in supporting student success, compared to 47.3% of teachers of siblings.
- Teachers reported that many students never had problems with attendance, homework completion, behavior, grades, and classroom preparedness. Only one fourth of teachers noticed a little or some improvement in these areas after PES service.
- Teachers noted that before PES the majority of parents were not likely to attend functions or contact them by phone or email, and very little improvement was evident after PES service.
- Teachers of referred students reported small improvements in the frequency of parents/guardians signing information that was sent home and attending conferences after PES participation.

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IMPLEMENTATION

PES was implemented to equip schools with the information and resources needed to best serve students and ultimately meet the goals set forth by PES. The establishment of PES site teams at each participating school, an implementation process initiated by student referrals followed by family participation and connection to support strategies, and data collection compose the PES model. The PES process may vary slightly by school depending on the demographic composition of the students and families within the school, the geographical location of the school, and the availability of local community resources to support students and families.

PES Site Team

Each school participating in PES has a multidisciplinary site team, composed of various members from WCPSS and WCHS. The purposes of the site team are to determine appropriate student referrals for PES, partner advocates with families, provide case consultation and coaching to ensure family-centered practices, work collaboratively as a team to meet the needs of the family, identify and address barriers to a successful PES process, ensure appropriate data collection, and review student progress. A few characteristics of a high-performing site team include having nine monthly meetings between September and May with all members attending, identifying at least five students to be referred to PES, and ensuring that documentation is correct, complete, and updated regularly. Each school's site team may include any or all of the following members who serve as professional consultants in their area of expertise:

WCPSS Team Members:

- *Parent Liaison*: makes initial contact with families. The parent liaison builds a relationship with a family and assists in the process of improving the child's educational development. Parent liaisons encourage family participation in school-related activities by preparing the family for conferences, providing transportation, conducting parenting workshops, and linking the family to existing resources in the community.
- *Teacher*: provides information relating to instructional or educational strategies.
- *School Administrator*: refers students and supports PES process.
- *School Counselor*: provides counseling services to students relating to their education.
- *School Social Worker*: identifies resources and helps connect students to educational support services.

WCHS Team Members:

- *4H Youth Service and Community Development Staff*: provides youth and community development programs.
- *Education, Community, and Health Outreach (ECHO) Staff*: provides health screenings, short-term health and mental health treatment and counseling, and linkages to permanent health and support services.

- *Family Support Service Social Worker*: provides family support services (housing, financial, or employment), identifies resources and links families to community services.
- *School-Based Mental Health Counselor*: identifies and provides resource information regarding mental health services for children and families.
- *School Nurse*: identifies resources and links families to health services.
- *Ready To Learn Center (RTL) Staff*: provides resource information regarding early childhood and school readiness services.

Any of the site team members may serve as a family advocate, site buddy, and/or site team leader.

- *Family Advocate*: collaborates with the family to identify the family's strengths and needs, develop a family plan and set family goals, and connect the family to formal and informal resources.
- *Site Buddy*: serves as system liaison between the site team and PES Project Leaders to address system issues. The site buddy attends monthly site team meetings and helps the team stay on-task and focused on being family-centered.
- *Site Team Leader*: facilitates the site team process via monthly team meetings and periodic conferences with team members.

Student Referrals

The PES implementation process begins with a student referral from various sources such as teachers, school counselors, and parents. As previously discussed, members of the site team review the request for referral to determine if the student meets the criteria for PES participation. There are two criteria for PES participation.

One of the following academic issues must be evident:

- Student is performing below the benchmarks established for grades K-2.
- Student is performing at Levels I or II on the EOG exam.
- Student is failing two of the four core high school courses.
- Student has been previously retained in high school (grades 9-12).
- Parent of preschool child expresses concern regarding the child's development or school readiness.

And at least one of the following circumstances must be occurring:

- Family has little or no positive communication or involvement with their child's school.
- Family has not attended previous SST conferences.
- Family has support needs such as financial, housing, or mental health.
- Family has expressed interest in PES participation.

Working with the Families

Although a student may be referred to PES because he/she is performing below grade level, siblings may not necessarily meet this same criterion. Referred students are the primary focus of PES; however, siblings are likely to benefit from its family-centered approach. PES often helps identify needs and deliver services to families, which in turn may create an environment that is more academically enriching for all children in the household.

When a student is accepted into PES, the parent liaison or another PES site team member contacts the family to explain the PES process and support strategies. If the family decides to participate in PES, they select a member of the site team to be their family advocate. After a family has selected their family advocate, this person visits the family and builds a relationship with them. The family advocate's initial work with the family is generally more intensive during the first three to four months (suggested time commitment is two hours per week or 8-10 hours per month) and occurs less frequently throughout the PES process (suggested time is two hours per month). Monthly contact with the family can occur via home visits, conferences at school, or by telephone. Most family advocates work with a family for a period of 10-15 months.

Once a comfortable relationship is established, the family advocate asks the parent/guardian to sign a consent form indicating their willingness to work with the family advocate and with other support service staff. The family advocate assesses the strengths, concerns, and needs of the family. Together, the family and their advocate develop a plan to address the needs or concerns of the family that interfere with the child's ability to succeed, and set specific goals. The family plan often involves obtaining family support services and increasing parental involvement in children's education. The specific goals are most often related to improving children's academic performance.

The family "graduates" from PES when their family goal is met, which is often when the student shows educational improvement, and when the family is able to navigate the educational and human services systems independently. A family may also choose to terminate their participation with PES at any time.

PES Strategies

In addition to the general support strategies offered to PES participants, including health and mental health services, two PES family-centered strategies continued to be available during the 2004-05 school year:

- Magic Camp. Beginning in 2004, more than 20 community agencies and partners provided summer day camp programs to some PES students. In addition, some agencies continued providing after-school programs for those students into the 2004-05 school year. In the summer of 2005, 439 children (WCPSS students and their siblings) participated in Magic Camp.
- Family Connect. The Mary E. Wilson Foundation, a local nonprofit organization, supports PES by providing technology skill training, computer equipment, supplies, and technology support services to PES families. In addition, students participate in

the Tech for Teens program during the summer to improve their technology skills. Family Connect has provided this essential service to more than 300 PES families.

PES Budget

The WCPSS portion of the budget, which was \$936,384 in 2004-05, funds PES and parent liaison positions. Supplies, reproduction materials, travel, and contracted services for PES and parent liaison activities account for \$144,867 of the total budget. A data manager position (\$32,617), three social worker positions and three RTLC teacher positions (\$296,140) are also funded by the budget. Almost half of the budget funds 17 parent liaison positions.

It is difficult to estimate the portion of the WCPSS budget that is strictly related to PES, as the total budget includes positions that do not engage in PES activities 100% of the time. For example, the data manager supports the PES program manager; however, the data manager also supports the data collection for parent liaisons, the Community Volunteer Program, the Helping Hands Program, and Community Accelerated Learning Program (ALP). Although the social workers and RTLC teachers serve on PES site teams, this is not their primary responsibility. Parent liaisons are assigned only to PES schools, and part of their job description is to serve on the PES site team; however, they also work with students and families who are not referred to PES. In addition to their PES responsibilities, parent liaisons support the school counselor, social worker, and administrators in contacting and engaging families. They also make home visits and phone calls, provide transportation for families, secure community resources, and, if bilingual, translate as assigned by the staff at their schools. About 20% of the parent liaison's time is spent with PES families, and the other 80% on other family-centered services (Baenen & Harlow, 2004).

The WCHS PES budget for 2004-2005 was \$264,592. This budget supports the infrastructure for the operation of PES, which includes one program manager, two half-time staff trainers, one administrative assistant, and service contracts to support Magic Camp and Family Connect initiatives. Other WCHS programs and services that contribute staff resources to support PES include school-based nursing and mental health services, family support services, and 4H youth development services.

PES Data Collection

In 2004-05, an online data collection tool was utilized to collect more complete and meaningful PES participation data. The database became available in February 2004. Data collected earlier in the school year were loaded directly into the database and then viewed and corrected by program staff. PES staff were instructed on how to use the data collection tool and asked to use it on a regular basis to update participant information.

Prior to 2004-05, program staff members tracked students whose *families* participated in PES, allowing no differentiation between data of referred *students* and that of their *siblings*. The online data collection tool utilized in 2004-05 allowed staff to record participants' referred status, whether they were referred students or siblings, and facilitated comparisons in outcomes between the two groups. Despite this improvement in data collection, the first year of implementation

was only partially successful. Many of the data fields appeared to have not been updated or were left blank. Therefore, the data may not fully represent PES participants' experiences or outcomes. Several limitations of the database are likely contributors to missing data.

- The online data collection tool was only accessible using the WCPSS network. This was a limitation for WCHS staff, who could access the network only from a WCPSS site.
- Family advocates were expected to frequently update the data field identifying the number of contacts they made with a family. However, the database did not automatically add the number of contacts from one entry to the next. When updating this information, staff were expected to add the previously entered number of contacts to the current number in order to keep a running total.
- PES staff responsible for updating participant information also had to remember to press the SAVE key before exiting the database; otherwise the data entered were not recorded.

Family Advocate Contacts

According to logged records in the PES database, 90 family advocates worked with PES families from 50 schools² in 2004-05. Only seven of these schools served fewer than five children, whereas the majority served between five and nineteen (see Attachment B for a count of PES participants by school). Twenty additional WCPSS schools were identified as the school in which several siblings attended or the school to which a referred student transferred.

- According to the PES database, family advocates logged a total of 6,138 contacts with PES families by the end of school year (May 23, 2005), including 1,341 home visits, 3,743 phone calls, 305 letters and 749 meetings at school³.
- Family advocates made an average of approximately five home visits, 14 phone calls, one letter, and three school meetings per family during the school year, although some family advocates did not log any contacts with their families.
- Overall, 162 Student Support Team (SST) meetings, 106 Individual Educational Placement (IEP) meetings, and 271 parent and teacher conferences were logged.
- The number of contacts is not always proportional to the number of PES participants (see Attachment B for a count of total contacts by school). For example, among schools serving eight referred students, the total number of logged contacts family advocates had with these students ranged from 22 to 167.

² Although 51 schools chose to participate in PES, one school did not serve any students.

³ The number of contacts a family advocate had with a family was recorded only for the referred child; however, two siblings had recorded contact information.

