

Gaps in School Achievement

Human Services Involvement in Clairton City Public Schools



PREPARED BY

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The Allegheny County Department of Human Services (DHS) is dedicated to meeting the human services needs of county residents, particularly the county's most vulnerable populations, through an extensive range of prevention, intervention, crisis management and after-care services.

This report was prepared by the Office of Data Analysis, Research and Evaluation (DARE), an office within DHS. DARE supports and publishes research related to the activities of DHS in a number of categories, including: Aging; Basic Needs; Behavioral Health and Disabilities; Child Development and Education; Children, Youth and Families; Crime and Justice; and Innovation, Reform and Policy.

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ABBREVIATIONS / ACRONYMS

ACHA	Allegheny County Housing Authority
BH	Behavioral Health (includes Mental Health and Drug & Alcohol)
CYF	Children, Youth and Family Services (Child Welfare)
CYF PARENT	Children, Youth and Family Services for an involved student who is also a parent
CYF PLACEMENT	Out-of-home placement in the CYF System (subset of CYF Active)
D&A	Drug and Alcohol (refers to supports to students for substance abuse management)
DARE	Allegheny County Office of Data Analysis, Research and Evaluation
DHS	Allegheny County Department of Human Services
DPW	Pennsylvania Department of Public Welfare
FSC	Family Support Center
HACP	Housing Authority of the City of Pittsburgh
HH	Homelessness and Housing Supports
ID	Intellectual Disability
JPO	Juvenile Probation Office (synonymous in this report with Juvenile Justice)
JPO PLACEMENT	Out-of-home placement in the Juvenile Justice System (subset of JPO Active)
MATP	Medical Assistance Transportation Program
MH	Mental Health Services
MOU	Memorandum of Understanding
OBH	Office of Behavioral Health (includes MH and D&A services)
PH	Public Housing Supports (includes ACHA and HACP)
PSSA	Pennsylvania System of School Assessment
SNAP	Supplemental Nutrition Assistance Program (formerly Food Stamps) (Department of Public Welfare)
TANF	Temporary Assistance for Needy Families (Department of Public Welfare)

TERMS

- **Act 53** is a Pennsylvania law that allows for involuntary commitment of minors for Drug and Alcohol treatment.
- **Attendance** (educational outcome) reflects a student's attendance during the 2010/2011 academic year. Students were grouped into two attendance categories: below 90 percent and 90 percent or above. Attendance is adjusted for unexcused and excused absences.
- **Bureau of Homeless and Housing Services** works with agencies that operate facilities to house people who find themselves homeless or at risk of becoming homeless. Housing options include emergency shelter, bridge or transitional housing, and permanent housing. Several agencies provide supportive services and case management to help people who are homeless or at risk of becoming homeless due to their very complex issues. The range of these services includes information and referral, advocacy, case management, shelter, and financial assistance for housing.
- **Child Welfare / Children, Youth and Family Services (CYF)** is the county's public office mandated by law to protect children from abuse and neglect and to ensure permanency for children. CYF's mission is "to protect children from abuse and neglect; to preserve families, whenever possible; and to assure permanency, that is, to provide permanent, safe homes for children either by assuring safety within the child's own family or by finding an adoptive home or another permanent setting for those children who cannot be reunified with their family."
- **Drug & Alcohol Related Services (D&A)** are included under the Office of Behavioral Health, providing services to children, youth and adults who have substance abuse issues.
- **Family Support Centers (FSCs)** are a prevention strategy designed to nurture, protect and strengthen families. FSCs are community-based and are governed by participants. They provide parents and neighborhoods with the resources and supports they need to raise healthy and happy children. Of the 33 FSCs in Allegheny County, 27 receive funding from DHS. While each of the centers primarily serves families with children under the age of five and provides core services of Child Development Support, Goal Planning, Health Insurance Support, Medical Support, Parenting Education and Prenatal Care, FSCs also provide optional services that include After School Programs, Summer Camp, Early Head Start and Head Start, and Teen Parenting.

Terms*(continued)*

- **GPA (educational outcome)** stands for grade point average. Weighted, cumulative GPAs were used. Students were grouped into two categories: those with a GPA less than 2.0 and those with a GPA of 2.0 or above.
- **Juvenile Justice / Juvenile Probation Office (JPO)** supervises youth who are 10 to 21 years old who are alleged to have, or have been determined to have, committed a delinquent act before reaching 18 years of age.
- **Mental Health Services (MH)** are included under the Office of Behavioral Health, providing services to adults, young adults and children who have mental illness.
- **Office of Behavioral Health (OBH)** includes MH and D&A services, and provides such services to children, youth and adults who have mental illness and/or substance use disorders.
- **Office of Intellectual Disabilities (OID)** provides services for citizens with intellectual disabilities (ID) through assessment, coordination of treatment, habilitation and support programs.
- **Partial Hospitalization Program** is a day treatment program for individuals with mental illness, and is designed to prevent hospitalization or re-hospitalization.
- **Pennsylvania System of School Assessment (PSSA)** (educational outcome) is a test administered to students in grades three through eight, and then again in 11th grade, to determine proficiency in reading and math. Scores are categorized into four ascending levels: Below Basic, Basic, Proficient and Advanced. In this analysis, “proficient” refers to students with proficient or advanced PSSA scores.
- **Public Housing Assistance (PH)** includes both the Housing Authority of the City of Pittsburgh (HACP) and the Allegheny County Housing Authority (ACHA). The HACP provides publicly assisted housing to city residents, consisting of traditional public housing, scattered sites and Housing Choice Vouchers (Section 8). The ACHA provides numerous services to Allegheny County residents to help them achieve the goal of self-sufficiency through safe and affordable housing. The ACHA manages housing units in community settings, high-rises and scattered sites around the County. Additionally, many privately owned housing units are provided through the Housing Choice Voucher Program (Section 8).
- **Student Assistance Program** helps schools identify students who are experiencing behavior and/or academic difficulties that are posing a barrier to their learning and success in school, and offers support to those students and their families.
- **Supplemental Nutrition Assistance Program (SNAP)**, previously known as the Food Stamp program, is a program of the Pennsylvania Department of Public Welfare that provides benefits used to buy food and to help eligible low-income households in Pennsylvania obtain more nutritious diets by increasing their food purchasing power at grocery stores and supermarkets.

Terms*(continued)*

- **Support Programs**, as defined for this report, are those programs designed to address economic need. As opposed to human services, which are defined as those programs that provide a specific intervention for a specific targeted population, support programs are designed to prevent negative outcomes such as homelessness, hunger and poverty, and further involvement in the human service system. For purposes of this report, the following kinds of programs are considered to be support programs:
 - transportation supports
 - homeless and housing supports
 - family support centers
 - public welfare programs (SNAP, TANF)
- **Temporary Assistance for Needy Families (TANF)** was created to help families in need become self-sufficient. TANF, provided through the Pennsylvania Department of Public Welfare, includes assistance to needy families so that children can be cared for in their own homes, preventive measures for out-of-wedlock pregnancy, encouragement of two-parent families, and reduction of the dependency of needy parents by assisting with job preparation.

BACKGROUND

About the Allegheny County Department of Human Services (DHS)

Approximately 230,000 Allegheny County residents are involved with the Department of Human Services (DHS), which provides services in the areas of aging (AAA), behavioral health (mental health, and drug & alcohol), child welfare, intellectual disability, early intervention and homelessness support.

About Clairton City School District

A former steel town, the City of Clairton has been defined as a financially distressed community by the U.S. Department of Health and Human Services, Office of Community Services, since the late 1980s. With a population of around 6,800 people in 2010 (a 20 percent decline since 2000), the Clairton City Public School District consists of one school building for K-12 with a student body population of 735 children during the 2010/2011 school year.

The Partnership

In January 2012, DHS and the Clairton City School District signed a Memorandum of Understanding (MOU) to share data, enabling Clairton and DHS to create and implement strategies and/or interventions to improve educational outcomes and to enhance child and family well-being. The partnership was a result of previous work to share data between the Pittsburgh Public Schools and DHS, a partnership documented by Jeffery Fraser in a report titled "Framework for Collaboration." This report is available in the research and reports section of the DHS website. The goal of the data-sharing partnership between Clairton and DHS is to understand the overlap between students and DHS active youth, and to help create opportunities to improve and better target interventions in a school district that has significant challenges and limited resources.

Data shared

- Personal Identifiers (Name, Date of Birth, Social Security Number)
- School Directory Data (School Building, Grade Level)
- Demographic Data (Gender, Race, Age, Free Lunch Indicator)
- Performance Data (Grade Point Averages, Pennsylvania System of State Assessment Scores [PSSA])
- Attendance Data (Days of Suspension, Excused and Unexcused Absences, Tardy Arrivals)

This report is an assessment of the academic performance of Clairton students involved in human services and support programs, relative to peers, during the 2010/2011 academic year.

SUMMARY

The Student Body in Clairton

Of the 735 students enrolled in the Clairton City School District at the end of the 2010/2011 academic year, 52 percent (379) were male and 48 percent (356) were female. There was an average of 52 students per grade from kindergarten through 12th grade, with elementary school averaging 52 students, middle school averaging 50 students, and high school averaging 56 students per grade. The analysis of gender found that a greater percentage of females reached the metric of a 2.0 GPA as compared to their male classmates, with proficiency relatively similar between the groups. In addition, the percentage of females attending at least 90 percent of the time was also greater than their male peers.

Seventy-one percent (519) of Clairton students were African American, and 23 percent (172) were classified as white. The remaining students were biracial, Hispanic and Pacific Islander. The analysis by race found that, of students with prior human service involvement, white students met the educational metrics of proficiency on the PSSAs and a 2.0 GPA or above at higher rates than did their African American counterparts. In contrast, it found that African American students attended at least 90 percent of the time at greater rates than did white students.

Human Services and Support Program Involvement

There is significant overlap between students attending Clairton City School District and those who have prior and current human services and support program involvement. Sixty-three percent (460) of Clairton students had prior involvement with at least one of the 14 programs included in this analysis. Forty-six percent (340) were involved within the last year.¹

¹ The 46 percent involved within the last year is a subset of the 63 percent with prior involvement. Prior involvement includes involvement in human services or support programs from 2002 to the present. Total enrollment is 735 students.

School Level

Elementary school students had the highest rates of prior service involvement, although both prior and current service involvement was high across all grade levels (see **Figure 1**).

Program Type

The analysis explored 14 programs administered by the Allegheny County Department of Human Services (DHS), DHS contractors, the Pennsylvania Department of Public Welfare (DPW), and other government and nonprofit agencies. These programs were grouped into five categories: Child Welfare, Behavioral Health, Support Programs, Intellectual Disability (ID) and Juvenile Justice (JPO).

