

# Eye on Evaluation



EVALUATION AND RESEARCH DEPARTMENT



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## **PARTNERSHIP FOR EDUCATIONAL SUCCESS: STATUS REPORT 2003-04**

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### **ABSTRACT**

*The Partnership for Educational Success (PES) is a collaboration between the Wake County Public School System (WCPSS) and Wake County Human Services designed to help students achieve grade-level performance. PES provides family-centered services to at-risk students and their families. In 2003-04 PES provided services to 394 families of 511 at-risk students. Test score outcomes for PES students in grades K-8 were inconclusive; results are similar to free and reduced-price lunch (FRL) eligible students as a whole. Teacher survey data showed a much higher level of parent involvement of elementary than middle school PES students. Parent survey data indicated that parents saw an improvement in attitude, academic success, and behavior of their children, although results are limited in value by sampling bias. More comprehensive and cleaner data are necessary to provide a clear picture of the success of PES in meeting its academic goals.*

### **INTRODUCTION**

The Partnership for Educational Success (PES) is a collaboration between WCPSS and Wake County Human Services that provides family-centered services to at-risk students and their families. The collaboration emphasizes a common understanding that the family is important in education, and education is important for the family. The original goal of PES was threefold: to help reach Goal 2003 (95% of students scoring on grade level at grades 3 and 8), to have kindergarten students be prepared to succeed in school, and to increase collaboration between WCPSS and Wake County Human Services. These goals were addressed by using school and human services staff to provide intensive, goal-oriented interventions to families of students who scored below grade level on End-of-Grade (EOG) or K-2 assessment *and* were identified by the PES team as having family issues that interfere with school success. In addition, preschool students have been served at school sites around the county in an attempt to improve students' readiness for kindergarten (not addressed in this report).

PES emphasizes increased family involvement in school as an intermediate goal, which in turn affects the academic success of PES students. Studies have shown that parent involvement in children's learning can have a positive effect on student achievement and reduce the school dropout rate (U.S. Department of Education, 1994). In addition, school and family partnerships are associated with positive student outcomes, including higher achievement as measured by standardized test scores (Eccles and Harold, 1993).

Staff members funded by PES also provided non-PES families with services. These services were more short term in nature, and do not fall under the strict definition of PES.

PES began with six schools and 116 students in 2001-02. In 2002-03 the program grew to 25 schools and served 267 students. There were 45 schools (see Appendix A) participating in PES in 2003-04 that served 511 students from 394 families. PES services are family-centered<sup>1</sup>. As a result, the impact of PES services is felt not only by students directly referred, but also the other children in the household. The 511 students in 2003-04 encompass both students referred for being academically at risk as well as their siblings.

## IMPLEMENTATION

General information regarding implementation of PES services is available in the report *Partnership for Educational Success 2002-03: Implementation and Outcomes* at [http://www.wcpss.net/evaluation-research/reports/2003/0409partnership\\_edu.pdf](http://www.wcpss.net/evaluation-research/reports/2003/0409partnership_edu.pdf).

A few new PES services were added in the 2003-04 school year:

- Magic Camp. Beginning in the summer of 2004, community agencies provided day camp to some PES students. In addition, some agencies continued providing after-school programs for those students into the 2004-05 school year.
- Family Connect. PES families received training on how to build a computer. At the conclusion of the training, the family took their computer home. Forty-nine families received training and computers. In addition, 31 students received training and computers in a related program just for teens.

In addition to new services, an adjustment in PES organization took place in 2003-04. Members of the project leaders team were assigned to a few schools as a “site buddy.” The site buddy provided support to each school, and attended PES site meetings. As a result, these schools had more direct support in developing and implementing PES throughout the school year.

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<sup>1</sup> Family centered is defined as an “approach [that] recognizes the central role of the family and professionals as experts who both bring different knowledge and skills to their working relationship. The needs and priorities of the family determine how and when services are rendered. Goals and desired outcomes are mutually defined, as the resources needed to achieve them. A broad-based perspective of family needs permits flexibility in intervention targets as well as options for addressing family priorities. Families are recognized as the primary social unit for promoting the development of children, and professionals are most effective when they proactively support the family.”