The range in the number of families/students that family advocates worked with during the school year was quite broad.

- Most family advocates (72%) worked with one to three families and served as few as one student and as many as 13 students.
- One fourth (25%) of family advocates worked with four to eight families and served 5-22 students.
- Two family advocates worked with 12 families and one worked with 15 families. These family advocates worked with 26 to 39 students from several different schools.

METHODOLOGY

Evaluation Plan

As previously stated, the primary goal of PES is to improve educational outcomes of students who are below grade level. To evaluate the success of PES in meeting this goal, this report will assess the academic achievement outcomes of PES participants in grades K-8. Analyses will be disaggregated by type of participant; referred student versus sibling, and length of service; all 2004-05 participants, participants first served in 2004-05, and participants served in 2003-04 and 2004-05. In collaboration, WCHS staff are preparing a similar report focusing on the intermediary goals of PES; and specifically, family and mediating outcomes.

Using KIA and K-2 literacy and mathematics assessment data for grades K-2 and Reading and Mathematic EOG assessment data for grades 3-8, the following research questions will be analyzed:

- Did PES serve the appropriate students in 2004-05?
- What are the achievement levels of referred students and siblings participating in PES in 2004-05?
- Have the achievement levels of referred students and siblings first served by PES in 2004-05 improved after one year of PES participation?
- Have the achievement levels of referred students and siblings served by PES for two years improved each year?

Using surveys completed by teachers of PES participants in 2004-05, the following research questions will be addressed:

- What is the academic performance of referred students and siblings after PES participation?
- Are parents more involved with their children's schools since PES participation?

Limitations

PES originally emphasized service to students who would have been in grades 3 and 8 in 2003 (to help meet Goal 2003). PES staff believed that services were more effective in the earlier grades, so more students in elementary school were targeted in the 2002-03 school year (Harlow & Baenen, May 2004). The cohorts of students moving through the program since the initiation of PES in 2001-02 have not remained stable as the PES target population and length of service has changed. It was more difficult to study the program's effectiveness on increasing achievement over time because insufficient cohorts of students were available to follow through the program. If a larger sample of K-3 students had been served initially *and* remained in PES for more than one year, the impact of PES service on EOGs could have been more successfully evaluated (see Attachment C for a three-year evaluation summary).

The sample of students served by PES for two consecutive years is small, and is further diminished by restricting analyses to students in grade 3-8 with EOG pre- and posttests. Results of these analyses should be interpreted with caution, as what may appear to be considerable improvement in performance over time is often the result of the gains of only a few students.

Whereas K-2 assessment data are somewhat useful for examining school and district performance, results have limited use for evaluating program effectiveness. Evaluating the academic success of K-2 students is problematic because measures of success are less reliable across teachers at grades K-2 than at grades 3-8. Nevertheless, these data are analyzed because no other assessment data are available for students in grade K-2. If these students remain in PES through grade 3 or beyond, their academic performance on EOGs can be examined and improvement can be assessed.

The academic outcomes of preschool and high school students served by PES are not evaluated in this report for two reasons. First, the number of these participants was too low to conduct a reliable evaluation. Second, the vast majority of preschool and high school students in PES were siblings of referred students, and therefore they received only indirect benefits.

The number of students served per school was too small to reliably isolate effective schools based on test results. Therefore, PES schools are not compared based on how effective they were in serving students and improving students' educational outcomes.

At the end of the 2004-05 school year, teachers were surveyed about their views of students' academic performance following PES participation as well as improvements in parent involvement. Teachers did not always know when students' participation in PES began, and a few teachers responded that they were not aware of students' participation in PES. Given these circumstances, comparisons of student academic success and parent involvement before and after PES service may not fully reflect student experiences.

Served Sample

In 2004-05, 51 schools chose to participate in PES (see Attachment A). A total of 545 children⁴ from 275 families were served. The 545 children included 285 referred students and 260 siblings; therefore, almost as many siblings as referred students participated. Almost half (48.0%) of the 275 families had only one child participating in PES, compared to 27.6% of families with two participating children and 12.0% with three children. The remaining families (12.4%) had 4 or more children participating in PES.

Table 1 shows the participation history of the served sample.

- Most of the children (73.9%) participated in PES for the first time in 2004-05, whereas about one-fourth of the 2004-05 participants were previously served by PES.
- Of those previously served, 102 participated in PES in 2003-04 and continued to be involved in PES in 2004-05.
- Fourteen children who participated in PES in 2002-03 did not continue their participation in 2003-04, but returned to PES in 2004-05.
- Only 26 children remained in PES for three consecutive school years (between 2002-03 and 2004-05).

**Table 1
History of Participation for the Served Sample (N=545)**

First-Year Participants	Two-Year Participants		Three-Year Participants
2004-05	2003-04 and 2004-05	2002-03 and 2004-05	2002-03, 2003-04, and 2004-05
N=403	N=102	N=14	N=26

Table 2 presents the grade distribution for the 2004-05 PES served sample.

- Similar to 2003-04, in 2004-05, PES primarily served elementary and middle school students and their siblings.
- In 2004-05 almost three quarters (70.4%) of PES participants were in elementary school and less than a quarter (20.1%) were in middle school.
- Unlike 2003-04, more K-2 students (38.4%) were served than those at grades 3-5 (32.0%).
- Of those served by PES, only small percentages were preschool children (4.6%) and high school students (4.9%). However, preschool participation was eight times greater in 2004-05 compared to 2003-04.
- All of the preschool children and 20 of the high school students were siblings of referred students.

⁴ This does not include students whose parents refused service or children who were closed out of PES before November 1, 2004.

**Table 2
PES Participants by Grade
2003-04 to 2004-05**

		2003-04		2004-05	
		Number	Percent	Number	Percent
Pre K	Pre K	3	0. 6%	25	4. 6%
Elementary	Kindergarten	23	4. 9%	57	10. 5%
	Grade 1	44	9. 5%	78	14. 4%
	Grade 2	65	14. 0%	73	13. 5%
	Total K-2	132	28. 4%	208	38. 4%
	Grade 3	65	14. 0%	65	12. 0%
	Grade 4	56	12. 0%	60	11. 0%
	Grade 5	50	10. 8%	49	9. 0%
	Total 3-5	171	36. 8%	174	32. 0%
Middle School	Grade 6	56	12. 0%	38	7. 0%
	Grade 7	43	9. 2%	39	7. 2%
	Grade 8	25	5. 4%	32	5. 9%
	Total	124	26. 7%	109	20. 1%
High School	Grade 9	25	5. 4%	16	2. 9%
	Grade 10	7	1. 5%	7	1. 3%
	Grade 11	0	0. 0%	2	0. 4%
	Grade 12	3	0. 6%	1	0. 2%
	Total	35	7. 5%	26	4. 9%
	Cumulative Total	465	100. 0%	542	100. 0%

Note: 2004-05 data represent the served sample of referred students and their siblings; however, three cases are missing grade-level data.

ELIGIBILITY OF SERVED SAMPLE

Several analyses were conducted to examine whether the appropriate student population was served by PES in 2004-05.

- First, the demographic characteristics of the served population were compared to the general WCPSS population and the FRL population to see whether those served were more likely to be from groups traditionally considered at risk.
- Second, grade-level standards of kindergarten to 8th-grade students first served in PES in 2004-05 were examined to determine if these students were indeed below grade level before their participation in PES and therefore eligible for PES referral⁵.

Demographics

The 545 students participating in PES in 2004-05 were matched to a WCPSS data file⁶, which provides basic demographic information for students in grades K-12. Data were not available for 67 students who were either preschool siblings of referred students or were no longer WCPSS students. The final analytic sample⁷ included 478 WCPSS students (referred and siblings) who participated in PES.

Table 3 presents demographic information for the 2004-05 PES analytic sample, which includes students in grades K-12. Compared to the WCPSS population, in 2004-05 PES served more at-risk students based on their demographic characteristics.

- PES participants were more than twice as likely to be Black/African American students or Hispanic/Latino students, compared to the WCPSS population overall.
- FRL students were also over-represented, with 92.2% participating in PES, compared to 27.1% in the general population.
- PES students were also twice as likely to be students with disabilities (SWD) compared to the general population and more than three times as likely to be limited English proficient (LEP) students.
- The demographic composition of PES students more closely resembled that of the FRL student population.

⁵ Eligibility of high school students was not examined due to small sample size and sibling status.

⁶ May locator file for 2005.

⁷ Sample size may be slightly smaller in subsequent tables due to missing demographic or academic data.

Table 3
Demographics of PES Students Compared to WCPSS and FRL Students

	WCPSS N = 113,863	FRL N = 30,829	PES N = 475
Asian	4.5%	2.2%	0.0%
Black/African American	26.9%	57.2%	61.1%
American Indian	0.3%	0.3%	0.2%
Hispanic/Latino	8.4%	22.0%	22.7%
White	56.6%	14.6%	13.5%
Multiracial	3.2%	3.7%	2.5%
FRL	27.1%	100.0%	92.2%
SWD	14.6%	21.6%	32.8%
LEP	5.5%	15.3%	18.1%

Note: PES data represents the analytic sample of WCPSS students (referred and siblings).

Eligibility of PES Participants First Served in 2004-05

One criterion for student referrals to PES is below grade-level performance on relevant assessments; however, siblings may not necessarily meet this same criterion. Students in grades K-2 are eligible for referral if they are performing below literacy and mathematics benchmarks established for each grade. Kindergarten students may have been referred to PES based on their performance on the KIA given in fall 2004⁸. Students in grades 1 and 2 may have been selected to participate in PES in 2004-05 based on their K-2 literacy and mathematics assessments results from the previous year⁹. Reading and Mathematics EOG pretests were likely examined to assess the eligibility of students in grades 3-8 for PES participation in 2004-05.

To examine whether students first served by PES in 2004-05 were indeed below grade level before their participation in PES, and therefore eligible for PES referral, the following established criteria for identifying low-performing students by grade and assessment were applied:

- Kindergarten students who mastered fewer than six print concepts on the KIA in fall 2004.
- 1st-grade students who had mastered fewer than 17 print concepts or were not yet reading at Book Level 3-4 based on K-2 literacy assessment results for 2003-04.
- 2nd-grade students reading at book levels less than 15-16, based on K-2 literacy assessment results for 2003-04.

⁸ Of the 403 students first served by PES in 2004-05, 52 were kindergarten students.

