

Program Evaluation for At-Risk High School Students

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Action Research Project

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Professional Responsibility: This project has been reviewed by collegial professional peers and has been submitted for on-line publication before being evaluated by faculty members from Portland State University. I am the author and take full responsibility for the project's contents and quality. This work serves as a baseline for my professional school counselor skills and demonstrates what I have done to develop and/or assess my actions directed toward serving students and schools. In other words, this is a snapshot or one indicator of my work at this stage in my career.

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Abstract

The purpose of this paper is to share the results of an Action Research Project that focused on the evaluation of a program for at-risk high school students.

Introduction

"Improving schools in poor neighborhoods has become arguably the most important civil rights issue of our time." (Schorr, 2004, para. 4). Many students lack the support needed from their school, families and communities to succeed. Students cannot achieve middle class status without a high school degree as they could in the past. There is pressure to find a solution in public high schools to meet all these issues. Different programs are being tried across the country. This paper examines student outcomes in a comprehensive program developed for at-risk freshman in an urban high school setting. This program will be called SUCCESS for the purposes of this paper. The results of this inquiry should not only help the administrators of the at risk program look at the program's effectiveness, but also to allow them to see where there need to be changes. The results will also inform the district about the viability of different aspects of the program.

School Background

PS122 is located in an urban area that is geographically, socially and economically isolated from the rest of the city. This area has been traditionally a blue collar (manufacturing and lumber) part of the city. The neighborhood ethnic and cultural mix has changed dramatically over the last ten years: in the year 2000, 21% of the students came from families where a language other than English is spoken at home and 14% of the students are from immigrant

families. The area has been designated by the state for urban enterprise revitalization. Twenty percent of the residents live below the poverty line. The school's neighborhood has the largest public housing complex in the state.

PS122 is designated a No Child Left Behind School for failing to improve achievement scores. In 2003-04 the Federal Adequate Yearly Progress Rating was "Did Not Meet". The Oregon Report Card Overall Rating was "Low". The percentage of students meeting or exceeding reading and math minimum scores were 27% and 23% respectively, which is half the district average. This year, seventy-five percent of the students qualify for free or reduced lunch. PS122 has the highest per capita teen parent population in the state. In the year 2000, PS122 had the highest dropout rate in the state. In 2002, 37% of the graduates went on to 2year, 4 year or vocational school, which is half the national average of 75%. There are 709 students attending PS122. The PS 122 student population is broken down as follows: 41% Caucasian, 25% Hispanic American, 21% African American, 9% Asian American, 3% American Indian. SUCCESS program participants are broken down as 29% Caucasian, 22% Hispanic American, 33% African American, 5% East African, 3% Asian, and 8% other. The SUCCESS high school program examined in this study was started in the 2003-2004 academic year.

Funding for the SUCCESS program is provided by the No Child Left Behind Supplemental Educational Services, Title I, and Comcast (which provided funding to install the computer lab and furnish the tutoring area). SUCCESS is in its second year of programming and this paper will examine first semester freshman data for the academic year 2004-05.

Literature Review

This fall more than three million 9th graders began high school. How many of these students will actually graduate? A 2002 study by the Manhattan Institute, indicates that nearly one in three 8th graders will drop out of high school (Vander Ark, 2003). They never come to understand the connections between education and a better future (Vander Ark, 2000). This is not a new problem; high schools have never worked for everyone. High schools were designed in the 1920's to educate by perceived ability: one-third for the professions, one-third for the trades and letting one-third drop out after eighth grade. In 1920, these dropouts could get a family-wage job. That is not true today. It is a million-dollar mistake (Vander Ark, 2004).

Why is there a need to focus especially on at-risk students? The personal, economic and social costs of academic underachievement are high and growing. There are many conditions associated with being at risk. These include: living in high-growth states, living in unstable school districts, being a member of a low income family, having low academic skills (not low intelligence), having parents who are not high school graduates, speaking English as a second language, being a single-parent child, having negative self-perception, being bored or alienated; having low self-esteem, and pursuing alternatives to school (with males seeking paid work and many females leaving to have children and get married) (Druian & Butler, 2001). Furthermore, some of the most powerful determinants of dropping out are low expectations and low grades combined with disciplinary problems, with truancy being the most common (Druian & Butler). Because learning is a process that takes place both inside and outside the school, an ecological approach offers a working description of at-risk: inadequacies in any arena of life - the school, the home, or the community - can contribute to academic failure when not compensated for in another arena (Castello, 1996).

What do successful high schools have in common? Three things, with the first being *Powerful relationships between the students and their work*. College acceptance is an expectation for every student in every one of these schools, and while college may not be achievable right after high school for every student, this important goal has three benefits: 1) it creates a common focus on a worthy goal for every student; 2) it creates an atmosphere of possibility in the school; and 3) it teaches the important skills of research, making complex choices, and reading technical material. Second, successful schools possess *Powerful relationships between student and faculty*. These are high schools with fewer than 400 students. The principal knows every student. Every teacher knows his or her students. They are relentless about their expectations for quality work and college acceptance. Every student is connected to at least one adult who shares the responsibility of helping that student navigate the system and prepare for further learning. And finally, such schools demonstrate *Powerful relationships among the adults in the school*. Faculty members make important decisions about every aspect of the student's school experience (Vander Ark, 2000).