*King County Children’s Mental Health Services: Children and Families in Common*. (n.d.) Retrieved February 10, 2005, from <http://www.metrokc.gov/dchs/mhd/childrenservices/cficphil.htm>.

The WCPSS portion of the 2003-04 PES budget was \$852,716. Included in this budget were salaries and benefits for:

- 15 parent liaisons
- one data manager
- three Ready to Learn teachers
- three school social workers

The cost per student for PES is impossible to calculate due to extra duties of PES staff that impact non-PES students, and in-kind services provided by WCPSS and community organizations.

## **EVALUATION PLAN**

This report is not a full evaluation, rather a status report for the program during the 2003-04 school year. Evaluation resources were not sufficient to allow the Evaluation and Research department to collect program-specific data; therefore, PES program staff collected participation data, as well as staff and parent feedback. As a result, data reported are often descriptive rather than evaluative, especially since a comparison group was not available. Given the available information, it is not clear whether these academic outcomes are impacted by PES.

In 2004-05, an online data collection tool is being utilized to collect more complete and meaningful participation data. The database became available in February 2004. Data collected earlier in the school year will be loaded directly into the database and will be able to be viewed and corrected by program staff. We hope to be able to provide a more comprehensive look at PES outcomes in the next school year.

The following report will include:

- A description of PES participants
- Pre/post comparisons of PES students using test scores
- Survey results

## **DEMOGRAPHICS**

Black students and Hispanic/Latino students were overrepresented in PES demographics compared to the overall WCPSS population. (See Figure 1.) FRL students were also overrepresented. PES students were also more likely to be in special education or to be limited English proficient (LEP).

**Figure 1**  
**Demographics of PES Students Compared to Overall WCPSS and FRL Statistics**

	WCPSS N=108,493	FRL N=27,341	PES N=465
Asian	4.3%	2.4%	0.0%
Black	26.9%	58.6%	65.8%
Native American	0.3%	0.3%	0.4%
Hispanic/Latino	7.5%	20.2%	19.4%
White	58.0%	15.0%	12.3%
Multiracial	2.9%	3.5%	2.2%
Free or Reduced-Price Lunch	25.2%	100.0%	86.2%
Special Education	14.8%	22.3%	38.3%
Limited English Proficient	5.5%	15.5%	14.2%

Across the grades, about 76% of PES students were in elementary school, about 20% were in middle school, and only 4% of PES students were in high school. (See Figure 2.)

**Figure 2**  
**Number and Percent of PES Students in Each Grade**  
**2003-04**

		<b>Number</b>	<b>Percent</b>
<b>Pre K</b>	Pre K	3	0.7%
<b>Elementary</b>	Kindergarten	47	10.4%
	Grade 1	69	15.3%
	Grade 2	65	14.4%
	Grade 3	56	12.4%
	Grade 4	50	11.1%
	Grade 5	55	12.2%
	<b>Total</b>	<b>342</b>	<b>75.8%</b>
<b>Middle</b>	Grade 6	43	9.6%
	Grade 7	24	5.3%
	Grade 8	21	4.7%
	<b>Total</b>	<b>88</b>	<b>19.6%</b>
<b>High</b>	Grade 9	13	2.9%
	Grade 10	0	0.0%
	Grade 11	3	0.7%
	Grade 12	1	0.2%
	<b>Total</b>	<b>17</b>	<b>3.8%</b>