⁹ Of the 403 students first served by PES in 2004-05, 113 were 1st- and 2nd-grade students and 78 had K-2 literacy and mathematics data for 2003-04 and 2004-05.

- 1st- and 2nd-grade students not proficient in each of the four mathematics strands, Number Sense, Spatial Sense, Patterns, and Data, based on the K-2 mathematics assessment results for 2003-04.
- 3rd- through 8th-grade students scoring at Levels I or II on Reading and Mathematics EOG pretests.

Table 4 presents the eligibility status of first-year referred students and siblings in grades K-2.

- Among referred students participating in PES for the first time in 2004-05, about two thirds of kindergarten students, slightly more than one fourth of 1st-grade students, and about one third of 2nd-grade students were not performing below K-2 literacy and mathematics benchmarks established for each grade, and therefore, did not meet the academic eligibility criteria for service.

Table 4
Eligibility Status Based on Below Grade-Level Performance
for Students in Grades K-2 First Served in PES 2004-05

	Total Eligible		Total Ineligible	
	#	%	#	%
Kindergarten (Literacy Only)				
Referred (N=34)	11	32.4	23	67.6
Siblings (N=18)	10	55.6	8	44.4
Total (N=52)	21	40.4	31	59.6
Grade 1 (Literacy and Mathematics)				
Referred (N=30)	22	73.3	8	26.7
Siblings (N=18)	12	66.7	6	33.3
Total (N=48)	34	70.8	14	29.2
Grade 2 (Literacy and Mathematics)				
Referred (N=19)	12	63.2	7	36.8
Siblings (N=11)	6	54.5	5	45.5
Total (N=30)	18	60.0	12	40.0

Note: Kindergarten literacy based on KIA (fall 2004). Grades 1-2 literacy and mathematics based on K-2 spring 2004 results.

To assess the extent that first-year participants in grades 3-8 met referral criteria, 2004-05 Reading and Mathematics EOG pretest achievement levels were examined to identify students below grade in one or both subjects¹⁰. Table 5 presents the eligibility status of referred students and siblings in grades 3-8.

- Among referred students in grades 3-8 participating in PES for the first time in 2004-05, about one third had not performed below grade level on either the Reading or Mathematics EOG, making the primary goal of reaching grade level irrelevant.
- A larger percentage (70%) of siblings also did not meet this criterion; however, they were not the targeted subjects.
- First-year referred students were less likely to be proficient in reading than mathematics.
- About one third of referred students were low-performing in both subjects.

Table 5
Eligibility Status Based on Below Grade-Level Performance by Subject
for Students in Grades 3-8 First Served in PES 2004-05

	Level I and II						Total Eligible		Total Ineligible	
	Reading Only		Mathematics Only		Reading and Mathematics					
	#	%	#	%	#	%	#	%	#	%
Referred (N=74)	16	21.6	8	10.8	24	32.4	48	64.8	26	35.2
Siblings (N=57)	9	15.8	2	3.5	6	10.5	17	29.8	40	70.2
Total (N=131)	24	18.3	10	7.6	30	22.9	65	49.6	66	50.4

Note: Grade 3 pretest scores based on fall 2004 pretests. Grades 4-8 pretest scores based on spring 2004 results.

2004-05 ACADEMIC OUTCOMES

K-2 Literacy and Mathematics Results: Two-Year Comparisons

Whereas K-2 literacy and mathematics assessment data are somewhat useful for examining school and district performance, results have limited use for evaluating program effectiveness. Evaluating the academic outcomes of K-2 students is problematic because measures of achievement are less reliable across teachers at grades K-2 than at grades 3-8. KIA results tend to be more reliable because students are assessed in the fall and the spring by their kindergarten teacher as compared to K-2 results, which reflect assessments across teachers. Nevertheless, these data are analyzed because no other assessment data are available for students in grade K-2. Results should be interpreted with caution, as improvement in performance over time is often the result of the gains of only a few students.

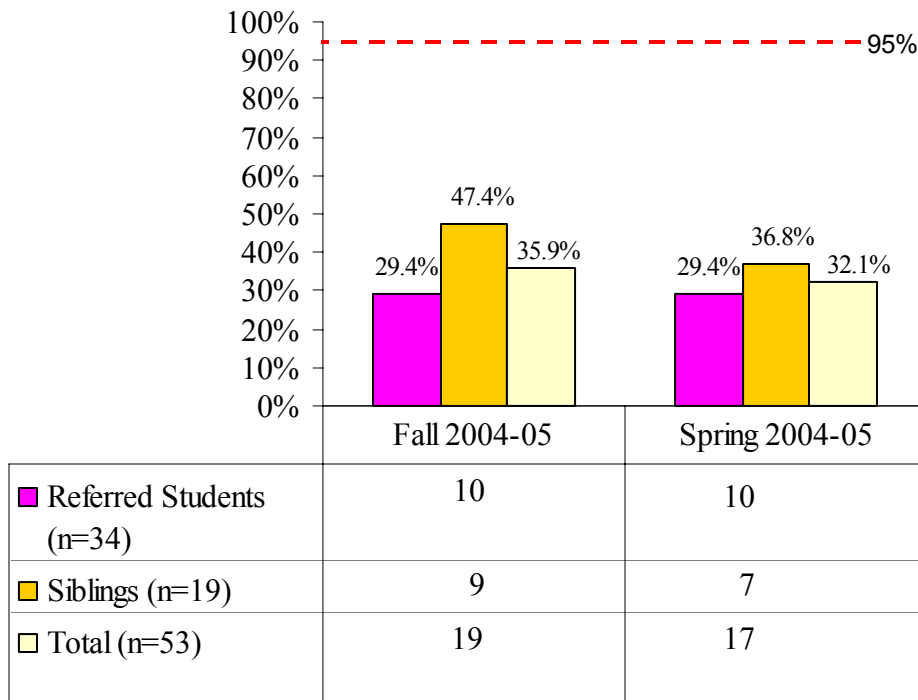
¹⁰ Of the 403 students first served by PES in 2004-05, 188 were in grades 3-8 and 131 had Reading and Mathematics EOG scale scores for 2003-04 and 2004-05.

Figure 1 presents the percentage of a matched cohort of kindergarten students in the served sample who met print concepts standards on fall and spring 2004-05 assessments¹¹.

Kindergarten students who mastered six print concepts on the KIA in fall 2004 met pretest standards. Kindergarten students who mastered at least 17 print concepts on K-2 literacy assessment in spring 2005 met posttest standards.

- An equal percentage (29.4%) of kindergarten referred students served by PES in 2004-05 met print concepts standards on fall and spring assessments of the 2004-05 school year.
- Siblings experienced a very small decline (10.6%) in the percentage meeting print concepts standards between fall and spring assessments. This decline was attributed to the attenuation in achievement of a few students.

Figure 1
Kindergarten Referred PES Students and Siblings
Meeting Pre- and Posttest Print Concepts Standards in 2004-05



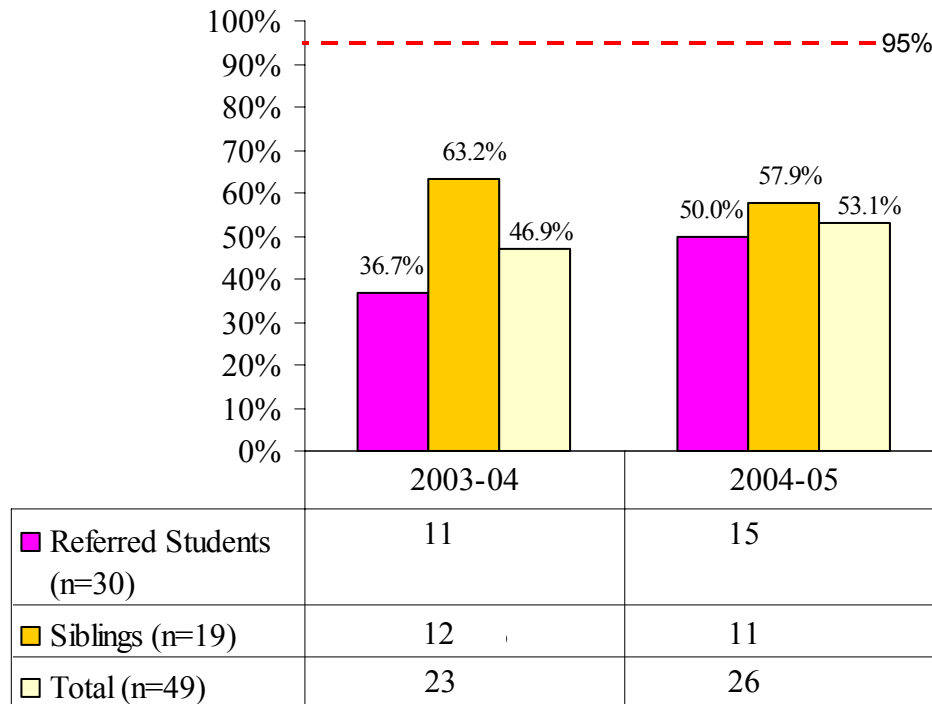
Notes: Standard is mastery of at least six print concepts on the KIA (fall 2004); mastery of at least 17 print concepts on the K-2 literacy assessment (spring 2005). Not all students who met standards in the fall (2004-05), met standards the following spring (2004-05).

¹¹ Of the 57 kindergarten students served by PES in 2004-05, 53 had fall and spring assessment data.

Figures 2 and 3 present the percentage of matched cohorts of 1st- and 2nd-grade students in the served sample who met book-level standards in 2003-04 and 2004-05¹². Students in 1st grade met book-level standards if they were reading at Book Level 15-16 based on K-2 literacy assessment results for 2004-05. These same students met book-level standards in 2003-04 (when they were kindergarten students) if they were reading at Book Level 3-4. Students in 2nd-grade met book-level standards if they were reading at Book Level 23-24 based on K-2 literacy assessment results for 2004-05. These same students met book-level standards in 2003-04 if they were reading at Book Level 15-16.

- The percentage of 1st- and 2nd-grade referred students meeting book-level standards increased between 2003-04 and 2004-05.
- Siblings saw little to no change in percentage meeting book-level standards.