- *Child Welfare* served 39 percent (289) of Clairton students in the past; 13 percent (98) within the last year.
- *Behavioral Health* served 21 percent (154) of Clairton students in the past; 13 percent (96) within the last year.
- *Support Programs* served 50 percent (365) of Clairton students in the past; 39 percent (289) within the last year.
- *ID* served one percent (10) of Clairton students in the past; less than one percent (one) within the last year.
- *JPO* served six percent (31) of Clairton students over 10 years of age in the past; five percent (25) during the last year.

Many students were involved in multiple services and in multiple service areas (e.g., involved in both child welfare and mental health services). Thirty-two percent (237) of the students had prior involvement in three or more services, and 13 percent (94) were involved in three or more services during the last academic year. In addition, 39 percent (288) of the students were involved in two or more service areas, and 19 percent (143) of the students were involved with two or more service areas during the 2010/2011 academic year.

Educational Outcomes

There was an achievement gap identified for students involved in human services and support programs, relative to their peers, across all three educational outcome metrics reviewed in this analysis.

Pennsylvania System of State Assessment (PSSA): 39 percent (119)² of Clairton students were proficient or advanced on the PSSA reading test. Further analysis reveals achievement gaps between students with prior service involvement and their peers, a result that can assist administrators and teachers in Clairton to better target programs to improve reading proficiency. Fifty-one percent (60) of students with no prior service involvement were proficient in reading compared to 29 percent (60) of students with prior service involvement. Reading proficiency dropped to 27 percent (39) for students involved in human services and/or support programs within the last year.

² Students in Pennsylvania are assessed in reading using the Pennsylvania System of School Assessment (PSSA) in grades three through eight and in grade 11. Due to data availability at the time of the report, this analysis examines students in grades three through eight. In Clairton, this group includes 305 students (113 students with no human services or support program involvement, 192 with prior human services and/or support program involvement, and 143 involved within the last year).

Grade Point Average (GPA): 81 percent (601) of students in Clairton had a GPA at or above 2.0. Achievement gaps emerged by service involvement, with 87 percent (239) of students who had no prior service involvement at or above a 2.0 GPA compared to 79 percent (362) who had prior service involvement and 77 percent (262) active within the last year.

Attendance: 75 percent (554) of students in Clairton achieved attendance rates of 90 percent or greater.³ Seventy-seven percent (212) of students with no prior service involvement had attendance at or above 90 percent, compared to 74 percent (342) of students with prior service involvement. The attendance rate for students involved in a human services and/or a support program within the last year was lowest, at 72 percent (246).

³ Attendance rates are ratios of days attended to days enrolled.

Educational outcomes of students with human services and/or support program involvement varied by program type. Overall, educational outcomes were highest for students who had current involvement with family support centers (FSCs). Educational outcomes were lowest for students accessing DHS's homelessness and housing (HH) services, using medical transportation and involved in child welfare services. When examining the geographic location of students with basic or below basic reading proficiency, the highest concentration of students was located in public housing communities, homeless shelters and transitional housing sites.

Policy Outcomes

Early analysis of data and presentation of results to Clairton school officials revealed that the Clairton City School District was underreporting students with ID to DHS. Based on these results, DHS's ID staff presented information to Clairton officials and parents, resulting in enrollment of more than half of the students identified as having ID.

In addition, the data showed geographic differences in achievement levels, particularly in areas with public housing, homeless shelters and transitional housing. In response, Clairton City School District staff are partnering with nonprofit organizations who offer after-school programming within the public housing communities to improve reading proficiency for those Clairton students who have high needs.

Clairton City School District officials are also using the analysis to enhance grant writing and to create more targeted fundraising campaigns. The data-sharing agreement, along with the analysis of school district and human services information, has enabled the district to plan training and assemblies more strategically and to develop stronger relationships with DHS to better address the needs of the children served by both.

METHODOLOGY

The Clairton City School District shared data with the Allegheny County Department of Human Services (DHS) for all students (735) enrolled at the end of the 2010/2011 academic year. This report uses data from the DHS Data Warehouse. The DHS Data Warehouse provided human services and support program background data on all Clairton students. The Data Warehouse is a repository of DHS's electronically stored data, designed to facilitate reporting and analysis and to aid in decision-making. All DHS programs, as well as external entities such as the Allegheny County Jail, the Department of Public Welfare (DPW), and county and city housing authorities, feed data into the Data Warehouse; in all, there are more than 20 data sources both internal and external to DHS (sources of data are listed in Appendix A). The Data Warehouse houses more than 300 million records. Individuals are uniquely identified across systems using a matching algorithm, using identifiers such as Social Security number, gender, first name, last name and date of birth.

The report focuses on 14 human services and support programs in which Clairton students participate. These include a number of DHS services, DPW programs, Public Housing (PH) supports and JPO.

Service involvement is assessed in two categories:

- *Prior Involvement*: Indicates that the student was involved at some time since 2002 (based on data availability).
- *Involved within the Last Year*⁴: Indicates that the student was involved in the service or program within the year preceding the close of the 2010/2011 academic year (June 2010 – June 2011).

⁴ This category is a subset of "Prior Involvement."

The analysis explores three educational outcome metrics for Clairton students involved in human services and/or support programs compared to peers who had no prior involvement: PSSA scores, Attendance and GPA. PSSA scores of proficient or advanced, a 90 percent attendance rate, and a GPA of 2.0 or greater were chosen as benchmarks based on No Child Left Behind adequate yearly progress metrics and on conversations with Clairton school officials.

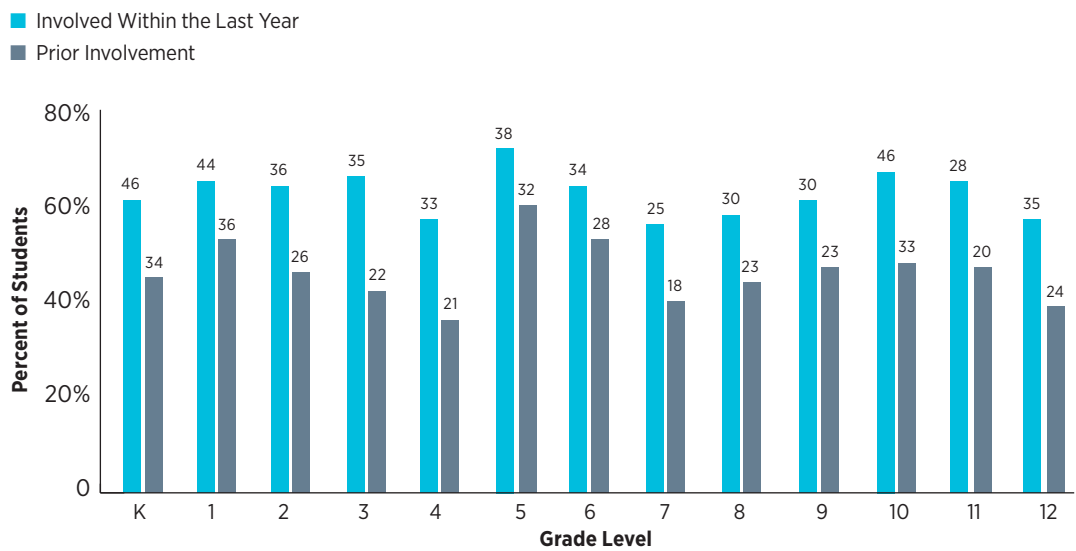
FINDINGS

Human Services and Support Program Involvement: By Grade

Sixty three percent (460) of the students in Clairton had prior human services and/or support program involvement. When examining involvement by grade level, there were slightly higher participation rates in elementary school than in middle and high school (66 percent of the population as compared to 62 percent in middle school and 64 percent in high school).

Figure 1 displays the human services and support program involvement of Clairton students by grade during the 2010/2011 school year.

FIGURE 1: Human Services and Support Program Involvement by Grade Level, Total Number of Students and Percent of Grade, 2010/2011 School Year

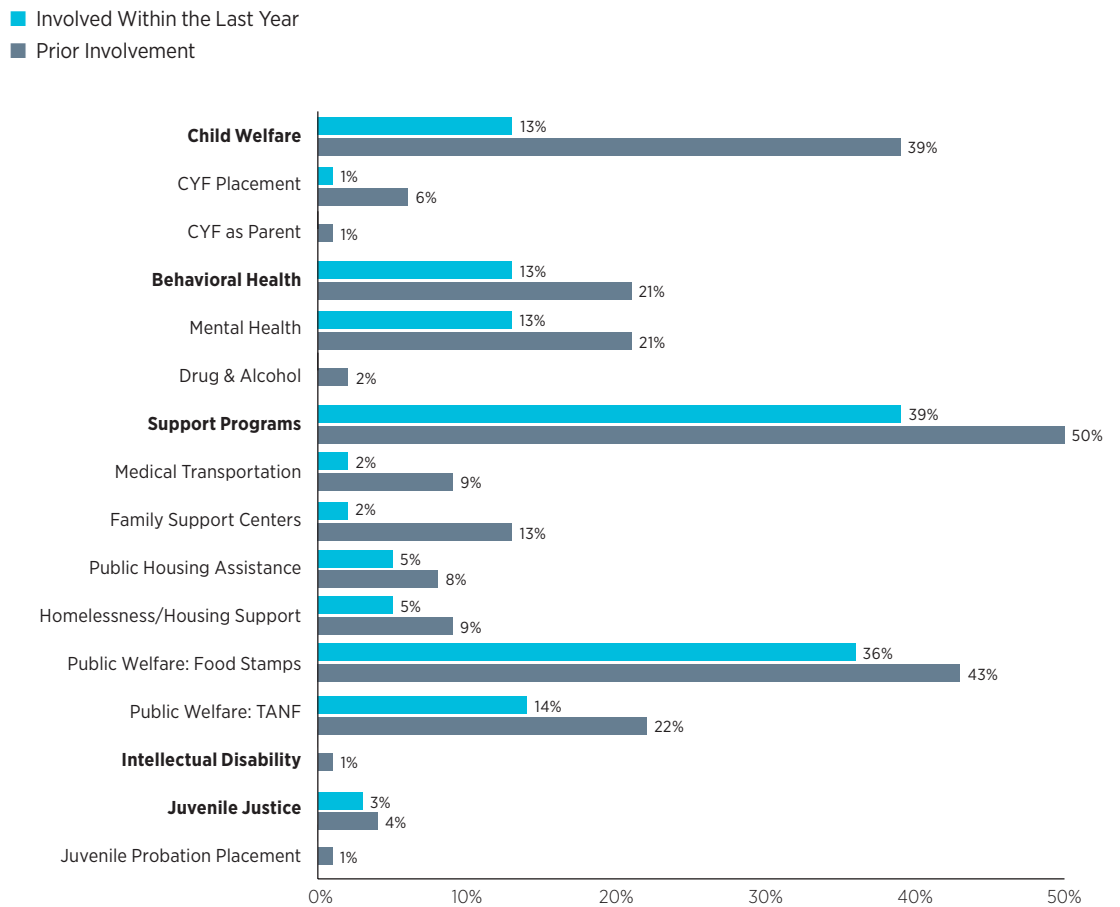


Service Involvement: Program Type

This analysis looks at 14 human services and support programs administered by the Allegheny County Department of Human Services (DHS), DHS contractors, the Department of Public Welfare (DPW), and other government and nonprofit agencies. These programs were grouped into five categories: Child Welfare, Behavioral Health, Support Programs, Intellectual Disability and Juvenile Justice.⁵

⁵ This analysis is not inclusive of all human services and support programs available to Allegheny County residents.