## RESULTS

### Academic Outcomes

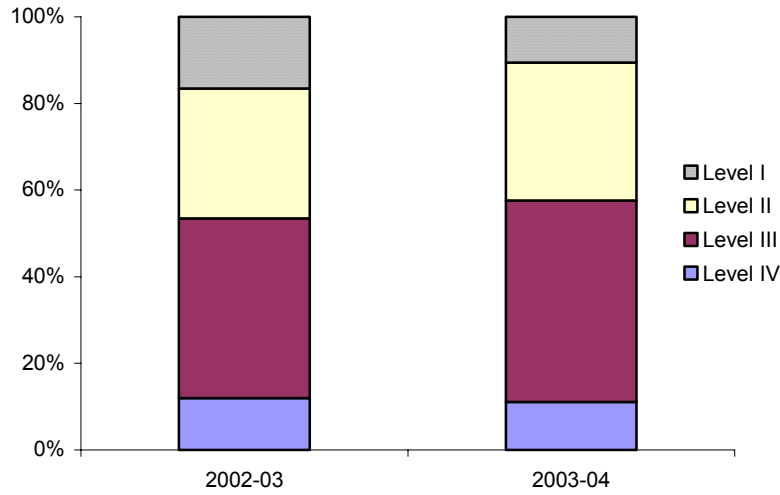
Although program staff members tracked students whose *families* participated in PES, there is no way to discern from the data available which students were the referred *students* and which are their siblings. Therefore, all students were included in achievement analyses. PES is a family-centered service; therefore, all school-aged children in the family were served as PES students in an equal way. However, siblings may not have been affected academically by PES (for example, if a sibling was not struggling in school due to family issues). Inclusion of these siblings might water down the academic outcomes of the program. In addition, there are no data on how long each family was in PES, resulting in students being included in analyses whose family may have only been in PES for a short time. These caveats are important to keep in mind when drawing any conclusions from these results.

***End-of-Grade Test Results***

The change in reading EOG levels from the year before PES to the year the student’s family participated in PES is illustrated in Figure 3. Using the chi-square test, there is no significant difference between the levels before PES and the levels after PES (chi-square=3.697, p>.05).

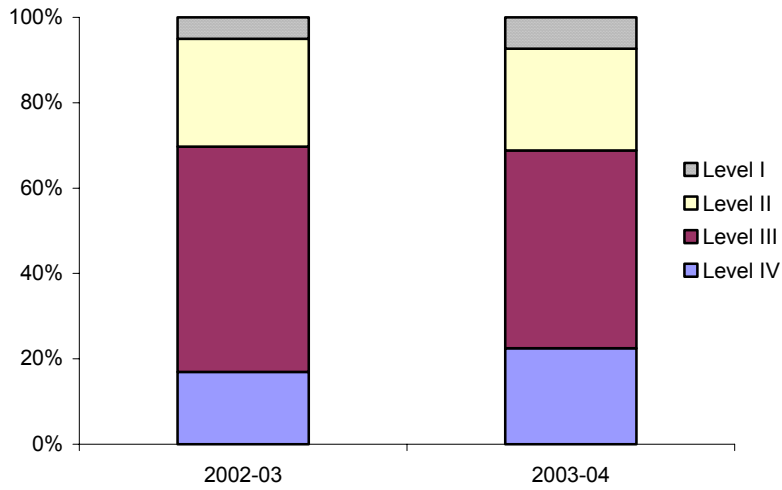
The change in math EOG levels from the year before PES to the year the student’s family participated in PES is illustrated in Figure 4. Using the chi-square test, there is again no significant difference between the levels scored before PES, and the levels scored after PES (chi-square=4.117, p>.05).

**Figure 3**  
**Number and Percent of 3-8 PES Students at Each Level Reading EOG**  
**2002-03 and 2003-04 (n=217)**



Level I	16.6%	10.6%
Level II	30.0%	31.8%
Level III	41.5%	46.5%
Level IV	12.0%	11.1%

**Figure 4**  
**Number and Percent of 3-8 PES Students at Each Level Math EOG**  
**2002-03 and 2003-04 (n=218)**



Level I	5.0%	7.3%
Level II	25.2%	23.9%
Level III	52.8%	46.3%
Level IV	17.0%	22.5%

As illustrated in Figure 5, EOG scale scores of PES students increased at about the same rate as FRL students and WCPSS students as a whole. Grade 3 PES students in 2003-04 showed slightly more growth than grade 3 PES students in 2002-03. PES students in 2003-04 in grades 4 and 5 showed slightly less growth than grades 4 and 5 PES students in 2002-03.

