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**ASSESSMENT OF THE FAMILY ADVOCATE PROGRAM  
DURING THE 2003-2004 AND 2004-2005 SCHOOL YEARS**

**NOBLES COUNTY MN FAMILY SERVICE COLLABORATIVE**

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**EXECUTIVE SUMMARY**

The Family Advocate Program of the Nobles County Family Service Collaborative provides funds to local school districts within the county for staff to provide child and family support services to students in the districts. The Family Advocate, depending on the district, may provide one-on-one counseling or support to students, conduct student groups or make presentations in classrooms, conduct home visits and see parents at the school, and encourage families to use community resources. During the 2003-2004 and 2004-2005 school years Family Advocate Program operated in five school districts – Adrian, Ellsworth, Fulda, Round Lake-Brewster, and Worthington.

**Family Advocate Activities**

Family Advocates work out of their community's schools, receive referrals from school staff, and are most informed about student problems within the school setting. Their pattern of activities reflects this – in general, Advocates had much more contact directly with students and teachers than with parents or community agencies.

**Student and Family Behaviors at Initial Assessment**

At the time of the initial assessment (when the student is referred to the Advocate) students were generally rated as “fair” on average in school performance, homework completion, and behavior in school. Student health, energy level and hygiene were

generally rated somewhat higher. School attendance was not always a problem, depending on the district.

Generally family behaviors were rated as more problematic than student behaviors, averaging between “poor” and “fair” in home-school communication, communication within the family, home conflict, family use of community resources and student behavior at home.

### **Teacher Satisfaction with Family Advocate Program**

In general, teachers in both school years were quite satisfied with the Family Advocate program, with average ratings between “somewhat” and “a lot” on how quickly the Advocate responded to a referral, how well the teacher was kept informed and how much the teacher was involved in planning with the Advocate and in giving feedback on student progress.

### **Teacher Report of Changes in Student and Family Behavior**

In general, improvements in student behaviors and attitudes were reported by teachers to be greater than improvement in family behaviors and attitudes, but not by large margins. The area for students in which teachers consistently saw the greatest improvement was in performance on work in school. In addition, large numbers of students were reported to have improved substantially in their behavior at school and their alertness and interest in school. Teachers also reported that family interest and involvement in their child’s education improved for a substantial number of students.

### **Teacher Report of Impact of Family Advocate Program on Students**

Teachers were asked to give an overall assessment of how helpful the Family Advocate was to each student. More than half of the students, and as many as 90 percent depending on the site, were helped considerably or a great deal. Few teachers reported that the program helped students only a little or not at all.

### **Advocate Report of Resolution of Initial Student Problems**

There was considerable variation across the program sites in how much students’ initial problems were able to be resolved, according to the Family Advocates. In Ellsworth and Round Lake-Brewster, almost all students (above 80 percent) had experienced at least partial resolution of their initial problems, according to the Advocates. In the other program sites, Advocates reported that about half of students they worked with were unable to resolve their initial problems at all or resolved them only a little.

### **Changes in Student and Family Behaviors**

Based on Advocate assessments at referral and at the end of the school year, average student scores related to school performance and behavior improved somewhat, while average family scores related to home-school and internal family interactions changed little. However, in 2004-2005 in most sites, a majority of students showed at least small improvements in in-school and family behaviors.

## INTRODUCTION

The Family Advocate Program of the Nobles County Family Service Collaborative provides funds to local school districts within the county for staff to provide child and family support services to students in the districts. The overall program is guided by the goal of helping children be successful in school. Each district may decide on the particular qualifications and duties for the Family Advocate position in their schools, as well as the target groups with whom they work. Students are generally referred to the local Family Advocate by teachers or principals for problems in the areas of school performance, attendance and behavior. The Family Advocate, depending on the district, may provide one-on-one counseling or support to students, conduct student groups or make presentations in classrooms, conduct home visits and see parents at the school, and encourage families to use community resources. They may also run summer and afterschool programs.

During the 2003-2004 and 2004-2005 school years Family Advocate Program operated in five school districts – Adrian, Ellsworth, Fulda, Round Lake-Brewster, and Worthington. In Worthington there were three Family Advocates – two in the Prairie Elementary School and one in the ALC program for high school students. Adrian had one full-time Family Advocate, while in the other districts the Advocate position was part-time.

In order to understand and assess the operation and results of the Family Advocate Program, a set of forms was developed to collect information from the Family Advocates and from school staff. The major forms included:<sup>1</sup>

- An initial assessment form completed by the Family Advocate with information provided by the student's teachers, other school staff, parents and his or her own observations
- Monthly reporting forms indicating the number and types of activities carried out by the Family Advocate
- An end-of-year or exit assessment on the student completed by the Family Advocate
- An end-of-year report completed by the student's primary teacher

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<sup>1</sup> Additional forms used infrequently included an initial referral form describing the initial problem or concern regarding the referred student, a survey of participating students, a survey of the parents of participating students, and a survey of participating teachers.

Unfortunately, not all forms were used in all of the participating districts, as indicated in Table 1.

This report summarizes the information that is available on the Family Advocate program in each district concerning the following topics:

- Characteristics of the participating students as described by the Family Advocates at the time of the initial assessment
- The types and numbers of activities carried out by the Family Advocates during the 2003-2004 and 2004-2005 school years
- The quality of Family Advocate services, according to participating students' teachers
- The changes in student and family behaviors that appeared to be associated with participation in the Family Advocate program, as reported by the Family Advocates and by the students' primary teachers

Given the considerable differences in levels of funding, Family Advocate qualifications and experience, position requirements, and other support services available in the schools and the communities, it is inappropriate to compare the specific results across districts. The body of this report will examine patterns across the Family Advocate programs.

## **CHARACTERISTICS OF STUDENTS PARTICIPATING IN THE FAMILY ADVOCATE PROGRAMS**

Family Advocates completed initial assessment forms for participating students in the following school districts in the 2003-2004 and 2004-2005 school years:

- Adrian
- Fulda
- Round Lake-Brewster
- Worthington – Prairie Elementary

### **Information Collected from Initial Assessment Forms<sup>2</sup>**

These forms asked the Advocate to rate the following as “good,” “fair,” or “poor:”

- Student behaviors:
  - School performance
  - Homework completion
  - Behavior in school
  - Health
  - Energy and alertness
  - Clothing and hygiene
  
- Family behaviors:
  - Family communication with the school
  - Communication within the family
  - Discipline and conflict at home
  - Family use of community resources
  - Child’s behavior at home

Each rating of “good” was given 5 points, each rating of “fair” 3 points, each rating of “poor” 1 point, and missing information or “don’t know” was given 0 (zero) points. An average rating was computed separately for student behaviors and family behaviors for each school district by summing each student’s points across the behaviors and dividing by the number of behaviors (6 in the case of student behaviors and 5 in the case of family behaviors). These averages are shown in Table 2 for both school years.

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<sup>2</sup> Information on grades was frequently not provided and would, in any case, be difficult to summarize. Therefore, this information is not reported here.

The initial assessment form also asked for the number of days enrolled and number attended during the previous school year. The percent of days attended was computed from those data. In addition, school attendance was categorized as follows:

- Excellent -- Above 95 percent (student attended more than 95 percent of the school days enrolled during the previous school year – this information was not available for children entering kindergarten in 2004-2005)
- Good -- Between 91 and 95 percent (inclusive)
- Fair -- Between 85 and 90 percent
- Poor -- Less than 85 percent

Excellent attendance ratings were given 7 points, good attendance 5 points, fair attendance 3 points, and poor attendance 1 point. Missing information was coded as 0 (zero). The average ratings for both school years are presented in Table 3.

### **Overall Characteristics of Students at Initial Assessment**

There was considerable consistency across the school districts in overall ratings of student and family behaviors at the Family Advocates' initial assessments.

- Average overall ratings for student behaviors in school districts for which data were available were in the “fair” range, although many students were reported in the “good” category in the areas of health, energy level, and hygiene.
- Averages for family behaviors were also generally lower – between “poor” and “fair.”

However, students and their families were quite different across communities in the number of problem areas that were reported. An area was considered as presenting problems if the Family Advocate rated it as either “fair” or “poor.” There were six possible areas for students and five for families.

- Two communities had relatively low average numbers (between 2 and 3) of problem areas for their students – Adrian and Prairie Elementary – in both school years.
- Two communities had relatively high average numbers (between 5 and 6) of problem areas for student behavior – Fulda and Round Lake-Brewster (both school years).

In both years the four reporting communities had average numbers of home or family problem areas between 3 and 5.

Student attendance data for the previous school year were only available in three of the six Family Advocate sites in the 2003-2004 school year and in two sites in 2004-2005. (See Table 3.) Participating students at Prairie Elementary in both school years had high attendance in the year prior to their involvement in the Family Advocate program – attending, on average, 96 or greater percent of the school year. Adrian’s students in the 2003-2004 Advocate program averaged about 92 percent attendance in the prior year; no data were available for participants in 2004-2005. In both school years, Fulda students averaged between 86 and 87 percent attendance in the previous year.

### **Summary of Initial Characteristics of Students in the Family Advocate Program**

At the time of the initial assessment (when the student is referred to the Advocate) students in all four districts with initial assessment data were rated as “fair” on average in behaviors and characteristics in school. The number of areas in which students were reported as “fair” or “poor” (rather than “good”) was more varied by district – averaging as many as 5 in one district and as few as 2 in another. School attendance was not always a problem, depending on the district.

Generally family behaviors were rated as more problematic than student behaviors, averaging between “poor” and “fair.” The average number of family problem areas ranged from 3 to 5 across the four districts with available information.



## FAMILY ADVOCATE ACTIVITIES

Family Advocates engaged in a wide range of activities, depending on their individual qualifications, specific job descriptions, and the grade level of students being served. Being school-based, most of their activities were with students during school hours, but the Family Advocates also worked with families.

