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Boys & Girls Clubs of Portland Targeted Outreach Program: Year Two Evaluation Report of Program Participation and Outcomes

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Boys & Girls Clubs of Portland

Targeted Outreach Program

Year Two Evaluation Report

of Program Participation and Outcomes

Prepared by:

Population Research Center

Portland State University

October, 2006

Purpose of the Report

This is the second of two evaluation reports. It offers an evaluation of the second year of the Portland Metropolitan Area Boys & Girls Clubs Targeted Outreach program. It assesses whether program participation and outcome goals have been met in the second year of the 2-year review period. The review period covers the 2004-2005 and 2005-2006 school years. This report is intended to measure and document the success of the program during the second year.

The evaluation is based on measuring two main items: 1) participation, which is the recruitment and retention of targeted youth in program activities; and 2) outcomes – the change in the targeted youth’s school performance and developmental assets due to participation in program activities.

Project Staff

The Population Research Center (PRC) staff at Portland State University are contracted to complete the evaluation of the Targeted Outreach program. The project team includes:

George Hough, Director of the Population Research Center, provided consultation for the evaluation effort.

Risa Proehl, Demographic Analyst, acted as project manager, and supervised the evaluation process.

Renée Ramey, Graduate Research Assistant, compiled and analyzed the data, documented the findings, and assisted with the preparation of the report.

Boys & Girls Clubs of Portland (BGCP) collected all the data to be analyzed for the evaluation. BGCP also outlined the scope of the evaluation. Data on student attendance and academic achievement were provided by Portland Public Schools (PPS) Research, Evaluation & Assessment Department.

Boys and Girls Club Program Sites being Evaluated

This evaluation covers the targeted outreach program offered at three Boys and Girls Club of Portland sites:

- 1) Meyers Boys and Girls Club in Milwaukie, 7119 SE Milwaukie Avenue;
- 2) Wattles Boys and Girls Club in southeast Portland, 9330 SE Harold Street; and
- 3) Blazer’s Boys and Girls Club in northeast Portland, 5250 NE MLK Jr. Boulevard.

The target outreach programs offered at the three Boys and Girls Clubs are being treated as one program for this evaluation. The data from the three sites were collected separately, but were combined for the analysis.

Description of the Targeted Outreach Program

The Boys and Girls Clubs of America's Prevention through the Targeted Outreach program consists of comprehensive strategies and techniques that direct at-risk youth to constructive alternatives. These alternatives are designed to serve as a diversion from getting into serious trouble. The ultimate purpose of the program is to have a positive impact on the developmental and academic success of at-risk children by providing them and their families with the support and tools they need.

The Targeted Outreach program is designed to reach at-risk youth and encourage them to join the Boys and Girls Clubs. At-risk youth targeted and recruited by the Youth and Family Service Coordinators are in the 4th to 8th grade range. Youths are identified by both the Youth and Family Service Coordinators, and through referrals from probation officials, parents, school counselors, law enforcement officers, area recreation programs, and community organizations or agencies.

Once they are members, the targeted youths are encouraged to participate in educational programs, and to form close relationships with BGCP staff. They are introduced to Club programs, and are provided with case management services for a full year. The Youth and Family Services Coordinator and all other program staff monitor the youths' involvement in education and other programs and activities to ensure that programs offered will attract and maintain the interest of the targeted youth.

Studies have shown that targeted youth who participated and were engaged in the targeted outreach program at other Boys and Girls Clubs had positive developmental experiences and that the program had a positive effect on the youth's lives (Arbreton and McClanahan, 2001).

Goals of the Targeted Outreach Program

There are three specific goals for this program. They pertain to the participation of targeted youth members in Boys and Girls Club activities and to the outcomes resulting from the targeted youth members' participation in the Club activities. The program's success depends on how well these goals are achieved.

- **Goal 1:** Fifty new members will be recruited into each of the three Boys and Girls Club sites (a combined total of 150 new members) and will participate in the program for at least 12 months. These new members (targeted youth members) will be in the 4th to 8th grade age range and identified as high-risk.

- **Goal 2:** The targeted youth members will show an increase in their developmental assets as measured by the Youth Development Outcome Measurement Tool Kit (the tool kit is described below).
- **Goal 3:** The targeted youth members will show an increase in school performance.