**Figure 5**  
**Reading and Math EOG Scale Scores Spring 2003 & 2004**  
**PES Students Compared to**  
**FRL Students and WCPSS Students Overall**

Grade		Average Reading			Average Math				
		n	Pre	Post	Growth	n	Pre	Post	Growth
3	<b>PES 0304</b>	<b>51</b>	<b>229.9</b>	<b>239.0</b>	<b>+9.1</b>	<b>51</b>	<b>231.3</b>	<b>247.2</b>	<b>+15.9</b>
	PES 0203	21	232.4	240.8	+8.4	21	233.4	248.6	+15.2
	FRL	2,224	235.3	244.2	+8.9	2,232	235.5	250.8	+15.3
	WCPSS	8,025	242.0	250.5	+8.5	8,037	240.7	255.4	+14.7
4	<b>PES 0304</b>	<b>45</b>	<b>241.3</b>	<b>244.6</b>	<b>+3.3</b>	<b>45</b>	<b>249.2</b>	<b>254.7</b>	<b>+5.5</b>
	PES 0203	22	139.9	146.7	+6.8	23	246.5	255.3	+8.8
	FRL	2,172	244.8	249.6	+4.8	2,175	251.2	256.6	+5.4
	WCPSS	7,763	250.7	255.3	+4.6	7,772	255.7	261.9	+6.2
5	<b>PES 0304</b>	<b>49</b>	<b>245.9</b>	<b>250.7</b>	<b>+4.8</b>	<b>49</b>	<b>245.9</b>	<b>250.7</b>	<b>+4.8</b>
	PES 0203	18	146.1	154.2	+8.1	18	252.7	259.1	+6.4
	FRL	2,024	248.9	254.3	+5.4	2,041	255.9	259.7	+3.8
	WCPSS	7,744	255.2	259.9	+4.7	7,764	261.6	266.4	+4.8

***K-2 Assessment***

Generally, kindergarten students are considered on grade level when they score six or more print concepts on the Kindergarten Initial Assessment (KIA) in the fall, and seventeen or more print concepts on the K-2 assessment in the spring. For this evaluation at grades 1 and 2, book level from the previous spring was used for a pre-test measure, and the students' current spring book level for the post-test. A student is considered to be on grade level when they score at book levels 3-4 in kindergarten, 15-16 in grade 1, and 23-24 in grade 2.

Students in PES who had both pre- and post-test data on the KIA or K-2 assessment showed mixed results in terms the percentage of students scoring at grade level on these measures. (See Figure 6.)

- The percent of PES kindergarten students who achieved grade level on print concepts increased by 10.4 percentage points, which was quite a bit less than FRL students (25.6) and WCPSS as a whole (17.0).
- In contrast, the percent of grade 1 PES students on grade level increased by 8.2 percentage points, which was slightly higher than FRL students (7.3) and much higher than WCPSS as a whole (4.4).

- Finally, the percent of grade 2 PES students who achieved grade level using book level scores increased by almost 8.6 percentage points, much higher than FRL students (2.1) and WCPSS as a whole (1.7).
- The increases of percentage of students on grade level before PES to the percent of those same students after PES were not statistically significant for any grade (K: chi-square=0.6327, p>.05; Grade 1: chi-square=0.8527, p>.05; Grade 2: chi-square=0.6836, p>.05).