### Information Collected about Family Advocate Activities

Family Advocates were asked to provide information on their activities in two ways:<sup>3</sup>

- On the end-of-year assessments of individual participating students, Advocates were asked to indicate the number of:
  - One-on-one contacts with each student
  - In-person or telephone contacts with parent
  - Referrals to agencies
  - Referrals to support activities for the child
  - Referrals to support activities for the family

In addition, sometimes the number of group sessions held was reported. (Table 4(a) presents contact information by site.)

- Monthly reports were submitted by Family Advocates on the number of:
  - Contacts with parents
  - Home visits
  - School visits by parents
  - Contacts with students
  - Contacts with community agencies or organizations
  - Contacts with teachers
  - Advocate meetings attended
  - New referrals of students for Family Advocate services
  - Cases closed
  - On-going cases
  - Referrals made to other agencies or activities

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<sup>3</sup> Only Adrian and Ellsworth provided both sets of information in 2003-2004 and 2004-2005. Round Lake-Brewster and Prairie Elementary had both sets of information in 2004-2005 only. Contact information on the end-of-year assessments for specific students and monthly counts of contacts, while not identical, presented consistent information.

(Monthly report data is presented in Table 4(b).)

### **Overall Patterns of Family Advocate Activities, based on End-of-Year Assessment Reports**

Advocates in Adrian, Round Lake-Brewster, and Prairie Elementary provided relatively large numbers of individual contacts with students. In addition, the Adrian Family Advocate met with students about 30 times in group sessions. In contrast, the Ellsworth and the Worthington ALC Family Advocates met only a few times a year with individual students. No information was available for Fulda.

In all communities and in both years, Family Advocates had fewer telephone or in-person contacts with the families of students – ranging from an average 1 to 3 per family for the Ellsworth and ALC programs to somewhere between 6 and 14 per family in Adrian, Round Lake-Brewster and Prairie Elementary. Again, no information was available for Fulda.

An intended part of the Family Advocate program was to help students and their families access services and programs outside of the school that would be helpful. In all communities the number of referrals made was very low – on average less than one per student in 2003-2004. There was a very small increase in the average in some sites in 2004-2005.

### **Overall Patterns of Family Advocate Activities, based on Monthly Statistical Reports**

The monthly statistical reports in both school years confirmed that Advocates generally had many contacts with students each month – more than 100 in some sites, depending in large part of the number of hours they were employed. (Prairie Elementary had two Advocates.) On the other hand, as shown from the End-of-Year Assessment data, parent contacts and contacts with community agencies generally averaged in the low teen's, except in the case of Round Lake-Brewster where both were in the 70+ percent range.

Contacts with teachers varied by site – the most contacts reported in Round Lake-Brewster (averaging more than 100 per month) and the fewest in Adrian and Ellsworth (averaging around 20). The Advocates in Prairie Elementary together had around 50 contacts with teachers per month.

Outgoing referrals from the Advocates to other community agencies or programs were an infrequent activity in all reporting sites – between 1 and 3 referrals per month on average.

### **Summary of Family Advocate Activities**

Family Advocates work out of their community's schools, receive referrals from school staff, and are most informed about student problems within the school setting. Their pattern of activities reflects this – in general, Advocates have much more contact directly with students and teachers than with parents or community agencies. Especially in districts with only part-time Advocates, finding time to meet with parents, especially in their homes, may have been difficult. The low number of referrals may have been because the families did not need many outside supports, because there were few supports available to meet family needs, or because the Family Advocates were not familiar with what was available.

## **SATISFACTION WITH FAMILY ADVOCATE SERVICES**

There are two ways in which the quality of the Family Advocate Program might be assessed:

- By how much the program was able to meet its goal of helping students be more successful in school
- By how satisfied major stakeholders and consumers are with the services provided by the program

The next chapter examines data on how successful the program was in terms of its benefits for students and families. This chapter looks at how satisfied teachers were with the Family Advocates' work with individual students.

### **Overall Satisfaction of Teachers with Family Advocate Services**

In general, teachers in both school years were quite satisfied with the Family Advocate program, with average ratings between “somewhat” and “a lot.” (Fulda was the site in which teachers generally gave the lowest ratings and data there were only available for the 2003-2004 school year.) (See Table 5.)

Teachers were especially satisfied with how quickly the Family Advocate was able to respond once a referral was made, how much they sought feedback from the teacher, and how well the Advocates kept the teacher informed about progress. Teachers were a little less satisfied with how much the Advocate involved the teacher in developing plans for working with the student and family. Teachers were least likely to report high levels of satisfaction with how much the Advocates were able to get the students' families engaged with the school.

There were three sites in which there were teacher satisfaction data from both school years. Prairie Elementary teachers were a little less satisfied on average in the 2004-2005 school year than they were in the previous year. In Adrian, average teacher ratings of the Family Advocate services remained much the same between the two years in most areas. Teachers there were a little less satisfied in 2004-2005, compared to the previous year, in how much the Advocate involved the teacher in planning and how much teacher feedback was solicited by the Advocate. In Ellsworth, some areas stayed the same for the two years (satisfaction with quickness of response and with how well the teacher was kept informed) and declined in satisfaction with how much the Advocate engaged the family.

## **EFFECTS OF THE FAMILY ADVOCATE PROGRAM ON CHANGES IN STUDENT AND FAMILY BEHAVIOR**

The goal of the Family Advocate Program is to provide supports to students who are identified as having some problems in school so that they can be more successful. Data on the benefits of the program in helping students were gathered in a number of ways:

- By asking Family Advocates to report at the end of the school year on the extent to which the initial problem for which the student was referred was resolved
- By asking the student's teacher to report at the end of the year on the amount that the Family Advocate helped the student overall
- By asking the student's teacher to report at the end of the year on the amount of improvement in student and family behaviors
- By comparing the initial and end-of-year assessments made by Family Advocates of student and family behaviors

Table 6(a) presents results by school site for the first three types of data. Table 6(b) compares teacher and family Advocate reports. Table 7 presents results using the last type of data.

### **Effects of the Family Advocate Program Based on Family Advocate Report about Problem Resolution**

In three sites, the Advocates reported that they were able to help only a small number of students fully resolve their initial problems. The percent of these students was around 10 percent or less in Adrian, Fulda, and Round Lake-Brewster in both years. In the two Worthington sites the percent reporting full resolution of initial student problems rose from less than 10 percent in 2003-2004 to almost one-quarter of the students in 2004-2005. The percent rose in Ellsworth as well, from 50 to 68 percent.

Family Advocates across the sites reported that their work with students had partially, but not fully, resolved the original problem for some of the students referred to them. The percent of students for whom this was reported was relatively small (in the 20's and low 30's) for Ellsworth and the two Worthington sites. On the other hand, the Advocate in Round Lake-Brewster believed that between 60 and 80 percent of the students had their initial problems partially, but not fully, resolved.

In four sites, Advocates reported that about half of students they worked with were unable to resolve their initial problems at all or resolved them only a little. This was true

in Adrian and Prairie Elementary in both years, and in Fulda in 2003-2004 (no data were available for 2004-2005) and the Worthington ALC program in 2004-2005. (In the ALC program the Advocate was not able to report on problem resolution for almost 40 percent of the students.) However, in Ellsworth and Round Lake-Brewster, almost all students (above 80 percent) had experienced at least partial resolution of their initial problems, according to the Advocates.

### **Effects of the Family Advocate Program Based on Teacher Report about How Much the Advocate Helped the Student**

Teachers were asked to give an overall assessment of how helpful the Family Advocate was to each student. More than half of the students in all the sites with teacher assessment data (that is, in all but Worthington-ALC) were helped considerably or a great deal. The percent varied across sites from 56 percent to 90 percent. Few teachers reported that the program helped students only a little or not at all (between zero and 11 percent).

In all sites with teacher report data, teachers indicated that the Family Advocate program had had a greater effect on students than was reported by the Advocates themselves. Some of this difference may be attributed to the differences in the questions asked – Family Advocates were asked about resolution of the presenting problem, while teachers were asked about how much the program helped the student overall. Even so, teachers were somewhat more positive about the program’s results than the Advocates seemed to be.

### **Consistency of Reports between Family Advocates and Teachers**

Given the fact that teachers in general reported that students were helped more than the Advocates did, there could not be perfect consistency between their reports for the same individual student. However, the level of inconsistency as shown in Table 6(b) was surprisingly high, at least in two sites.

In Adrian and Prairie Elementary, not only were Family Advocates generally less positive about the results of their efforts, but they were likely in many cases to report little or no progress on resolving the initial problems for the same students for whom teachers were seeing a great deal or considerable improvement. The reverse occurred much less often (that Advocate reports were more positive than teacher reports). The reasons for this discrepancy are not now known, but suggest people in the two positions were observing different behaviors and/or holding different expectations.

There was a somewhat different pattern in the ALC program. Here there was considerable agreement between the Family Advocate and the student’s teacher when in cases with little or no improvement. Ten of the 26 students were rated this way by both the teacher and the Advocate. Also, 5 additional students were rated by both as having

experienced considerable or more improvement. The most significant disagreement came for the students who dropped out of school to take a job. Of the six who did this, the Advocate and the teachers reported opposite results for four students. That is, the Advocate reported that these students' initial problems were fully resolved, while their teachers reported that there was no improvement. This reinforces the suggestion that Advocates and teachers may be looking at different results when evaluating a student's progress – at least for students at the high school level.

### **Effects of the Family Advocate Program Based on Teacher Report about Amount of Improvement in Specific Behaviors**

At the end of the school year, teachers were asked to report on how much improvement they had seen over the year in a number of student and family behaviors and attitudes. Student behaviors and attitudes included:

- Performance on school work
- Completion of homework
- Behavior at school
- Alertness and interest in school
- Being prepared for school (in terms of meals and clothing)
- Tardiness and absenteeism

Family behaviors and attitudes included:

- Interest in their child's education
- Involvement with their child's learning and behavior
- Communication with the teacher
- Support for school rules and expectations

Table 6(a) reports the percentage of students for whom their teacher reported “a lot” or “some” improvement in behavior and attitudes.

