

**SOUTHERN-SIMEO FY 2005
EVALUATION SUMMARY-Draft 12.03.2005**

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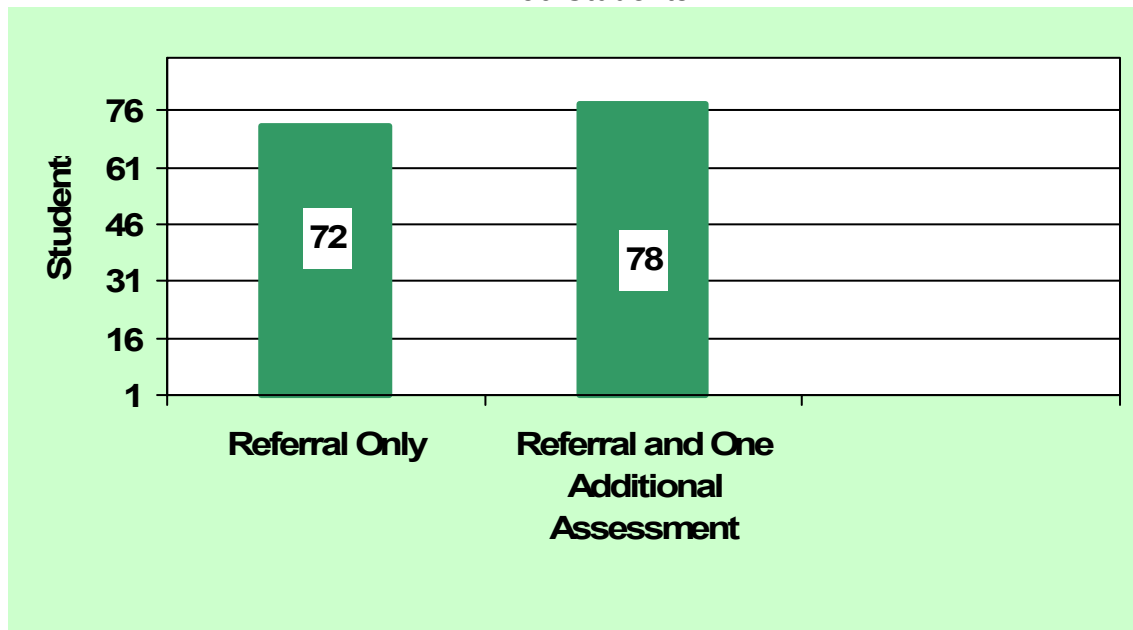
SOUTHERN SIMEO FY 2005 END OF YEAR REPORT

In FY 2005, the SIMEO (Systematic Information Management of Education Outcomes) system was developed to track students receiving supports and or services from the EBD component of the ISBE EBD/PBIS Network and Autism Project. This system was designed to collect demographic data and benchmark outcomes in the area of school behavior and general risk. This report profiles those students tracked by the Southern Region ISBE EBD-Network.

Between July 1, 2004 and October 15, 2005, the Southern Region EBD Network enrolled 150 students in the SIMEO tracking system. Of the 150 students, 72 (48%) had referral information only and 78 (52%) students have referral and one additional review of outcome related data.

FY 2005 Southern SIMEO Student Enrollment

N=150 Students



Southern SIMEO Demographics

Demographic data were compiled for both the referral only cohort that included the students with additional reviews and for the group of students with an additional review independent of the referral only group. These findings are presented in a table format to highlight noted differences (greater than 5 percent) between the two groups. The demographic findings are presented in the table below.