**Figure 6**  
**Percent of K-2 PES Students Scoring at or above Grade Level**  
**Compared to WCPSS Students Overall and FRL Students**

Grade		n	Pre	Post	Change
<b>K</b>	<b>PES 03-04</b>	<b>29</b>	<b>51.7%</b>	<b>62.1%</b>	<b>+10.4%</b>
	PES 02-03	21	38.1%	57.1%	+19.0%
	FRL	1,622	49.0%	74.6%	+25.6%
	WCPSS	4,559	68.8%	85.8%	+17.0%
<b>1</b>	<b>PES 03-04</b>	<b>61</b>	<b>36.1%</b>	<b>44.3%</b>	<b>+8.2%</b>
	PES 02-03	31	54.8%	48.4%	-6.4%
	FRL	2,241	58.1%	65.4%	+7.3%
	WCPSS	7,114	78.1%	82.5%	+4.4%
<b>2</b>	<b>PES 03-04</b>	<b>47</b>	<b>48.9%</b>	<b>57.5%</b>	<b>+8.6%</b>
	PES 02-03	19	42.1%	57.9%	+15.8%
	FRL	1,961	68.7%	70.8%	+2.1%
	WCPSS	6,705	83.9%	85.6%	+1.7%

### Teacher Surveys

Teacher surveys were collected by PES staff in the spring of 2004 and included quantitative information about parent involvement and student academic success. Paper surveys were provided to teachers at the end of the school year by PES team leaders, and then returned to the PES program staff. The return rate of teacher surveys is not known. Some questions provide descriptive information; questions that did not address change during PES or have systemwide comparison preclude a conclusion of causation. Only questions that addressed improvement could be used as outcome measurement. Teacher survey results not reported in this section which may be useful for staff planning are included in Attachment C.

The teachers of elementary PES students reported high levels of some types of parent involvement after their child’s PES participation. Participation before PES is not known.

- Elementary teachers reported that nearly all PES parents signed the homework folder (91.8%), signed written information sent home (95.0%), and even had a face-to-face conversation with the parent regarding the student (76.2%) at least once.
- Just over half of the parents had asked how they could help their child or initiated a contact.
- Other indicators of involvement were less frequent. (See Figure 7.)

However, middle school teachers reported considerably less parent involvement.

- Middle school teachers reported that less than half (47.9%) of the parents signed written information send home, and 27.7% had face-to-face conversations.
- Teachers reported that only 50% of elementary and 73% of middle school students missed class at least once a week. (See Figure 8.)

**Figure 7  
PES Elementary School Survey Results**

**How many times since becoming a PES family have the parent(s)/guardian(s):**

	<b>1-2</b>	<b>3-5</b>	<b>&gt;5</b>	<b>Total</b>
Signed the homework folder (n=158)	12.7%	20.9%	58.2%	91.8%
Asked you how they can help their child (n=162)	33.3%	16.7%	8.0%	58.0%
Called or emailed you in the past three months (n=161)	26.7%	8.1%	5.0%	39.8%
Volunteered in the class or on a field trip (n=160)	7.5%	1.3%	1.3%	10.1%
Initiated a note or phone call to you (n=161)	36.0%	12.4%	8.1%	56.5%
Attended school functions (n=161)	31.7%	6.8%	1.2%	39.7%
Signed written information sent home (n=160)	35.6%	25.6%	33.8%	95.0%
Had a face-to-face conversation with you concerning the student (n=160)	53.8%	17.5%	5.0%	76.3%

**How many times per week since becoming involved with PES does the student:**

	<b>1-2</b>	<b>3-5</b>	<b>&gt;5</b>	<b>Total</b>
Complete homework or projects due (n=160)	26.3%	34.4%	31.3%	92.0%
Miss your class (n=158)	31.0%	9.5%	9.5%	50.0%

Note: Responses not listed in this chart reported a frequency of zero.