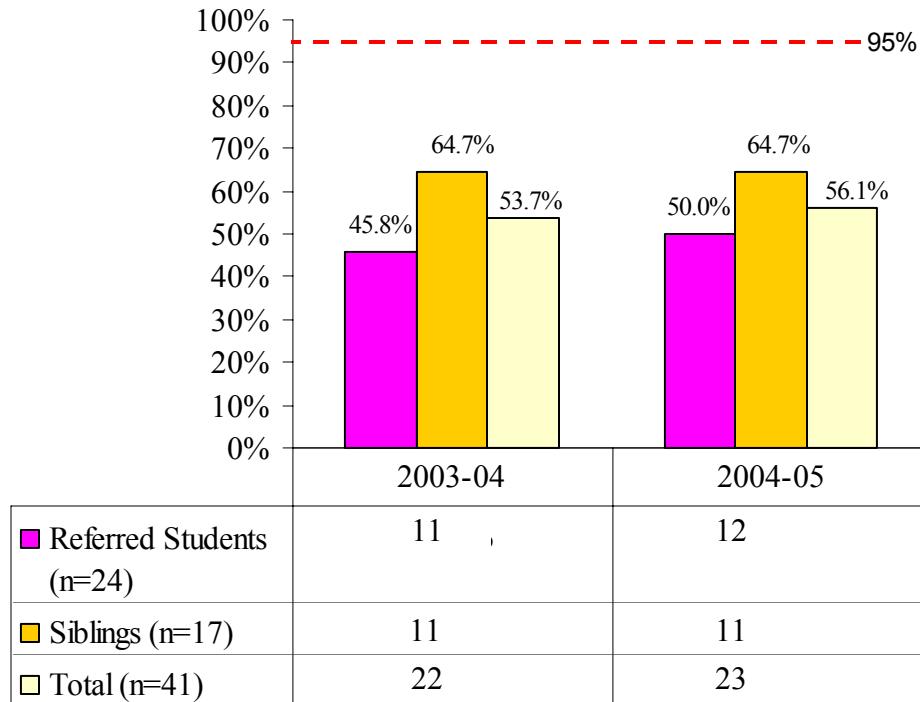
Figure 2
First Grade Referred PES Students and Siblings
Meeting Book-Level Standards, 2003-04 and 2004-05



Notes: Standard is reading at Book Level 3-4 in kindergarten (2003-04); reading at Book Level 15-16 in 1st-grade (2004-05). Not all students who met standards in 2003-04 also met standards the following year, in 2004-05.

¹² Of the 151 students in grades 1-2 served by PES in 2004-05, 90 had K-2 assessment data for 2003-04 and 2004-05.

Figure 3
Second Grade Referred PES Students and Siblings
Meeting Book-Level Standards, 2003-04 and 2004-05



Notes: Standard is reading at Book Level 15-16 in 1st-grade (2003-04); reading at Book Level 23-24 in 2nd-grade (2004-05). Not all students who met standards in 2003-04 also met standards the following year, in 2004-05.

In 2004-05, the number of mathematics strands increased from four to five and the names changed with the revised state curriculum: Number and Operations, Measurement, Geometry, Data Analysis and Probability, and Algebra. Since comparisons between 2003-04 and 2004-05 results are not appropriate, results are only presented for 2004-05. For each of the five strands, teachers mark the level of proficiency. A student is considered proficient in all strands if he/she is proficient in each of the five strands. If a student is missing scores on one or more strands, his/her proficiency in all strands is considered missing.

- Only a quarter (23.5%) of students and siblings in grades K-2 (N=166) served by PES in 2004-05 were proficient on all five mathematics strands.
- Siblings (37.5%) were more likely proficient on all five mathematics strands than referred students (14.7%).

End-of-Grade Results: Two-Year Comparisons

The achievement levels of 2004-05 PES participants were examined by comparing the percentage and number of referred PES students and their siblings at each Reading and Mathematics EOG level in 2004-05 to the previous year¹³. Students performing at Level III or Level IV are considered proficient. Because the demographic composition of PES students resembles that of the FRL student population, similar comparisons were made between the achievement levels of these cohorts.

Reading EOG Levels

Figures 4 and 5 present two years of Reading EOG achievement levels (2003-04 and 2004-05) disaggregated by type of student: PES referred students and siblings, and the district FRL student cohort. Disaggregated results reveal greater improvements for referred students compared to their siblings; however, PES seems to have limited positive impact on bringing students up to grade level.

- Half of referred students (51.8%) were performing below grade level on the Reading EOG in 2003-04.
- Siblings were more likely than referred students to perform at grade level in reading in both 2003-04 and 2004-05, and the total percentage of siblings scoring proficient remained stable between the years (72%).
- The percentage of referred students scoring at or above grade level in reading increased nearly 10% between 2003-04 and 2004-05 (from 48.2% to 58%).
- The percentage of all PES students in grades 3-8 who scored at grade level increased 4.6%, from 60.2% in 2003-04 to 64.8% in 2004-05.
- Advancement among PES participants was somewhat greater than improvements found for FRL students in the district (3.4%).
- Compared to the PES sample, FRL students were less likely to perform below grade level in 2003-04 and 2004-05, indicating that PES students may be at a greater risk for poor academic performance and have a greater need for intervention.

¹³ Of the 283 students in grades 3-8 served by PES in 2004-05, 219 had Reading and Mathematics EOG scale scores for 2003-04 and 2004-05.

Figure 4
Reading EOG Levels of Referred Students (N=112) and Siblings (N=107)
Grades 3-8, 2003-04 and 2004-05

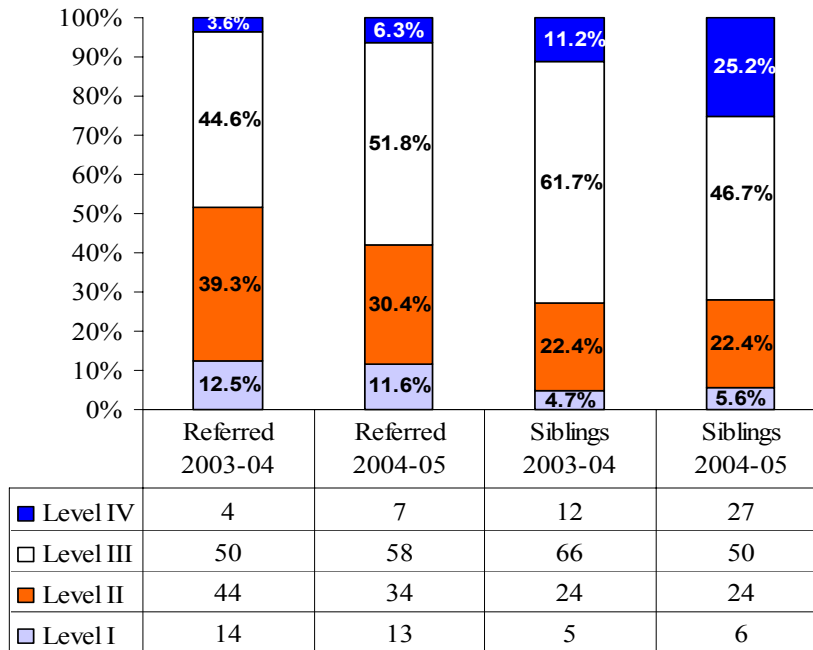
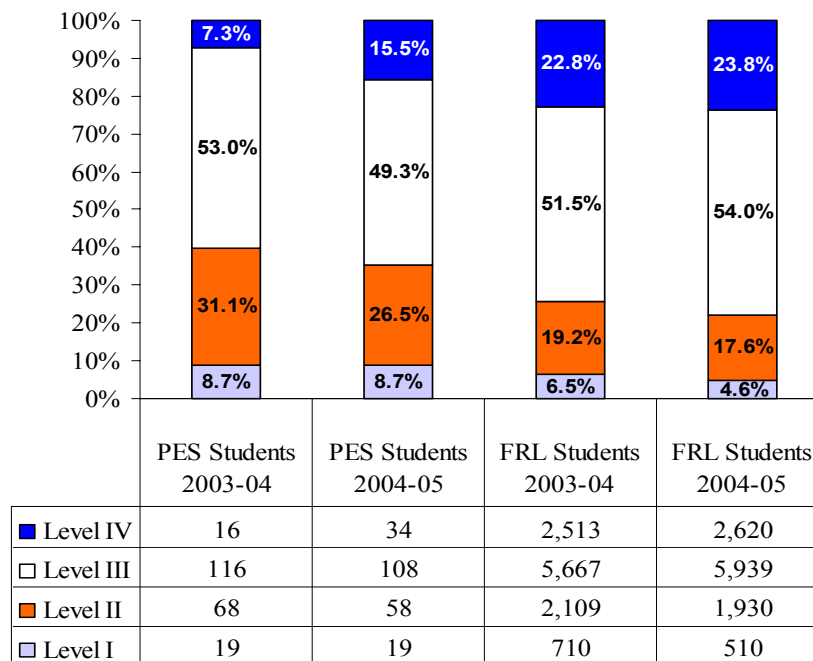


Figure 5
Reading EOG Levels of All PES Students (N=219) and FRL Students (N=10,995)
Grades 3-8, 2003-04 and 2004-05



Mathematics EOG Levels

Figures 6 and 7 show disaggregated Mathematics EOG achievement levels for 2003-04 and 2004-05. Disaggregated results reveal declines in mathematics proficiency for referred students and siblings. PES appears to have no positive affect on helping students become proficient in mathematics.

- More than half (62.5%) of the referred students were at or above grade level on the Mathematics EOG in 2003-04, leaving about one third of students targeted for improvement.
- In general, referred students scoring at Levels III and IV on the Mathematics EOG decreased slightly between 2003-04 and 2004-05, and siblings experienced a greater decline.
- The percentage of all PES students scoring on grade level declined 4.6% (from 72.2% in 2003-04 to 67.6% in 2004-05).
- FRL students in the district were less likely than PES students to perform below grade level on the Mathematics EOG in 2003-04 and 2004-05, and the percentage of students at each achievement level stayed constant between the two years. There was, however, a general decline in the percentage of WCPSS students at or above grade level in mathematics in 2004-05 as compared to 2003-04.