Research has shown that effective schooling includes: high expectations for all, clear achievable goals, fairly enforced rules for behavior, effective instruction and classroom management, careful monitoring of student progress and emphasis that school is a place for learning (Druin & Butler, 2001).

The SUCCESS program.

The SUCCESS program at PS122 for at-risk students is implementing a variety of services that address almost all of these success criteria. Students are voluntarily enrolled in the program after being identified in 8th grade by teachers, parents, counselors or themselves as being at-risk to dropout in high school.

The key elements of the SUCCESS program are:

1. Summer Leadership Camp (June-July)

This is a week-long intensive camp run by SUCCESS coordinators. The leadership is designed to help students examine the choices they have made in the past as well as choices they will be confronted with in high school. At camp students build the habits, behaviors, and attitudes to create a high level of success in and out of school. The camp challenges students to discover their strengths, creates excitement and purpose for their education, and begins to build a healthy, supportive, and safe school community. PS122 teachers and administrators also participate at the camp, so students have an opportunity to meet and develop positive relationships with teachers before the school year begins. Parents/Guardians and other significant adults welcome home the participants in a celebration and listen to the students' goals they set for the coming year.

2. Summer Tutoring (July-August)

As a means of preparing students for their incoming freshman year, SUCCESS students are required to meet with their tutor two times a week (two hours each session) from the second week of July through the first week of August. This is the time for students to gain basic skills in a specific subject, get ahead in a specific subject, or get refreshed before the academic year begins.

3. Tutoring Academy -Intensive after-school support (year-round)

As school starts in the fall, students are required to meet with their tutors two times (two hours each session) a week after school. The tutors assist students in organizing their

homework load (which is usually beyond the students' experiences thus far) support student understanding, support student understanding of the concepts being taught in class, and provide homework assistance. Reading, writing and mathematics are the focus of the SUCCESS tutorial sessions. Tutors are mainly teachers who come from an alternative school that the SUCCESS program is associated with.

4. Year-round leadership development

SUCCESS students have quarterly follow-up meetings after progress/report cards are sent home from PS122. They also have one Leadership Camp follow-up intense weekend following the first semester. This is to reinforce goals that they set during their summer Leadership Camp.

5. Parent/Guardian support

The SUCCESS Program works closely with parents and guardians. Regular meetings are scheduled to update parents/guardians on student progress. These meetings are designed to provide parents and guardians with an opportunity to voice concerns, ask questions, and develop effective strategies to support their child's success in school. Tutors also communicate with parents if a student is missing from their scheduled tutoring session.

6. Community involvement opportunities

SUCCESS holds many community nights throughout the school year. These evenings are usually around a theme: Halloween, Christmas, and Valentine's Day. The students, their parents/guardians, and any one else they would like to invite come to a craft-filled, entertaining evening. Several community restaurants provide refreshments for these evenings, along with different community organizations having tables with information about their mission.

7. Peer mentorship

Each freshman is assigned an upper class mentor. Usually one mentor has 2-3 freshmen that they are mentoring. Mentors are to check in with their mentorees on a regular basis, plan special events, and serve as a role model for the freshman.

The SUCCESS program incorporates several components of Oregon's Framework for Comprehensive Counseling and Guidance. The Oregon Framework identifies four student development domains that address skills required for success in the areas of academic (Learning to Learn), career (Learning to Work), personal/social (Learning to Live) and community involvement (Learning to Contribute) (ODE, 2003). This program for at-risk student aims to address all four of these areas.

The program focuses on academics (Learning to Learn) through its focus on providing support for students to succeed in high school. It aims to teach students the skills they will need and use in high school and beyond. The leadership camp and development component promote self-awareness and growth through becoming aware of actions that may inhibit social and academic growth. This serves students in all four domains, particularly Learning to Live. The community involvement component and peer mentorship (students have the opportunity to become a peer mentor after their freshman year) address the Learning to Contribute domain. Through students taking responsibility and being aware of their accountability, students will learn the skills needed to negotiate the work-place (Learning to Work).

A school district's guidance and counseling program should be data driven and results orientated. Continuous program improvement requires ongoing review and evaluation (ODE,

2003). "Thoughtful use of data is critical the implementation of Oregon's high educational standards. It creates the rationale for change, improved decisions and enhanced accountability." (ODE, 2003, Sec.D). This paper will to collect and analyze the results so that the program administrators can ensure program accountability. For the purposes of this paper, I compared data compiled on the students in the at-risk program to those that are not participating in the program.

Area of focus

This study focuses on the critical first semester of the freshman's year, in part because of time constraints and to give a quick snapshot of student success or areas for improvement during the critical first semester. In addition, an outside educational research group will be doing a full analysis of the program for the entire academic year this summer. This study analyzes the efficacy of the SUCCESS program in two ways. First, I collect data on student's grade point average and class absences for the first semester. Second, I use surveys to collect student, parent and staff responses to the program to give a voice to the participants in the program.