FIGURE 2: Human Services and Support Program Involvement by Program Type



Child Welfare

Thirty-nine percent (289) of Clairton students had prior involvement in the child welfare system; 13 percent (98) were involved within the last year. Of those students, 288 had prior involvement with Children, Youth and Family Services (CYF), and 46 had a prior out-of-home placement (eight students were in placement during the previous school year). There were no Clairton students participating as a parent in CYF during the last year.

Behavioral Health

Twenty-one percent (154) of Clairton students had prior involvement in behavioral health (BH) services; 13 percent (96) were involved within the last year. For the most part, students who were active within the last year in Clairton were active with mental health (MH) services. Twenty-one percent (153) of Clairton students received MH services in the past, with 95 of them receiving MH services within the last year.

Support Programs

The category with the highest rate of involvement among Clairton students was Support Programs. Half of the students enrolled in the Clairton City School District had previously received support from these programs, with high involvement in DPW's food stamps (Supplemental Nutrition Assistance Program, or SNAP) and Temporary Assistance to Needy Families (TANF) programs. Forty-three percent (318) of students previously received food stamps, and twenty-two percent (159) previously received TANF benefits. Within the last year, 265 (36 percent) and 104 students (14 percent), respectively, received food stamps and TANF benefits.

Additional support programs utilized by Clairton students (and their families) include family support centers (FSCs) (13 percent, 96), public housing assistance (eight percent, 60), and DHS's homeless and housing support programs (HH) (nine percent, 65).

ID

The Office of Intellectual Disability (OID) served 10 Clairton students (one percent) in the past and only one student within the last year. After preliminary analysis and presentation of the data to school staff, OID staff hosted an informational session with school district staff and parents about the importance of registering with DHS for ID services. To date, half of those recognized by the school district as having ID have registered with OID.

Juvenile Justice

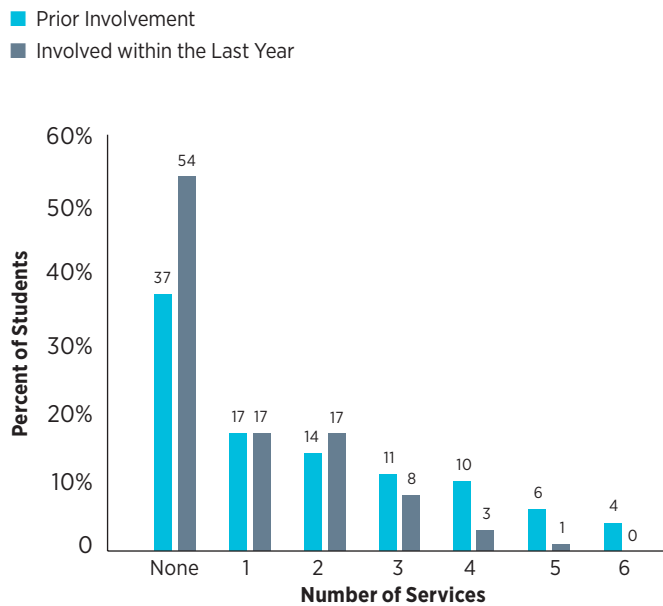
Six percent (31) of students over 10 years of age had prior involvement with JPO, with five of those students previously in an out-of-home JPO placement (JPO PLACEMENT). Five percent (25) were involved in the JPO system within the last year. There were no students in JPO PLACEMENT within the last year.

Multi-Service Involvement

Many students had prior involvement with more than one service or program. Thirty-two percent (237) had prior involvement in three or more services, and 13 percent (94) were involved in three or more services during the last academic year.

The most prevalent combinations of three or more prior services included DPW programs (TANF and/or SNAP). These combinations were CYF, TANF and SNAP (106); CYF, MH and SNAP (72); and MH, TANF and SNAP (55).

FIGURE 3: Percent of Students Involved in Human Services and Support Programs by Total Number of Services



In addition to involvement in multiple programs, 39 percent (288) of students have prior involvement in two or more service sectors. These service sectors are child welfare, behavioral health, support programs, intellectual disability services and juvenile justice. Nineteen percent (143) of students were involved in two or more service sectors within the last academic year. The most common overlap is between child welfare and support programs, though there is also a large overlap between those students involved in child welfare and those accessing mental health services.

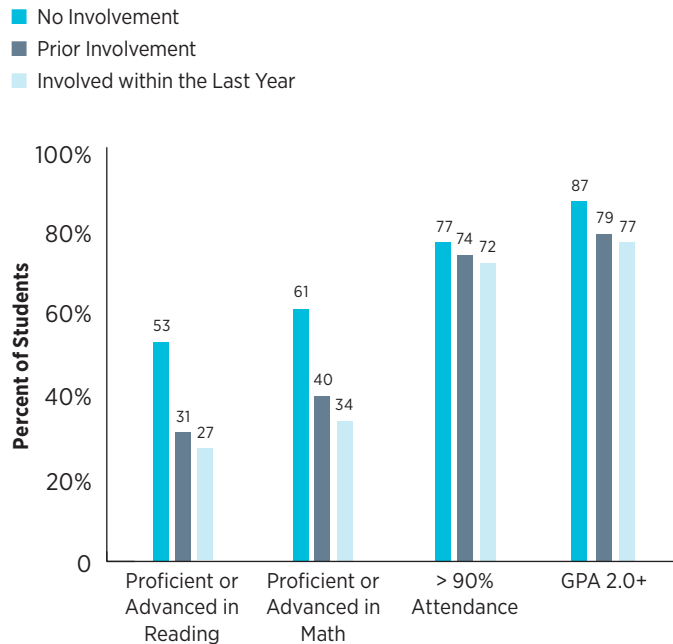
Educational Outcomes of Students with Human Service and/or Support Program Involvement

This report compares students involved in human services and support programs in Clairton, relative to their peers. It examines students in three different groups: students who were active in a service within the 2010/2011 school year, students who had prior involvement with services and students with no history of service involvement. In addition, this study explores these student groups by category of service involvement. Categories include child welfare, behavioral health, support programs and JPO.⁶ In addition, each of the 14 human services and support programs is explained and analyzed in detail.

There is an achievement gap for students involved in human services and support programs, relative to peers, across all three educational outcome metrics reviewed in this analysis. There are 275 students with no prior service involvement and 460 with a history of service involvement (340 of those students were active within the last year).

⁶ Because of the low report rate of students to the Office of Intellectual Disability (Ever Involved = 10 and Active Involvement = 1), that category was not included in the analysis on educational outcomes by human service category.

FIGURE 4: Education Outcomes by Human Services and Support Program Involvement



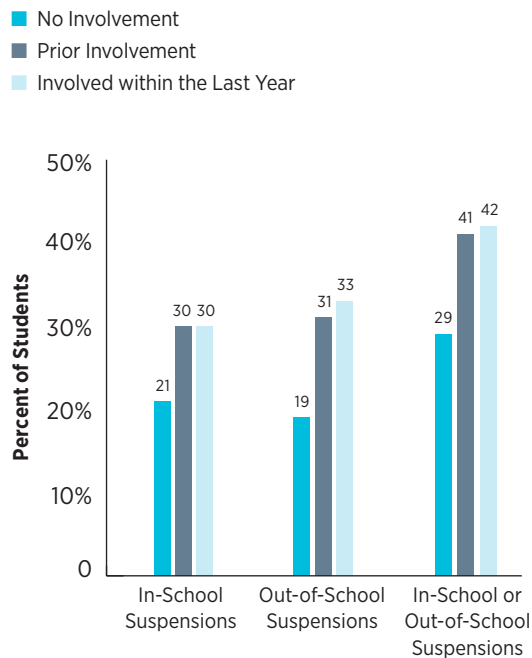
PSSA

Fifty-three percent (60) of students with no prior service involvement were proficient in reading compared to 31 percent (59) of students with prior service involvement. Proficiency indicates that the student scored Proficient or Advanced on the PSSA exam. PSSA exams are taken by students in third through eighth grades and 11th grade. However, due to data availability, this analysis examined PSSA exam results only for students in third through eighth grades. Reading proficiency dropped to 27 percent (39) for students involved in services within the last year. Math proficiency was higher than reading proficiency for all service involvement groups, though achievement gaps remain. Thirty-four percent (48) of students who were active in human services and support programs in Clairton in the last year were proficient or advanced on their math PSSA exams. In comparison, 61 percent (69) of students who had no service involvement history achieved the same metric.

Attendance

Chronic absence is defined as students missing more than 10 percent of the days they are enrolled in school. This includes both excused and unexcused absences. Seventy-seven percent (212) of students with no prior service involvement had attendance at or above 90 percent, compared to 74 percent (342) of students with prior involvement in human services and/or support programs. The attendance rate for students involved within the last year was lowest, at 72 percent (246).

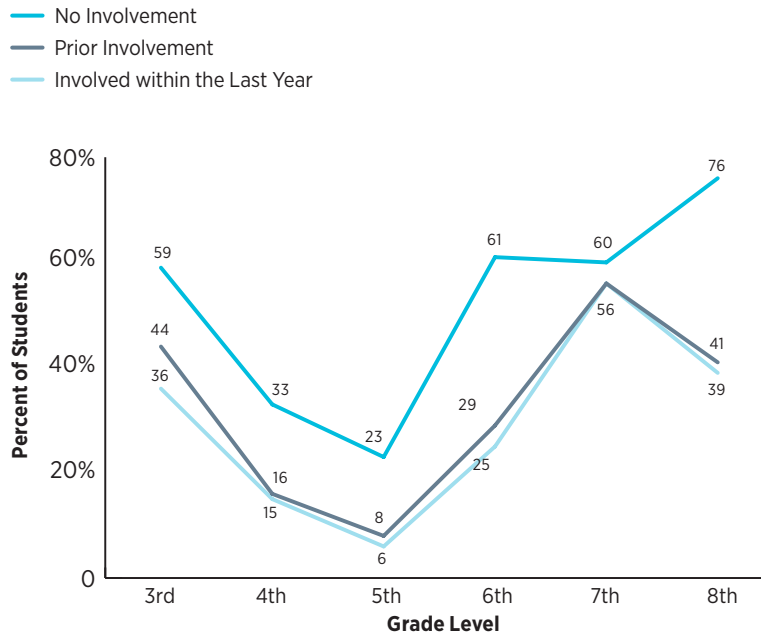
FIGURE 5: Percent of Students with At Least One Suspension by Human Services and Support Program Involvement



Students with prior and current involvement with human services and/or support programs experienced more disciplinary problems during the 2010/2011 school year than their non-involved peers. Forty-one percent (188) of students with prior involvement in services had at least one in-school or out-of-school suspension during the 2010/2011 school year. In addition, unlike students with no prior involvement in services, more students with service involvement received out-of-school suspensions rather than in-school suspensions.