Southern SIMEO Student Demographic Analysis

dEMOGRAPHIC vARIABLEs	Referrals with More than One Review (N=78)			ALL REFERRALS (n=150)	
	Categories	Number	Percent	Number	Percent
Age	0-4 years	2	2%	8	5%
	5-8 years	17	22%	29	19%
	9-12 years	21	17%	37	25%
	13-15 years	25	32%	48	32%
	16-18 years	13	17%	28	19%
Gender	Male	57	73%	107	71%
	Female	21	27%	43	29%
Race	Asian	2	2%	2	1%
	Afr.American	16	21%	36	24%
	Bi-Racial	2	2%	4	2%
	Caucasian	56	72%	102	69%
DCFS Legal Involvement	Hispanic/Latino	2	2%	6	4%
	Yes	22	28%	110	27%
PBIS School	No	56	72%	40	73%
	Yes	15	19%	36	24%
Special Ed Identified	No	63	81%	114	76%
	Yes	32	41%	65	43%
Primary Disability	No	46	59%	85	47%
	None	26	33%	52	35%
	Emotional	12	15%	30	20%
	SLD	7	9%	16	11%
	S&L	3	4%	10	6%
	Traumatic Brain	3	4%	3	2%
	Other Health	7	9%	4	3%
	MR	0	0	0	0
	Missing	20	26%	35	23%
	GenEd-100%	34	44%	62	42%
	Education Placement	-w/ Consult	2	2%	2
-w/Inclusion		4	5%	5	3%
0-20% SPED		2	3%	6	4%
21-60% SPED		2	3%	8	5%
61 -99% SPED		15	18%	31	21%
100% SPED		4	5%	13	9%
Alt. Ed Place		11	14%	17	11%
Home Bound		2	3%	3	2%
Pre-School		2	3%	2	2%
Home		66	85%	125	83%
Placements at Risk		School	62	80%	114
	Community	43	55%	75	50%
Length of Time in Program	0-4 Months	4	5%	20	13%
	5-8 Months	33	42%	63	42%
	9-12 Months	38	49%	53	35%
	13-15 Months	3	4%	14	10%
LAN	1	20	26%	33	22%
	2	5	6%	12	8%
	3	4	5%	8	5%
	4	7	9%	22	15%
	5	6	8%	22	15%
	6	3	4%	4	3%
	7	1	1%	2	1%
	8	4	5%	4	3%
	9	16	21%	18	12%
	10	12	15%	12	8%
	12	0	0	13	9%

The table above suggests that the demographic characteristics of the Southern SIMEO students with a referral and one review were demographically very similar to those students with referral data only.. The table identified in red those demographic characteristics between the two groups that differed by more than 5 percentage points.

The most notable differences were found in age of students and the LANs represented. The students who only had referrals represented 25% of the entire group of students between the ages of 9-12 who were referred for SIMEO, as compared to 18% of the students in the referral and one review group. The other notable difference between the two groups was related to LAN representation. The referral and review group tended to have more students representation from LANs 9 and 10, equal student representation (5% difference or less) from LANs 1,2,3,6,7,8 and less student representation from LANs 4,5 and 12.

Overall, the demographic findings suggest that the referral group is very similar to those students followed for an additional review. The data presented in the remainder of this report will focus on the outcomes derived from the 78 (52%) students with baseline plus an additional review. A sample of 78 is generally a sufficient representation of a larger population of 150. Given that the 78 students are demographically similar to the 72 students not included also suggests that findings from the 78 students are likely representative of the sample as a whole.

SIMEO Southern Referral and Review Evaluation Cohort

This section of the report will profile data analysis compiled on 78 (52%) of the 150 students enrolled in Southern –SIMEO in FY 2005. The 78 students were included in this component because they had baseline and data for one additional review occurring between three to six months following the baseline review. Data collected on this cohort of students include the following:

- Home Risk Identification and Risk Ratings
- School Risk Identification and Risk Ratings
- Community Risk Identification and Risk Ratings
- Academic Performance
- School Behavior Risk to include analysis of frequency of Office Discipline Referrals (ODR), In-School Suspensions (ISS) and Out-of School Suspensions (OSS)
- Most common Student Risk Factors Identified
- Most Common Services Utilized

Students included in this evaluation study were students identified by the Southern EBD Network as being at-risk in their home, school or community