In general, improvements in student behaviors and attitudes were reported by teachers to be greater than improvement in family behaviors and attitudes, but not by large margins. The area for students in which teachers fairly consistently saw the greatest improvement (for between 50 and 80 percent of the students) was in performance on work in school. In addition, between 40 and 50 percent of students were reported to have improved substantially in their behavior at school and their alertness and interest in school. Family behaviors and attitudes generally improved in all areas for between 40 and 60 percent of the students. However, in both years teachers in Round Lake-Brewster schools saw considerable improvement for almost all students in how well the families communicated with the teacher.

## **Effects of the Family Advocate Program Based on Comparison of Initial and End-of-Year Family Advocate Assessment of Specific Behaviors**

Table 7 presents the results of a number of comparisons between initial and end-of-year reports by Family Advocates about student and family behaviors.

**Averages for the participating students as a whole** (when end-of-year assessment data were available) were compared on:

- The number of problem areas identified at the initial assessment compared to the number identified at the end-of-year assessment
- The severity of problems identified at the initial assessment compared to the severity at the end-of-year assessment
- School attendance rate in 2002-2003 compared with school attendance rate in 2003-2004

**When initial and end-of-year assessment forms for individual students could be linked** (for Adrian, Round Lake-Brewster, and Worthington-Prairie Elementary), the following statistics were also available:

- Percent of students whose behavior scores remained the same, improved or worsened between the initial assessment and the end-of-year assessment
- Percent of students whose school attendance rate remained the same, improved or worsened between 2002-2003 and 2003-2004

Data for these comparisons was not uniformly available – only Adrian and Worthington-Prairie Elementary had data on all measures.

### **Change Measured by Comparing Averages at Beginning and End of the School Year**

Overall, based on comparison of Family Advocate reports from the beginning to the end of the school year or years for which data were available, there were modest improvements on some measures and little or none on others.

- The **number of problem areas identified for students** usually decreased a modest amount
- The **number of problem areas identified for families** stayed almost the same or in some cases increased



- The **average score for student behaviors** stayed about the same or improved slightly over the year<sup>4</sup>
- The **average score for family behaviors** also stayed the same or improved only a very little

### **Change Measured by Comparing Initial and End-of-Year Assessment Data for Individual Students**

When comparing initial student and family behavior scores and those at the end of the year, the patterns across the sites with these data (Adrian, Round Lake-Brewster, and Prairie Elementary) were quite different for the two school years.

#### **Changes in Student Behavior Scores**

In the 2003-2004 school year, the behavior scores for most students (between 65 and 75 percent) stayed the same from the beginning to the end of the year. Where there was change, the percent with improved scores outnumbered those with worsened scores by several multiples.

In the 2004-2005 school year, the behavior scores for the majority of students in the three sites improved. For students in Adrian and Prairie Elementary, just over half had increased behavior scores. In Round Lake-Brewster, more than 80 percent had improved behavior scores. Fewer students in each community had the same behavior scores from beginning to end of the 2004-2005 school year. However, it was only at Prairie Elementary that there were a substantial number of students (one-third) whose scores declined.

#### **Changes in Family Behavior Scores**

In 2003-2004, the family behavior scores generally followed the same pattern as the student scores, but with more modest results. Between 40 and 65 percent of the students' families had no change in score. The percent of families with improved scores was larger in each site than the percent whose scores declined.

In 2004-2005, the three sites differed in the changes in family behavior scores from the beginning to the end of the year. In Adrian about equal thirds of the students' families had scores that remained the same, increased and declined. In Round Lake-Brewster,

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<sup>4</sup> Since each area of behavior was coded 5 for "good," 3 for "fair," and 1 for "poor," an increase in the score represents an improvement in the behavior.

almost all the students' families had increased behavior scores. At Prairie Elementary, two-thirds of the families had increased scores, with another 30 percent staying the same.

### **Changes Measured by Comparing School Attendance Rate**

School attendance data was sparse in both years across the communities. Only students at Prairie Elementary had annual student attendance data for both the year prior to being in the Family Advocate program and the program year in 2003-2004 and in 2004-2005. In both program years, average attendance was high (95 percent or above) and there was little change from the previous school year. For many students it was impossible to observe change in individual attendance patterns because of missing information. Among students served by the Advocate program in 2003-2004 almost three-quarters had no information on changes in school attendance. In 2004-2005 the percent in that category was only 45 percent. In that year about half of the students for which there were data demonstrated no change in attendance pattern from the previous school year, and about one-quarter each had improved and worsened attendance.

### **Summary of Effects of Family Advocate Program**

One of the limitations of this analysis of the effects of the Family Advocate program is that data were not consistently available, whether by district, by year, or by measure. However, there are some patterns of effects to be noted.

Advocates and teachers both reported that the program had helped many students deal with problems in school partially if not fully. Teachers reported greater positive effects for students than did the Advocates. Teachers also reported that family interest and involvement in their child's education improved for a substantial number of students.

Based on Advocate assessments, average student scores related to school performance and behavior improved slightly, while family scores related to home-school and internal family interactions changed little.

Comparisons of beginning and end of year Advocate assessments indicated that few students had improved scores in the 2003-2004 school year, but that many did in the 2004-2005 school year in most sites. With regard to assessment of family functioning, the picture was more mixed, both between years and across districts, but generally many students experienced at least some improvement in family behavior scores in 2004-2005.

**TABLE 1**  
**FORMS AVAILABLE FROM EACH FAMILY ADVOCATE SITE**  
**2003-2004 and 2004-2005**

	<b>Adrian</b>	<b>Ellsworth</b>	<b>Fulda</b>	<b>Round Lake-Brewster</b>	<b>Worthington -ALC</b>	<b>Worthington - Prairie Elementary</b>
<b>Initial Assessment by Advocate</b>	2003-04: 15 <i>(matched with end-of-year)</i> 2004-05: 32 <i>(matched with end of year &amp; teacher report)</i>	2003-04: No data 2004-05: No data	2003-04: 29 <i>(not matched)</i> 2004-05: 16 <i>(matched with end of year)</i>	2003-04: 9 <i>(matched with end-of-year)</i> 2004-05: 16 <i>(matched with end of year)</i>	2003-04: No data 2004-05: No data	2003-04: 22 <i>(matched with end-of-year)</i> 2004-05: 80 <i>(matched with end of year and teacher report)</i>
<b>End-of-Year Assessment by Advocate</b>	2003-04: 15 <i>(matched with initial)</i> 2004-05: 32 <i>(matched with initial and teacher report)</i>	2003-04: 18 <i>(not matched)</i> 2004-05: 37 <i>(not matched)</i>	2003-04: 29 <i>(not matched)</i> 2004-05: 16 <i>(matched with initial)</i>	2003-04: 9 <i>(matched with initial)</i> 2004-05: 16 <i>(matched with initial)</i>	2003-04: 31 <i>(not matched)</i> 2004-05: 26 <i>(matched with referral form and teacher report)</i>	2003-04: 22 <i>(matched with initial)</i> 2004-05: 80 <i>(matched with initial and teacher report)</i>
<b>End-of-Year Teacher Report</b>	2003-04: 24 <i>(not matched)</i> 2004-05: 32 <i>(matched with Advocate reports)</i>	2003-04: 39 <i>(not matched)</i> 2004-05: 11 <i>(not matched)</i>	2003-04: 9 <i>(not matched)</i> 2004-05: No data	2003-04: 11 <i>(not matched)</i> 2004-05: 9 <i>(not matched)</i>	2003-04: No data 2004-05: 26 <i>(matched with referral form and end of year assessment)</i>	2003-04: 23 <i>(not matched)</i> 2004-05: 80 <i>(matched with initial and end of year Advocate reports)</i>
<b>Monthly Record of Contacts</b>	Both years	Both Years	No data for either year	No data for 2003-04 Data for 2004-05	No data for either year	No data for 2003-04 Data for 2004-05

**TABLE 2**

**AVERAGE INITIAL RATING OF STUDENT BEHAVIORS**  
(Good = 5, Fair = 3, Poor = 1, Unknown = 0)

	<b>2003-2004 MEAN</b>	<b>2004-2005 MEAN</b>
<b>ADRIAN</b>	3.4	3.7
<b>ELLSWORTH</b>	NA	NA
<b>FULDA</b>	2.9	3.1
<b>ROUND LAKE- BREWSTER</b>	2.6	2.8
<b>WORTHINGTON – ALC</b>	NA	NA
<b>WORTHINGTON – PRAIRIE ELEMENTARY</b>	3.7	3.9

**AVERAGE NUMBER OF PROBLEMS AREAS AT INITIAL ASSESSMENT**  
(Areas in which the student's behavior was rated as fair or poor out of 6 possible)

	<b>2003-2004 MEAN</b>	<b>2004-2005 MEAN</b>
<b>ADRIAN</b>	3.2	3.2
<b>ELLSWORTH</b>	NA	NA
<b>FULDA</b>	4.6	4.3
<b>ROUND LAKE- BREWSTER</b>	5.0	5.0
<b>WORTHINGTON – ALC</b>	NA	NA
<b>WORTHINGTON – PRAIRIE ELEMENTARY</b>	2.3	1.9

**TABLE 2 (continued)**

**AVERAGE INITIAL RATING OF FAMILY BEHAVIORS**  
(Good = 5, Fair = 3, Poor = 1, Unknown = 0)

	<b>2003-2004 MEAN</b>	<b>2004-2004 MEAN</b>
<b>ADRIAN</b>	2.3	2.5
<b>ELLSWORTH</b>	NA	NA
<b>FULDA</b>	1.9	2.2
<b>ROUND LAKE- BREWSTER</b>	2.4	2.0
<b>WORTHINGTON – ALC</b>	NA	NA
<b>WORTHINGTON – PRAIRIE ELEMENTARY</b>	2.8	2.1

**AVERAGE NUMBER OF PROBLEM AREAS AT INITIAL ASSESSMENT**  
(Areas in which the family's behavior was rated as fair or poor out of 5 possible)

	<b>2003-2004 MEAN</b>	<b>2004-2005 MEAN</b>
<b>ADRIAN</b>	3.7	2.9
<b>ELLSWORTH</b>	NA	NA
<b>FULDA</b>	4.7	4.2
<b>ROUND LAKE- BREWSTER</b>	4.0	4.9
<b>WORTHINGTON – ALC</b>	NA	NA
<b>WORTHINGTON – PRAIRIE ELEMENTARY</b>	3.0	2.7

**TABLE 3**  
**AVERAGE SCHOOL ATTENDANCE**  
**(PERCENT DAYS ATTENDED AND RATING)**  
**IN PREVIOUS SCHOOL YEAR**

	PERCENT DAYS ATTENDED		ATTENDANCE RATING <sup>5</sup>	
	2002-03 MEAN	2003-04 MEAN	2002-03 MEAN	2003-04 MEAN
<b>ADRIAN</b>	91.8 %	NA	5.6	NA
<b>ELLSWORTH</b>	NA	NA	NA	NA
<b>FULDA</b>	87.3 %	85.8%	4.5	4.5
<b>ROUND LAKE- BREWSTER</b>	NA	NA	NA	NA
<b>WORTHINGTON – ALC</b>	NA	NA	NA	NA
<b>WORTHINGTON – PRAIRIE ELEMENTARY</b>	98.9 %	95.9 %	7.0	5.9

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<sup>5</sup> Attended more than 95 percent of enrolled days coded as 7, between 91 and 95 percent coded as 5, between 85 and 90 percent coded as 3, and below 85 percent coded as 1. Missing information was coded as 0.