Four performance measures were created by the Boys and Girls Club to assess the achievement of the three program goals. The calculation of the measures depends on the data availability. Data requirements and availability are discussed in the section on methodology. The measures and their definitions are listed below.

- **Measure 1, Recruitment and Participation (corresponds to Goal 1):** The length and frequency of the participation of the targeted youth members enrolled in Boys and Girls Club's educational programs and program activities for the duration of at least 12 months.
- **Measure 2, Academic Improvement (corresponds to Goal 3):** The percentage of targeted youth members who demonstrate an improvement in reading and math; the change in their grade point average (GPA) after twelve months.
- **Measure 3, Increase in School Participation (corresponds to Goal 3):** The percentage of targeted youth members who have unexcused absences from school; the change in the percentage of targeted members after a period of time.
- **Measure 4, Increase in Developmental Assets (pertains to Goal 2):** The percentage of targeted youth members who demonstrate an increase in the number of developmental assets they possess after a period of time spent in the program.

Evaluation Process

All the data needed to conduct this evaluation were collected by the Boys & Girls Club Youth and Family Service Coordinators, or were compiled by the PPS Research, Evaluation & Assessment Department. Targeted youth members' intake data were collected at the time they were recruited into the Club, and monthly follow up data were collected thereafter. Club attendance data were collected at each of the Clubs on a daily basis. Data from the Outcome Took Kit, a computer software program that contains surveys and other tools to measure outcomes of Boys and Girls Club members, were collected through a proprietary Boys & Girls Club website at two different time periods. The first time period consists of members' own responses to the website survey between September 1, 2005 and March 15, 2006. The second time period consists of members' responses to the website survey between April 1, 2006 and June 30, 2006.

The data were submitted to PRC by the Boys and Girls Club for compilation and analysis. The record level data for each new targeted youth member were entered into SPSS (a statistical computer software program) for analysis. The data were initially

analyzed to determine if it was possible to calculate each measure utilizing the submitted data. If the needed data were available, the measures were calculated and the results were reported in this evaluation. If the needed data were not available, recommendations are noted below for collecting the type of data that are required to calculate the measures to assess the program goals and for improving the quality of the data collected.

Methodology and Data Notes

The data utilized in this study were obtained from Boys and Girls Club intake forms, attendance records, and surveys given to Club members including targeted members.

Measure 1, Recruitment and Participation.

Data need to calculate the measure: Targeted youth member records that include date of matriculation into program and dates of attendance in educational programs and program activities.

Data assessed: Program in-take records containing information on the targeted youth members' entrance into the program and frequency of attendance at the Boys and Girls Club. Member records include date of matriculation into program and date of attendance in educational programs and program activities.

Method to calculate the measure: The length of membership, or the number of days each targeted youth member was involved with the Boys and Girls Club, was calculated using the intake date recorded for each new targeted youth member and June 15, 2006 – the last day of the PPS school year. To determine the frequency of attendance, a tally of the number of days each new member attended Boys and Girls Club programs and activities was made during the time between the onset of joining and June 15, 2006; the total number of attendance days for each new member was divided by the number of days the Clubs were open (the Clubs are not open on Saturday and Sunday) to achieve a measure for the frequency of attendance.

Measure 2, Academic Improvement.

Data needed to calculate the measure: Student Grade Point Average (GPA) data from the Portland Public Schools for two points in time, such as GPA prior to Boys and Girls Club membership and GPA after 12 months in the program or at the end of the school year.

Data assessed: Due to confidentiality concerns, student-level data could not be released to Boys and Girls Club. Instead, PPS compiled and provided student data in aggregate form for as many of the students involved in the Boys and Girls Clubs program as possible. Data were available for two points in time: the end of the 2004-05 school year and the end of the 2005-06 school year. The student data for Boys and Girls Clubs members were the grades they achieved in only two basic classes, English

(reading) and Math, rather than the GPA for all classes the students have taken during the two time periods.

Method to calculate the measure: Because of the lack of individual student records, calculating a measure that specifically correlates the length and frequency of members' attendance in the Boys and Girls Club programs and activities to a change in their school participation could not be completed. Rather, an overall report on the two-year change in the combined school attendance of the Boys and Girls Club members was made.