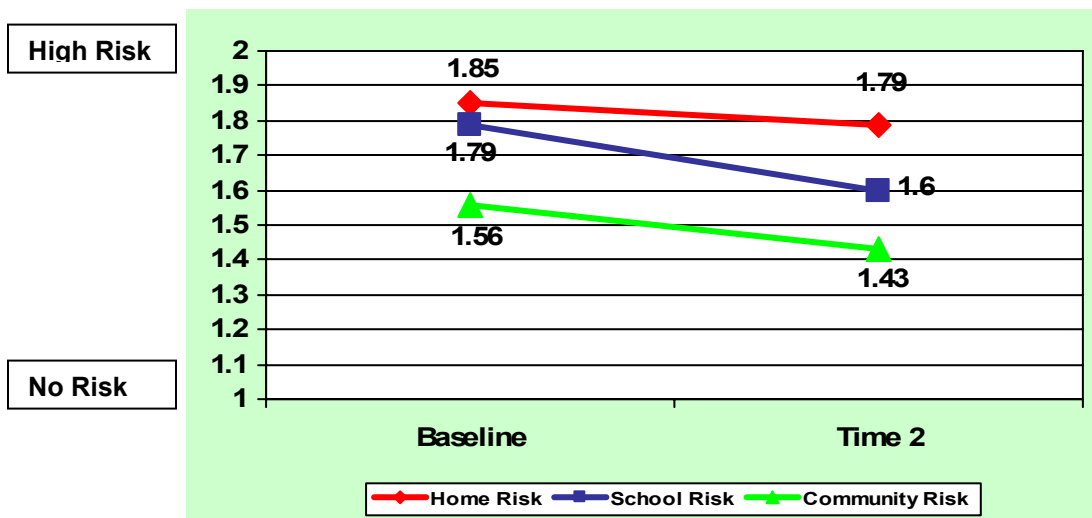
placement and were referred for more extensive supports in one or more of these areas. Once referred by the School Staff, the student was likely to have up to three to five additional team meetings to discuss the progress of the student as well as areas of continued need.

Once the student was identified for Southern -SIMEO, the identified student team, school staff and assigned Team facilitator filled out the baseline referral and disposition data form on the student. Three to six months later the same group of individuals filled out the same data on the student. The data derived from this evaluation method attempts to paint a picture of the successes and challenges of this group of 78 students referred for Southern-SIMEO.

As previously noted, 78 (52%) of the 150 students referred for SIMEO in FY 2005 met the criteria for inclusion in the evaluation study. These criteria included students who had both referral or Time 1 data, and review or Time 2 data. Nine (6%) of the students also had a Time 3 review. Due to the small sample with Time 3 data, those data will not be reviewed in this report.

Risk Assessment

Students involved in SIMEO often present with a high level of risk within their home, school and or community placements. For the purposes of this evaluation, a student is deemed at risk in these environments when they are likely to be removed from the environment, and placed in a more restrictive setting. The SIMEO Southern Evaluation Cohort was evaluated for change in home, school and community risk at baseline and again three to six months later. The data findings are presented below:



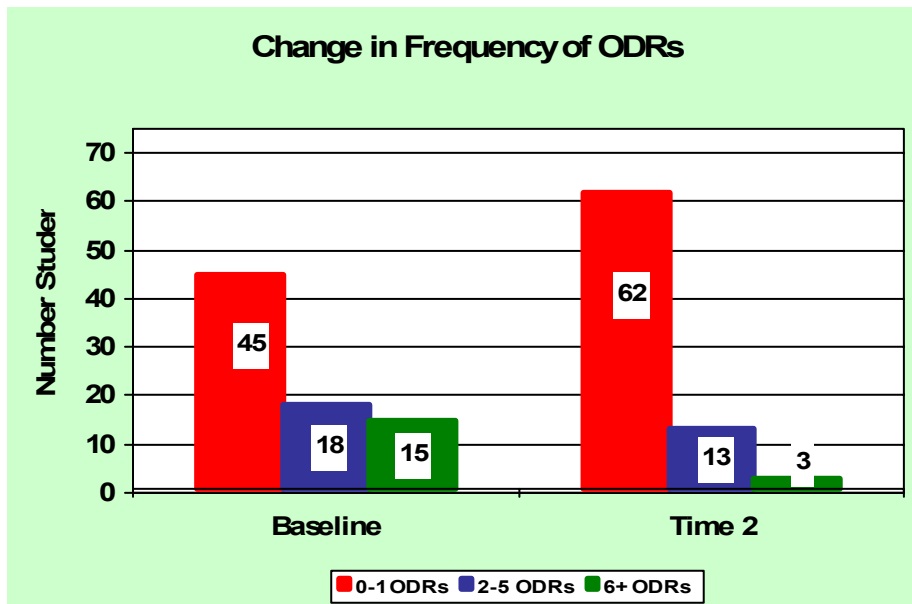
Data revealed that students were at high risk of failing their existing home and school placements, and at moderate risk in their community placements. Risk within the home was rated as the highest, with 66 or 85% of the students being identified as at risk of failing their home placement. Additionally, 62 students (80%) were identified at risk of failing their school placement, and 43 students (55%) in jeopardy of failing their community placement.