**Figure 8  
PES Middle School Survey Results**

**How many times since becoming a PES family have the parent(s)/guardian(s):**

	<b>1-2</b>	<b>3-5</b>	<b>&gt;5</b>	<b>Total</b>
Asked you how they can help their child (n=95)	17.9%	4.2%	3.2%	25.3%
Called or emailed you in the past three months (n=95)	8.4%	3.2%	0.0%	11.6%
Volunteered in the class or on a field trip (n=91)	3.3%	0.0%	0.0%	3.3%
Initiated a note or phone call to you (n=95)	14.7%	1.1%	2.1%	17.9%
Attended school functions (n=88)	12.5%	1.1%	3.4%	17.0%
Signed written information sent home (n=94)	34.0%	7.5%	6.4%	47.9%
Had a face-to-face conversation with you concerning the student (n=94)	22.3%	1.1%	4.3%	27.7%

**How many times per week since becoming involved with PES does the student:**

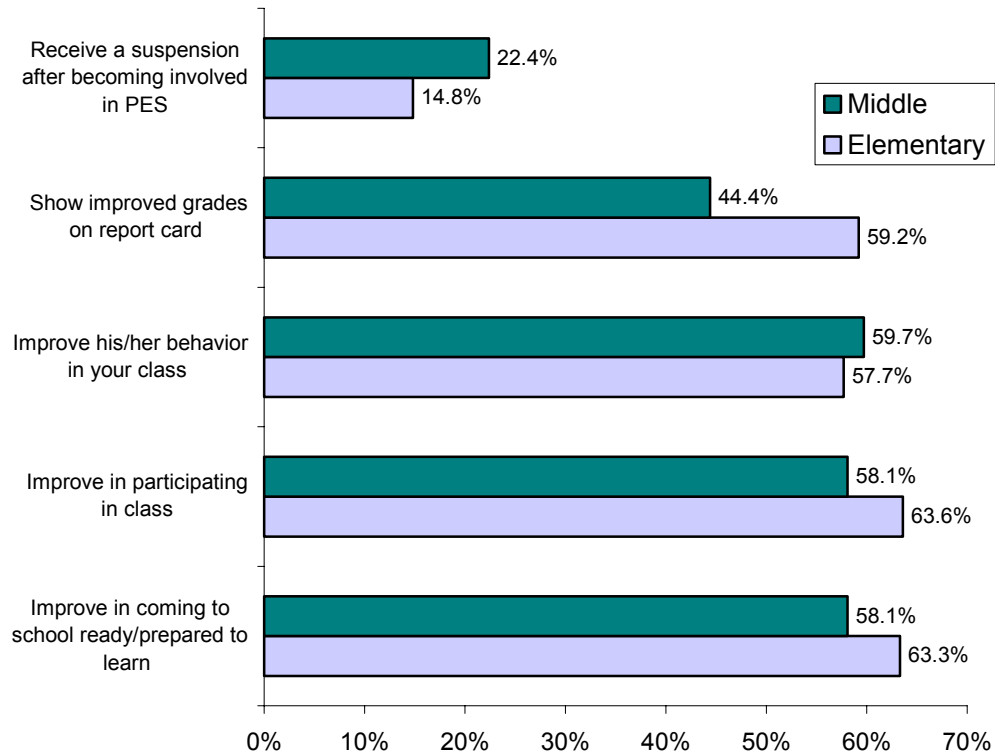
	<b>1-2</b>	<b>3-5</b>	<b>&gt;5</b>	<b>Total</b>
Complete homework or projects due (n=86)	36.1%	14.0%	18.6%	68.7%
Miss your class (n=85)	28.2%	23.5%	21.2%	72.9%

Note: Responses not listed in this chart reported a frequency of zero.

Survey results indicate parents of PES elementary school students were more involved in school than parents of PES middle school students (system comparisons were not available). On a scale of one to ten (where one is low), 50% of middle school teachers rated parent involvement in PES families a one, compared to only 12% of elementary school teachers. The average response of elementary school teachers to the same scale of parent involvement was 3.9, compared to middle school teachers' average response of 2.2.

Survey results indicated that PES students in elementary and middle school show about the same behavioral outcomes. Middle school teachers and elementary school teachers reported a similar number of students' behavior improving (59.7% vs. 57.7%) as well as a similar number with improved participation in class (58.1% vs. 63.6%). (See Figure 9.)