Academic Performance By Grade and Human Services and/or Support Program Involvement

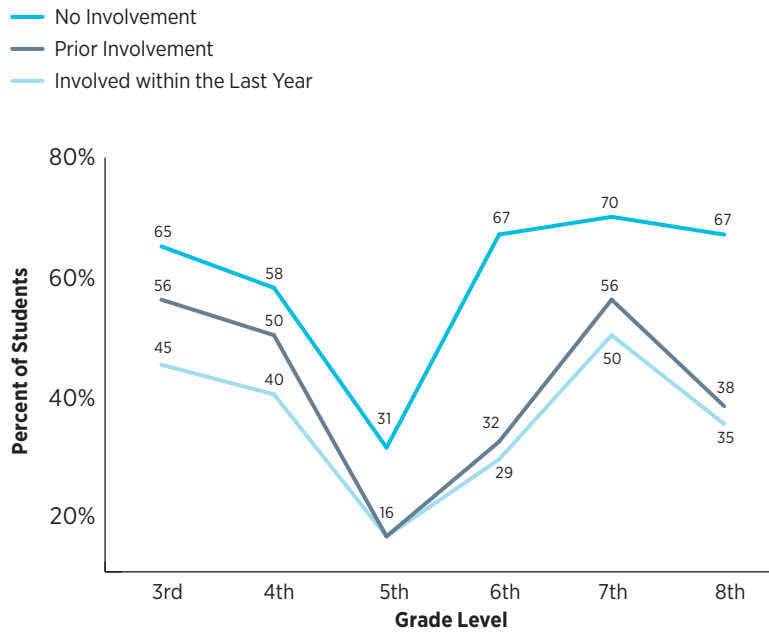
There was an achievement gap between students involved in human services and support programs and their peers across all three educational outcome metrics examined. This section will examine whether these gaps were consistent across grade levels. This can help identify where students involved in human services and support programs are diverging from their peers, in order to better design interventions to assist them.

PSSA**FIGURE 6: Percent of Students Proficient on PSSA Reading Test by Human Services and Support Program Involvement and Grade**

PSSA reading proficiency rates for students with prior and recent human services and/or support program involvement were lower than those of non-involved peers across all grades. In 3rd grade, the first year the test is administered, eight students (36 percent) involved in human services and support programs within the last year were proficient in reading compared to 10 students (59 percent) with no prior involvement. The trends in proficiency across all groups were similar, although the percent of students who were proficient in reading diverged in eighth grade. Seventy-six percent (16) of the students with no service history were proficient, compared to 39 percent (nine) of students who were active within the last year.

The divergence in proficient levels in eighth grade is interesting and should be further explored. When examining the proficiency levels on the PSSA math exams, a similar pattern emerges.

FIGURE 7: Percent of Students Proficient on PSSA Math Test by Service Involvement and Grade



Similar to the reading PSSA exams, the largest achievement gaps between students who have prior involvement with services and those who do not occur in sixth and eighth grades. Another interesting phenomenon is the decline in proficiency levels for both math and reading throughout elementary school. This analysis is for one academic year, so further study over time could help reveal whether this is related to progression through elementary school or whether it is related to the composition of these particular grade levels.

TABLE 1: Students Proficient or Advanced on the PSSA (Reading and Math) by Human Services and Support Program Involvement and Grade

	3RD	4TH	5TH	6TH	7TH	8TH
READING						
No Involvement	59%	33%	23%	61%	60%	76%
	10	8	3	11	12	16
Prior Involvement	44%	16%	8%	29%	56%	41%
	15	5	3	10	14	12
Involved within the Last Year	36%	15%	6%	25%	56%	39%
	8	3	2	7	10	9
MATH						
No Involvement	65%	58%	31%	67%	70%	67%
	11	14	4	12	14	14
Prior Involvement	56%	50%	16%	32%	56%	38%
	19	16	6	11	14	11
Involved within the Last Year	45%	40%	16%	29%	50%	35%
	10	8	5	8	9	8

Across all service involvement levels, students in elementary school had lower rates of reading and math proficiency than students in middle school, though reading proficiency gaps were much larger on average between the school levels. In addition, the grade with the fewest students deemed proficient in math and reading was fifth grade. Despite the school-wide achievement difficulties in elementary school, the largest achievement gaps between students involved with human services and support programs and their peers occurred in middle school. Further research that examines student achievement over time could assist in identifying patterns and help design interventions to address the need to improve reading proficiency.

Attendance

The percentage of students with recent and prior service involvement who had attendance of 90 percent or above was lower than that of their peers in both elementary and middle school. Attendance differentials were largest in early grades (K-2) and in sixth and eighth grade. In high school, attendance was lower across all groups than in previous grades. Students with no prior history of service involvement met the metric of 90 percent attendance or greater at lower rates than their peers in both ninth and 10th grade. These students were not receiving any services and might need additional assistance.

FIGURE 8: Percent of Students with Attendance 90 Percent or Greater by School Type and Human Services and Support Program Involvement

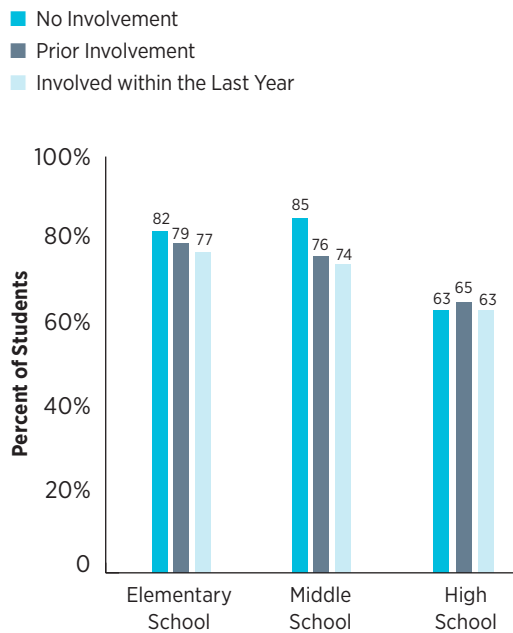


TABLE 2: Percent of Students with Attendance 90 Percent or Greater by Human Services and Support Program Involvement and Grade

	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
No Involvement	72%	79%	90%	89%	80%	93%	89%	80%	86%	58%	61%	67%	65%
	21	19	18	16	20	14	17	16	19	11	14	10	17
Prior Involvement	70%	70%	86%	89%	82%	82%	68%	96%	70%	63%	80%	61%	51%
	32	31	31	31	27	31	23	24	21	19	37	17	18
Involved within the Last Year	71%	67%	81%	91%	86%	78%	64%	94%	70%	57%	79%	60%	50%
	24	24	21	20	18	25	18	17	16	13	26	12	12

⁷ PA Department of Education, 2010–2011 State Cohort Grad File pub.xlsx. Available at <http://www.education.state.pa.us/>

⁸ There are four school districts surrounding Clairton: West Mifflin (graduation rate = 89%), West Jefferson Hills (graduation rate = 96%), Elizabeth Forward (graduation rate = 94%) and South Allegheny (graduation rate = 89%).

In addition to poor attendance throughout high school, Clairton also faces a low graduation rate. According to the PA Department of Education, the Clairton City School District has a 77 percent graduation rate.⁷ This is more than 10 percentage points lower than the graduation rates of any of the surrounding school districts.⁸ In addition, the PA Department of Education reports that 11 students dropped out of Clairton City School District in the 2010/2011 academic year (three percent), as compared to one percent in West Mifflin, one percent in South Allegheny, and two percent in Elizabeth Forward. Further study about the service involvement of these students is planned, dependent on data availability.

GPA

GPA achievement gaps emerge by second grade in the Clairton City School District. Eighty-one percent (139) of students involved in services within the last year achieved a GPA of 2.0 or greater in elementary school as compared to 91 percent (119) of their peers with no involvement. These gaps continued in middle school and high school. The largest gaps between students active in services and those with no prior involvement occurred in sixth and ninth grades. Not coincidentally, these are also years with lower attendance rates for service-involved students.

FIGURE 9: Percent of Students with GPA 2.0 or Above by Human Services and Support Program Involvement and Grade

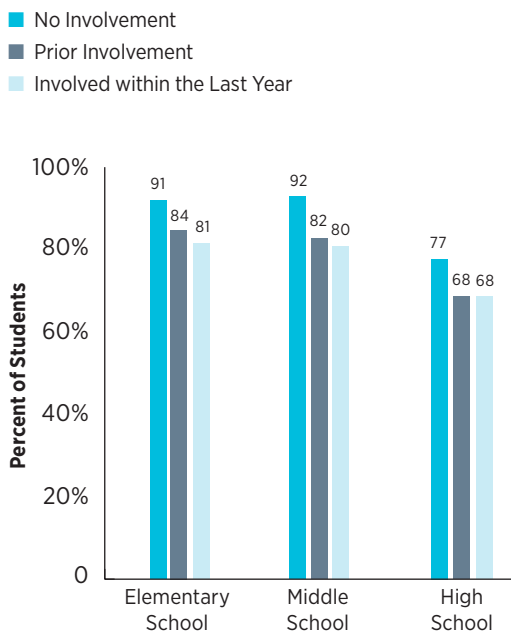
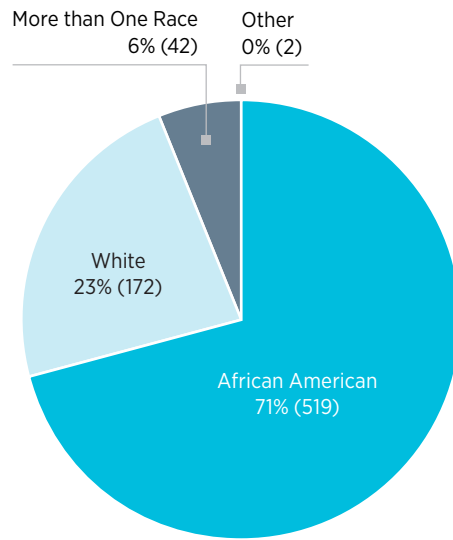


TABLE 3: Percent of Students with GPA 2.0 or Above by Human Services and Support Program Involvement and Grade

	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
No Involvement	100%	100%	85%	100%	88%	60%	100%	75%	100%	79%	61%	73%	92%
	29	24	17	18	22	9	19	15	22	15	14	11	24
Prior Involvement	100%	100%	72%	86%	76%	61%	74%	80%	93%	60%	54%	64%	97%
	46	44	26	30	25	23	25	20	28	18	25	18	34
Involved within the Last Year	100%	100%	65%	82%	71%	59%	71%	78%	91%	57%	48%	75%	100%
	34	36	17	18	15	19	20	14	21	13	16	15	24

ACADEMIC PERFORMANCE BY RACE AND HUMAN SERVICES/SUPPORT PROGRAM

FIGURE 10: Total and Percent of Clairton Students by Race



Involvement

Seventy-one percent (519) of Clairton students are African American, 23 percent (172) are white, and six percent (42) are classified as more than one race.