Figure 6
Mathematics EOG Levels of Referred Students (N=112) and Siblings (N=107)
Grades 3-8, 2003-04 and 2004-05

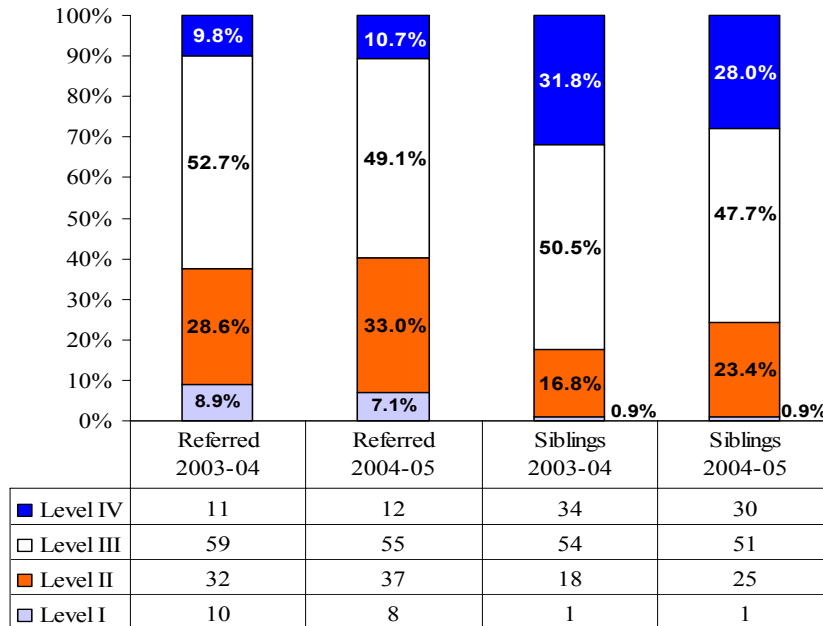
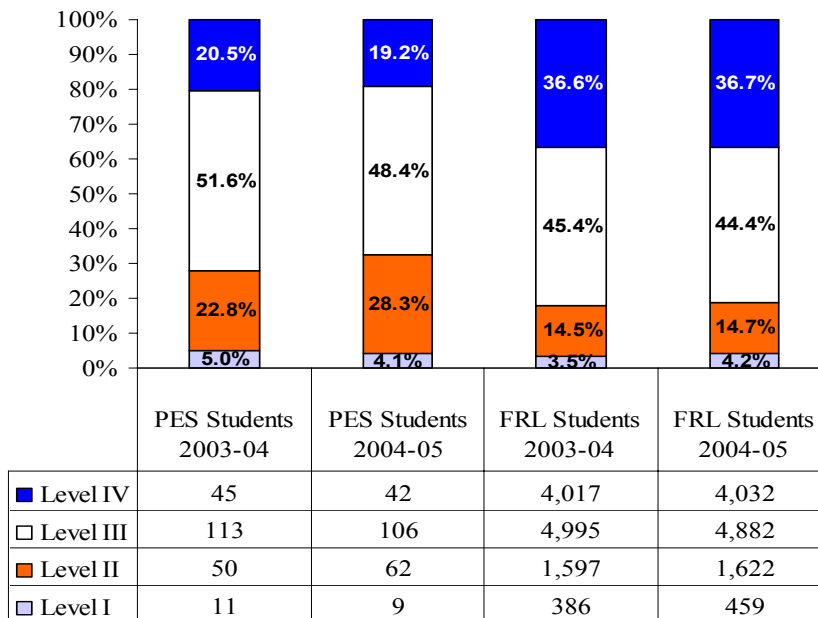


Figure 7
Mathematics EOG Levels of All PES Students (N=219) and FRL Students (N=10,995)
Grades 3-8, 2003-04 and 2004-05



Overall, a two-year comparison of EOG results suggests that PES had minimal impact in increasing proficiency levels of students scoring at Level I and II, although referred student results were somewhat positive.

- In general, between 2003-04 and 2004-05, improvements in percentages of proficient students were seen on the Reading EOG, whereas Mathematics EOG results show slight declines in proficiency.
- Initially, larger percentages of referred students scored at Levels I and II in 2003-04 compared to their siblings.
- Students referred to PES demonstrated a greater increase in reading proficiency and a lesser decrease in mathematics proficiency than their siblings.
- Based on significance tests, there is a significant difference between participants' proficiency on EOGs in 2003-04 compared to 2004-05; some gains are seen as well as some declines. However, stricter comparisons of participants' levels of achievement on EOG pre- and posttests show no significant difference.

In terms of the program's goal of increasing the percentage of students at grade level, results do suggest some positive benefit for the referred students but not for their siblings. Among siblings, while movement from Level III to IV was a positive finding, it was not the intended emphasis of PES. We cannot be certain that PES was the only or even the primary contributing factor to the positive proficiency trends in Reading EOG proficiency levels. A true experiment, or at least a tightly matched comparison group and additional information about other services that students might have received, would increase confidence in result interpretation.

EOG Transition Matrices for PES Students First Served in 2004-05

To examine whether the achievement levels of referred students and siblings first served by PES in 2004-05 improved after one year of PES participation, EOG pre- and posttests were examined¹⁴. Tables 6 and 7 display the number of PES students (referred and siblings) at each Reading and Mathematics EOG level the first year they were served (2004-05) compared to the year before their participation in PES (2003-04). The shaded cells in the tables indicate no change in EOG level before and after PES participation, and the cells above those shaded indicate improvement in EOG levels.

Table 6 shows that PES had minimal impact in increasing reading proficiency levels for first-year participants.

- Reading EOG levels tend to remain stable for most referred students and their siblings between the years before and after PES participation
- Overall, 21 referred students and 19 siblings saw an increase in their Reading EOG achievement level.
- Of the students scoring at Level I or II in 2003-04, 11 referred students and six siblings were on grade level in reading after one year of PES service.
- Siblings saw the most improvement, moving from Level III to Level IV.

**Table 6
Reading EOG Levels for Students
First Served by PES in 2004-05 (N=131)**

Referred Students					
Before PES (2003-04)	After PES (2004-05)				
	Level I	Level II	Level III	Level IV	Total
Level I	6	6	0	0	12
Level II	4	13	11	0	28
Level III	1	5	22	4	32
Level IV	0	0	1	1	2
Total	11	24	34	5	74
Siblings					
Level I	0	1	0	0	1
Level II	2	6	6	0	14
Level III	0	6	17	11	34
Level IV	0	0	3	5	8
Total	2	13	26	16	57

Note: Shaded cells indicate no change in EOG level. Cells above shaded cells indicate improvement.

¹⁴ Of the 403 students first served by PES in 2004-05, 188 were in grades 3-8 and 131 had Reading and Mathematics EOG scale scores for 2003-04 and 2004-05.

Table 7 shows that PES also had little effect on improving mathematics proficiency levels for first-year participants.

- Most referred students and their siblings did not see a change in their Mathematics EOG achievement levels after participating in PES for one year.
- Overall 15 referred students and six siblings experienced an increase in their Mathematics EOG achievement level.
- Of the students scoring at Level I or II in 2003-04, eight referred students and three siblings were on grade level in mathematics after one year of PES service.

**Table 7
Mathematics EOG Levels for Students
First Served by PES in 2004-05 (N=131)**

Referred Students					
Before PES (2003-04)	After PES (2004-05)				
	Level I	Level II	Level III	Level IV	Total
Level I	4	4	1	0	9
Level II	0	16	7	0	23
Level III	1	8	26	3	38
Level IV	0	0	2	2	4
Total	5	28	36	5	74
Siblings					
Level I	0	0	0	0	0
Level II	1	4	3	0	8
Level III	0	7	19	3	29
Level IV	0	0	7	13	20
Total	1	11	29	16	57

Note: Shaded cells indicate no change in EOG level. Cells above shaded cells indicate improvement.

PES appeared to have little influence on bringing nonproficient students up to grade level after one year of service. Most referred students and their siblings remained at the same achievement level between 2003-04 and 2004-05, although greater gains appear in reading compared to mathematics. Based on significance tests, there is a significant difference between participants' proficiency on EOGs before and after PES (some gains and some losses). However, stricter comparisons of participants' levels of achievement on EOG pre- and posttests show no significant difference after PES participation.

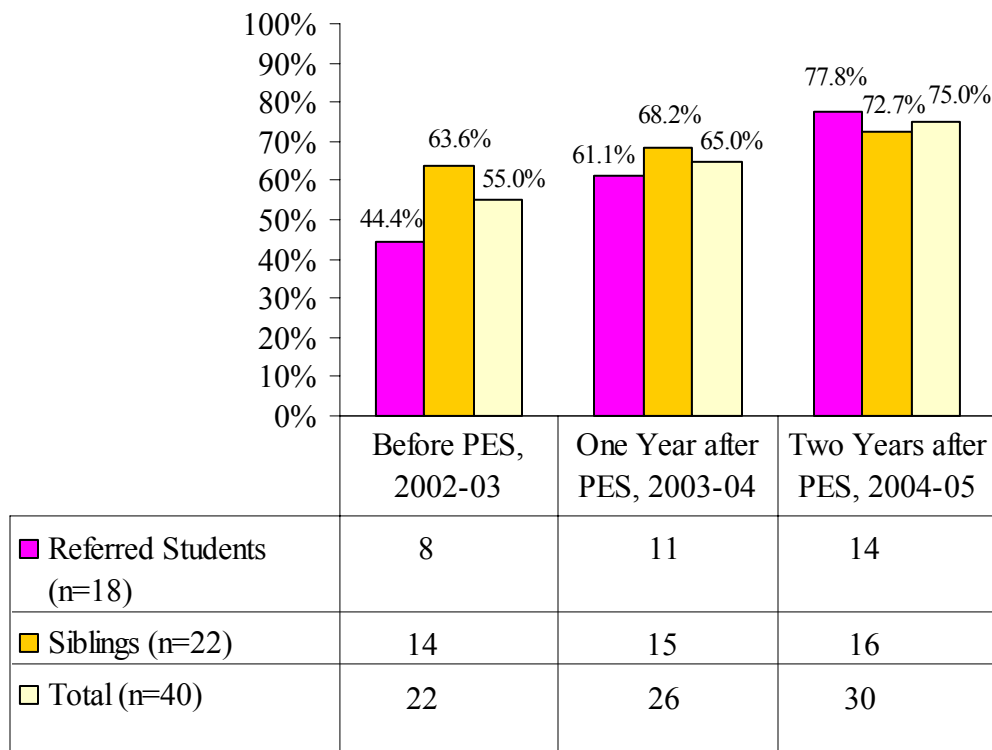
EOG Levels of Two-Year PES Participants

To examine whether the achievement levels of two-year PES participants improved after each year of PES participation, EOG pre- and posttests of referred students and siblings were

examined¹⁵. Figures 8 and 9 present the percentages of a matched cohort of students served by PES for two years who scored proficient (at Levels III and IV) on Reading and Mathematics EOGs in 2002-03 (before service), and 2003-04 and 2004-05 (after service). Results of these analyses should be interpreted with caution, as what may appear to be considerable improvement in performance over time is often the result in the gains of only a few students¹⁶.