Human Subjects

I completed the following steps to fulfill human subjects' requirements. My proposal was simultaneously submitted to the Human Subjects Research Review Committee and to the PS122's School District Research and Evaluation Office. I requested a waived review as the data was going to be provided to me in bulk stripped of identifying data. Human Subjects at PSU very quickly sent a memo via email requesting clarification: 1) how the data would be stripped of identifiers and 2) asking me to describe the setting in which the files are reviewed by the researcher (where will review occur, who is involved, etc.). I quickly emailed back

clarification of both. Two days later I received a memorandum via email that my proposal was “exempt from further HSRRC review” and that I could proceed with the study.

My proposal through the school district’s Research and Evaluation Office was not expedient. Communication between all stakeholders (SUCCESS staff, myself, PS122 District) broke down several times and it was not until the 23rd hour that I finally received my data. It took six months of communications to receive permission to gather the data that then was produced by the district’s Research and Evaluation Office in six hours.

My advice to future graduate students would be to keep the project simple, try not to be dependent on other people/organizations to provide the data for the research and make sure all stakeholders are aware of the research you will doing.

Methodology/Data Analysis

PS122’s school district’s Office of Research and Evaluation ran a first semester report for every freshman student at PS122. I had originally requested data from PS122 district on GPA, tardies, absences, referrals, and expulsions. The district office informed me that the referral and expulsion information would not be reliable until after July of this year. In addition, they had the capability to run absences class by class, but not tardies. Thus, their report listed students by category (SUCCESS participant, not SUCCESS participant) with number of absences and GPA.

The PS122 Research office sent me a list of raw data. The original data set had a total of 260 students: 84 SUCCESS students and 176 other freshmen from the PS122 campus. Student records that had discrepancies (i.e., student was not enrolled in PS122 for the entire semester, no GPA listed, double-ups, or only one class listed [versus up to standard six class load]) were eliminated from the study. The resulting data set had a total of 77 SUCCESS students and 140 other freshmen not enrolled in SUCCESS. (Designated below as No SUCCESS).

The data was then analyzed for an average in each of the categories.

The results for the PS122 Freshman 2004-05 first semester:

1. GPA

SUCCESS students GPA average:	2.32
No SUCCESS students GPA average:	2.06

2. Class absences

SUCCESS student class absence average:	30.22
No SUCCESS student class absence average:	46.12

These data showed that SUCCESS students did better overall than those students not enrolled in SUCCESS. SUCCESS administrators inquired whether there was a significant difference between GPA categories. So I divided the GPA data into sub-GPA categories with the following results:

<u>GPA</u>	<u>SUCCESS</u>	<u>No SUCCESS</u>
0.0-.99	5% (#4)	18% (#25)
1.0 –1.49	10% (#8)	16% (#23)
1.5-1.99	16% (#12)	12% (#17)
2.0-2.49	25% (#19)	14% (#20)
2.5-2.99	19% (#15)	15% (#21)
3.0-3.49	13% (#10)	14% (#19)
3.5-4.0	12% (#9)	11% (#15)
TOTALS:	100% (#140)	100% (#77)

These results are presented in graph form in Appendix B.

In addition to the data analysis, surveys were sent out by SUCCESS coordinators to students, parents, and PS122 staff members by to get feedback from the stakeholders in this program.

The student survey was given to the students in their tutoring session by their tutor and then collected and turned into the SUCCESS staff. Complete responses are listed in Appendix A. Eighty surveys were given to students. A total of twenty-seven student surveys were returned. Some students may not have been in tutoring session the day the survey was completed, they may have had extracurricular activities such as a sports event that day. For the most part, students responded positively to each of the questions. Listed below are the questions and some sample responses (in the student's words).

1. What changes have you seen in you seen in yourself since you started with SUCCESS?

- Being more into things in school, seeing my students and talking to them everyday.
- My confidence in myself, I started off as an "F" student and now I can do better and it shows most of the time.
- I've made friends with people that I would never understood before.
- Well, I'm getting used to turning things in on time and getting everything done.
- More trying at school.

2. What specific support from SUCCESS has helped you?

- Tutoring
- When people actually give you attention, it's like they really care about your homework.
- Homework, that's about it.

3. Is there any other support or changes you would like to see with SUCCESS?

- No, I really like the way it is.
- More snacks!
- English
- Not really!

The parent survey was sent home to all (80) SUCCESS parent/chaperones in January after the first semester. Thirty-six responses were received. There was a release to be signed by the parents that is included in Appendix C. The questions were meant to elicit candid responses from the parent/guardians and were as follows with a sample of responses. A full list of responses is found in Appendix A.