Rates of service involvement vary by race. Sixty-eight percent of African American students had prior service involvement compared to 49 percent of white students and 55 percent of multi-racial students.

Half of African American students (257) were involved with a human services and/or support program within the last year, compared to 37 percent of white students (63) and 48 percent of students classified as multi-racial (20). The achievement gap varied by race across educational outcomes.

TABLE 4: Educational Outcomes by Race and Service Involvement

		NO HUMAN SERVICES/ SUPPORT PROGRAM INVOLVEMENT		PRIOR SERVICES/ SUPPORT PROGRAM INVOLVEMENT		INVOLVED WITHIN THE LAST YEAR	
		N	% of Group	N	% of Group	N	% of Group
PROFICIENT ON PSSA EXAM (READING)	African American	35	47%	47	30%	32	27%
	White	22	69%	10	34%	5	26%
>2.0 GPA	African American	138	82%	267	76%	188	73%
	White	82	94%	72	85%	54	86%
>90% ATTENDANCE	African American	136	81%	263	75%	187	73%
	White	63	72%	59	69%	43	68%

PSSA

Table 4 displays educational outcomes of Clairton students by human services and/or support program involvement and race. Of those students with no service involvement, white students had higher rates of proficiency on the PSSA exams than did African American students (69 percent proficient compared to 47 percent proficient). Within both groups, those with prior and recent service involvement experienced achievement gaps as compared to their peers. White students involved with services in the last year had the lowest rates of proficiency on the PSSA (though this represented a small number of students).

GPA

The rates of African American students meeting the 2.0 GPA metric were lower than their white peers across all levels of service involvement. Seventy-three percent (188) of African American students involved in services within the last year achieved a 2.0 GPA or higher as compared to 86 percent (54) of white students in the same service category.

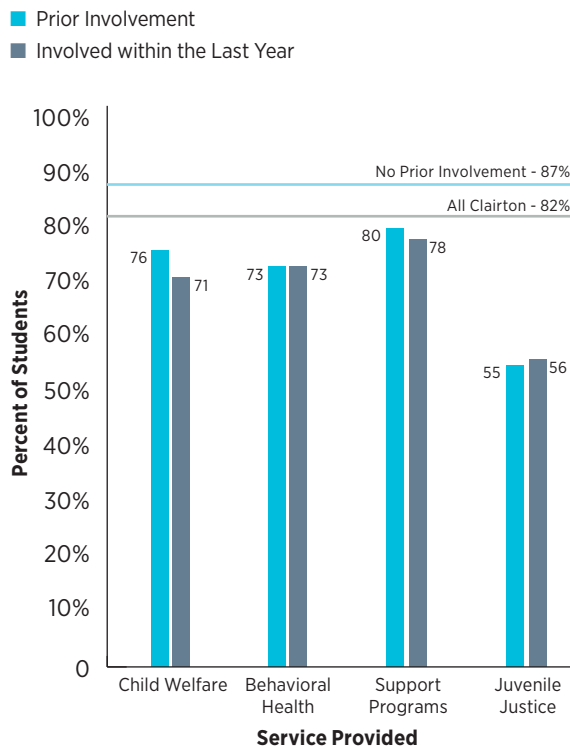
Attendance

White students in Clairton had lower rates of attendance on average than their African American peers. Sixty-eight percent (43) of white students who were involved with services in the last year had a 90 percent or greater attendance rate. Seventy-three percent (187) of African Americans in the same service category met and/or exceeded this attendance rate.

EDUCATIONAL OUTCOMES COMPARISON BY PROGRAM TYPE

Eighty-two percent of Clairton students had a 2.0 GPA or better. However, when examining groups of students by service involvement (and by type of service), achievement gaps emerged (see **Figure 11**). Seventy-six percent (221) of students with prior child welfare involvement and 71 percent (70) of students involved in child welfare within the last year had a GPA of 2.0 or above. This is compared to the 87 percent (228) of students with no prior human services/support program involvement who achieved a 2.0 GPA or better. This trend is consistent across the other three program areas, with those active in BH, support programs and JPO experiencing the largest achievement gaps as compared to their peer groups. **Table 5** provides GPA achievement rates in detail, for each of the 14 program types included in this report.

FIGURE 11: Percent of Students with GPA 2.0 or Above by Service Type



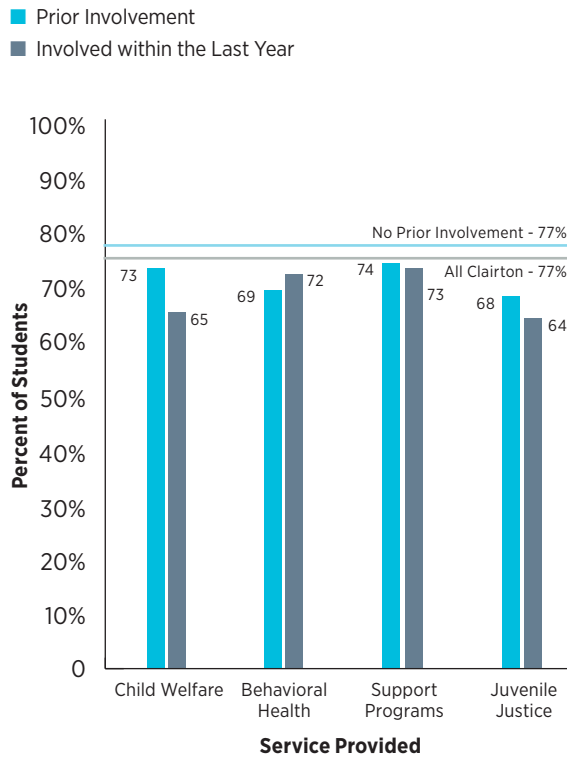
Students participating in support programs achieved a GPA of 2.0 or greater at higher rates than their peers involved in other services (92 percent [11] of students actively involved with FSC met this metric). In comparison, only 55 percent (17) of students with prior involvement in JPO and 56 percent (one) of students who were active in these services met the 2.0 GPA metric.

TABLE 5: Percent of Students with GPA 2.0 or Above by Service Program Area

	STUDENTS WITH PRIOR INVOLVEMENT		STUDENTS INVOLVED WITHIN LAST YEAR	
	%	Count	%	Count
Child Welfare	76%	221	71%	70
CYF Placement	78%	36	88%	7
CYF as Parent	—	3 of 4	NA	NA
Behavioral Health	73%	113	73%	70
Mental Health	74%	113	74%	70
Drug & Alcohol	—	4 of 8	—	1 of 2
Support Programs	80%	292	78%	225
Medical Transportation (MATP)	75%	49	67%	8
Family Support Centers	78%	75	92%	11
Public Housing & Assistance	75%	45	74%	26
Homelessness & Housing Supports	71%	46	78%	31
Public Welfare: Food Stamps (SNAP)	79%	251	77%	203
Public Welfare: TANF	81%	128	80%	83
Intellectual Disability	—	8 of 10	—	1 of 1
Juvenile Justice	55%	17	56%	14
Juvenile Probation	55%	17	56%	14
Juvenile Probation Placement	—	4 of 5	NA	NA

Within the Clairton City School District, 75 percent of students had an attendance rate of 90 percent or greater during the 2010/2011 academic year; 77 percent of students with no prior DHS involvement met that metric. Attendance rates were lower for students with prior and recent involvement in all service categories.

FIGURE 12: Percent of Students with Attendance 90% or Greater by Service Type



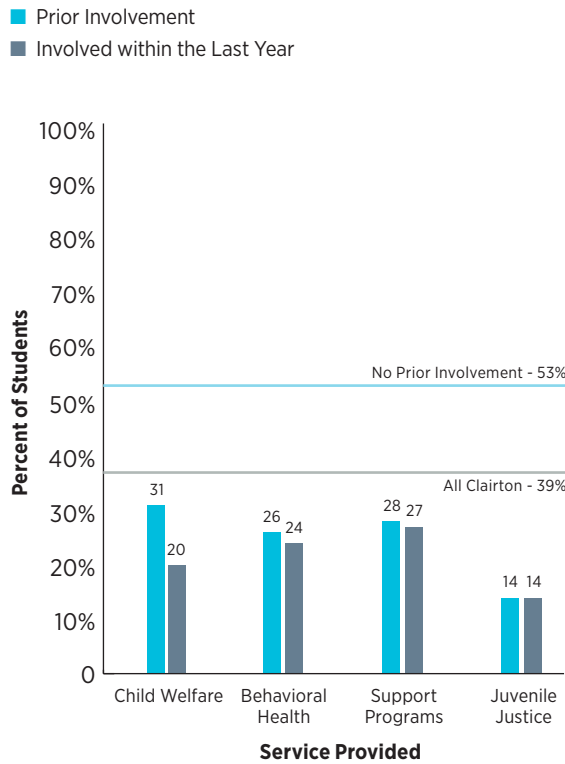
A smaller percentage of students with prior or current involvement in JPO attended at least 90 percent of the time as compared to their peers (68 percent of students with prior involvement and 64 percent currently involved met this metric). In addition, only 65 percent (64) of students actively involved in child welfare attended at least 90 percent of the time. Attendance rates for each of the 14 program types included in this report are in **Table 6** below. Eighty-three percent (49) of students with prior involvement in public housing and assistance support programs attended at least 90 percent of the time. Conversely, only 65 percent (49) of students who had prior involvement with homelessness and housing supports and 70 percent (28) of students active in that service met the attendance rate of 90 percent or greater metric.

TABLE 6: Percent of Students with Attendance 90 Percent or Greater by Service Type

	STUDENTS WITH PRIOR INVOLVEMENT		STUDENTS INVOLVED WITHIN LAST YEAR	
	%	Count	%	Count
Child Welfare	73%	211	65%	64
CYF Placement	78%	36	—	7 of 8
CYF as Parent	—	0 of 4	NA	NA
Behavioral Health	69%	106	72%	69
Mental Health	69%	106	73%	69
Drug & Alcohol	—	3 of 8	—	1 of 2
Support Programs	74%	271	73%	210
Medical Transportation (MATP)	72%	47	75%	9
Family Support Centers	81%	78	83%	10
Public Housing & Assistance	83%	49	80%	28
Homelessness & Housing Supports	65%	49	70%	28
Public Welfare: Food Stamps (SNAP)	72%	229	72%	190
Public Welfare: TANF	65%	104	64%	67
Intellectual Disability	—	8 of 10	—	1 of 1
Juvenile Justice	68%	21	64%	16
Juvenile Probation	68%	21	64%	16
Juvenile Probation Placement	—	1 of 5	NA	NA

Within the Clairton City School District, 39 percent of students were proficient in reading, and 53 percent (60) of students with no prior service involvement were proficient or advanced. Reading proficiency rates were lower for students who had prior and recent involvement in all categories, with the largest achievement gaps occurring between students who were involved in child welfare services within the last year and students who had any type of involvement with the juvenile justice system.