- A substantial percentage of referred students and siblings were proficient in reading and mathematics before PES service.
- The percentage of referred students scoring proficient on Reading and Mathematics EOGs increased after their first year in PES (between 2002-03 and 2003-04).
- After one year of service, siblings improved in reading proficiency and declined in mathematics.
- After two years in PES, a larger percentage of referred students and siblings were proficient on the Reading EOG.
- The percentage of referred students scoring proficient on the Mathematics EOG declined in their second year of service (2004-05), while sibling proficiency remained stable.

Figure 8
Proficiency on Reading EOGs for Two-Year Participants

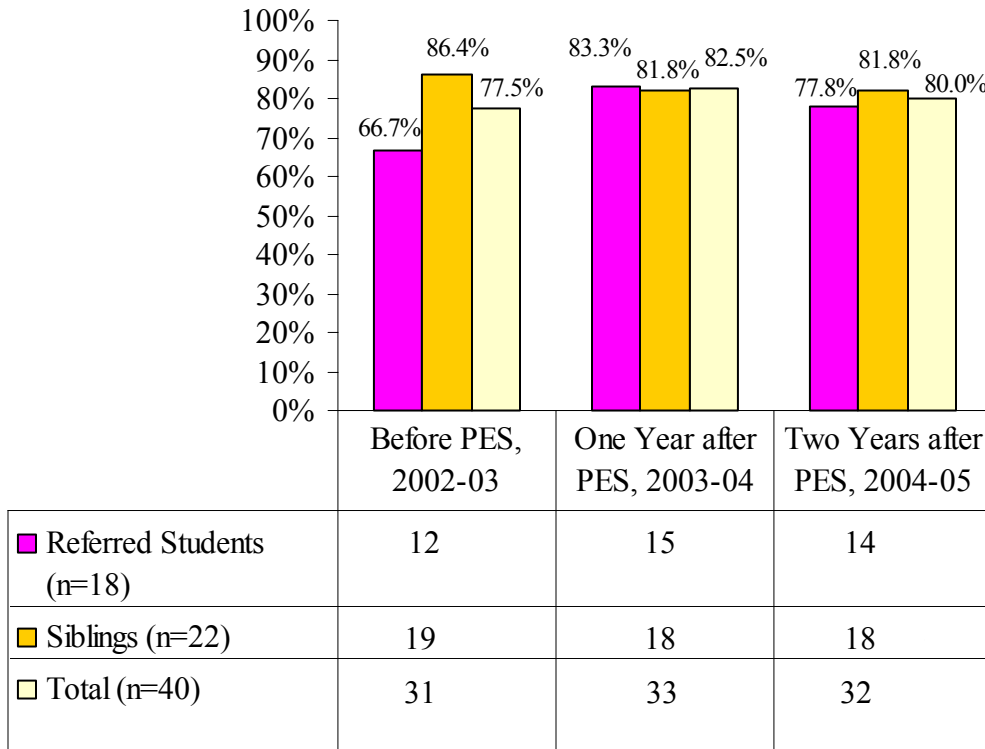


Note: Not all students proficient before PES (2002-03) maintain their proficiency in 2003-04 and/or 2004-05.

¹⁵ Of the 102 students who participated in PES for two years, 62 were in grades 3-8 and 40 had Reading and Mathematics EOG scale scores for 2002-03, 2003-04 and 2004-05.

¹⁶ Not all students proficient before PES (2002-03) maintained their proficiency in 2003-04 and/or 2004-05.

Figure 9
Proficiency on Mathematics EOGs for Two-Year Participants



Note: Not all students proficient before PES (2002-03) maintained their proficiency in 2003-04 and/or 2004-05.

Among students in PES for two years, increases were evident in the percentage of referred students and siblings scoring at grade level in reading after each year of service. The results for mathematics were less consistent and not as encouraging. The gains of only a few students attributed to overall percentage increases. Significance tests were not appropriate due to small sample size.

Effectiveness Index

The effectiveness index has typically been applied to school-level analysis rather than subgroup analysis. However, the numbers of PES participants per school were too small to examine school-level residuals, so average student-level residuals were computed. The average reading and mathematics residuals for PES participants in grades 3-8 were computed and disaggregated by referred status and grade level to allow comparisons between referred students and siblings as well as elementary and middle school participants of PES (see Table 8). When comparing average residuals of groups of students, the following conclusions can be made. If average reading and mathematics residuals of one group of students are similar to another group of students, both groups are growing the same amount from EOG pretests to posttests. If average reading and mathematics residuals of one group of students are close to zero, the growth of that group is comparable to the growth of similar WCPSS students who took EOGs (an average residual for each EOG in WCPSS is zero).

- Referred students have only a slightly higher average reading residual and a slightly lower mathematics residual than siblings. Similar residuals indicate that these groups of students are growing at about the same rate from EOG pretests to posttests.
- The average reading and mathematics residuals are also similar for elementary and middle school PES participants.
- Average residuals for each disaggregated group of PES students are close to zero. On average, PES referred students and siblings in grades 3-8 made comparable growth to similar students in WCPSS.

**Table 8
Average Residuals for
PES Participants, 2004-05**

	Total N	Average Reading Residual	Average Mathematics Residual
Referred Students	111	-0.83	-0.13
Siblings	106	-0.24	-0.55
Elementary (Grades 3-5)	144	-0.54	-0.33
Middle (Grades 6-8)	73	-0.45	-0.52
All (Grades 3-8)	217	-0.71	-0.05

TEACHER SURVEY RESULTS

Teachers of PES participants were surveyed in the spring of 2005 to obtain quantitative information about referred students and siblings' academic success and parental involvement (to review a draft of the survey instrument, see Attachment D). Teachers were asked to make comparisons on these issues before and after student involvement in PES. Space was also provided for teachers to share their comments on the PES program and give their opinion of its effectiveness. The return rate is unknown.

Figure 10 shows teachers' opinions on the overall effectiveness of PES. Figures 11-12 and Table 9 present survey results that provide some information on teachers' views of students' academic performance and their parents' involvement with their school since PES participation. Teachers did not always know when students' participation in PES began, and a few teachers responded that they were not aware of students' participation in PES. Given these circumstances, comparisons of student academic success and parent involvement before and after PES service may not fully reflect student experiences.

- More than half (55.7%) of referred student teachers believe that PES is very to somewhat effective in supporting student success, compared to 47.3% of teachers of siblings.
- Teachers reported that many students never had problems with attendance, homework completion, behavior, grades, and classroom preparedness, and only one fourth of teachers noticed a little or some improvement in these areas after PES service.
- Teachers noted that before PES the majority of parents were not likely to attend functions or contact them by phone or email and very little improvement was evident after PES service.
- Teachers of referred students reported small improvements in the frequency of parents/guardians signing information that was sent home and attending conferences after PES participation. These were not issues for siblings.