Measure 3, Increase in School Participation

Data needed to calculate the measure: Student attendance data from Portland Public Schools for two periods of time, such as prior to Boys and Girls Club membership and after 12 months in the program or at the end of the school year. The number of unexcused absences may be cumulative for 2 quarter term periods or for 2 entire school years.

Data assessed: Due to confidentiality concerns, student-level attendance data could not be released to Boys and Girls Club. Instead, PPS compiled and provided student data in aggregate form for as many of the students involved in the Boys and Girls Clubs program as possible. Data were available for two points in time: the end of the 2004-05 school year and the end of the 2005-06 school year.

Method to calculate the measure: Because of the lack of individual student records, calculating a measure that specifically correlates the length and frequency of members' attendance in the Boys and Girls Club programs and activities to a change in their school participation could not be completed. Rather, an overall report on the two-year change in the combined school attendance of the Boys and Girls Club members was made.

Measure 4, Increase in Developmental Assets.

Data needed to calculate the measure: The numbers of developmental assets are measured using data from the Boys and Girls Club's Youth Development Outcome Measurement Tool Kit (a description of the Tool Kit is below). Individual data records would have been ideal, but were not possible to extract at this time.

Data assessed: Tool Kit Outcome results. The Tool Kit is a computer software program that contains surveys and other tools to measure outcomes, or developmental assets that Boys and Girls Club members possess. The tool kit generates outcome indicators from the data obtained from the responses to survey questions given to the Club members. The questions are grouped together into categories so that the responses produce 10 outcome indicators that pertain to the following developmental assets: Positive Self Identity; Educational Competence; Social Competence, Emotional Competence, and Cultural Competence; Community and Civic

Involvement; Health and Well-being. The 10 outcome indicators that the Tool Kit produces help detect the presence of developmental assets. They are listed below.

Tool Kit Outcome Categories

Technology Skills	Relationships
Educational Commitment	Friendships and Relationships
Leadership	Club Benefits
My Actions with Others	Club Connections
Things I Do	Activities Participation

Each response to the Tool Kit’s survey questions is assigned a score of one, two or three, depending on how positive the response is. A score of three points reflects the most positive response. The Tool Kit then adds these individual question scores together for each group of questions, producing a total score for each of the ten outcome indicators. The total score for each of the outcome indicators is then assigned to one of the 3 following categories depending on the total score’s value: ‘Doing Great’, ‘Doing Fine’, or ‘Room to Grow’. Members with responses that have a score of ‘Doing Great’ are likely to be able to provide leadership and peer mentoring. Those with responses scoring in the ‘Room to Grow’ category need additional support.

The Outcome Tool Kit software produces results for an aggregate of the all the members completing the survey and descriptive statistics (% of total members taking the survey that are in each Outcome category) are generated automatically. These statistics are the data that were submitted to PRC. The Outcome Tool Kit statistics were calculated for two time periods: September 1, 2005 through March 15, 2006 and April 1 through June 30, 2006, yielding two sets of data to compare for this measure.

Method to calculate the measure: From the available data, changes for each of the outcome indicators for all of the targeted members as a group between the two time periods may be determined. The change in the percentages of the total number of members in each outcome category was calculated, and an increase or decrease in the number or percentage of members in each category was detected.

It was not possible to calculate the change in developmental assets the targeted members possess in relation to the amount time they have been in the program because the data generated by the Outcome Measurement Tool Kit are an aggregate for all targeted members and not for individuals. Each set of aggregated data includes targeted members with varying lengths of membership so it is not possible to relate the change in developmental assets to the duration of membership. Additionally, data on the number of developmental assets attributed to individual members are not available so the number or percentage of members that experienced a change in the total number of developmental assets they possess during the two time periods could not be assessed.

Results/Findings

Demographics of Targeted Youth Members

One hundred and forty targeted youth, ranging in age from 9 to 14 years old, participated in the program in the 2005-06 school year. The mean age this year was 11.3, slightly younger than in the first year of the program when the mean age was 12. There were more boys (82) than girls (58) recruited in the 2005-06 year. Only 14 of the 140 members are taking medication.

More children this year were living in single-parent households than the group recruited last year. This year, almost 66 percent of the members live in a single-parent household headed by either their mother (57 percent) or father (almost 9 percent), compared with last year in which only about 46 percent of members lived in a single-parent household. This year, approximately 21 percent of the members lived with both their mother and father, whereas last year twice that many lived in two-parent households (42 percent).