1. Are you aware of your student's progress in school?

Yes- 32 (94%)

No- 2 (6%)

2. Has the SUCCESS program helped you feel more comfortable coming to PS122 and communicating with teachers and staff?

Yes- 29 (81%)

No – 7 (19%)

3. What program of SUCCESS do you feel is most important to your student's success?

Tutoring –22 (54%)

Mentoring – 4 (10%)

Summer Camp- 3 (7%)

Special Events- 1 (2%)

All of the Above- 11 (27%)

4. Has your student's confidence grown since being involved in SUCCESS?

Yes- 33 (83%)

No- 3 (17%)

5. Has SUCCESS made your student feel most positive about his/her future?

Yes- 30 (94%)

No- 3 (17%)

6. What changes have you seen in your child since s/he started with SUCCESS?

- He is more positive about himself.
- Setting high goals
- She most definitely has more confidence.

7. What specific support from SUCCESS has helped you as a parent/guardian?

- Knowing there is direct oversight of her getting schoolwork finished.
- The tutoring has been a great help. Thank you!
- Keeping us more involved in our child's progress.
- SUCCESS is like good parents who stand up/by/or beside parents and help every student to be successful at school.

8. Is there any support or changes you would like to see with SUCCESS?

- More tutor to improve grades.
- No- you guys are doing awesome.
- More of the same, that would be great!
- More contact, we have not received a phone call every two weeks.

The open-ended questions were much more useful than the closed questions. The response rate was higher from parents because the survey form was attached with another event permission slip for students.

There was also a SUCCESS Staff Feedback survey put in teacher's boxes at PS122.

Only three were returned. The questions with responses are as follows:

1. What changes have you seen in your students since they started SUCCESS?
 - Most of them are turning in their work!
 - For most I am seeing that they are much better organized and that they are more aware of their responsibilities.
 - They get lots more work done.
2. What specific support from SUCCESS has helped your students?
 - After school tutorial
 - Tutoring for one.... concern and support for another.
 - Knowing what assignments they need to work on..
3. Is there any other support of changes you would like to see in SUCCESS?
 - You are doing an awesome job!! Thank-you!!
 - Attendance and tardies continues to be the main problem with those students who are not succeeding.
 - Can't think of any.

The teacher's response rate was disappointing, albeit all positive responses. There was no follow-up by SUCCESS staff to retrieve the surveys from the teachers. I think that the SUCCESS staff thought they would wait until the end of the year to elicit further responses.

Summary of Results

This action research project was designed to evaluate the effectiveness of the SUCCESS program for at-risk freshman. The results from the GPA analysis shows that the SUCCESS students are doing better overall academically than their counterparts not enrolled in SUCCESS. When broken down into different GPA categories, the results are more compelling. There were far fewer SUCCESS students at the low ranges of the GPA (0.0-1.99 GPA) than the non-SUCCESS students (31% compared to 46%). Forty-four percent SUCCESS students compared to 29% non-SUCCESS students fell in the midrange GPA (2.0-2.99). The students in the top GPA range are identical with both 25% SUCCESS students and 25% non-SUCCESS students being in the 3.0-4.0 GPA category. The SUCCESS program appears to be most successful with students who are at the lower range of academic achievement.

These results are interesting because SUCCESS students came to the program mainly from referrals of low academic achievement in middle school. It appears that the SUCCESS program pulls up the students from the low range to mid range GPA. This could be confirmed by tracking an individual student's 8th grade and 9th grade GPAs, which was not within the scope of this study. A hypothesis could be made that SUCCESS is most successful with struggling students.

SUCCESS appears to reduce class absences. Success students have an average of 30.22 absences and non-SUCCESS students having an average of 46.12 class absences. This indicates that SUCCESS students are more committed to being in school than non-SUCCESS students.

The parent/guardian surveys indicate that they are happy with the SUCCESS program and are most appreciative of the tutoring program and the connection with the SUCCESS staff.

The parent/guardians see a positive change in their child and appreciate the communication with SUCCESS staff.

The student survey reveals that students are feeling more confident and feel better about school in general. They also seem to feel the tutoring is the most helpful element in the SUCCESS program. This could be influenced by the fact that they filled out their response form in their tutoring class, but they seem to feel a genuine warmth and connection to their tutors.

The teacher survey was limited by the number of responses, but seemed uniformly positive and appreciative of the work of the SUCCESS staff and the results from their SUCCESS students.

This research project indicates that the SUCCESS program is working well with at-risk students. Their grades are higher and they have fewer absences than students not in the program. The survey results indicate that students, parent/guardians, and staff are very happy with the program. It is interesting that the students and parents did not comment much on the intensive leadership camp that is held in the summer, but perhaps this is because the impact of the camp has receded in students and parents memories by the time the survey was completed.

Limitations

There are many limitations to conducting research in a school setting. Conducting a survey of parent/guardians, staff and students is cumbersome at best. There is no ideal strategy to persuade all participants of the importance of the completing the surveys and returning them when it is strictly on a voluntary basis. The setting in which the participants fill out the survey can impact what they write, along with the time of the year they are making responses. Student's could be tired from taking finals...parents could be tired from the holidays... and teachers could be just tired in general.