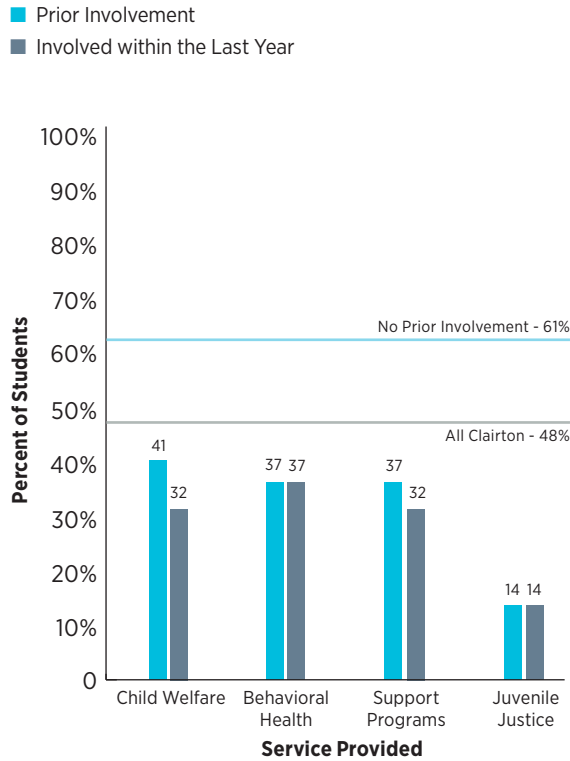
FIGURE 13: Percent of Students with Proficient or Advanced PSSA Reading Scores by Service Type



Thirty-one percent (36) of students with prior child welfare involvement and 20 percent (nine) of students involved in child welfare were proficient in reading. Twenty-six percent (17) of students with prior BH involvement and 24 percent (11) of students involved within the last year were proficient in reading. Twenty-eight percent (45) of students involved in support programs within the last year were proficient in reading. Reading proficiency rates were lowest for students involved in JPO. Seven of the 31 students with prior involvement in JPO took the PSSA exams. Of those seven, all were active in JPO services. One out of these seven students was proficient in reading. Reading proficiency rates for each of the 14 program types included

in this report are in **Table 7**.

FIGURE 14: Percent of Students with Proficient or Advanced PSSA Math Scores by Service Type



Students achieved proficiency on the math exams at higher rates than on reading across all levels of service involvement. However, similar trends were observed by service types, with students involved in child welfare services within the last year achieving proficiency at lower rates than their peers. In addition, students who had any type of involvement in juvenile justice demonstrated the largest gaps in achievement as compared to their peers.

PSSA tests are given in third through eighth grades and in 11th grade, though there was only reliable data for third through eighth grade for this report. As a result, the population of students is smaller than for the other service types. However, when examining trends across programs, 20 percent (five) of students with prior experience in homelessness and housing support programs were proficient in reading as compared to 33 percent (16) of students who had prior

experience with family support centers. In addition, reading and math proficiency achievement seem to follow the same trend as other educational outcomes: Students with active involvement in services did not achieve the educational metrics at the same rates as their peers.

TABLE 7: Percent of Students with Proficient PSSA Reading Scores by Service Type

	STUDENTS WITH PRIOR INVOLVEMENT		STUDENTS INVOLVED WITHIN LAST YEAR	
	%	Count	%	Count
Child Welfare	31%	36	20%	9
CYF Placement	35%	6	—	1 of 3
CYF as Parent	—	1 of 2	NA	NA
Behavioral Health	29%	25	22%	11
Mental Health	26%	17	24%	11
Drug & Alcohol	—	1 of 2	—	0 of 2
Support Programs	28%	45	27%	34
Medical Transportation (MATP)	20%	6	—	3 of 7
Family Support Centers	33%	16	—	1 of 4
Public Housing & Assistance	31%	9	—	3 of 13
Homelessness & Housing Supports	20%	5	—	3 of 15
Public Welfare: Food Stamps (SNAP)	28%	40	28%	33
Public Welfare: TANF	29%	20	33%	16
Intellectual Disability	—	1 of 5	NA	NA
Juvenile Justice	—	1 of 7	—	1 of 7
Juvenile Probation	—	1 of 7	—	1 of 7
Juvenile Probation Placement	0%	0 of 5	NA	NA

FURTHER ANALYSIS AND FUTURE DIRECTIONS

One of the goals of the Clairton City School District is to improve reading proficiency for all students. After DHS presented information to the school district, district administration expressed interest in understanding the geographic location of students who need more assistance to become proficient. **Figure 15** displays the census blocks within the Clairton City School District. The blocks are shaded by the number of students living in that area who achieved basic and below basic scores on the PSSAs in reading. In addition, the figure shows the street names of areas that had the most students failing to meet this metric. Not coincidentally,

these areas are public housing communities and areas that contain transitional homelessness and housing (HH) supports. Clairton school officials hope to use this information to plan interventions and to obtain additional grant funds to design and implement these interventions.

FIGURE 15: Students with Basic and Below Basic Reading Proficiency Levels by Census Block



APPENDIX A: DETAILED FINDINGS BY PROGRAM

Child Welfare (CYF)

Table 8 displays Clairton student educational outcomes by child welfare involvement and by grade level. There are achievement gaps between students who are active with child welfare, students who have prior child welfare involvement, and those who have no prior history of child welfare involvement across all educational outcome metrics and grades. These gaps exist in elementary and middle school. Students involved in child welfare in high school had the same rates of achieving a GPA of 2.0 or greater than their peers with no history, and slightly higher rates than those students with previous child welfare involvement. However, high school students active with child welfare had lower attendance rates on average than did their peers.

TABLE 8: Educational Outcomes of Students by Child Welfare Involvement and School Level

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No Child Welfare Involvement	380	85%	83	42%	343	77%
	Prior Involvement	221	77%	37	29%	211	73%
	Involvement within the Last Year	70	71%	9	20%	64	65%
ELEMENTARY SCHOOL (K-5)	No Child Welfare Involvement	201	91%	27	29%	181	82%
	Prior Involvement	112	79%	17	26%	110	78%
	Involvement within the Last Year	41	72%	4	16%	40	70%
MIDDLE SCHOOL (6-8)	No Child Welfare Involvement	87	88%	56	58%	82	83%
	Prior Involvement	42	82%	19	38%	38	75%
	Involvement within the Last Year	13	68%	5	26%	11	58%
HIGH SCHOOL (9-12)	No Child Welfare Involvement	92	73%	—	—	80	63%
	Prior Involvement	67	70%	1	9%	63	66%
	Involvement within the Last Year	16	73%	0 (of 1)	—	13	59%

CYF's mission is "to protect children from abuse and neglect; to preserve families, whenever possible; and to assure permanency, that is, to provide permanent, safe homes for children either by assuring safety within the child's own family or by finding an adoptive home or another permanent setting for those children who cannot be reunified with their family."

The agency works with its consumer families, the courts, other public agencies and roughly 160 contracted human services providers assist family members. Services aim to "appropriately

Appendix A: Detailed Findings by Program

(continued)

engage each family member, promote behavioral changes in the family, enable the family to use services in the community and empower the family.” CYF services may include parenting and family strengthening, placement, reunification, treatment for mental illness and addictive disease disorder, independent living, and other supports. The CYF caseworker will also determine what other services offered under the Allegheny County Department of Human Services (DHS) umbrella are appropriate for the family in addition to referrals to community-based services.

Child Welfare Placement (CYF PLACEMENT)

Six percent (46) of Clairton students have experienced a CYF PLACEMENT. One percent (eight) of these students were in placement within the last year.

DHS makes every effort to keep families together and safe. The vast majority of children in families receiving services through CYF do so while their families remain intact and receive services in their home and community. There are cases in which an out-of-home placement is necessary for the child. The CYF PLACEMENT program category is a subset of CYF active students. The primary placements of children in out-of-home care are in foster care, mostly in kinship care with extended family or close friends of their family, with siblings placed together whenever possible (most cases are able to achieve this goal).

TABLE 9: Educational Outcomes of Students by CYF Placement Involvement and School Level

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No CYF Placement Involvement	565	82%	114	38%	518	75%
	Prior Involvement	36	78%	6	32%	36	78%
	Involvement within the Last Year	7	7 of 8	1	33%	7	7 of 8
ELEMENTARY SCHOOL (K-5)	No CYF Placement Involvement	295	86%	42	28%	273	80%
	Prior Involvement	18	86%	2	22%	18	86%
	Involvement within the Last Year	5	5 of 6	1	1 of 2	6	6 of 6
MIDDLE SCHOOL (6-8)	No CYF Placement Involvement	122	86%	71	51%	114	80%
	Prior Involvement	7	7 of 8	4	50%	6	6 of 8
	Involvement within the Last Year	1	1 of 1	0	0 of 1	1	1 of 1
HIGH SCHOOL (9-12)	No CYF Placement Involvement	148	72%	1	1 of 16	131	64%
	Prior Involvement	11	65%	0	0 of 2	12	71%
	Involvement within the Last Year	1	1 of 1	—	—	0	0 of 1

Table 9 displays the educational outcome differences by CYF PLACEMENT activity. Because

Appendix A: Detailed Findings by Program*(continued)*

of the small number of students active in placement services in Clairton, information about achievement gaps between this group and their peers is inconclusive. However, of those students active in placement, most of them were achieving the desired educational metrics (seven of the eight students in placement attended school more than 90 percent of the time and had a GPA of 2.0 or greater).

Child Welfare Parent (CYF PARENT)

This program serves school-attending parents who receive services from CYF. Two students in Clairton received these services in the past, though no one was active during the 2010/2011 school year.

Mental Health Services (MH)

Twenty-one percent (153) of Clairton students had prior involvement in MH services. Thirteen percent (95) of these students were involved within the last year.

MH services offer a referral-based program where assessments and tests are administered to determine a “working diagnosis” for the child. This diagnosis, along with other factors, is vital to the child’s well-being as it determines the best treatment options.

The level of care provided ranges from outpatient therapy (least restrictive) to inpatient hospitalization (most restrictive), depending on the level of care needed. The appropriate level of care depends on diagnosis, severity of symptoms, family preference and treatment history. Supportive services for children and adolescents with MH problems include Student Assistance Programs, Crisis Services, Joint Planning Teams, Blended Service Coordination and Administrative Service Coordination.