At the time of the second assessment, risk in all areas decreased. School risk decreased significantly for 16 students ($p < .05$). Community risk decreased for 9 students but not significantly. Home risk, while decreasing for four students, remained relatively high. These findings suggest that the school risk may be more amenable to intervention and change within a shorter period of time than the risk in the areas of home and community when there may be far more intervening variables that make change more challenging for these students and their families.

High Risk School Behaviors

During the school year, students were tracked on frequency of discipline episodes to include office disciplinary referrals (ODR), in-school suspensions (ISS) and Out-of School suspensions (OSS).

At baseline, students in the SIMEO Southern evaluation cohort had a mean of 4.01 ODRs in the three months prior to entering services. When assessed three to six months later, the number of ODRs per student significantly decreased ($P < .001$) by 73% to a frequency of 1.11 ODRs per student. The graph below depicts the assessment of ODRs:



These findings are encouraging since a decrease in office disciplinary data has been linked to an increase in more positive academic outcomes such as test scores, academic performance and time spent in the classroom in learning related activities.

Fewer students from the evaluation cohort had an in-school or out-of-school suspension in the three months prior to enrollment in SIMEO. The data revealed that 21% of the students (16) had one or more in-school suspensions during the three months prior to enter the program. Three months later, the number of students with 1 or more episodes of in-school suspension decreased significantly ($p < .045$). At the time of the second assessment, only 7 students (9%) had one or more in-school suspensions in the previous three to six month period.

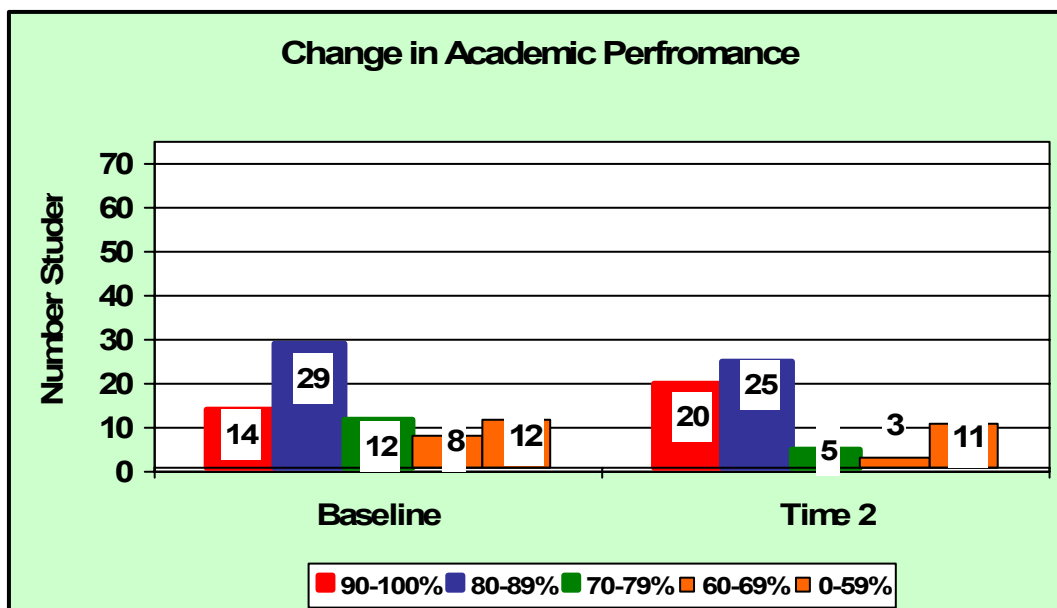
The frequency of out-of-school suspensions for this cohort was even lower. Only 14% (11) of the students had one or more out-of-school suspension in the three months prior to baseline. Three to six months later, this figure decreased by to 6 students (8%), although the decrease was not statistically significant.

Academic Performance

Academic performance was tracked for the students in the SIMEO cohort at baseline and three to six months later. Facilitators were asked to rate the student based on the percentage of academic achievement using the following scale.