**Figure 9**  
**Did the student:**



Some students showed academic growth after PES as reported by teachers, although more so in elementary than middle school. More elementary school teachers reported PES students improved their grades on report cards (59.2%) than middle school teachers (44.4%). Of middle school teachers surveyed, 47.8% reported PES students improved academically. Of elementary school teachers, 73.9% reported that PES students showed growth on the literacy profile, 72.9% on the math profile, and 60.4% on the writing profile.

***Parent Surveys***

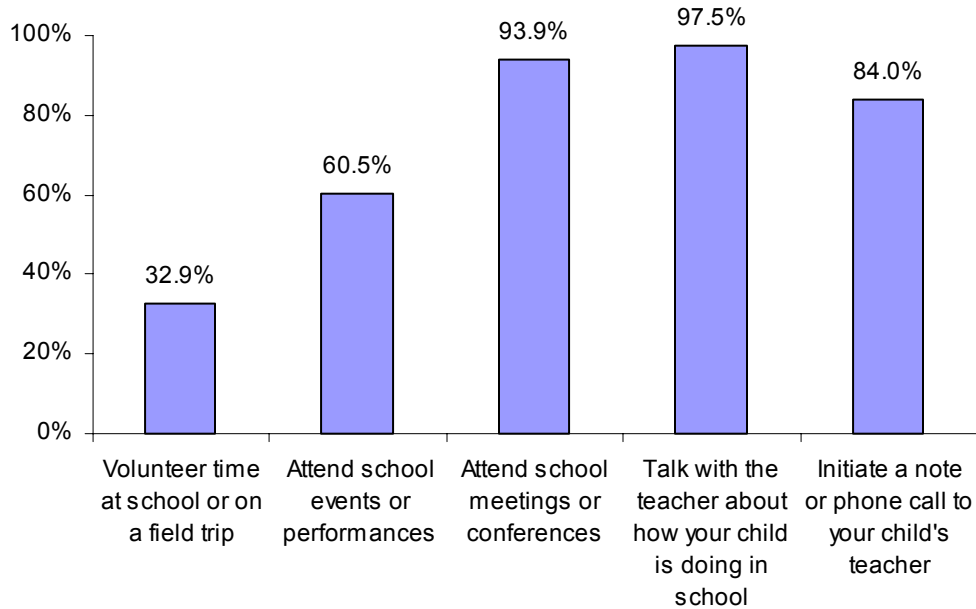
In 2003-04, 87 parent surveys out of 394 total families (22.1%) were collected. Bias in parent survey results may exist for several reasons. Some surveys were given to parents in person by PES staff, and some were given to parents who attended a year-end gathering. Parents may have given more positive responses because the PES staff person was present. In addition, the spring gathering attendance included parents who were still involved with PES at the end of the school year, and were more likely to be more involved in general. Parent survey results not reported in this section are available in Attachment D.

Of survey respondents, 84% reported that they had been to the school for a meeting or conference prior to becoming a participant in PES. That percentage increased 10 percentage points, to 94% of respondents reporting that they attended school meetings or conferences after being in PES. (See Figure 10.)

Most families of PES students (over 85%) saw an improvement in academics and behavior since the student began PES. (See Figure 11.) More than 90% of parents responding saw an improvement in their child’s attitude toward school, homework preparation, reading at home, academic performance, and grades. In addition, 100% of respondents saw an improvement in their child’s school attendance.