Who Targeted Youth Members Live With 2004-05

	2004-05		2005-06	
	# of Members	Percent	# of Members	Percent
Mother	51	38.9%	80	57.1%
Father	9	6.9%	12	8.6%
Mother and Father	55	42.0%	29	20.7%
Grandparent(s)	7	5.3%	8	5.7%
Foster Family	4	3.1%	8	5.7%
Other	5	3.8%	3	2.1%
Total	131	100.0%	140	100.0%

Most of the members speak English at home (91 percent), with only eight and a half percent speaking Spanish at home. The Clubs have recruited a diverse population. About 43 percent of the members are White, 23 percent are African-American, and 13 percent are Hispanic. Another 13.6 percent of the members were identified as two or more races. These statistics are quite similar to last year's statistics.

Race/Ethnicity of Targeted Youth Members

	# of Members	Percent
White	60	42.9%
African-American	32	22.9%
Hispanic	18	12.9%
Asian	3	2.1%
Native American	3	2.1%
Two or more	19	13.6%
Other	2	1.4%
Unknown	3	2.1%
Total	140	100.0%

Measure 1, Recruitment and Participation

One hundred and forty targeted youth members were recruited or retained from last year, all beginning participation between August 9, 2004 and June 5, 2006. They represent 93 percent of the 150 new member goal and are an improvement over the first year's recruiting efforts in which 133 new members were recruited.

Of the members that participated in the targeted outreach program during this school year, the length of membership time ranged between 10 days and 675 days. The median intake date was November 20, 2005, which means that half the new targeted members were recruited after November 20, 2005. The average amount of time in the program was 207 days, or almost seven months. This is a substantial increase over last year's average time in the program which was 131 days.

The average number of days members attended the Boys and Girls Clubs' programs and activities was almost 47 days, which is more than double last year's average of 20 days. The average frequency of attendance was 35% (or 1.75 days per week on average), also a significant improvement over last year's 20% (or 1 day per week on average).

This year, like last year, there was a great deal of variation in the frequency of attendance. Three new members were reported not to have attended any programs yet, which is four fewer than last year. The most number of days that a targeted youth member had attended Club programs was 122 days since joining, which is 11 more than last year; and 33 targeted youth members attended the Club more than 57 times since joining, which is many more than last year's seven.

Recruitment and Participation in Program (140 targeted members)

	Minimum Time Reported	Maximum Time Reported	Average
Time in Program (days)	10	675	207
Total Attendance (days)	0	122	47
Attendance Frequency	0 days per week	5 days per week	1.75 days per week

Measure 2, Academic Improvement

(Please refer to the original PPS report in Appendix A for important notes regarding the data used for this measure).

As mentioned earlier, very limited data were obtained for only two academic subjects (English and Math) from PPS. Data for 88 of 140 targeted members of the Boys and Girls Club were available from PPS.

English (Reading): Forty percent (12 out of 30) of PPS students who were members of the Boys and Girls Club (referred to as ‘targeted youth’) and received a grade of less than an “A” or “Exceeds” in English or Reading at their end-of-year report card for the 2004-05 school year, improved their grades on their end-of-year report cards for 2005-06.

Math: Thirty-six percent (12 out of 33) of targeted youth who received a grade of less than an “A” or “Exceeds” at their end-of-year report card in math for the 2004-05 school year, improved their grades on their end-of-year report cards for 2005-06.

Measure 3, Increase in School Participation

(Please refer to the original PPS report in Appendix A for important notes regarding the data used for this measure).

Fifty-six percent of targeted youth who attended fewer than 97 percent of school days in 2004-05 improved their attendance in the 2005-06 school year. In addition, this year’s targeted youth improved in all categories of attendance thresholds reported by PPS. A table showing the comparison between years has been included below.

Attendance Rates (for targeted youth enrolled all year)

School Year	Total Targeted Youth Enrolled All Year	Number and Percent of Targeted Youth Attending School by Outcome Threshold*							
		Attending at least 80% of days		Attending at least 90% of days		Attending at least 95% of days		Attending at least 97% of days	
		#	%	#	%	#	%	#	%
2004-05	88	82	93%	64	73%	35	40%	19	22%
2005-06	88	84	96%	70	80%	42	48%	30	34%

*Outcome Threshold here refers to the percentage of school days attended.