**TABLE 4(a)**  
**AVERAGE NUMBER OF FAMILY ADVOCATE CONTACTS**  
**WITH STUDENTS AND WITH FAMILIES**  
**(Mean – 2003-04/2004-05)**  
 (based on Family Advocate End-of-Year Report)

	<b>Adrian</b>	<b>Ellsworth</b>	<b>Fulda</b>	<b>Round Lake- Brewster</b>	<b>Worthington ALC</b>	<b>Worthington Prairie Elementary</b>
<b>Number of one-on-one contacts with students</b>	43/22	7/1	NA/NA	26/10	3/3	74/40
<b>Number of group sessions with students</b>	29/22	NA	NA/NA	NA	NA	NA
<b>Number of contacts with families</b>	7/6	2/1	NA/NA	14/8	2/3	10/6
<b>Number of referrals to agencies</b>	1/<1	<1/<1	NA/2.3	<1/2	<1/<1	1/<1
<b>Number of referrals to child activities</b>	0/1	<1/<1	1/1.4	0/2	<1/<1	1/1
<b>Number of referrals to family activities</b>	0/0	<1/<1	1/1.5	0/2	<1/<1	1/<1

**TABLE 4(b)**  
**AVERAGE NUMBER OF FAMILY ADVOCATE CONTACTS PER MONTH**  
**WITH STUDENTS AND WITH FAMILIES**

(Mean – 2003-04/2004-05)

(based on Family Advocate Monthly Statistical Reports)

	<b>Adrian</b>	<b>Ellsworth</b>	<b>Fulda</b>	<b>Round Lake- Brewster</b>	<b>Worthington ALC</b>	<b>Worthington Prairie Elementary</b>
<b>Number of parent contacts</b>	14/12	4/3	NA/NA	NA/74	NA/NA	NA/23
<b>Number of home visits</b>	2/1	<1/<1	NA/NA	NA/4	NA/NA	NA/6
<b>Number of parent visits to school</b>	3/4	2/3	NA/NA	NA/NA	NA/NA	NA/6
<b>Number of student contacts</b>	170/104	45/77	NA/NA	NA/84	NA/NA	NA/123
<b>Number of classroom contacts</b>	NA/NA	5/5	NA/NA	NA/NA	NA/NA	NA/NA
<b>Number of contacts w/ community agencies</b>	9/8	11/12	NA/NA	NA/78	NA/NA	NA/12
<b>Number of teacher contacts</b>	27/17	14/22	NA/NA	NA/145	NA/NA	NA/53
<b>Number of Advocate meetings</b>	<1/1	1/<1	NA/NA	NA/<1	NA/NA	NA/<1
<b>Number of new referrals to Advocate</b>	<1/3	NA/NA	NA/NA	NA/NA	NA/NA	NA/3
<b>Number of closed cases</b>	1/2	NA/NA	NA/NA	NA/NA	NA/NA	NA/1
<b>Number of ongoing cases</b>	31/19	NA/NA	NA/NA	NA/NA	NA/NA	NA/32
<b>Number of referrals</b>	2/1	3/<1	NA/NA	NA/1	NA/NA	NA/3

**TABLE 5**



**LEVEL OF TEACHER SATISFACTION**  
**(A lot = 5, Somewhat = 3, A little = 1, Not at all or Don't know = 0)**  
**(mean)**

	ADRIAN	ELLSWORTH	FULDA	ROUND LAKE- BREWSTER	WORTHINGTON -ALC	WORTHINGTON - PRAIRIE ELEMENTARY
<b>Satisfaction with how quickly the Family Advocate responded</b>						
2003-04	4.8	4.9	4.1	4.8	NA	4.9
2004-05	4.9	4.6	NA	5.0	4.9	4.3
<b>Satisfaction with how well the Family Advocate engaged the family with the school</b>						
2003-04	3.4	3.6	2.3	NA	NA	4.3
2004-05	3.5	2.1	NA	4.6	4.4	3.2
<b>Satisfaction with how much the Family Advocate involved the teacher in developing plans for working with the student and family</b>						
2003-04	4.2	4.0	2.3	NA	NA	3.2
2004-05	3.8	NA	NA	NA	4.2	3.1
<b>Satisfaction with how well the Family Advocate kept the teacher informed</b>						
2003-04	4.3	4.0	2.6	4.8	NA	4.2
2004-05	4.5	4.0	NA	4.8	5.0	3.4
<b>Satisfaction with how much the Family Advocate sought feedback from the teacher</b>						
2003-04	4.6	4.3	3.0	NA	NA	4.1
2004-05	4.0	NA	NA	NA	4.9	3.3

**TABLE 6(a)**  
**REPORTS OF IMPROVEMENT IN STUDENT BEHAVIOR**  
**BY FAMILY ADVOCATES AND TEACHERS AT END OF SCHOOL YEAR**  
**(percent – 2003-04/2004-05)**

	ADRIAN	ELLS- WORTH	FULD A	ROUND LAKE- BREWSTER	ALC	PRAIRIE ELEMENTAR Y
<b>Family Advocate Report – Extent to which original problem was resolved</b>						
Fully	7/6	50/68	7/13	0/6	8/27	9/23
Partially	40/35	33/32	38/67	56/81	35/23	27/28
A Little	53/55	6/0	38/13	0/13	0/19	41/28
Not At All	0/3	11/0	17/7	0/0	19/31	18/21
Don't Know	0/0	0/0	0/NA	44/0	39/0	5/0
<b>Teacher Report – Amount that Family Advocate helped student</b>						
Great Deal	33/43	28/27	0/NA	45/56	NA/4	39/34
Considerabl y	33/47	44/55	56/NA	36/22	NA/27	17/38
Some	21/10	13/18	33/NA	18/22	NA/0	13/12
A Little	0/0	3/0	11/NA	0/0	NA/8	4/10
Not At All	0/0	3/0	0/NA	0/0	NA/38 <sup>6</sup>	0/6
Don't Know	13/0	10/0	0/NA	0/0	NA/0	26/0
<b>Teacher Report – “A Lot” or “Some” improvement in student’s ...</b>						
School work	55/43	62/73	44/NA	72/78	NA/65	78/40
Homework completion	30/30	51/NA	22/NA	NA/NA	NA/61	39/34
Behavior at school	54/37	41/NA	55/NA	NA/NA	NA/54	52/40

<sup>6</sup> An additional six students or 23 percent dropped out during the year.

	ADRIAN	ELLS-WORTH	FULD A	ROUND LAKE-BREWSTER	ALC	PRAIRIE ELEMENTARY
Alertness & interest in school	45/27	46/NA	22/NA	NA/NA	NA/58	56/44
Being prepared for school	34/13	23/NA	11/NA	NA/NA	NA/58	74/38
Tardiness & absences	21/13	47/NA	33/NA	NA/NA	NA/69	38/22
<b>Teacher Report – “A Lot” or “Some” improvement in family’s ....</b>						
Interest in child’s education	42/37	39/36	22/NA	55/67	NA/65	34/36
Involvement with child’s learning & behavior	46/43	39/NA	11/NA	NA/NA	NA/61	48/30
Communication with teacher	42/37	26/45	22/NA	82/100	NA/58	44/26
Support for school rules & expectations	46/43	33/NA	22/NA	NA/NA	NA/61	35/24

**TABLE 6(b)**  
**COMPARISON OF FAMILY ADVOCATE AND TEACHER REPORTS**  
**OF EFFECT OF PROGRAM ON STUDENTS,**  
**2004-2005 SCHOOL YEAR**  
**(number of students)**

**Adrian**  
(29 students total)

<b>Teacher Report – Amount Advocate Helped Student</b>	<b>Family Advocate Report – Extent to Which Problem Resolved</b>				
	Fully (1)	Partially (11)	A little (16)	Not at all (1)	Don't know (0)
Great deal (13)	1	4	7	1	0
Considerably (13)	0	5	8	0	0
Some (3)	0	2	1	0	0
A little (0)	0	0	0	0	0
Not at all (0)	0	0	0	0	0
Don't know (0)	0	0	0	0	0

**Worthington – ALC**  
(26 students total)

<b>Teacher Report – Amount Advocate Helped Student</b>	<b>Family Advocate Report – Extent to Which Problem Resolved</b>				
	Fully (7)	Partially (6)	A little (5)	Not at all (3)	Don't know (0)
Great deal (4)	1	0	3	0	0
Considerably (4)	1	3	0	0	0
Some (0)	0	0	0	0	0
A little (3)	0	0	0	3	0
Not at all (10)	5	3	2	5	0

Don't know (0)	0	0	0	0	0
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**TABLE 6b (continued)**