- 0-59%=Failing
- 60-69%=Below Average
- 70-79%=Average
- 80-89%=Above Average
- 90-100%=Average

The graph below reflects the data gleaned from baseline and again 3-6 months later on academic performance are presented in the graph below:



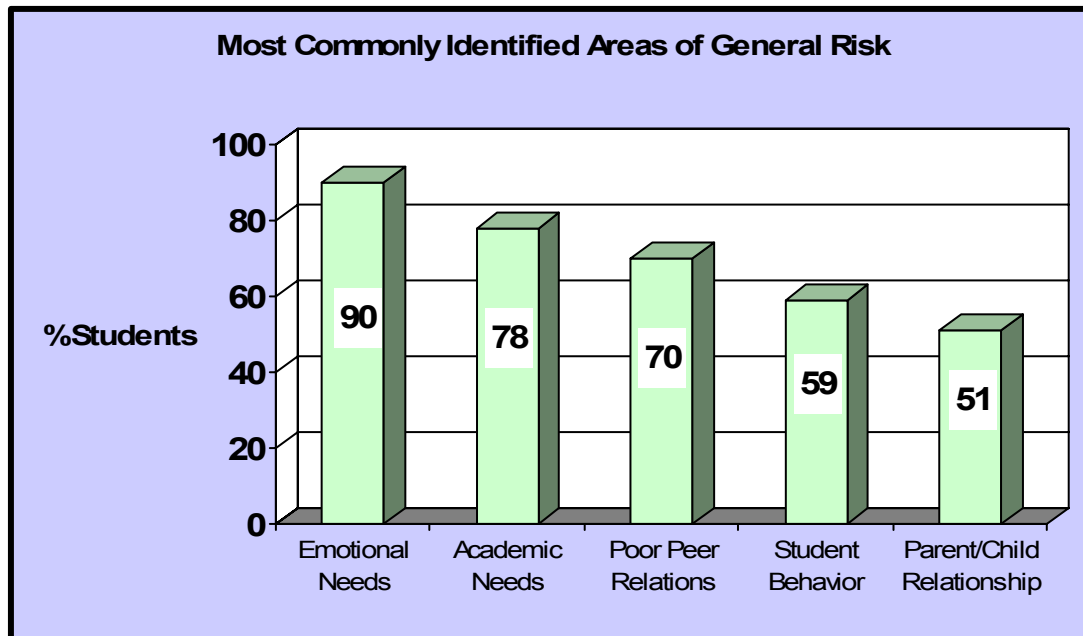
The data findings suggest that students with below average, average and above average academic performance at baseline tended to display higher levels of academic performance after 3-6 months. However, 15% of the students (12) were identified as failing academically in the three months preceding the start of the program, and 3-6 months later 14% or eleven of these same students were still identified as failing academically.

General Risk Factors

Assessment of General Risk-Student

At baseline, general student risk factors were identified for the 78 students in the change analysis cohort. The top general risk factors identified across the 78 students are presented below.

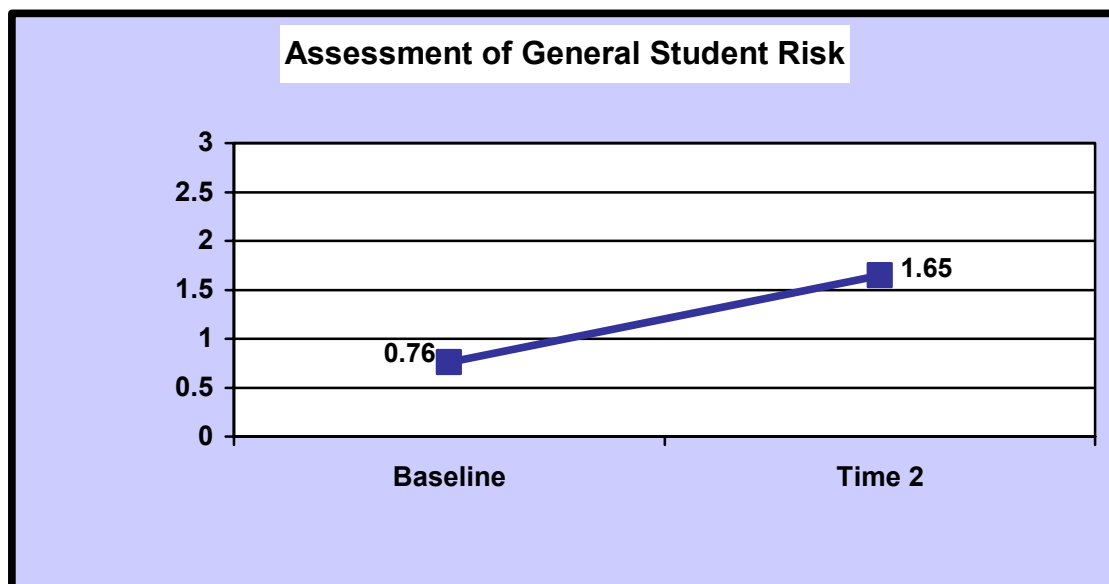
⇒ Emotional issues	90%-70 students at-risk
⇒ Academic Issues	78%-61 students at-risk
⇒ Poor peer relationships	70%-55 students at-risk
⇒ Student Behavior	59%-46 students at-risk
⇒ Parent/Student Relationship	51%-40 students at-risk