Measure 4, Increase in Developmental Assets

In eight out of ten categories in both time periods, more than 50% of the targeted members were either ‘Doing Fine’ or ‘Doing Great’. In the second time period, there were fewer members in the ‘Room to Grow’ level in three of the ten outcome categories, meaning that some of those targeted members saw an overall increase in developmental assets during the year. From the data it is not possible to determine how many assets were gained by the members.

At the ‘Doing Great’ level, there was an increase of targeted members also in five of the ten outcome categories over the year. However, it is not possible to determine how many students experienced an overall increase in developmental assets because the same student with an increase in one outcome category could have a decrease in another category.

The two categories that reflect the largest increase in students scoring at the ‘Doing Great level’ are Leadership, and Friendships and Relationships. Three categories saw an overall increase in students either ‘Doing Fine’ or ‘Doing Great’: Activities Participation, Club Benefits, and Friendships and Relationships. The three categories in which the most students slipped back to ‘Room to Grow’ were ‘Technology Skills’ and ‘My Actions with Others’, and ‘Relationships’.

Tool Kit Outcome Results (expressed in percentage of members)

	1st Time Period			2 nd Time Period		
	Room to grow	Doing fine	Doing Great	Room to grow	Doing Fine	Doing Great
Technology Skills	70.0%	22.4%	7.6%	78.4%	13.7%	7.8%
Educational Commitment	30.8%	30.4%	38.8%	33.3%	25.5%	41.2%
Leadership	24.2%	54.5%	21.2%	25.5%	47.1%	27.5%
My actions with others	14.0%	36.2%	49.8%	25.0%	34.6%	40.4%
Things I do	24.3%	20.4%	55.2%	33.3%	23.5%	43.1%
Relationships	7.2%	30.4%	62.3%	20.0%	46.7%	33.3%
Friendships and Relationships	33.2%	38.9%	27.9%	31.4%	35.3%	33.3%
Club benefits	47.0%	31.7%	21.3%	44.2%	34.6%	21.2%
Club connections	35.7%	38.3%	26.1%	39.6%	41.5%	18.9%
Activities participation	85.7%	10.8%	3.2%	83.0%	13.2%	3.8%

Conclusions

In most areas measured, members who participated in the Boys and Girls Club Targeted Outreach program have improved between last year and this year. The Boys and Girls Club was able to recruit more participants this year, and retain them longer. The program participants showed improvements in both their school attendance and their end-of-year grades in English and Math.

Of the outcome indicators that are measured in the Youth Development Outcome Measurement Tool Kit and that detect developmental assets that participants possess, between this year and last year there was an overall increase in the percentage of participants who rated themselves as needing ‘room to grow’ in the asset categories, and a decrease in the percentage who rated themselves as ‘doing great’. The categories where most participants expressed a need for growth are ‘Activities Participation’ and ‘Technology Skills’. However, during the two-year period, the participants did show an improvement in the level of activities participation. They also reported making better choices in the things that they do and knowing an adequate number of concerned adults.

Based on the available data and measures, overall the Targeted Outreach program has seen success. Should the program continue, a more detailed and useful evaluation may be possible if a few changes are made to the way the data is collected. These recommendations are detailed below.

Recommendations for the Future

Based on the evaluation of data and analyzing the results of measure calculations, we have made two types of recommendations. Some recommendations are specific to program goals and measuring the success of the targeted outreach program's participation and outcomes. Other recommendations are suggestions that regard data needs, collection so that a more meaningful type of measure may be calculated.

For Measuring Achievement of Program Goals

1. Additional time and stronger efforts are needed in the recruitment of targeted youth to achieve the goal of 150 new targeted youth members.
2. Since retention of the targeted members in the Boys and Girls Club is a variable for which other variables are dependent, monitoring which activities members are involved in, along with frequency of attendance in the activities, would help to identify the types of activities and programs are most attractive to the targeted members as an aid to make sure the most desired programs and activities are maintained so that new targeted members can be retained in the program and Goal 1 can be achieved.
3. In addition to finding the percentage of targeted members with unexcused absences during two time periods in Measure 3, include the *number* of unexcused absences so that the level of change can be detected. For each member record the *number* of unexcused absences and measure the change in the number during the two time periods. Adding this additional information will enable the detection of any change rather than identifying only an absolute change (the percentage of targeted members who saw a change in the number of unexcused absences versus the change in the percentage of members with unexcused absences).
4. Collect the same in-house data for a comparison group as collected for the targeted members. Another way to demonstrate the effectiveness of the Targeted Outreach program would be to analyze the same data for a comparison group consisting of other Boys and Girls Club members not part of the Targeted Outreach program and by comparing the difference in the measures of the two groups. In addition, if comparison group data were available, we would be in a better position to understand more about how the Targeted Outreach program is affecting member participation and outcomes. For example, do targeted youths come to the Clubs more often than other youths? Are their developmental assets scores significantly different? (To compare the school performance and participation measures would require the school district to supply some additional GPA and absence data).