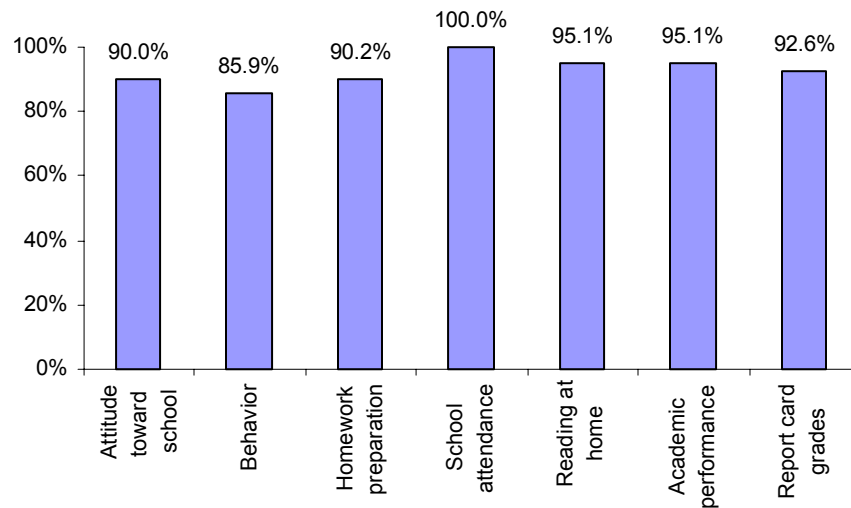
**Figure 10**  
**PES Parent Survey Results**

**As a result of being part of the PES program, have you been able to:**



**Figure 11**  
**PES Parent Survey Results**

**Have you seen an improvement in your child's:**



## **RECOMMENDATIONS**

PES data quality for 2003-04 was not clean enough to draw conclusions about its academic impact in assisting WPCSS reach Goal 2003 or 2008. Data quality should improve in 2004-05; a data system for recording students served has recently been implemented. In addition, E&R has agreed to help review survey content and procedure.

**ATTACHMENT A  
PES Schools 2003-04**

**EASTERN WAKE SCHOOLS**

**ELEMENTARY SCHOOLS**

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

**MIDDLE SCHOOLS**

12. EAST WAKE
13. WAKEFIELD
14. WAKE FOREST-ROLESVILLE
15. ZEBULON

**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. FULLER
3. POE
4. WASHINGTON

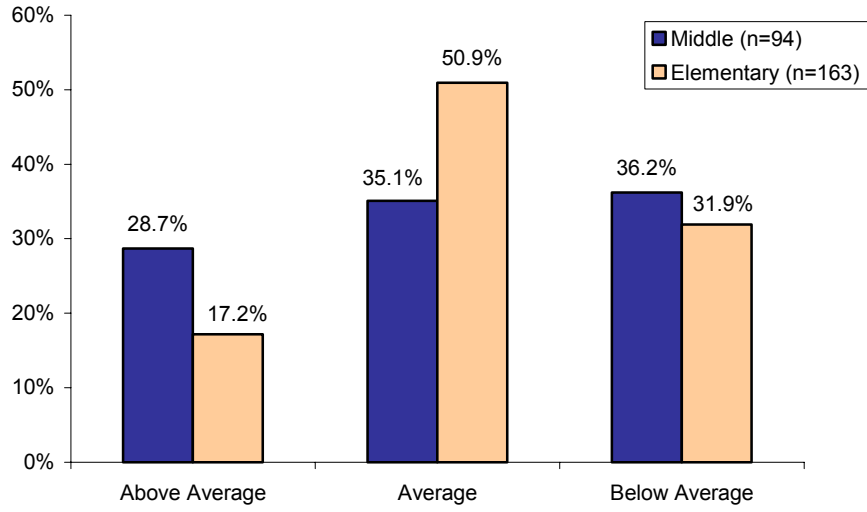
**MIDDLE SCHOOLS**

5. CARNAGE

\* 2002-03 PES SCHOOLS

**ATTACHMENT B**  
**Additional Teacher Survey Results**

**Figure B1**  
**How Would You Rate the Student's Behavior?**



## ATTACHMENT C Additional Parent Survey Results

More than 90% of respondents reported that since they began the PES program, they have been able to read to their child or listen to their child read, spend time helping with homework, and ask their child to talk about his or her day every week. (See Figure D1.) Almost 90% of respondents reported talking to their child about a book, magazine, or newspaper and limiting TV every week. These reports indicate that families in PES are doing things at home to promote academic success.

**Figure C1  
PES Parent Survey Results**