General student risk factors were assigned a risk rating at baseline and again three months later based on the following 4 point Likert rating scale

- 0=Need for immediate, imminent action
- 1=Need for action
- 2=Waiting/Watchful prevention
- 3=No Need

The baseline **general student risk** assessment revealed an aggregate risk rating for the 78 students of .76, or equivalent to a scale rating of “Need for Action”. Three months later the same rating was analyzed and a significant and positive change ($p < .000$) was noted in the area of general risk, with a mean rating of 1.65 obtained, approximating a scale rating of “Waiting/Watchful Prevention”.



Assessment of General Risk-Family

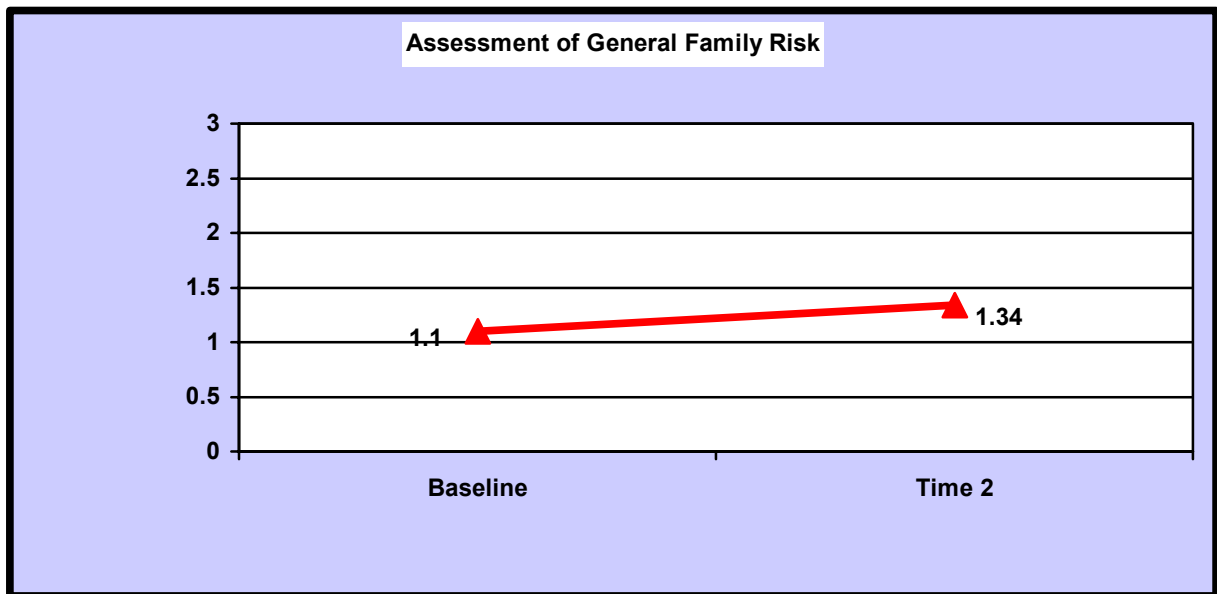
At baseline, general **family risk factors** were identified for the 78 students in the change analysis cohort. The top five general risk factors identified across the 78 students are presented below.