For Data Collection

The following recommendations pertain to data needs and quality.

Pertaining to overall data collection:

To determine the correspondence between a change in developmental assets, or school performance, and the duration of membership in the Targeted Outreach program, it would be necessary to have both school data and developmental asset data associated with each member, i.e. individual records. Understanding that there are confidentiality concerns, perhaps it would be possible in the future to develop a method to assign a member ID to each record while still protecting the member's privacy.

Pertaining to specific measures:

Measure 1, Recruitment and Participation: Document targeted youth members that were recruited during the year but exited the program before the year's end. The data for the targeted members that quit the program need to be removed from the analysis if the duration of their membership is limited and does not meet the time period requirements set forth in the measurement criteria. Including these members could skew the results of the program analysis. To improve future evaluations, and to ensure that particular recruitment and participation goals are met, an excess of the targeted number of members may need to be recruited.

Measure 2, Academic Improvement: If it is possible to obtain data from Portland Public Schools, quarterly GPA data would be more useful to have than end of the year data because of the differences in the dates that targeted youth members joined the Boys and Girls Club and the differences in the duration of membership. In addition, data for more than one point in time each year is needed in order to measure a change in academic achievement for that year's participants. Of course, it would be highly desirable if school records were provided for each individual in some way that maintains the targeted members' confidentiality. This would allow researchers to track how time spent in the program correlated with school-related measures such as GPA.

Measure 3, Increase in School Participation: If it is possible to obtain data from Portland Public Schools, quarterly unexcused absence data would be more useful to have than end of the year data because of the differences in the dates that targeted youth members joined the Boys and Girls Club and the differences in the duration of membership. In addition, data for more than one point in time each year is needed in order to measure a change in school attendance for that year's participants. Of course, it would be highly desirable if school records were provided for each individual in some way that maintains members' confidentiality. This would allow researchers to track how time spent in the program correlated with school-related measures such as unexcused absences.

Measure 4, Increase in Developmental Assets: Data from the Outcome Measurement Tool Kit for individual targeted youth members rather than for an aggregate of all members would make an analysis of length of membership, or frequency of attendance in Club programs, in relation to a change in developmental assets possible.

References

Arbreton, A. J. A. and W. McClanahan, (2001). *Targeted Outreach: An Outcome Study of Boys & Girls Clubs of America's Approach to Gang Prevention and Intervention*. Proven Results: A Compendium of Program Evaluations. Boys & Girls Clubs of America (February 2001).

Appendix A

Children's Investment Fund Grant Outcomes 2005-06

Data Notes

Data are provided by Portland Public Schools Research, Evaluation & Assessment Department. Direct questions to Joe Suggs at 503-916-2000 x4288 or jsuggs@pps.k12.or.us.

Please read the following important notes regarding the outcome data for the Children's Investment Fund grantees contained in this document.

Numbers of Students

Every effort was made to identify PPS student ID numbers for students served. However, in some cases proper identification could not be made. These students were omitted from analyses. This reports shows both the number of students submitted to PPS by the program and the number included in the analysis (number correctly identified with a PPS ID). Please be aware that many percentages in this report may be calculated from a very small number of students. Such percentages may be misleading if not read or presented in the context of the number of students. *Use caution when interpreting data where the number of students is small.*

Attendance Data

The total number of instructional days in a year can vary slightly from school-to-school. Because it would be too time consuming to calculate this for each student (taking into account transfers between schools, etc.) a standard number was used for all students: 171 days for 2004-05 and 170 days for 2005-06 (counts taken from district quarter calendars).