**Worthington – Prairie Elementary**  
(48 students total)

<b>Teacher Report – Amount Advocate Helped Student</b>	<b>Family Advocate Report – Extent to Which Problem Resolved</b>				
	Fully (8)	Partially (16)	A little (15)	Not at all (9)	Don't know (0)
Great deal (16)	1	4	7	4	0
Considerably (19)	3	6	6	4	0
Some (6)	1	4	1	0	0
A little (5)	2	1	1	1	0
Not at all (2)	1	1	0	0	0
Don't know (0)	0	0	0	0	0

**TABLE 7**  
**COMPARISON OF INITIAL AND END ASSESSMENTS**  
**OF STUDENT AND FAMILY BEHAVIOR BY FAMILY ADVOCATES**  
**(mean or percent – 2003-04/2004-05)**

	<b>Adrian</b>	<b>Ellsworth</b>	<b>Fulda</b>	<b>Round Lake- Brewster</b>	<b>Worthington ALC</b>	<b>Worthington Prairie Elementary</b>
Mean number of initial areas of student behavior problems <sup>7</sup>	3.2/3.2	NA/NA	4.6/4.3	5.0/5.0	NA/1.9	2.3/1.9
Mean number of end-of-year areas of student behavior problems	2.8/2.3	2.5/4.3	3.3/3.5	4.3/4.4	3.3/2.6	1.7/1.9
Mean number of initial areas of family behavior problems	3.7/2.9	NA/NA	4.7/4.2	4.0/4.9	NA/NA	3.0/2.7
Mean number of end-of-year areas of family behavior problems	3.7/3.2	1.6/1.4	4.5/4.1	3.7/4.7	4.2/4.1	2.9/2.9
Average student behavior score <sup>8</sup> at initial assessment	3.4/3.7	NA/NA	2.9/3.1	2.6/2.8	NA/NA	3.7/3.9
Average student behavior score at end of year	3.5/3.9	3.8/3.1	2.8/4.1	3.3/3.3	3.3/3.7	3.9/4.1
Average family behavior score at initial assessment	2.3/2.5	NA/NA	1.9/2.2	2.4/2.0	NA/NA	2.8/2.1
Average family behavior score at end of year	2.7/2.7	0.6/1.1	2.6/2.5	2.9/2.7	1.9/1.9	3.2/2.7
Average student school attendance last year	91.8/NA	NA/NA	87.3/85.8	NA/NA	NA/NA	98.9/95.6
Average student school attendance this year	96.3/NA	89.5/93.5	NA/NA	NA/NA	85.2/NA	95.0/96.0
Percent of student behavior scores that remained the same	75/31	NA/NA	NA/6	69/19	NA/NA	64/11
Percent of student behavior scores that improved	14/50	NA/NA	NA/87	31/81	NA/NA	20/55

<sup>7</sup> An area was considered a problem if the student's or family's behavior was rated as "poor" or "fair," rather than good, by the Family Advocate.

<sup>8</sup> Each area of behavior was code as 5 for "good," 3 for "fair," and 1 for "poor."

	<b>Adrian</b>	<b>Ellsworth</b>	<b>Fulda</b>	<b>Round Lake- Brewster</b>	<b>Worthington ALC</b>	<b>Worthington Prairie Elementary</b>
Percent of student behavior scores that worsened	4/19	NA/NA	NA/6	0/0	NA/NA	9/33
Percent of student behavior scores where change was unknown	8/0	NA/NA	NA/0	0/0	NA/NA	7/0
Percent of students whose annual school attendance rate remained the same	33/NA	NA/NA	NA/NA	NA/NA	NA/NA	14/30
Percent of students whose annual school attendance rate improved	27/NA	NA/NA	NA/NA	NA/NA	NA/NA	14/14
Percent of students whose annual school attendance rate worsened	13/NA	NA/NA	NA/NA	NA/NA	NA/NA	0/11
Percent of students whose change in annual school attendance rate was unknown	27/NA	NA/NA	NA/NA	NA/NA	NA/NA	73/45
Percent of family behavior scores that remained the same	41/37	NA/NA	NA/0	62/6	NA/NA	65/28
Percent of family behavior scores that improved	25/33	NA/NA	NA/75	27/94	NA/NA	22/63
Percent of family behavior scores that worsened	12/30	NA/NA	NA/25	2/0	NA/NA	7/9
Percent of family behavior scores where change was unknown	21/0	NA/NA	NA/0	9/0	NA/NA	5/0



**ATTACHMENT:  
FAMILY ADVOCATE PROGRAM  
SITE PROFILES  
Adrian  
Ellsworth  
Fulda  
Round Lake-Brewster  
Worthington – ALC  
Worthington – Prairie Elementary**

## **ADRIAN**

### **Forms Available**

- Initial and end-of-year assessment forms were matched by student both years
- Assessment forms, completed by Family Advocate, also were matched with teacher report forms
- Monthly reports of Advocate activities were completed

### **Student Behaviors at Initial Assessment**

- Average rating of “good” for student’s health
- “Fair +” ratings for student energy and alertness, clothing and hygiene, and school performance
- “Fair to Poor” ratings for student’s homework completion and behavior in school
- Overall rating: just above “Fair”
- Average number of problems in student behavior (rated as “poor” or “fair”): 3.2 out of possible 6
- Student attendance in previous school year: averaging almost 92 percent

### **Family Behaviors at Initial Assessment**

- “Fair +” rating for family communication with school
- “Fair to Poor” ratings for student behavior at home, communication within the family, discipline and family conflict, and use of community resources
- Overall rating: between “Poor” and “Fair”
- Average number of problems in family behavior (rated as “poor” or “fair”): 3.7 out of possible 5

### **Family Advocate Contacts with Individual Students and Families**

- Contacts with participating students averaged about once a week in 2003-2004 and once every two weeks in 2004-2005
- Students were in group sessions with the Advocate between 20 and 30 times during the year on average
- Family contacts were much less frequent, but averaged between 6 and 7
- Very few referrals were made

### **Monthly Family Advocate Contacts**

- Each month the Advocate averaged between 17 and 19 contacts with parents, including home visits and parent visits to the school
- Each month the Advocate averaged between 20 and 30 contacts with teachers
- Each month the Advocate averaged between 8 and 9 contacts with community agencies

### **Teacher Satisfaction with Family Advocate Program**

- Teachers were strongly satisfied with how quickly the Advocate responded to a referral, how the teacher was involved in planning for work with the student and family, how much feedback was solicited from the teacher, and how well the teacher was kept informed
- Teachers were moderately satisfied with how well the Advocate was able to engage the family with the school

### **Teacher Reports of Improvement in Student Behavior**

- Teachers reported at least some improvement in school work for about half of the students with whom the Advocate worked
- Teachers reported that between 30 and 40 percent of the students improved in their behavior in school and interest in school
- Teachers reported that less than 30 percent, and as low as 13 percent, of students showed improvement in homework completion, being prepared for school, and tardiness and absences
- Overall, teachers reported that the Advocate helped the majority of students “considerably” or “a great deal” – 66 percent of students in 2003-2004 and 90 percent of students in 2004-2005

### **Teacher Reports of Improvement in Family Behavior**

- Teachers reported that around 40 percent of student families showed at least some increase in interest in their child’s education, involvement in their child’s learning, communication with the teacher, and support for school rules and expectations

### **Family Advocate Report on Resolution of Initial Problems**

- The Advocate reported that very few students had their initial problems completely resolved and almost none experienced no resolution at all

- The Advocate reported that between 35 and 40 percent of students experienced partial resolution of their initial problems
- The Advocate reported that the majority – just over 50 percent – of students experienced “a little” resolution

### **Changes between Initial and End-of-Year Assessments of Student Behavior**

- Average student behavior scores went up less than one point on a scale from 1 to 5
- At least some improvement in average student behavior scores was reported for only a small number of students in 2003-2004, but for half of the students in 2004-2005
- About one-third of students in 2003-2004 improved their behavior in school to some extent, bringing the average to “Fair”
- Between 34 and 44 percent of students in 2004-2005 had at least some improvement in three behavior areas in 2004-2005 – school performance, homework completion, and behavior in school – bringing the respective averages to between “Fair” and “Good”, “Fair” and “Fair”

### **Changes between Initial and End-of-Year Assessments of Family Behavior**

- Average family behavior scores went up less than one point on a scale from 1 to 5
- In 2003-2004 average scores increased for 25 percent of student families, but for almost as many whether change occurred was unknown
- In 2004-2005 average family scores were about as likely to stay the same, improve or worsen
- In both years, for most areas of family behavior, scores were as likely to worsen as to improve

## ADRIAN

### Average (Mean) Student and Family Behaviors At Initial and End-of-Year Assessments 2003-2004 and 2004-2005

Characteristic <sup>9</sup>	2003-04 Initial Mean	2004-05 Initial Mean	2003-04 End-of-Yr Mean	2004-05 End-of-Yr Mean
Student's school performance	3.3	3.1	3.1	3.7
Student's homework completion	2.5	2.4	3.1	2.8
Student's behavior in school	2.7	2.4	3.2	3.1
Student's health	4.9	4.9	4.9	5.0
Student's energy and alertness	3.8	4.6	3.7	4.5
Student's clothing and hygiene	3.4	4.2	3.5	4.3
Family's communication with school	3.4	3.6	3.5	3.4
Communication within family	2.1	2.6	2.2	2.5
Discipline and conflict within family	2.0	2.2	2.1	2.6
Family use of community resources	1.7	1.0	2.7	1.5
Student behavior at home	2.3	3.0	2.9	3.2

<sup>9</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.

## ADRIAN

### Change in Student and Family Behaviors Between Initial and End-of-Year Assessments 2003-2004 and 2004-2005 (percent)

Characteristic <sup>10</sup>	2003-2004			2004-2005		
	Same or Unknown	Improved	Worse	Same or Unknown	Improved	Worse
Student's school performance	80	7	13	53	38	9
Student's homework completion	80	13	7	53	34	13
Student's behavior in school	60	33	7	44	44	12
Student's health	100	0	0	94	3	3
Student's energy and alertness	87	13	0	85	6	9
Student's clothing and hygiene	93	7	0	88	6	6
Family's communication with school	60	27	13	78	3	19
Communication within family	74	13	13	66	12	22
Discipline and conflict within family	67	13	20	65	19	16
Family use of community resources	60	33	7	72	19	9
Student behavior at home	53	40	7	68	16	16

<sup>10</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.