- | | |
|--------------------------|-------------------------|
| ⇒ Financial Hardship | 62%-54 students at-risk |
| ⇒ Employment | 52%-47 students at-risk |
| ⇒ Medical Needs | 48%-43 students at-risk |
| ⇒ Substance Abuse | 27%-24 students at-risk |
| ⇒ Limited Family Support | 22%-20 students at-risk |

General family risk factors were assigned a risk rating at baseline and again three months later based on the following 4 point Likert rating scale

- 0=Need for immediate, imminent action
- 1=Need for action
- 2=Waiting/Watchful prevention
- 3=No Need

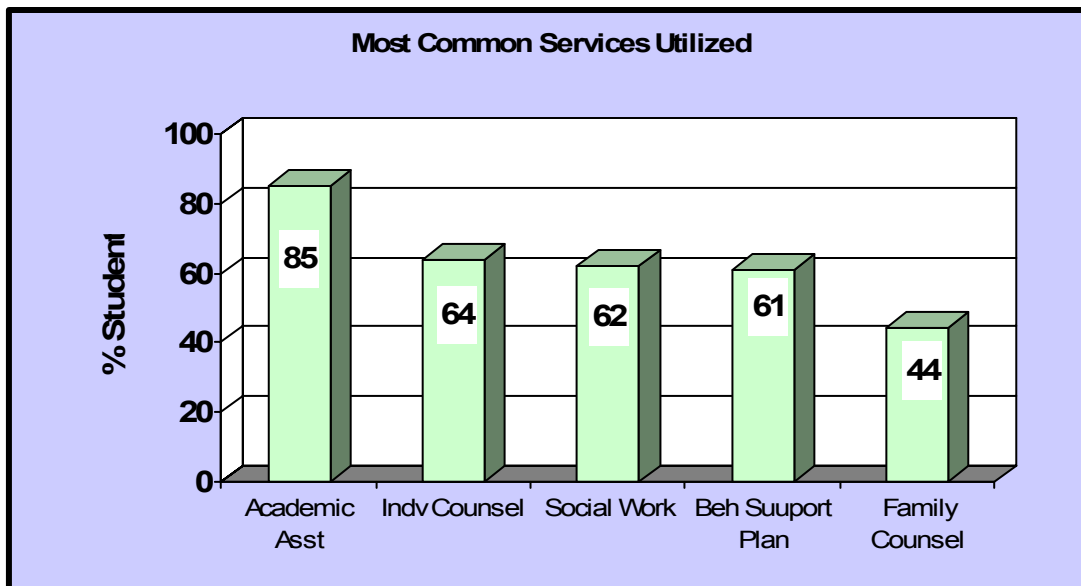
The baseline general family risk assessment revealed an aggregate risk rating for the 78 students of .1.1, or equivalent to a scale rating of “Unchanged, still a need”. Three to six months later the same family risk factors were analyzed. A slight, non significant increase in risk functioning was noted. The rating obtain however suggested that while general family risk improved, it still remain in a risk rating category equivalent to “Unchanged, still a need”.



Services Utilized

In addition to approximately three team meetings held to discuss student needs, progress and intended outcomes, additional supports and services were provided to the 78 Southern –SIMEO students. The top supports and services offered between the initial baseline period of assessment and three months later are outline below.

⇒ Academic Assistance	85%-31 students
⇒ Individual counseling	64%-20 students
⇒ Social Work Services	62%-39 students
⇒ Behavior Support Plan	61%-20 students
⇒ Family Counseling	24%-22 students



Summary

In FY 2005, the SIMEO tracking system presented a unique opportunity for the EBD Network to benchmark referral and disposition data for ISBE students at-risk in the home, school and community placements. The success of this tracking system was most clearly demonstrated by the Southern EBD Network, where the Network and associated stakeholders were able to successful implement the tracking system and enroll 150 students.

Of those 150 students, the Network was able to work with LAN and school related teams to continuously track a cohort of 78 students for an additional 3-6 months. This long term tracking of these students has provided the opportunity to better describe and measure outcomes, and in turn use these same data to make more informed decisions on behalf of students and families.

Highlights of the data from FY 2005 suggest that the cohort of 78 students demonstrated statistically significant decreases in the areas of school and community risk and office disciplinary referrals. Decreases were also noted in the areas of home risk, in-school suspensions and out-of-school suspensions although these differences were not significant.

Statistically significant increases were noted in the area of general student risk. Positive but non-significant increases were also noted in the areas of academic performance and general family risk.

The findings collectively suggest that intervening with students in need of additional supports and services in an effort to divert placement from the home, school and or community have been highly successful in the Southern Region. These efforts also suggest that when students receive supports and services immediately following the identification of need and are continuously tracked for a period of 3-6 months; these same students are more likely to remain in their home, school and community placement. They are also more likely to increase positive academic skills and behaviors and in turn decrease the frequency of behaviors such as office disciplinary referrals and suspensions.

Limitations of study? Proposed next steps?