The data collection from the district research department was limited by the fact I could not expect them to run the data program more than once, so when some of the data seemed compromised, the only reasonable option was to weed out those records that seemed faulty and work with remaining data. Data that comes out is only as good as the data that goes in, and in this case, since many of the students had to be eliminated from the study because of incomplete data, the results of this study are provisional. Even so, data trends are strong enough that the overall results of this study reflect real trends in SUCCESS efficacy.

Recommendations

Communication between all parties: administration, district, staff and interns, needs to be consistent and ongoing to be able to continue to evaluate and refine this program. All incoming students to PS122 should have the same opportunities as the SUCCESS students and the program should be expanded to be an integral part of PS122 with all freshman students. In addition, this program should be expanded to include sophomores, juniors, and seniors. SUCCESS has plans to do just this. This program should be replicated in similar schools across the state.

The SUCCESS program is doing a lot well with at-risk students. SUCCESS is doing an incredible job with limited administrative staff. PS122 divided into 4 smaller schools in the 2004-05 school year. In future studies, it would make sense to analyze data for each school separately. I suggest that for future studies, researchers divide SUCCESS student data between 1) those that have taken leadership camp and tutoring, 2) students who only attended leadership camp and 3) students who only attended tutoring. This could provide valuable data as to what SUCCESS components help students best. This study will be replicated with 2005-06 freshmen and I would suggest following SUCCESS students through their senior year. This would provide long-term data on the efficacy of the program.

The goal of this research is to provide SUCCESS staff this data so they can evaluate program effectiveness and adapt accordingly. This project may be of value to the program administrators, the district, and most importantly to all the students in PS122. The SUCCESS program is innovative and comprehensive in addressing student's needs. The administrators of the program are committed to providing all students the help they need to succeed in school and ultimately life. The staff is relentless in pursuing the dream of all students succeeding and are willing to look at the hard data to make this happen.

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Appendix A
Parent, Student, Staff Feedback Responses

PS122 SUCCESS Student Feedback Jan. 2005
(27 responses)

1. What changes have you seen in yourself since you started with SUCCESS?

- Being more into things in school, seeing my students and talking to them everyday.
- I have changed in the way of seeing other people and feel that I care about others.
- I have become more confident with myself.
- None, growth in confidence and other things come from my family and close friends.
- I have been very loud lately. I'm happier at school now and I hate being home.
- I am getting more work done than I usually would.
- I do more work and am trying harder in school.
- I have been going to class more and I feel better about my grades.
- I do my homework.
- I concentrate more on work.
- My schoolwork is getting a little better.
- I've made friends with people that I never would have understood before.
- I'm able to maintain my grades easier.
- More trying in school.
- More homework getting completed.
- Nothing, I don't really like tutoring.
- I get more work done.
- I started working a little more, focusing a little harder.
- Doing homework and turning it in!!
- My confidence in myself. I started off as a "F" student and now I can do better and it shows most of the time.
- Some of my grades have gone up a lot.
- I think I have more confidence in myself than I did before.
- I get all my homework done. I have less stress.
- Well, I'm getting used to turning things in on time and getting everything done.
- I've gotten better grades and I get most of my homework done before 9 or 10 o'clock.
- Gotten all my grades up and have all my homework done.

2. What specific support from SUCCESS has helped you?

- Getting more support from [head of program's name] and [counselor name] and getting information about meetings and other activities.
- I really like SUCCESS because of [counselor name]. She has really helped my family out and I really needed that.

- Mental support.
- Homework, that's about it.
- My best friend, [tutor name], [counselor name], [coordinator name] and all the other ones from SUCCESS.
- [Tutor name] and tutoring
- Tutoring [tutor name]
- When people actually give you attention, it's like they really care about your homework.
- [Tutor name]
- The camp was cool.
- Getting help with work.
- Computer work.
- Help with my work.
- Algebra help.
- [Tutor name] helping me.
- Math and global studies.
- None, they ask me to work.
- Such a quiet or happy place to kick it and do work.
- [Tutor name] helps me a lot when I need her and she helps the others as well.
- Getting work done.
- The tutoring has helped. It forces me to more work and make sure that is better. The individual one-on-one support helps to make things clear.
- Friend and the teachers because they are their to help me and answer my questions?
- When [tutor name] gives me good advice and [another tutor's name] helped me with my test and quizzes.
- The tutoring has been the best.
- My tutor has always here for us and has **a lot** of patience with us.
- The help with homework.
- I have gotten a quiet place to work.

3. Is there any other support or changes you would like to see with SUCCESS?

- No, I had a lot of help from SUCCESS and I have enjoyed being here and like to look forward to more
- No, I really like it the way it is.
- No.
- Uhh... I think it is just fine.
- Not really!
- No.
- No! It's all good.
- More Chewy's!
- We need water everyday. We need more chewy's. We need to be able to stay until six o'clock. We need better encyclopedias.
- ?
- Don't look over my shoulder so much (as long as I am working, let me work).