## **ELLSWORTH**

### **Forms Available**

- No initial assessment forms were completed in either year
- End-of-year assessment forms, completed by Family Advocate, were not matched with teacher report forms
- Monthly reports of Advocate activities were completed

### **Student Behaviors at Initial Assessment**

- Not available

### **Family Behaviors at Initial Assessment**

- Not available

### **Family Advocate Contacts with Individual Students and Families**

- Contacts with participating students were made only a few times during the year
- Family contacts were also infrequent
- Very few referrals were made

### **Monthly Family Advocate Contacts**

- Each month the Advocate averaged between 2 and 3 contacts with parents, including home visits and parent visits to the school
- Each month the Advocate averaged between 14 and 22 contacts with teachers
- Each month the Advocate averaged between 11 and 12 contacts with community agencies

### **Teacher Satisfaction with Family Advocate Program**

- Teachers were strongly satisfied with how quickly the Advocate responded to a referral, how the teacher was involved in planning for work with the student and family, how much feedback was solicited from the teacher, and how well the teacher was kept informed
- Teachers were moderately satisfied with how well the Advocate was able to engage the family with the school

### **Teacher Reports of Improvement in Student Behavior**

- Teachers reported at least some improvement in school work for between 60 and 70 percent of the students with whom the Advocate worked
- Teachers in 2003-2004 reported that around 50 percent of the students improved in homework completion, school behavior, interest in school, and tardiness and absences
- Teachers in 2003-2004 reported that fewer than one-quarter of students showed improvement in being prepared for school
- Teachers were not asked about improvement in student behavior except in the area of school performance in 2004-2005
- Overall, teachers reported that the Advocate helped the majority of students “considerably” or “a great deal” – 72 percent of students in 2003-2004 and 82 percent of students in 2004-2005

### **Teacher Reports of Improvement in Family Behavior**

- Teachers reported that around one-third of student families showed at least some increase in interest in their child’s education, involvement in their child’s learning, communication with the teacher, and support for school rules and expectations

### **Family Advocate Report on Resolution of Initial Problems**

- The Advocate reported that the majority of students (between 50 and 70 percent) had their initial problems “fully” resolved and only a few experienced no resolution at all
- The Advocate reported that about one-third of students experienced partial resolution of their initial problems

### **Family Advocate Assessment of Student Behavior at End-of-Year**

- Average end-of-year assessments of student behavior were higher – between “Fair” and “Good” – in 2003-2004 than in 2004-2005, when they were generally only “fair”

### **Family Advocate Assessment of Family Behavior at End-of-Year**

- Average end-of-year assessments of family behavior in the area of home-school communication were between “poor” and “fair”



- The Advocate was not familiar with most areas of family behavior – communication within the family, family conflict, use of community resources, and student behavior at home – resulting in very low scores

#### **Changes between Initial and End-of-Year Assessments of Student Behavior**

- Not available

#### **Changes between Initial and End-of-Year Assessments of Family Behavior**

- Not available

## ELLSWORTH

### Average (Mean) Student and Family Behaviors At Initial and End-of-Year Assessments 2003-2004 and 2004-2005

Characteristic <sup>11</sup>	2003-04 Initial Mean	2004-05 Initial Mean	2003-04 End-of-Yr Mean	2004-05 End-of-Yr Mean
Student's school performance	NA	NA	3.2	2.5
Student's homework completion			3.2	2.6
Student's behavior in school			3.6	3.0
Student's health			4.5	4.1
Student's energy and alertness			4.4	3.1
Student's clothing and hygiene			4.2	3.4
Family's communication with school			2.1	2.3
Communication within family			<1.0	1.1
Discipline and conflict within family			<1.0	1.0
Family use of community resources			<1.0	<1.0
Student behavior at home			<1.0	<1.0

<sup>11</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.

## ELLSWORTH

### Change in Student and Family Behaviors Between Initial and End-of-Year Assessments 2003-2004 and 2004-2005 (percent)

Characteristic <sup>12</sup>	2003-2004			2004-2005		
	Same or Unknown	Improved	Worse	Same or Unknown	Improved	Worse
Student's school performance	Initial Assessment Data Not Available – Unable to Compute			Initial Assessment Data Not Available – Unable to Compute		
Student's homework completion						
Student's behavior in school						
Student's health						
Student's energy and alertness						
Student's clothing and hygiene						
Family's communication with school						
Communication within family						
Discipline and conflict within family						
Family use of community resources						
Student behavior at home						

<sup>12</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.



## FULDA

### Forms Available

- Initial and end-of-year assessment forms were matched by student in 2004-2005 but not in 2003-2004
- Assessment forms, completed by Family Advocate, also were matched with teacher report form
- Monthly reports of Advocate activities were not completed

### Student Behaviors at Initial Assessment

- The Advocate's initial rating of students' school performance was around "Fair" in both years, and lower in homework completion and school behavior
- Ratings of student health, energy level, and clothing and hygiene were "Fair +" in both years
- "Fair to Poor" ratings for student's homework completion and behavior in school
- Overall rating: just under "Fair"
- Average number of problems in student behavior (rated as "poor" or "fair"): 4.6 out of possible 6
- Student attendance in previous school year: averaging between 86 and 87 percent

### Family Behaviors at Initial Assessment

- "Poor" to "Fair" ratings for all family behaviors – family communication with school, communication within the family, family conflict, use of community resources, and student behavior at home
- Overall rating: between "Poor" and "Fair"
- Average number of problems in family behavior (rated as "poor" or "fair"): 4.7 out of possible 5

### Family Advocate Contacts with Individual Students and Families

- No information was available on contacts with individual students and families
- The Advocate made between 1 and 2 referrals per participating student on average to community agencies, to groups for child activities, and to groups for family activities

## **Monthly Family Advocate Contacts**

- Not available

## **Teacher Satisfaction with Family Advocate Program**

- Teacher satisfaction data were only available for 2003-2004
- Teachers were strongly satisfied with how quickly the Advocate responded to a referral
- Teachers were only slightly satisfied (between “a little” and “somewhat”) with how much the teacher was involved in planning for work with the student and family, how well the teacher was kept informed, and how well the Advocate engaged families with the school
- Teachers were moderately satisfied with how much the Advocate sought feedback from the teacher

## **Teacher Reports of Improvement in Student Behavior**

- Teacher report data were only available for 2003-2004
- Teachers reported at least some improvement in school behavior for about half of the students with whom the Advocate worked
- Teachers reported that between 30 and 40 percent of the students improved in their school work and in tardiness and absenteeism
- Teachers reported that between 10 and 20 percent of students showed improvement in homework completion, being prepared for school, and alertness and interest in school
- Overall, teachers reported that the Advocate helped over half of the students “considerably”, but none were helped “a great deal”
- Another third of the students were helped “some”

## **Teacher Reports of Improvement in Family Behavior**

- Teachers reported that only between 10 and 20 percent of student families showed at least some increase in interest in their child’s education, involvement in their child’s learning, communication with the teacher, and support for school rules and expectations

## **Family Advocate Report on Resolution of Initial Problems**

- In 2003-2004 the Advocate reported that few students had their initial problems completely resolved but that 17 percent experienced no resolution at all
- In 2004-2005 the Advocate reported that 13 percent of students had their initial problems completely resolved and that only 7 percent experienced no resolution at all
- In 2003-2004 the Advocate reported that equal numbers -- almost 40 percent -- of students experienced “partial” and “a little” resolution of their initial problems
- In 2004-2005 the Advocate reported that two-thirds of the students experienced “partial” resolution
- In 2004-2005 80 percent of students experienced either complete or partial resolution of their initial problems

## **Changes between Initial and End-of-Year Assessments of Student Behavior**

- In 2003-2004 average student behavior scores stayed the same – approximately “Fair”
- In 2004-2005 average student behavior scores went up by one point on a scale from 1 to 5 – from an average of “Fair” to an average between “Fair” and “Good”
- Comparisons in individual student assessments could not be made for 2003-2004
- In 2004-2005 very few students were reported to have had the same average behavior score between initial and end-of-year assessments
- In 2004-2005 almost all students experienced at least some improvement in average
- The major area of positive change was in student behavior in school, experienced by one-quarter of the students

## **Changes between Initial and End-of-Year Assessments of Family Behavior**

- Average family behavior scores went up less than one point on a scale from 1 to 5 – with averages about midway between “poor” to “fair”
- Comparisons in individual family assessments could not be made for 2003-2004
- In 2004-2005 three-quarters of student families had some improvement in their average score and one-quarter had some worsening in their average score
- The areas in which between 30 and 40 percent of student families were reported to improve were communication within the family and family use of community resources
- About 20 percent of student families improved in the areas of family conflict and student behavior at home

## FULDA

### Average (Mean) Student and Family Behaviors At Initial and End-of-Year Assessments 2003-2004 and 2004-2005

Characteristic <sup>13</sup>	2003-04 Initial Mean	2004-05 Initial Mean	2003-04 End-of-Yr Mean	2004-05 End-of-Yr Mean
Student's school performance	2.5	3.3	2.9	3.4
Student's homework completion	1.6	2.4	NA	NA
Student's behavior in school	1.9	2.4	2.4	2.7
Student's health	3.6	3.6	3.8	3.6
Student's energy and alertness	3.8	3.5	3.8	3.7
Student's clothing and hygiene	3.5	3.7	4.0	3.6
Family's communication with school	2.1	2.9	3.1	3.4
Communication within family	1.7	1.6	2.5	3.1
Discipline and conflict within family	1.4	1.4	2.0	3.1
Family use of community resources	2.1	2.4	3.0	2.3
Student behavior at home	2.1	2.4	2.7	3.4

<sup>13</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.