Discipline Data

PPS has faced a number of challenges tracking discipline data over time. All discipline data should be interpreted with caution, remembering that there are numerous shortcomings with this data set. In the 2004-05 year, discipline data could be tracked in eSIS, although major discipline incidents continued to be tracked through an existing paper-pencil system. This change has a couple of important implications. First, reliability of discipline data may be low due to schools learning to use a new system. Some schools were slower than others in beginning to use eSIS for tracking discipline. This means that some incidents may not have been captured. Second, because the new system is easier to use and is available on-line, schools may choose to capture all or some incidents that occur. All major incidents should still be captured, but schools may choose to record other incidents as well. Discipline data are drawn from both the eSIS and paper-pencil systems.

Grade Data

Grade data should also be used with caution. Many students at the middle and high school levels take more than one English or math class. For English, the grade used for analysis was taken from the reading class if there was one (not all schools offer a reading class). If a reading class was not available for a student then an English or language arts grade was used. For students enrolled in multiple math classes the highest level of math was selected. In addition, these data include grades from different types of classes (i.e., regular classes as well as ELL and special education classes).

All elementary schools and some middle schools use a standards based grading system (exceeds, meets, etc.) rather than the traditional grading system (A, B, C, etc.). Data for students moving

from one system to the other system between the two school years were omitted from the analysis.

State Assessment Data

State assessment data reflect achievement for students taking a valid math (or reading) assessment in both 2004-05 and 2005-06.

Children's Investment Fund Grant Outcomes 2005-06

Boys and Girls Clubs: Youth & Family Services Program

Data are provided by Portland Public Schools Research, Evaluation & Assessment Department. Questions may be directed to Joe Suggs at 503-916-2000 x4288 or jsuggs@pps.k12.or.us.

See the cover sheet for important notes regarding the data provided in these pages.

Total Students

Number of Students Submitted to PPS	93
Number of Unduplicated Students Correctly Identified in PPS Student Information System (eSIS)	88
Percent of Unduplicated Students Eligible for Free/Reduced Price Meals	81.8% (72/88)

Attendance Indicator 1

Percentage of students who attended fewer than 97% of school days in the 2004/2005 school year and improved attendance in the 2005/2006 school year.	56.3% (27/48)
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Attendance Indicator 2

Percentage of students who attend school:

80% of school days	95.5% (84/88)
90% of school days	79.5% (70/88)
95% of school days	47.7% (42/88)
97% of school days.	34.1% (30/88)

Discipline/Behavior Indicator 1

Percentage of students who received at least one behavior referral in the 2004/2005 school year and whose behavior referrals decreased in the 2005/2006 school year.	82.4% (14/17)
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Discipline/Behavior Indicator 2

Percentage of students who received at least one referral resulting in a suspension or expulsion in the 2004/2005 school year and who received fewer or no referrals resulting in a suspension or expulsion in the 2005/2006 school year.

71.4% (10/14)

Achievement Indicator 1

Percentage of students who received grades of less than “A” or “Exceeds” on end-of-year report cards for the 2004/2005 school year and who improved their grades on end-of-year report cards for the 2005/2006 school year.

English (Reading)

40.0% (12/30)

Math

36.4% (12/33)

Achievement Indicator 2

Percentage of students who met state standards in reading and math in the 2004/2005 and in the 2005/2006 school year.

Subject	2004-05	2005-06
Reading	72.6% (53/73)	72.6% (53/73)
Math	66.2% (47/71)	69.0% (49/71)

Achievement Indicator 3

Percentage of students who move to a higher performance category between the 2004/2005 and 2005/2006 state math and reading assessments.

Subject	Performance Category 2004-05	# in Performance Category	% Moving to a Higher Category (or Staying at Exceeds*) in 2005-06
Reading	Very Low	3	100% (N=3)
	Low	6	83.3% (N=5)
	Close to Meeting	11	27.3% (N=3)
	Meets	45	15.6% (N=7)
	Exceeds*	8	25.0% (N=2)
Math	Very Low	1	100% (N=1)
	Low	5	20.0% (N=1)
	Close to Meeting	18	50.0% (N=9)
	Meets	39	7.7% (N=3)
	Exceeds*	8	37.5% (N=3)

*Students exceeding the standard have no higher category to move to. The numbers for the Exceeds category in this table show the number and percent of students who exceeded the standard in 2004-05 and in 2005-06.