- More snacks!
- English.
- English.
- No.
- No. Oh, a variety of snacks. You see when kids work, they like work in a place that's comfortable, a place that you can chat and work. But more work than chat.
- Put a lot of entertainment like music and stuff. And video games. Arcade step master games and more cad.
- More food.
- Monday sophomore tutoring (more sophomores in class).
- More people to help and they come to everyone individually.
- No, not really. Other than we need more food down in the basement, please. Thank you.
- No.
- We need a SUCCESS sleepover. We also need sweatshirts.
- No, you're doing good and it's helping.
- If I could get changed into another school tutoring session (there are 3 small schools)

**PS122 SUCCESS Parent Feedback January 2005
(36 responses)**

1. Are you aware of your student's progress in school?

Number of Yes Responses: 32 (94%)

Number of No Responses: 2 (6%)

2. Has the SUCCESS program helped you feel more comfortable coming to PS122 and communicating with teachers and staff?

Number of Yes Responses: 29 (81%)

Number of No Responses: 7 (19%)

3. What program of SUCCESS do you feel is most important to your student's success?

(Some multiple answers, so % not really accurate)

Tutoring: 22 (54%)

Mentoring: 4 (10%)

Summer Camp: 3 (7%)

Special Events: 1 (2%)

All of Above: 11 (27%)

4. Has your student's confidence grown since being involved in SUCCESS?

Number of Yes Responses: 33 (83%)

Number of No Responses: 3 (17%)

5. Has SUCCESS made your student feel more positive about his/her future?

Number of Yes Responses: 30 (94%)

Number of No Responses: 2 (6%)

6. What changes have you seen in your child since s/he started with SUCCESS?

- She rarely complains about school.
- Please call me. There is too much to say than could be possibly be written here.
- He is more positive about himself.
- More responsibility for her actions. Keeps up on her work much better and her attitude has really improved!
- Better work completion.
- She most definitely has more confidence.
- More focused.
- Setting high goals.
- He's trying harder to follow some directions/chores.
- Not enough time to assess (my son has just joined).
- Confidence.
- Helped her with study habits.
- I haven't seen any changes.
- She is starting to focus more on her schoolwork.

- When he applies himself he does great. But he needs to try more often.
- More serious commitment about her future, now that college is becoming a reality due to the SUCCESS program.
- She has made new friends this year.
- He's kept his homework up and has a better outlook on his self.
- She does her work a lot better than she used to.
- More secure in her being, more confident.
- More positive and more on task.
- He's always doing homework, he enjoys school a lot.
- Learning
- Math skills a lot better.
- Her self esteem.
- Does work assigned for the most part.
- She is more open to new things, and a little more outgoing.
- [Student name] has found her voice – a little.
- (Student name) is more interested in school.
- Attitude, grades
- I think [student name] has greatly improved his communication skills. He has a more mature attitude. He seems to be more dedicated to getting better grades. He is very enthusiastic about participation in sports activities.
- He has more focus-the expectations are good for him. Structure is very important for [student name].

7. What specific support from SUCCESS has helped you as a parent/guardian?

- Knowing there is direct oversight of her getting school work finished.
- Tutoring
- The constant interest and encouragement in her abilities to succeed and support with tutoring
- Getting his grades up will help us with him at home greatly.
- She is more positive.
- Information about what's happening as well as opportunities.
- The one-on-one phone calls about progress.
- Just new to the program.
- Keeping informed about progress.
- The tutoring has been a great help. Thank you!
- She is now willing to let me help her at home and she enjoys going most of the time.
- We asked for daily progress reports as well as additional tutoring with his geometry.
- The positive communication between the parent and SUCCESS staff- counselor and head are a God-send for families.
- Follow-up with teachers and parents.
- Knowing that the SUCCESS staff is my support to back me up when [student name] thinks she can pull one over on me. But [student name] has good faith in all of you and trust you too.
- I am well informed now about his progress.

- Keeping us involved in our child's progress.
- Feel more secure about my safety and her confidence.
- None.
- It has helped me in not worrying if he has homework.
- SUCCESS is like good parents who stand up/by/or beside parents and help every student to be successful at school and home.
- Phone calls/communication
- Calls daily or weekly.
- Helping her transition from grade school to high school easier. Thank you.
- Tutoring, knowing help is there.
- Group meetings with parents and SUCCESS coordinators (head, counselor, coordinator)
- Tutoring
- Understanding her homework more, helping her with it.
- Being informed regularly when [student name] is not participating in acceptable way-tardiness, not showing up for tutoring, attitude problems, providing excellent male role models since there are none at home has really helped me.
- Tutoring
- Ongoing communications with staff.