Figure 10
Teacher-Reported Effectiveness of PES, 2004-05

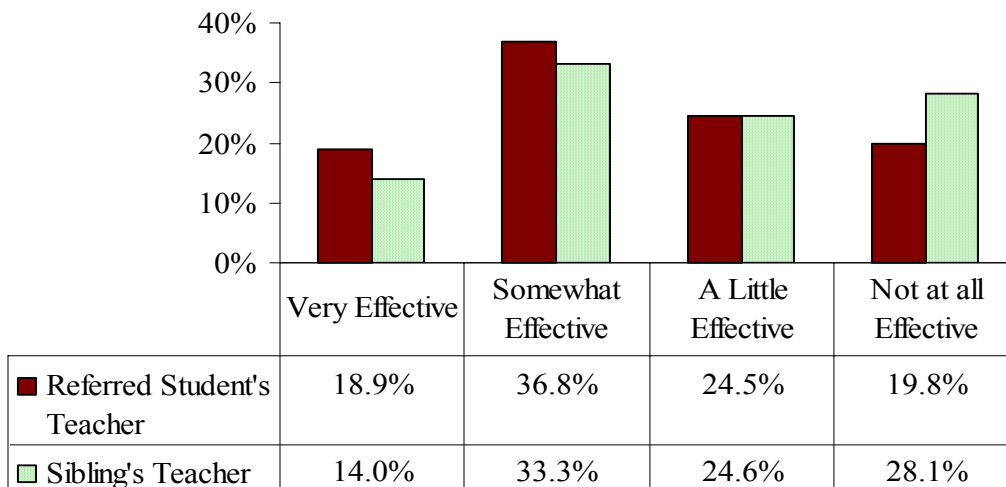
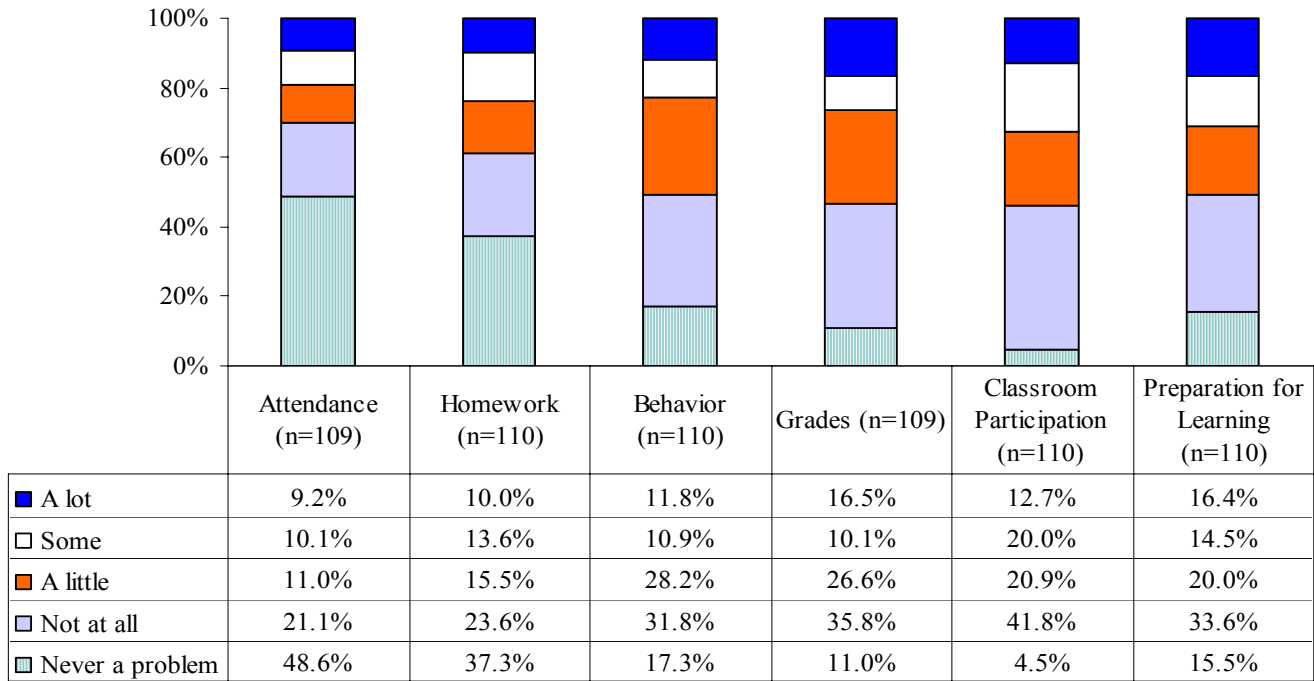
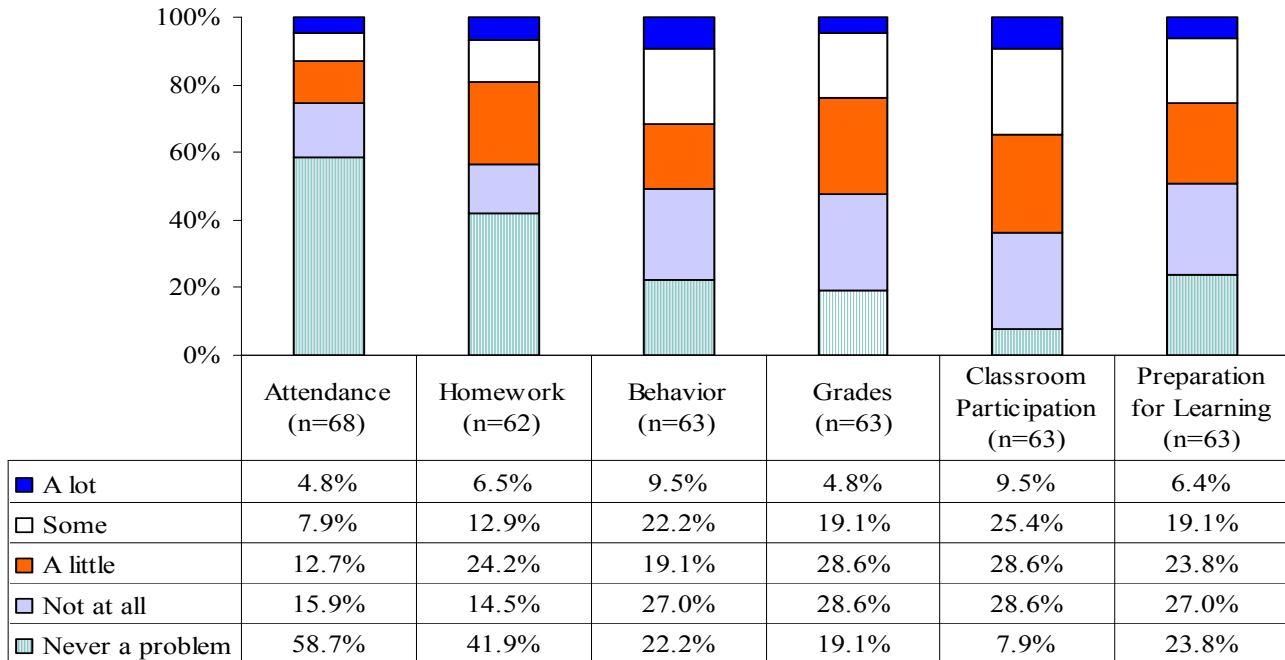


Figure 11
Teacher-Reported Improvements
After PES Participation, 2004-05: Referred Students



Note: The *n* reflects the number of students for whom teachers reported data.

Figure 12
Teacher-Reported Improvements
After PES Participation, 2004-05: Siblings



Note: The *n* reflects the number of students for whom teachers reported data.

**Table 9
Teacher-Reported Frequency of Parent Involvement Before and
After PES Participation, 2004-05**

		Never	Once or Twice	Almost Every Month	Almost Every Week	More than Once a Week
Made a phone call						
Referred Students	Before PES	64.9%	27.0%	7.2%	0.9%	.
	After PES	64.0%	23.4%	9.9%	2.7%	.
Siblings	Before PES	81.3%	15.6%	3.1%	0.0%	.
	After PES	78.9%	23.4%	4.7%	0.0%	.
Wrote an email or note						
Referred Students	Before PES	63.8%	24.8%	7.6%	3.8%	.
	After PES	63.8%	22.9%	7.6%	4.8%	1.0%
Siblings	Before PES	70.0%	26.7%	3.1%	0.0%	.
	After PES	60.0%	35.0%	4.7%	0.0%	0.0%
Signed information sent home						
Referred Students	Before PES	24.8%	28.6%	13.3%	24.8%	8.6%
	After PES	21.0%	32.4%	6.7%	27.6%	12.4%
Siblings	Before PES	24.6%	31.2%	19.7%	16.4%	8.2%
	After PES	16.4%	34.4%	19.7%	21.3%	8.2%
Attended conferences						
Referred Students	Before PES	39.3%	56.1%	4.7%	.	0.0%
	After PES	33.6%	59.8%	5.6%	.	0.9%
Siblings	Before PES	63.3%	33.3%	1.7%	.	1.7%
	After PES	43.3%	53.3%	1.7%	.	1.7%
Attended functions						
Referred Students	Before PES	64.1%	28.2%	6.8%	.	1.0%
	After PES	59.2%	33.0%	6.8%	.	1.0%
Siblings	Before PES	78.0%	18.6%	3.4%	.	0.0%
	After PES	67.8%	8.8%	3.4%	.	0.0%

DISCUSSION AND CONCLUSION

The purpose of this report was to evaluate the effectiveness of PES in meeting its primary goal of improving educational outcomes of students who are below grade level in order to help WCPSS reach Goal 2008. Although PES has an intermediary goal that focuses on how the family supports this ambition, this influence was outside the scope of the WCPSS evaluation.

Findings suggest that overall PES has had limited success in meeting its primary goal. Analyses of K-2 assessment data for students in grade K-2 and EOG results for students in grade 3-8 indicate that students referred to PES were not necessarily below grade level and that for those students below grade level, a limited number have met established benchmarks or become proficient since PES participation. Additionally, in 2004-05, students' growth over one year was at predicted levels compared to similar students in WCPSS (based on effectiveness index residuals).

The cohorts of students moving through the program since the initiation of PES in 2001-02 have not remained stable as the PES target population and length of service has changed. It was more difficult to study the program's effectiveness on increasing achievement over time, because insufficient cohorts of students were available to follow through the program. If a larger sample of K-3 students had been served initially *and* remained in PES for more than one year, the impact of PES service on EOGs could have been more successfully evaluated.

Although achievement gains made by PES participants are not as noteworthy as desired, the PES collaboration is an initiative with worthy objectives. PES supports the ideology that family is important in education and education is important for family. Often the family environment in which a child lives can positively or negatively affect the child's academic progress, and the educational success of a child can help ease the intergenerational transmission of poverty and neglect. PES has been a motivating force in the collaboration of WCPSS and WCHS staff working together to provide essential educational, financial, mental, and health services to students and their families so that all parties may thrive. Discussions between WCPSS and WCHS are underway to revisit the original intent of PES and propose ideas for its future direction.

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**Attachment A
PES Schools, 2004-05**

EASTERN WAKE SCHOOLS

ELEMENTARY SCHOOLS

- 1. CARVER*
- 2. FORESTVILLE
- 3. HERITAGE
- 4. HODGE ROAD*
- 5. JONES DAIRY
- 6. KNIGHTDALE
- 7. LOCKHART
- 8. ROLESVILLE
- 9. WAKEFIELD
- 10. WAKE FOREST
- 11. WENDELL
- 12. WILDWOOD FOREST
- 13. ZEBULON

MIDDLE SCHOOLS

- 14. EAST WAKE
- 15. HERITAGE
- 16. WAKEFIELD
- 17. WAKE FOREST-ROLESVILLE
- 18. ZEBULON

HIGH SCHOOLS

- 19. EAST WAKE

SOUTHERN REGION SCHOOLS

ELEMENTARY SCHOOLS

- 1. AVERSBORO*
- 2. BALLENTINE*
- 3. CREECH ROAD*
- 4. FUQUAY-VARINA*
- 5. HOLLY RIDGE*
- 6. HOLLY SPRINGS*
- 7. LINCOLN HEIGHTS*
- 8. MIDDLE CREEK*
- 9. RAND ROAD*
- 10. SMITH*
- 11. SWIFT CREEK
- 12. TIMBER DRIVE*
- 13. VANCE*
- 14. VANDORA SPRINGS*
- 15. WEST LAKE*
- 16. WILLOW SPRINGS*
- 17. YATES MILL

MIDDLE SCHOOLS

- 18. EAST GARNER*
- 19. FUQUAY-VARINA*
- 20. HOLLY RIDGE*
- 21. NORTH GARNER*
- 22. WEST LAKE*

HIGH SCHOOLS

- 23. FUQUAY-VARINA*
- 24. GARNER*
- 25. MIDDLE CREEK*

SOUTH CENTRAL SCHOOLS

ELEMENTARY SCHOOLS

- 1. BUGG
- 2. DILLARD DRIVE
- 3. FULLER
- 4. POE
- 5. WASHINGTON

MIDDLE SCHOOLS

- 6. CARNAGE
- 7. DILLARD DRIVE

*2002-03 PES SCHOOLS

Attachment B
PES Participants and Total Contacts with Family Advocate
by School¹⁷, 2004-05

	Number of Referred Students and Siblings	Number of Total Logged Contacts¹⁸
Apex Elementary	2	90
Apex High	1	0
Apex Middle	2	0
Aversboro Elementary	12	252
Ballentine Elementary	11	133
Bugg Elementary	4	73
Carnage Middle	8	25
Carroll Middle	1	0
Carver Elementary	10	115
Cary High	2	0
Centennial Middle	1	0
Creech Road Elementary	7	88
Dillard Drive Elementary	12	171
Dillard Drive Middle	5	118
East Garner Middle	4	65
East Millbrook Middle	2	0
East Wake High	2	.
East Wake Middle	13	72
Enloe High	3	0
Forestville Elementary	7	43
Fuller Elementary	6	87
Fuquay-Varina Elementary	22	109
Fuquay-Varina Middle	7	58
Fuquay-Varina High	0	0

¹⁷ Highlighted schools did not participate in PES, rather they reflect the school siblings attended and, in two cases, the school to which a referred student transferred.