Table 10 breaks down the educational outcomes of students in Clairton, based on their participation (or lack thereof) in MH services. Students who were active in MH services experienced gaps in reaching a GPA of 2.0 or greater and in achieving reading proficiency on the PSSA exams. Disparities in reading proficiency were especially large for students who had and are currently receiving MH services as compared to their peers (22 percent of students active in MH services reach this as compared to 41 percent of students who have never received MH services).

A higher percentage of students currently involved in MH services, as compared to their peers, attended elementary and middle school at least 90 percent of the time. Because students receiving MH services experienced large gaps in reading proficiency as compared to their peers, but attended school at higher rates, school-based interventions might be a good way to assist this population

Appendix A: Detailed Findings by Program

(continued)

TABLE 10: Educational Outcomes of Students by Mental Health Involvement and School Level

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No Mental Health Involvement	488	84%	103	41%	448	77%
	Prior Involvement	113	74%	17	24%	106	69%
	Involvement within the Last Year	70	74%	11	22%	69	73%
ELEMENTARY SCHOOL (K-5)	No Mental Health Involvement	267	88%	41	33%	244	80%
	Prior Involvement	46	78%	3	9%	47	80%
	Involvement within the Last Year	32	78%	2	9%	34	83%
MIDDLE SCHOOL (6-8)	No Mental Health Involvement	105	89%	61	53%	95	81%
	Prior Involvement	24	75%	14	44%	25	78%
	Involvement within the Last Year	17	74%	9	39%	19	83%
HIGH SCHOOL (9-12)	No Mental Health Involvement	116	73%	0	0 of 4	109	68%
	Prior Involvement	43	69%	1	1 of 11	34	55%
	Involvement within the Last Year	21	68%	0	0 of 7	16	52%

Drug & Alcohol Services (D&A)

Eight Clairton students (two percent) received D&A-related services in the past, with two students receiving services within the last year. **Table 11** details their educational outcomes. Given the small numbers, they were not compared to their peers. However, no more than half of the students with prior or recent involvement met any of the three educational outcome metrics.

D&A-related services provide support to students for substance abuse management. Services include Case Management, Detoxification, Involuntary Commitment of Minors for D&A Treatment (Act 53), Outpatient Treatment, Partial Hospitalization, Recovery and Rehabilitation, Residential Services and Student Assistance Programs.

Appendix A: Detailed Findings by Program

(continued)

TABLE 11: Educational Outcomes of Students by Drug and Alcohol Services Involvement

	PRIOR INVOLVEMENT		ACTIVE WITHIN THE LAST YEAR	
	N	Total	N	Total
GPA >2.0	4	8	1	2
Attendance >90%	3	8	1	2
Proficient in PSSA	1	2	0	2

Medical Assistance Transportation Program (MATP)

Nine percent (65) of Clairton students had prior MATP involvement. Two percent (12) of students were involved within the last year.

MATP provides non-emergency medical transportation to Allegheny County residents of all ages for the purpose of receiving medical services covered by Medical Assistance. These services include both physical health services (e.g., doctors, dentists, pharmacists) and behavioral health services (MH and D&A counseling and treatment, psychologists).

TABLE 12: Educational Outcomes of Students by MATP Involvement

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No MATP Involvement	552	82%	114	39%	507	76%
	Prior Involvement	49	75%	6	19%	47	72%
	Involvement within the Last Year	8	67%	3	3 of 7	9	75%
ELEMENTARY SCHOOL (K-5)	No MATP Involvement	291	87%	44	31%	268	80%
	Prior Involvement	22	73%	0	0 of 15	23	77%
	Involvement within the Last Year	0	0 of 2	0	0 of 3	2	2 of 3
MIDDLE SCHOOL (6-8)	No MATP Involvement	118	88%	69	52%	110	82%
	Prior Involvement	11	69%	6	40%	10	63%
	Involvement within the Last Year	2	2 of 4	3	3 of 4	2	2 of 4
HIGH SCHOOL (9-12)	No MATP Involvement	143	70%	1	1 of 17	129	64%
	Prior Involvement	16	84%	0	0 of 1	14	74%
	Involvement within the Last Year	5	5 of 5	—	—	5	5 of 5

There was an achievement gap relative to their peers for students who had prior experience with the MATP program across all grade levels except high school. Seventy-five percent of students in Clairton with prior involvement in MATP achieved a GPA of 2.0 or greater, compared to 82 percent of non-participants. A larger percentage of students with prior experience in MATP

Appendix A: Detailed Findings by Program

(continued)

achieved a 2.0 GPA or greater and had an attendance rate of 90 percent or more than did their peers. Additional research would help determine why this occurred.

Family Support Centers (FSCs)

Thirteen percent (96) of Clairton students had prior FSC involvement. Two percent (12) of these students were involved within the last year.

DHS maintains a deep commitment to FSCs as a prevention strategy to nurture, protect and strengthen families. FSCs are community-based and are governed by participants. They provide parents and neighborhoods with the resources and supports they need to raise healthy and happy children. Of the 33 FSCs in Allegheny County, 27 receive funding from DHS. All of the centers are included in the listing below. Each center primarily serves families with children ages birth through five years and provides core services of Child Development Support, Goal Planning, Health Insurance Support, Medical Support, Parenting Education and Prenatal Care. Centers also provide optional services such as After-School Programs, Summer Camp, Early Head Start/Head Start and Teen Parenting.

Though the numbers are few, students involved in FSCs, particularly elementary school students, performed better than their peers in both GPA and in attendance (see **Table 13**). All of the eight elementary school students who were active with FSCs last year achieved a GPA of 2.0 or greater and attended school at least 90 percent of the time.

TABLE 13: Educational Outcomes of Students by FSC Involvement

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No FSC Involvement	526	82%	104	38%	476	74%
	Prior Involvement	75	78%	16	31%	78	81%
	Involvement within the Last Year	11	92%	1	1 of 5	10	83%
ELEMENTARY SCHOOL (K-5)	No FSC Involvement	270	88%	39	31%	244	80%
	Prior Involvement	43	75%	5	16%	47	82%
	Involvement within the Last Year	8	100%	0	0 of 3	8	100%
MIDDLE SCHOOL (6-8)	No FSC Involvement	113	86%	64	50%	104	79%
	Prior Involvement	16	84%	11	61%	16	84%
	Involvement within the Last Year	1	1 of 1	—	—	1	1 of 1
HIGH SCHOOL (9-12)	No FSC Involvement	143	71%	1	1 of 16	128	63%
	Prior Involvement	16	80%	0	0 of 2	15	75%
	Involvement within the Last Year	2	2 of 3	0	0 of 1	1	1 of 3

Appendix A: Detailed Findings by Program

(continued)

Homeless and Housing Supports (HH)

Nine percent (65) of Clairton students had prior HH involvement. Five percent (40) of these students were involved within the last year.

HH works with agencies that operate facilities to house people who find themselves homeless or at risk of becoming homeless. Housing options include emergency shelter, bridge or transition housing, and permanent housing.

Several agencies working with the homeless provide supportive services and case management to help people who are homeless or at risk of becoming homeless by virtue of their very complex issues. The range of these services includes information and referral, advocacy, case management, shelter and assistance with funds for housing.

TABLE 14: Educational Outcomes of Students by Homeless and Housing Support Services Involvement

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No FSC Involvement	555	83%	115	39%	512	76%
	Prior Involvement	46	71%	5	20%	42	65%
	Involvement within the Last Year	31	78%	3	20%	28	70%
ELEMENTARY SCHOOL (K-5)	No FSC Involvement	293	87%	44	29%	274	82%
	Prior Involvement	20	74%	0	0 of 8	17	63%
	Involvement within the Last Year	13	76%	0	0 of 6	11	65%
MIDDLE SCHOOL (6-8)	No FSC Involvement	120	90%	70	54%	109	82%
	Prior Involvement	9	53%	5	29%	11	65%
	Involvement within the Last Year	6	67%	3	3 of 9	7	7 of 9
HIGH SCHOOL (9-12)	No FSC Involvement	142	71%	1	1 of 18	129	64%
	Prior Involvement	17	81%	—	—	14	67%
	Involvement within the Last Year	12	86%	—	—	10	10 of 14

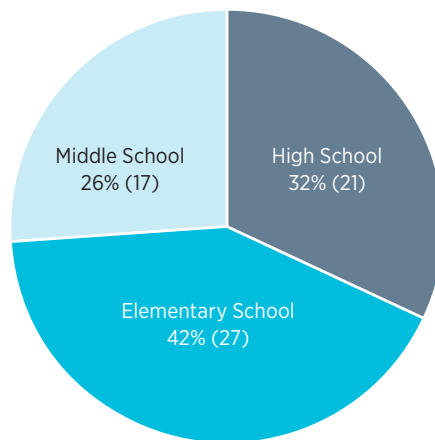
The trends in achievement by human services involvement for students receiving HH support programs differ from trends in other programs. Students who have prior experience (but have not been involved within the last year) experienced the largest achievement gaps relative to their peers. This gap exists across all educational outcome metrics and all grade levels. Research shows that children who experience homelessness are more likely to have developmental delays, experience health problems and have discipline problems in school, which could be a possible explanation for this phenomenon.⁹

⁹ See National Center on Family Homelessness (1999). Homeless Children: America's New Outcasts. Newton, MA, and America's Youngest Outcasts: 2010 (2011). National Center on Family Homelessness, Needham, MA.

Appendix A: Detailed Findings by Program*(continued)*

Figure 16 shows the number of children who have had prior experience with HH supports. Forty-two percent (27) of those children were in elementary school. Of those 27 children, 70 percent (19) were in kindergarten, first or second grades, which indicates that their experience with homelessness was early in life and that special interventions and programs should be directed toward these children to help mitigate some of the negative consequences that accompany young children who are experiencing being homeless.

FIGURE 16: Children with Prior Experience Receiving Homeless and Housing Support Services by School Level

**Public Housing Assistance (PH)**

Eight percent (60) of Clairton students had prior PH involvement. Five percent (35) of these students were involved within the last year.

The PH program category includes both the Housing Authority of the City of Pittsburgh (HACP) and the Allegheny County Housing Authority (ACHA). The HACP provides publicly assisted housing consisting of traditional public housing, scattered sites and Housing Choice Vouchers (Section 8) (<http://www.hacp.org/global/aboutus.jsp>). The ACHA provides numerous services to county residents to help them achieve the goal of self-sufficiency through safe and affordable housing. The ACHA manages housing units in community settings, high-rises and scattered sites around the county. Additionally, many privately owned housing units are provided through the Housing Choice Voucher Program (Section 8) (<http://www.achsng.com/progsvcs.htm>).