8. Is there any other support or changes you would like to see with SUCCESS?

- Not at present.
- Don't know yet.
- I think working with the program's current set up is good. I can't think of anything at the moment.
- More of the same, that would be great.
- None at this time.
- More challenges for my son at his level.
- So far, so good!
- That my child get one-on-one help.
- Continued communication regarding his homework, tardiness, actions in class and behavior. I know [student name] can the work he just needs to try harder and focus more in class.
- No- you guys are doing awesome!!
- [Student name] just wanted to be in her room all the time to read her books. I love that she wants to read all the time, but I need her to show me that she can help out around the house. I ask her to feed her fish, ferrets, on a daily basis. Clean her room and put the dishes away. I always get conflict. I battle and struggle on a daily basis. I need her help in her organizational skills. I don't ask for a whole lot, but when [student name] is at home she is a taker not a giver. I would like her to give more of herself. Not only at home but at school. Without always being asked.
- I have not received any phone call since [student name]'s tutor was changed. On his progress report his teacher mentioned missing assignments I did not know about.

- I would like [student name] to feel more confidence in his self and most of all his attendance in school classes. I want to know as soon as possible when he does not attend his classes.
- More tutor to improve grades.
- More family meetings.
- Yes, I'll talk more about it in person.
- No.
- I, the parent of [student name] would like SUCCESS program to continue to operate forever and change/update for better in the future. Thank you to all the teachers and staff.
- Don't know for right now.
- None.
- Just keeping getting better.
- More contact, we have not received a phone call every two weeks
- No.
- I am very pleased with the attention [student name] is getting. He does much better with a hands-on-approach. He tends to run amuck when left to his own devices.
- More frequent follow up from tutor-I understood it would be every two weeks, but we haven't heard that often.

PS122 SUCCESS Staff Feedback January 2005
3 responses

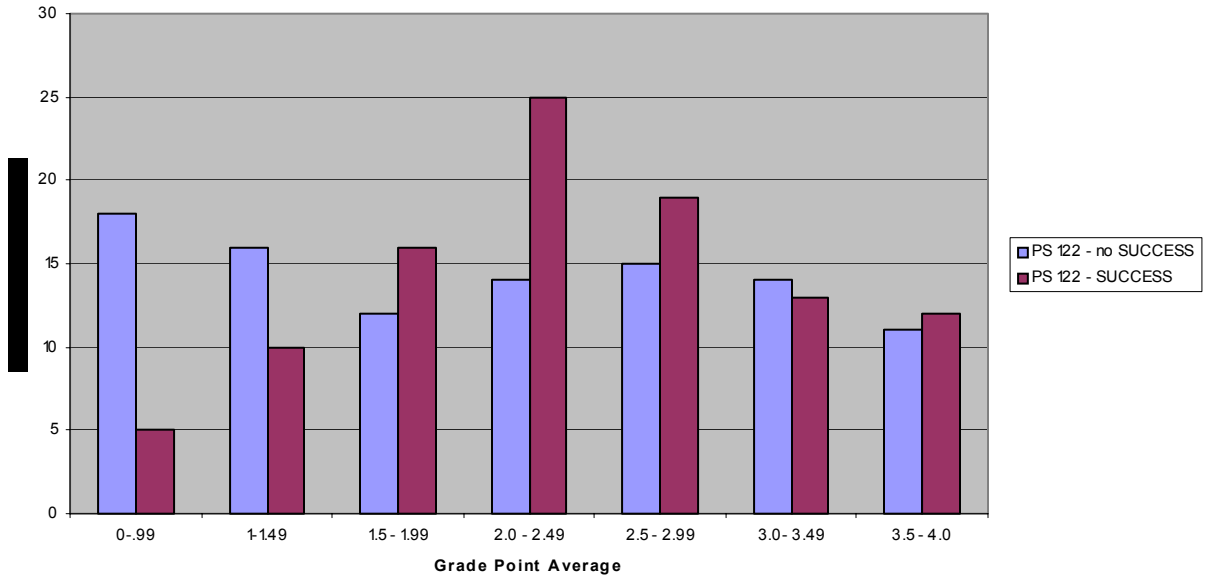
4. **What changes have you seen in your students since they started SUCCESS?**
 - Most of them are turning in their work!
 - For most I am seeing that they are much better organized and that they are more aware of their responsibilities.
 - They get lots more work done.

5. **What specific support from SUCCESS has helped your students?**
 - After school tutorial
 - Tutoring for one.... concern and support for another.
 - Knowing what assignments they need to work on.