## FULDA

### Change in Student and Family Behaviors Between Initial and End-of-Year Assessments 2003-2004 and 2004-2005 (percent)

Characteristic <sup>14</sup>	2003-2004			2004-2005		
	Same or Unknown	Improved	Worse	Same or Unknown	Improved	Worse
Student's school performance	Initial & End-of-Year Assessment Data Not Matched – Unable to Compute			94	6	0
Student's homework completion				NA	NA	NA
Student's behavior in school				69	25	6
Student's health				74	13	13
Student's energy and alertness				88	12	0
Student's clothing and hygiene				94	0	6
Family's communication with school				87	13	0
Communication within family				56	44	0
Discipline and conflict within family				81	19	0
Family use of community resources				63	31	6
Student behavior at home				75	19	6

<sup>14</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.



## ROUND LAKE-BREWSTER

### Forms Available

- Initial and end-of-year assessment forms were matched by student both years
- Assessment forms, completed by Family Advocate, were not matched with teacher report form
- Monthly reports of Advocate activities were completed in 2004-2005, but not in 2003-2004

### Student Behaviors at Initial Assessment

- “Fair” ratings for student health, energy and alertness, and clothing and hygiene in both years
- “Poor” to “Fair” ratings for student’s homework completion and behavior in school in both years
- In 2003-2004 average student behavior in school was between “Poor” and “Fair”
- In 2004-2005 average student behavior in school was “Fair”
  
- Overall rating: between “Poor” and “Fair”
  
- Average number of problems in student behavior (rated as “poor” or “fair”): 5 out of possible 6 in both years
  
- Student attendance data were not available

### Family Behaviors at Initial Assessment

- Ratings of between “Poor” and “Fair” for home-school communication, communication within the family, discipline and family conflict, use of community resources, and student behavior at home in both years
  
- Overall rating: between “Poor” and “Fair”
  
- Average number of problems in family behavior (rated as “poor” or “fair”): 4 out of possible 5 in 2003-2004 and almost 5 out of possible 5 in 2004-2005

### Family Advocate Contacts with Individual Students and Families

- Contacts with participating students averaged about once every two weeks in 2003-2004 and about 10 times during 2004-2005

- Family contacts were somewhat less frequent – in 2003-2004 an average of 14 contacts per student, and in 2004-2005 an average of 8 contacts per student
- Very few referrals were made in 2003-2004
- In 2004-2005 an average of 2 referrals per participating student were made to community agencies, to child activities, and to family activities

### **Monthly Family Advocate Contacts**

- Data were only available in 2004-2005
- Each month the Advocate averaged almost 80 contacts with parents, including home visits
- Each month the Advocate averaged almost 150 contacts with teachers
- Each month the Advocate averaged over 80 contacts with community agencies

### **Teacher Satisfaction with Family Advocate Program**

- In 2003-2004 teachers were asked only about their satisfaction with the Advocate’s quickness of response and keeping the teacher informed about the Advocate’s work with individual students – teachers were strongly satisfied with the program in these areas
- In 2004-2005 teachers were asked about the above two areas and about engaging the family with the school -- teachers were strongly satisfied in all three areas

### **Teacher Reports of Improvement in Student Behavior**

- In both years teachers were only asked about improvements in students’ school performance – in both years between 70 and 80 percent of students were reported to have improved “some” or “a lot”
- Overall, teachers reported that the Advocate helped about half of students “a great deal”
- No students were reported to have been helped “a little” or “not at all”
- Around 80 percent of students were reported to have been helped “considerably” or “a great deal” in both years

### **Teacher Reports of Improvement in Family Behavior**

- In both years teachers were asked only about improvements in family interest in their child’s education and communication with the teacher
- Teachers reported that over half of student families in 2003-2004 and two-thirds of families in 2004-2005 showed at least some increase in interest in their child’s education

- In 2003-2004 80 percent of student families were reported to have improved communication with their child's teacher
- In 2004-2005 all student families were reported to have improved communication with their child's teacher

### **Family Advocate Report on Resolution of Initial Problems**

- The Advocate reported that very few students had their initial problems completely resolved, but at the same time none experienced no resolution at all
- In 2003-2004 the Advocate did not have enough information to report the extent of problem resolution for many students (44 percent)
- In 2003-2004 all the students for whom the Advocate had information were reported to have had their initial problem partially but not completely resolved
- In 2004-2005 the Advocate was able to report on resolution of initial problems for all participating students
- In 2004-2005 just over 80 percent of students experienced partial resolution of the initial problem and another 6 percent complete resolution

### **Changes between Initial and End-of-Year Assessments of Student Behavior**

- Average student behavior scores went up less than one point on a scale from 1 to 5
- At least some improvement in average student behavior scores was reported for about 30 percent of students in 2003-2004, but for over 80 percent in 2004-2005
- No student's average behavior score worsened in either year
- About two-thirds of students in both years improved their school performance to some extent, moving the average from below to above "Fair"
- There were improvements for some students in homework completion and school behavior in both years – the percent of students showing improvement ranged from 22 percent to 44 percent

### **Changes between Initial and End-of-Year Assessments of Family Behavior**

- Average family behavior scores went up less than one point on a scale from 1 to 5
- In 2003-2004 average scores stayed the same for about two-thirds of student families, and just over one-quarter showed some improvement in average score
- In 2004-2005 almost all student families had improved average scores
- The area in which between two-third and three-quarters of student families were reported to improve in both years was family communication with the school, moving from between "Poor" and "Fair" to above "Fair"
- In 2003-2004 improvements were reported for between one-quarter and one-third of families in the areas of family conflict and family use of community resources

- In 2004-2005 improvements were reported for between 25 and 44 percent of families in the same areas as above and in communication within the family, moving the averages closer to “Fair”

## ROUND LAKE-BREWSTER

### Average (Mean) Student and Family Behaviors At Initial and End-of-Year Assessments 2003-2004 and 2004-2005

Characteristic <sup>15</sup>	2003-04 Initial Mean	2004-05 Initial Mean	2003-04 End-of-Yr Mean	2004-05 End-of-Yr Mean
Student's school performance	2.1	2.1	3.7	3.4
Student's homework completion	2.1	2.5	2.8	3.0
Student's behavior in school	2.6	3.0	3.4	3.6
Student's health	3.0	2.9	3.2	3.1
Student's energy and alertness	3.2	3.0	3.4	3.3
Student's clothing and hygiene	3.2	3.3	3.4	3.5
Family's communication with school	2.1	2.0	3.4	3.5
Communication within family	2.9	1.6	2.9	2.4
Discipline and conflict within family	2.4	1.7	2.9	2.1
Family use of community resources	2.2	2.0	2.7	2.9
Student behavior at home	2.7	2.7	2.9	2.9

<sup>15</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.

## ROUND LAKE-BREWSTER

### Change in Student and Family Behaviors Between Initial and End-of-Year Assessments 2003-2004 and 2004-2005 (percent)

Characteristic <sup>16</sup>	2003-2004			2004-2005		
	Same or Unknown	Improved	Worse	Same or Unknown	Improved	Worse
Student's school performance	33	67	0	37	63	0
Student's homework completion	78	22	0	75	25	0
Student's behavior in school	56	44	0	69	31	0
Student's health	89	11	0	87	13	0
Student's energy and alertness	67	33	0	87	13	0
Student's clothing and hygiene	89	11	0	87	13	0
Family's communication with school	33	67	0	25	75	0
Communication within family	100	0	0	63	37	0
Discipline and conflict within family	78	22	0	69	25	6
Family use of community resources	55	33	11	56	44	0
Student behavior at home	89	11	0	94	6	0

<sup>16</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.





## WORTHINGTON -- ALC

### Forms Available

- Initial assessment forms were not completed in either year
- Assessment forms, completed by Family Advocate, were matched with teacher report form
- Monthly reports of Advocate activities were not completed in either year

### Student Behaviors at Initial Assessment

- Not available
- Student attendance in previous school year: not available

### Family Behaviors at Initial Assessment

- Not available

### Family Advocate Contacts with Individual Students and Families

- Contacts with participating students averaged about 3 times in both years
- Family contacts averaged about the same
- Very few referrals were made

### Monthly Family Advocate Contacts

- Not available

### Teacher Satisfaction with Family Advocate Program

- Teacher satisfaction data were not available for 2003-2004
- Teachers on average were strongly satisfied with how quickly the Advocate responded to a referral, how well the teacher was kept informed, and how much feedback was solicited from the teacher
- Average teacher satisfaction with how much the Advocate involved the teacher in developing plans for working with the family and how well the Advocate was able to engage the family with the school was between “somewhat” and “a great deal”

### Teacher Reports of Improvement in Student Behavior

- Teacher reports of improvement in student behavior were not collected in 2003-2004
- Teachers reported that between 50 and 60 percent of students showed at least some improvement in all areas -- homework completion, school behavior, interest in school, and being prepared for school
- Teachers reported that about two-thirds of students showed improvement in school work and tardiness and absenteeism
- Overall, teachers reported that the Advocate helped about 30 percent of students “considerably” or “a great deal,” but almost 40 percent “not at all”

### **Teacher Reports of Improvement in Family Behavior**

- Teacher reports of improvement in family behavior were not collected in 2003-2004
- Teachers reported that between 60 and 65 percent of student families showed at least some increase in interest in their child’s education, involvement in their child’s learning, communication with the teacher, and support for school rules and expectations

### **Family Advocate Report on Resolution of Initial Problems**

- In 2003-2004 the Advocate did not have enough information to report the extent of problem resolution for many students (39 percent)
- In 2004-2005 the Advocate was able to report on resolution of initial problems for all participating students
- In 2003-2004 over 40 percent of all participating students (70 percent of those for whom the Advocate had information) were reported to have had their initial problem partially or, in a few cases, fully resolved
- In 2004-2005 one-half of the students experienced at least partial resolution of their initial problem, with more than one-quarter experiencing complete resolution
- In 2003-2004 almost 20 percent of students (35 percent of those for whom the Advocate had information) were reported to have experienced no resolution of their initial problem
- In 2004-2005 just over 30 percent of students were reported to have experienced no resolution of their initial problem and another nearly 20 percent only “a little” resolution
- The Advocate reported that six students or 23 percent dropped out during the 2004-2005 school year

### **Changes between Initial and End-of-Year Assessments of Student Behavior**

- Not available

### **Changes between Initial and End-of-Year Assessments of Family Behavior**

- Not available

**WORTHINGTON - ALC**

**Average (Mean) Student and Family Behaviors  
At Initial and End-of-Year Assessments  
2003-2004 and 2004-2005**

<b>Characteristic<sup>17</sup></b>	<b>2003-04 Initial Mean</b>	<b>2004-05 Initial Mean</b>	<b>2003-04 End-of-Yr Mean</b>	<b>2004-05 End-of-Yr Mean</b>
Student's school performance	NA	NA	2.3	2.6
Student's homework completion			2.2	2.6
Student's behavior in school			2.7	2.1
Student's health			4.9	5.0
Student's energy and alertness			3.7	4.9
Student's clothing and hygiene			4.3	5.0
Family's communication with school			2.2	2.9
Communication within family			2.4	2.1
Discipline and conflict within family			2.2	1.9
Family use of community resources			<1.0	<1.0
Student behavior at home			2.4	2.0

<sup>17</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.