Appendix A: Detailed Findings by Program

(continued)

TABLE 15: Educational Outcomes of Students by Public Housing Involvement

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No FSC Involvement	557	82%	112	38%	505	75%
	Prior Involvement	44	75%	12	23%	48	83%
	Involvement within the Last Year	26	74%	3	21%	28	80%
ELEMENTARY SCHOOL (K-5)	No FSC Involvement	293	87%	41	29%	268	80%
	Prior Involvement	20	74%	3	18%	23	85%
	Involvement within the Last Year	12	80%	0	0 of 8	13	87%
MIDDLE SCHOOL (6-8)	No FSC Involvement	118	85%	70	51%	110	79%
	Prior Involvement	11	100%	5	55%	10	91%
	Involvement within the Last Year	5	100%	3	3 of 5	4	80%
HIGH SCHOOL (9-12)	No FSC Involvement	146	73%	1	1 of 16	127	63%
	Prior Involvement	13	62%	0	0 of 2	16	76%
	Involvement within the Last Year	9	60%	0	0 of 1	11	73%

There exist achievement gaps between those students in Clairton living (and having lived) in public housing as compared to their peers. Particularly large were the gaps in reading proficiency of students in public housing versus their peers. When presenting this data to school officials in Clairton, maps of students not meeting proficiency standards on reading revealed greater densities of these students in public housing communities. This information will assist school officials in creating more effective partnerships (e.g., coordination and collaboration with providers currently working in the public housing communities) and in planning more strategically.

Department of Public Welfare (DPW) Food Stamps (SNAP)

Forty-three percent (318) of Clairton students had prior involvement in DPW’s Supplemental Nutrition Assistance Program (SNAP). Thirty-six percent (265) of these students were involved within the last year.

SNAP is the new name for the Food Stamp program. SNAP benefits are used to buy food and provide eligible low-income households in Pennsylvania with access to more nutritious diets by increasing their food purchasing power at grocery stores and supermarkets. If one is eligible for SNAP, a Pennsylvania Electronic Benefits Transfer (EBT) ACCESS Card will be provided. This card works like a bank debit card and is used to make food purchases at grocery stores and supermarkets.

Appendix A: Detailed Findings by Program

(continued)

TABLE 16: Educational Outcomes of Students by Food Stamp Program Involvement

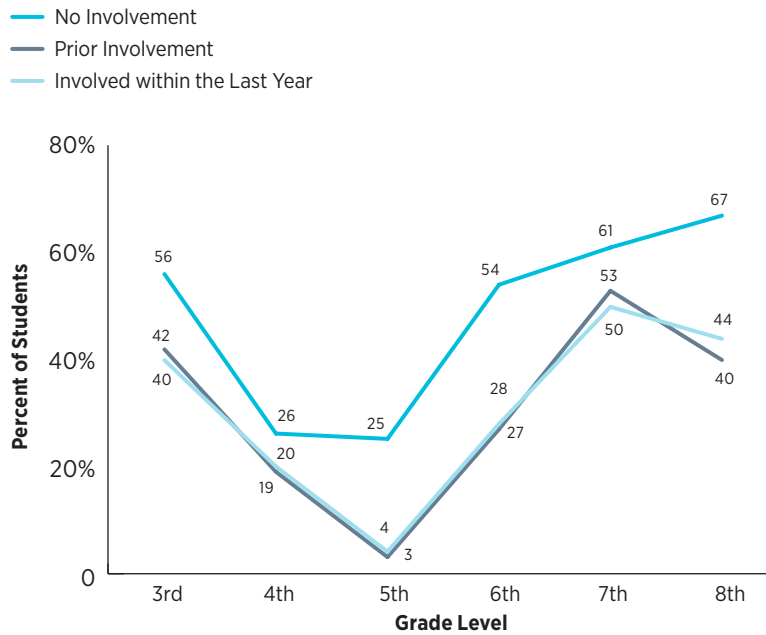
		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No SNAP Involvement	350	84%	80	46%	325	78%
	Prior Involvement	251	79%	40	27%	229	72%
	Involvement within the Last Year	203	77%	33	26%	190	72%
ELEMENTARY SCHOOL (K-5)	No SNAP Involvement	167	88%	28	35%	158	84%
	Prior Involvement	146	84%	16	21%	133	76%
	Involvement within the Last Year	114	80%	12	19%	108	76%
MIDDLE SCHOOL (6-8)	No SNAP Involvement	78	91%	51	61%	73	85%
	Prior Involvement	51	80%	24	38%	47	73%
	Involvement within the Last Year	43	78%	21	38%	40	73%
HIGH SCHOOL (9-12)	No SNAP Involvement	105	74%	1	1 of 11	94	66%
	Prior Involvement	54	68%	0	0 of 7	49	61%
	Involvement within the Last Year	46	68%	0	0 of 7	42	62%

There exist achievement gaps between students currently or previously active in SNAP and those with no prior involvement across all three educational outcomes and all grade levels. The largest gaps occurred in reading proficiency, particularly in middle school. **Figure 18** examines the achievement gaps by grade level.

Appendix A: Detailed Findings by Program

(continued)

FIGURE 17: Proficiency on PSSA Reading Exam by Participation in the Food Stamp Program by Grade



The largest gaps in middle school occurred in sixth and eighth grade. Nonetheless, although the gap was smaller, rates of proficiency in reading in fourth and fifth grade for all Clairton students were below school-wide averages (39 percent proficient). Targeted interventions for these students could improve school-wide outcomes.

TABLE 17: Reading Proficiency by SNAP Involvement

	3RD	4TH	5TH	6TH	7TH	8TH	11TH*
No Human Services	56%	26%	25%	54%	61%	67%	1 of 11
	14	9	5	14	17	20	1
Prior Involvement	42%	19%	3%	27%	53%	40%	0 of 7
	11	4	1	7	9	8	0
Involved within the Last Year	40%	20%	4%	28%	50%	44%	0 of 7
	8	10	5	14	19	21	0

Appendix A: Detailed Findings by Program

(continued)

DPW Temporary Assistance for Needy Families (TANF)

Twenty-two percent (159) of Clairton students had prior involvement in DPW’s TANF program. Fourteen percent (104) were involved within the last year.

TANF was created to help families in need become self-sufficient. Program features include:

1. Assistance to needy families so that children can be cared for in their own homes
2. Preventive measures for out-of-wedlock pregnancy
3. Encouragement of two-parent families
4. Reduction of the dependency of needy parents by assisting with job preparation

TABLE 18: Educational Outcomes of Students by TANF Program Involvement

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No TANF Involvement	473	82%	100	40%	450	78%
	Prior Involvement	128	81%	20	27%	104	65%
	Involvement within the Last Year	83	80%	16	33%	67	64%
ELEMENTARY SCHOOL (K-5)	No TANF Involvement	239	87%	36	30%	231	84%
	Prior Involvement	74	84%	8	22%	60	68%
	Involvement within the Last Year	46	84%	6	25%	36	65%
MIDDLE SCHOOL (6-8)	No TANF Involvement	103	88%	63	55%	100	85%
	Prior Involvement	26	79%	12	36%	20	61%
	Involvement within the Last Year	17	71%	10	42%	14	58%
HIGH SCHOOL (9-12)	No TANF Involvement	131	71%	1	1 of 15	119	65%
	Prior Involvement	28	74%	0	0 of 3	24	63%
	Involvement within the Last Year	20	80%	0	0 of 1	17	68%

There were achievement gaps for all grades between students with prior involvement in the TANF program and their peers. Students who were active in this program performed slightly better than those with a history of involvement (but who were not currently active) in reading and in GPA and attendance metrics in high school. Further exploration of this issue will assist in explaining the trend.

Appendix A: Detailed Findings by Program*(continued)***Intellectual Disability (ID)**

Ten students in Clairton had prior involvement with the Office of Intellectual Disability (OID), and one student was active in the last year.

Allegheny County residents eligible for ID services meet with a registration specialist to talk about the values and goals important in the person's life, including:

- Being safe and healthy
- Engaging in meaningful life activities
- Having important people in their life
- Having personal choice

People registering for services will complete the personal planning information, talk about service preference and learn what supports coordination services are available.

Failure to register with DHS for ID services can have a lifelong impact on a person's ability to access these services. If children are registered as students, they can easily qualify once they reach adulthood and access the array of services available to them and their families. After this information was presented to Clairton officials, they recognized that they had more than one student who would qualify for ID services. Because of this presentation, ID staff were asked to meet with Clairton officials and parents to help them with the process of registering for DHS services. To date, more than half of Clairton students identified within the school as having an ID diagnosis have registered with DHS.

Juvenile Probation Office (JPO)

Six percent (31) of Clairton students aged 10 and over had prior involvement in the JPO system. Five percent (25) of these students were involved within the last year.

The Allegheny County JPO is responsible for youth ages 10 through 18 who have been adjudicated delinquent by the Family Division of the Allegheny Court of Common Pleas. The mission of JPO is to reduce and prevent juvenile crime, promote and maintain safe communities, and improve the welfare of the youth and families who are served by the Court. JPO provides a number of services in the community and the schools, and also for youth who cannot be maintained safely in their community's residential placement services.

Appendix A: Detailed Findings by Program

(continued)

TABLE 19: Educational Outcomes of Students by JPO Involvement

		GPA >2.0		PROFICIENT ON PSSA (READING)		ATTENDANCE >90%	
		N	% of Group	N	% of Group	N	% of Group
ALL GRADES	No JPO Involvement	584	83%	119	38%	533	76%
	Prior Involvement	17	55%	1	1 of 9	21	68%
	Involvement within the Last Year	14	56%	1	1 of 9	16	64%
MIDDLE SCHOOL (6-8)	No JPO Involvement	125	87%	74	52%	116	81%
	Prior Involvement	4	4 of 6	1	17%	4	4 of 6
	Involvement within the Last Year	4	4 of 6	1	1 of 6	4	4 of 6
HIGH SCHOOL (9-12)	No JPO Involvement	146	74%	1	1 of 16	126	64%
	Prior Involvement	13	54%	0	0 of 2	17	71%
	Involvement within the Last Year	10	56%	0	0 of 2	12	67%

Because of the small number of students involved in JPO, definitive conclusions about achievement gaps cannot be made. However, it appears as though students with prior and/or active involvement experienced achievement gaps in reaching a GPA of 2.0 or above and in attendance. Students involved in JPO in high school appeared to meet the attendance metric at higher rates than their peers, possibly due to attendance being included as a condition of probation.

Juvenile Probation Office Placement (JPO PLACEMENT)

JPO PLACEMENT is the subset of JPO-involved students who have experienced an out-of-home JPO placement.

Five students in Clairton had prior involvement with JPO PLACEMENT services. Table 20 details the educational outcomes of those students.

TABLE 20: Educational Outcomes of Students with Prior JPO Placement

	PRIOR INVOLVEMENT	
	N	Total
GPA >2.0	4	5
Attendance >90%	1	5
Proficient in PSSA	0	1

**APPENDIX B: ALLEGHENY COUNTY DEPARTMENT OF HUMAN SERVICES (DHS)
DATA WAREHOUSE**

DATA SOURCES IN DHS DATA WAREHOUSE