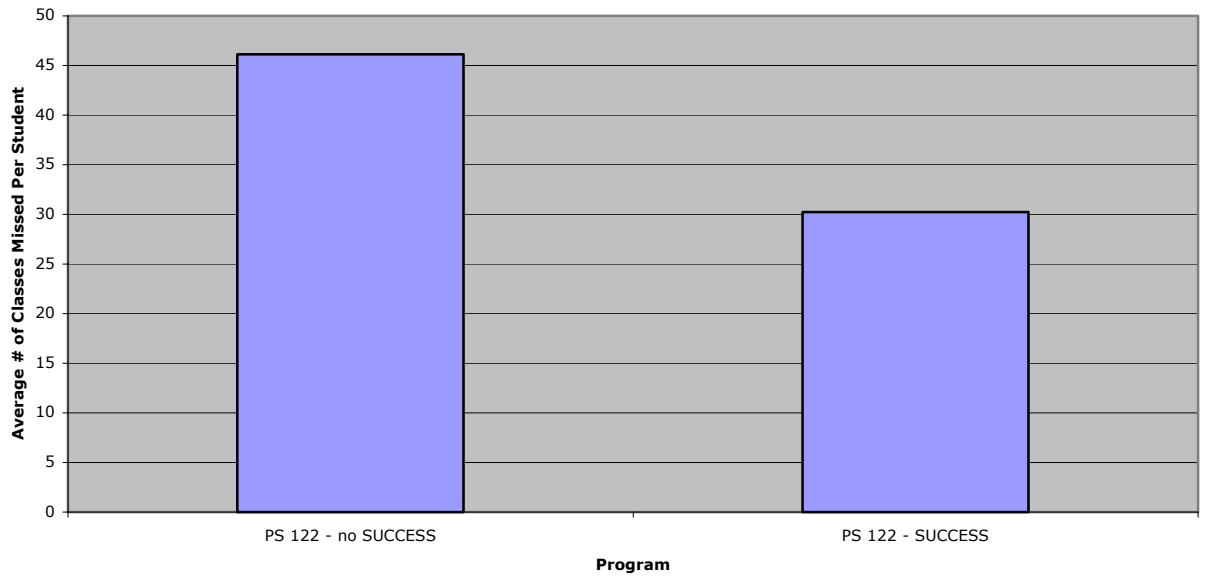
6. **Is there any other support of changes you would like to see in SUCCESS?**
 - You are doing an awesome job!! Thank-you!!
 - Attendance and tardies continues to be the main problem with those students who are not succeeding.
 - Can't think of any.

Appendix B

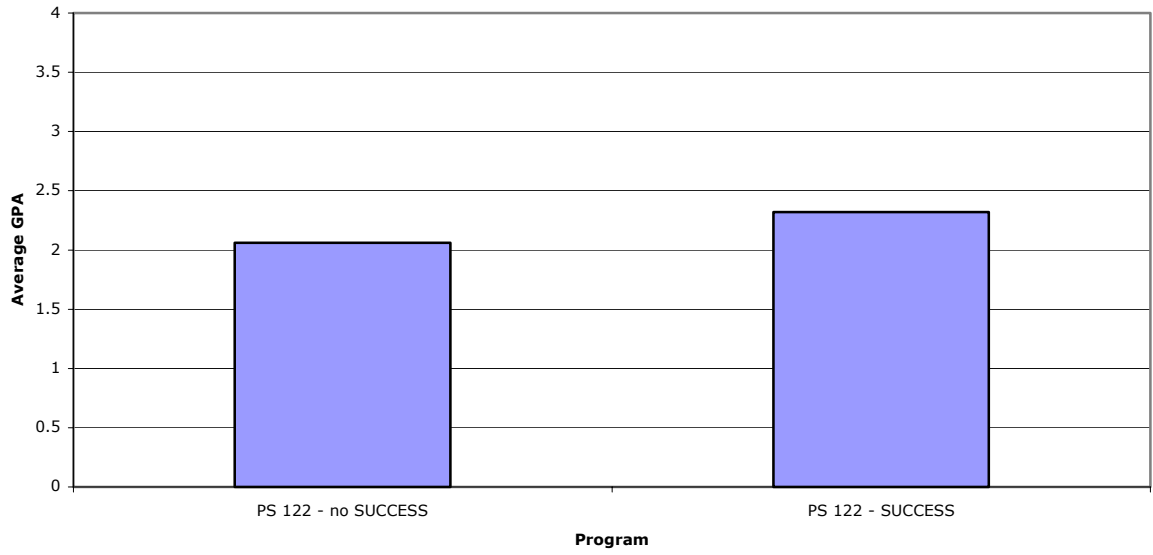
**Freshman 1st Semester
Grade Point Average Comparison**



**Freshman 1st Semester
Student Absence Comparison**



**Freshman 1st Semester
Average GPA Comparison**



Appendix C
(Letter sent home)

8 December 2004

Dear Parents and Guardians,

I would like to introduce myself. My name is Megan Brooke. I am a counselor-in-training here at PS122 and am working with [counselor name], Counselor for the SUCCESS program. I am a Master student in Counseling Education at Portland State University.

I hope everything is going well with your children. As we evaluate the SUCCESS program, we will be asking for your help in filling out surveys. We would like you to fill out the attached questionnaire and would also like for you to give permission for your student to fill out a short survey at a later date this year. The results from these surveys will help us better serve our students and their families. Student and parent surveys will not have student or parent names on them and will be handled in a confidential manner. Please consider this voluntary. The surveys will be used only to help us improve our program.

I need for you to sign the permission slip below if you are willing and return in the enclosed envelope. I appreciate your willingness to help us determine the best ways to help youth.

Sincerely,

Megan Brooke
Counselor-in-training
SUCCESS
503.555.5555

I give permission for my student to fill out surveys on the SUCCESS program for the 2004-2005 school year.

Student Name

Parent/Guardian signature

Date _____