**WORTHINGTON - ALC**

**Change in Student and Family Behaviors  
Between Initial and End-of-Year Assessments  
2003-2004 and 2004-2005  
(percent)**

Characteristic <sup>18</sup>	2003-2004			2004-2005		
	Same or Unknown	Improved	Worse	Same or Unknown	Improved	Worse
Student's school performance	Initial Assessment Data Not Available – Unable to Compute			Initial Assessment Data Not Available – Unable to Compute		
Student's homework completion						
Student's behavior in school						
Student's health						
Student's energy and alertness						
Student's clothing and hygiene						
Family's communication with school						
Communication within family						
Discipline and conflict within family						
Family use of community resources						
Student behavior at home						

<sup>18</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.



## WORTHINGTON – PRAIRIE ELEMENTARY

### Forms Available

- Initial and end-of-year assessment forms were matched by student both years
- Assessment forms, completed by Family Advocate, also were matched with teacher report forms in 2004-2005 only
- Monthly reports of Advocate activities were completed in 2004-2005 only

### Student Behaviors at Initial Assessment

- Averages between “Fair” and “Good” for student’s health, energy and alertness, clothing and hygiene, and behavior in school
- Averages around “Fair” for school performance and homework completion
- Overall rating: between “Fair” and “Good”
- Average number of problems in student behavior (rated as “poor” or “fair”): about 2 out of possible 6 in both years
- Student attendance in previous school year: averaging 96 to 99 percent

### Family Behaviors at Initial Assessment

- An average “Fair +” ratings for student behavior at home and family communication with school in 2003-2004, but between “Poor” and “Fair” for those behaviors in 2004-2005
- Averages between “Poor” and “Fair” ratings in both years for communication within the family, discipline and family conflict, and family use of community resources
- Overall rating: close to “Fair” in 2003-2004, between “Poor” and “Fair” in 2004-2005
- Average number of problems in family behavior (rated as “poor” or “fair”): about 3 out of possible 5 in both years

### Family Advocate Contacts with Individual Students and Families

- Contacts with participating students averaged about twice a week in 2003-2004 and once a week in 2004-2005
- Family contacts were less frequent, between 6 and 10 per family in each year



- Few referrals were made – on average, about one per student to community agencies, to child activities, and to family activities

### **Monthly Family Advocate Contacts**

- Monthly contact data were only available for 2004-2005
- Each month the Advocate averaged about 35 contacts with parents, including home visits and parent visits to the school
- Each month the Advocate averaged about 50 contacts with teachers
- Each month the Advocate averaged about 12 contacts with community agencies

### **Teacher Satisfaction with Family Advocate Program**

- In 2003-2004 teachers on average were strongly satisfied with how quickly the Advocate responded to a referral – in 2004-2005 teachers' satisfaction was between “somewhat” and “a lot” in this area
- In 2003-2004 average teacher satisfaction was between “somewhat” and “a lot” in how well the teacher was kept informed, how much the teacher's feedback was sought, and how well the Advocate engaged the family with the school
- On average, teachers in 2003-2004 were somewhat satisfied with how much the Advocate involved the teacher in making plans for the student and family
- In 2004-2005 average teacher satisfaction in all areas, except quickness of response, was just above “somewhat”

### **Teacher Reports of Improvement in Student Behavior**

- In 2003-2004 teachers reported at least some improvement in school work and being prepared for school for about three-quarters of the students
- In 2003-2004 teachers reported at least some improvement in school behavior and interest in school for more than half of the students
- In 2003-2004 teachers reported that almost 40 percent of students showed some improvement in homework completion and tardiness and absences
- In 2004-2005 teachers reported that between 35 and 45 percent of the students improved in school performance, homework completion, school behavior, interest in school and being prepared for school
- In 2004-2005 just over 20 percent showed improvement in tardiness and absences
- In 2003-2004 teachers did not have enough information to report on how much the Advocate helped one-quarter of the students
- In 2004-2005 all teachers were able to report on how much the Advocate helped students

- In 2003-2004 over half of the students were reported by their teachers to have been helped by the Advocate “considerably” or “a great deal”
- In 2004-2005 almost three-quarters of the students to have been helped “considerably” or “a great deal”
- In 2003-2004 very few students were reported by their teachers to have been helped only “a little” or “not at all”
- In 2004-2005 more students – 16 percent – had been helped “a little” or “not at all”

### **Teacher Reports of Improvement in Family Behavior**

- In 2003-2004 teachers reported that in the range of 35 to 45 percent of student families showed at least some increase in interest in their child’s education, involvement in their child’s learning, communication with the teacher, and support for school rules and expectations
- In 2004-2005 teachers reported that between 25 and 35 percent of student families showed some increase in these areas

### **Family Advocate Report on Resolution of Initial Problems**

- In both years the Advocates reported that about 20 percent of the participating students experienced no resolution at all of their initial problems
- In 2003-2004 another 40 percent of students were reported to have had their initial problem resolved “a little”
- In 2003-2004 about one-quarter of students had their initial problems “partially” resolved
- In 2003-2004 only about 10 percent of students had their initial problems “fully” resolved
- In 2004-2005 about one-quarter of students were reported have had their initial problem resolved “a little,” another quarter “partially,” and another “fully”

### **Changes between Initial and End-of-Year Assessments of Student Behavior**

- Average student behavior scores went up less than one point on a scale from 1 to 5
- At least some improvement in average student behavior scores was reported for 20 percent of students in 2003-2004, but for half of the students in 2004-2005
- Average student behavior scores went down for less than 10 percent of the students in 2003-2004, but for one-third of the students in 2004-2005

- Around one-quarter of students in 2003-2004 had improved student behavior scores in three areas – school performance, homework completion, and clothing and hygiene
- Around one-quarter of students in 2004-2005 had improved student behavior scores in two of the same areas (school performance and homework completion) and in behavior in school
- In both years between 15 and 20 percent of students had worsened behavior scores in several areas, including school performance, homework completion, behavior in school, and energy and alertness

### **Changes between Initial and End-of-Year Assessments of Family Behavior**

- Average family behavior scores went up less than one point on a scale from 1 to 5
- In 2003-2005 almost two-thirds of student families had average scores that remained the same from beginning to end of the year, while a little less than one-quarter of the families had improved scores
- In 2004-2005 the opposite was observed – about two-thirds of families had improved average scores and about one-quarter stayed the same
- In 2003-2004 between 20 and 30 percent of the student families were reported to have experienced improvement in home-school communication, family conflict, and use of community resources
- In 2004-2005 between 30 and 40 percent of families experienced improvement in these areas and in student behavior at home

## **WORTHINGTON – PRAIRIE ELEMENTARY**

### **Average (Mean) Student and Family Behaviors At Initial and End-of-Year Assessments 2003-2004 and 2004-2005**

<b>Characteristic<sup>19</sup></b>	<b>2003-04 Initial Mean</b>	<b>2004-05 Initial Mean</b>	<b>2003-04 End-of- Yr Mean</b>	<b>2004-05 End-of- Yr Mean</b>
Student's school performance	3.1	3.4	3.2	3.7

<sup>19</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.

Student's homework completion	2.8	3.1	3.1	3.6
Student's behavior in school	4.0	3.7	3.9	4.0
Student's health	4.6	4.6	4.9	4.7
Student's energy and alertness	4.4	4.4	4.5	4.2
Student's clothing and hygiene	4.1	4.4	4.5	4.6
Family's communication with school	3.3	2.5	3.7	3.2
Communication within family	2.5	1.7	2.6	2.3
Discipline and conflict within family	2.2	1.1	2.6	2.1
Family use of community resources	2.7	1.9	3.4	2.5
Student behavior at home	3.7	2.4	3.8	3.3

**WORTHINGTON – PRAIRIE ELEMENTARY**

**Change in Student and Family Behaviors  
Between Initial and End-of-Year Assessments  
2003-2004 and 2004-2005  
(percent)**

Characteristic <sup>20</sup>	2003-2004			2004-2005		
	Same or Unknown	Improved	Worse	Same or Unknown	Improved	Worse
Student's school performance	59	27	14	58	28	14
Student's homework completion	64	23	13	59	28	13
Student's behavior in school	68	18	14	65	24	11
Student's health	86	14	0	91	9	0
Student's energy and alertness	72	14	14	63	15	22
Student's clothing and hygiene	77	23	0	87	10	3
Family's communication with school	64	27	9	63	31	6
Communication within family	73	18	9	66	26	8
Discipline and conflict within family	73	23	4	57	39	4
Family use of community resources	68	27	5	64	29	7
Student behavior at home	77	14	9	61	31	8

<sup>20</sup> Each rating of "good" was given 5 points, each rating of "fair" 3 points, each rating of "poor" 1 point, and missing information or "don't know" was given 0 (zero) points. An average rating was computed for each characteristic by summing the number of points across the students and dividing by the number of students.