¹⁸Total contacts include home visits, phone calls, letters, and meetings at school. The number of contacts a family advocate has with a family is recorded only for the referred child; however, two siblings had recorded contact information.

	Number of Referred Students and Siblings	Number of Total Logged Contacts¹⁶
Garner High	5	118
Green Hope High	2	0
Heritage Elementary	12	60
Heritage Middle	1	0
Hodge Road Elementary	19	153
Holly Ridge Elementary	15	157
Holly Ridge Middle	14	211
Holly Springs Elementary	19	214
Hunter Elementary	2	0
Jones Dairy Elementary	6	137
Knightdale Elementary	5	37
Lincoln Heights Elementary	14	163
Lockhart Elementary	6	138
Martin Middle	2	0
Middle Creek Elementary	8	121
Middle Creek High	8	33
Millbrook Elementary	2	0
Mt. Vernon School Middle	2	46
North Garner Middle	13	385
Poe Elementary	8	102
Rand Road Elementary	10	169
Rolesville Elementary	7	178
Salem Elementary	1	0
Smith Elementary	7	65
Southeast Raleigh High	1	0
Swift Creek Elementary	16	263
Timber Drive Elementary	11	236
Underwood Elementary	1	0
Vance Elementary	8	167

¹⁶ Total contacts include home visits, phone calls, letters, and meetings at school. The number of contacts a family advocate has with a family is recorded only for the referred child; however, two siblings had recorded contact information.

	Number of Referred Students and Siblings	Number of Total Logged Contacts¹⁶
Vandora Springs Elementary	14	164
Wake Forest Elementary	8	22
Wake Forest-Rolesville High	1	0
Wake Forest-Rolesville Middle	9	29
Wakefield Elementary	2	27
Wakefield High	1	0
Wakefield Middle	4	37
Washington Elementary	17	249
Wendell Elementary	1	78
West Cary Middle	1	0
West Lake Elementary	5	40
West Lake Middle	11	182
Wildwood Forest Elementary	12	107
Willow Springs Elementary	8	87
Yates Mill Elementary	38	266
York Elementary	1	0
Zebulon Elementary	10	121
Zebulon Middle	9	63
Preschool Children – Not in WCPSS	24	14
Total	545	6,138

¹⁶ Total contacts include home visits, phone calls, letters, and meetings at school. The number of contacts a family advocate has with a family is recorded only for the referred child; however, two siblings had recorded contact information.

Attachment C
PES Results Summary: 2002-03, 2003-04, and 2004-05

<p style="text-align: center;">Students served</p>	<p>Prior to 2004-05, it was not possible to tell whether PES participants were referred students or siblings. Between 2001-02 and 2003-04, the number of students served includes only PES students. Parent liaisons also served other families in more general ways; but these students were not considered “in PES” and were not documented. (Some records are being kept for these students in 2005-06.)</p> <p>2001-02: 116 in 5 schools; average 23 per school 2002-03: 269 in 25 schools; average 10 per school 2003-04: 511 in 45 schools; average 11 per school 2004-05: 545 in 50 PES schools (plus 20 other schools of attending siblings and two referred students who had transferred). One PES school did not report serving any students. Average 10.9 per PES school, or 7.8 per total number of schools. Range 1-38 per school.</p> <p>Eligibility: <i>In 2004-05, about one third of PES students had already achieved grade level performance in both reading and mathematics before service, making the primary goal of reaching grade level irrelevant. A primary criterion for student referral to PES is below grade performance on relevant assessments. In 2004-05, among referred students in grades 3-8 participating in PES for the first time in 2004-05, 35% did not perform below grade level in either reading or mathematics on the EOG. A larger percentage (70%) of siblings also did not meet this criterion; however, they were not the targeted subjects.</i></p>
<p>Budget: Covers PES specifically plus more general parent liaison support activities.</p>	<p>2002-03: WCPSS: \$313,000, WCHS: \$438,000 2003-04: WCPSS: \$852,716, WCHS: unknown 2004-05: WCPSS: \$936,384, WCHS: \$264,592</p>
<p>Number of Parent Liaisons</p>	<p>2002-3: 9 2003-04: 15 2004-05: 17</p>
<p>Teacher and Parent Surveys</p>	<p>2002-03 and 2003-04: <i>Teachers reported reasonably high parent involvement in school, but it was not possible to tell whether this was due to PES, because levels of participation before PES were not available.</i></p> <ul style="list-style-type: none"> • About 70% of families reportedly attended conferences; it was assumed participation was low prior to participation. • Elementary involvement reports were <i>much</i> more positive than middle school. • Parent survey return rates were very low and inconclusive about program impact. <p>2004-05: <i>Data collection was cleaner, although a true pre-assessment was still not available. Teachers noted a small improvement due to PES.</i></p> <ul style="list-style-type: none"> • 55.7% of referred students’ teachers and 47.3% of siblings’ teachers reported that PES was very to somewhat effective in supporting student success. • Attendance, homework completion, behavior, grades, and classroom preparedness were never problems for many students. Only one fourth of teachers reported a little or some improvement in these areas after PES.

	<ul style="list-style-type: none"> Teachers noted that the majority of parents were not likely to attend functions or contact them by phone or email before PES and very little improvement was evident after PES. Teachers of referred students reported small improvements in the frequency of parents/guardians signing information that was sent home and attending conferences after PES participation. These were not issues for siblings.
K-2 Achievement Outcomes	<p><i>Positive impact was not detected in 2002-03, 2003-04, or 2004-05.</i></p> <ul style="list-style-type: none"> In 2002-03, only 6 students served by PES in pre-K had scores on the Kindergarten Initial Assessment, too small a number to be a reliable indicator of program success. In 2002-03 and 2003-04, positive achievement impact of PES was not discerned at K-2. The percent of PES students scoring on grade level increased at about the same rate as FRL students in WCPSS overall. In 2004-05, no positive impact was found. In literacy, the percent of PES referred kindergarten students scoring at or above grade level remained the same and only a few 1st- and 2nd-grade students experienced gains; a slight decline was found for siblings.
3-8 Achievement Outcomes	<p>Positive overall impact was not detected in 2002-03, 2003-04, or 2004-05.</p> <ul style="list-style-type: none"> <i>No significant difference in the percentage of students scoring at each level on the EOG was found in 2003-04 (between spring 2003 and 2004) or 2004-05 (between spring 2004 and 2005).</i> Among first-year participants, most referred students and their siblings remained at the same achievement level between 2003-04 and 2004-05. Some went up, while others went down. Among students in PES for two years, increases were evident in the percentage of referred students and siblings scoring at grade level in reading after each year of service. The results for mathematics were less consistent. The gains of only a few students attributed to overall percentage increases. Relatively few students were served across two years. Significance tests were not appropriate due to the small sample size. <i>One-year achievement gains have not been greater than expected for PES students in any of the three years studied.</i> Scale score growth for PES and FRL students in WCPSS overall was similar in both 2002-03 and 2003-04. In 2004-05, students' growth over one year was at predicted levels compared to similar students in WCPSS.

Attachment D
PES Teacher Survey, 2004-05

School	Teacher
Student Name	Student ID

PARENT INVOLVEMENT

Please circle the number of the statement that most accurately represents your experience with the parent/guardian of your PES student.

1. How often did the student's parent/guardian call you....

	Never	Once or Twice	Almost Every Month	Almost Every Week	More than Once/Week
before PES?	1	2	3	4	5
after PES?	1	2	3	4	5

2. How often did the student's parent/guardian write an email or note to you...

	Never	Once or Twice	Almost Every Month	Almost Every Week	More than Once/Week
before PES?	1	2	3	4	5
after PES?	1	2	3	4	5

3. How often did the student's parent/guardian sign information sent home...

	Never	Once or Twice	Almost Every Month	Almost Every Week	More than Once/Week
before PES?	1	2	3	4	5
after PES?	1	2	3	4	5

4. How often did the student's parent/guardian attend conferences...

	Never	Once or Twice	Almost Every Month	Almost Every Week	More than Once/Week
before PES?	1	2	3	4	5
after PES?	1	2	3	4	5

5. How often did the student's parent/guardian attend school functions...

	Never	Once or Twice	Almost Every Month	Almost Every Week	More than Once/Week
before PES?	1	2	3	4	5
after PES?	1	2	3	4	5

STUDENT PERFORMANCE

Please circle the number of the statement that most accurately represents your experience with your PES student.

Compared to before participating in PES,...

	Not at all	A little	Some	A lot	Never a problem
6. has the student's attendance improved?	1	2	3	4	5
7. has the student handed in homework more consistently?	1	2	3	4	5
8. has the student's behavior improved?	1	2	3	4	5
9. have the student's grades improved?	1	2	3	4	5
10. has the student's classroom participation increased?	1	2	3	4	5
11. has the student come to school more prepared to learn?	1	2	3	4	5

12. Please provide any additional comments about changes in the student or family since they began participating in the PES program.

13. How effective do you consider PES to be in supporting student success?

Very Effective	Somewhat Effective	A Little Effective	Not at all Effective
1	2	3	4

14. Please comment on the effectiveness of PES.