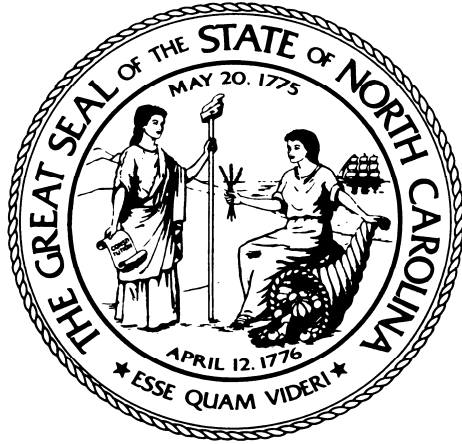


North Carolina Child and Family Leadership Council



July 2009 Report To The

Office of the Governor

Joint Appropriations Committees and Subcommittees on
Education

Joint Appropriations Committees and Subcommittees on Justice
and Public Safety

Joint Appropriations Committees and Subcommittees on Health
and Human Services

Fiscal Research Division of the Legislative Services Office

July 2009

June 30, 2009

Pursuant to Session Law 2007-323, Section 10.9, the North Carolina Child and Family Leadership Council (NCCFLC) submits its July 2009 Report to the Office of the Governor; the Joint Appropriations Committees and Subcommittees on Education; the Joint Appropriations Committees and Subcommittees on Justice and Public Safety; the Joint Appropriations Committees and Subcommittees on Health and Human Services and the Fiscal Research Division of the Legislative Services Office.

Respectfully Submitted,

The North Carolina Child and Family Leadership Council

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Executive Summary

“The program is really great. The social worker and the nurse are the best. They made sure my child got the treatment, his medicine and his behavior together. If it was not for them my child probably wouldn't have gotten the things that he needed.”
Parent comment, 2009 spring survey

This report presents information concerning the progress made and goals achieved from North Carolina’s School-based Child and Family Support Team (CFST) Initiative through June 30, 2009. This is the eighth¹ such report submitted by the NCCFLC and fulfills its legislative mandate to submit a report by July 1, 2009.

The CFST’s model of services begins with the intervention of 100 teams of nationally certified school nurses and licensed school social workers to meet the needs of at risk students. The roles of the teams do not fit what has historically been accepted for school nurses and school social workers. CFST nurses and social worker teams are assigned full-time in selected schools and engage in a wide variety of activities. These include using family-centered, system of care principles of practice to address academic barriers to student success. This is accomplished by forming individual relationships with at risk students and working daily in the same schools with the same students, parents, teachers, school staff members and outside agencies. The teams also visit families in their homes or other locations away from the school building; organize and lead Child and Family Team (CFT) meetings, provide services to students and families for the entire calendar year, and flex their daily schedules to provide services outside the normal school hours if needed to help parents manage the needs of their daily lives. The CFST model of services engages families in practices consistent with those used by professionals in local social services, mental health and juvenile justice agencies so that families are not confused or services delayed by dissimilar approaches. The CFST’s family-centered, collaborative service model views the students and families as partners and experts, not simply clients or patients. It also enhances the capacity of community agencies to share information and create mutually supporting individual plans for services.

The CFST is an inter-Departmental program that provides local school systems and communities enhanced resources and skills necessary to identify and resolve the various complex issues causing North Carolina’s students to be at risk of academic failure or out-of-home placement. It began in 2005, and continues through the leadership of the NCCFLC. The NCCFLC is co-chaired by the Superintendent of the Department of Public Instruction (DPI) and the Secretary of the Department of Health and Human Services (DHHS). Its other members include the Secretary of the Department of Juvenile Justice and Delinquency Prevention (DJJDP), Chairman of the State Board of Education (SBE), and the Director of the Administrative Office of the Courts (AOC). The members of the NCCFLC work together to ensure that their agencies collaborate in the development and implementation of the CFST and provide needed support to ensure that it is successful.²

This report presents a brief description of the CFST’s service model and how it is being implemented in 21 school systems across the state³. It also summarizes demographic information on the students served by the nurse/social worker teams, as well as data concerning services referral activities and their outcomes.

¹ Previously submitted reports may be accessed through the CFST web site at <http://www.ncdhhs.gov/childandfamilyteams/publications/index.htm>.

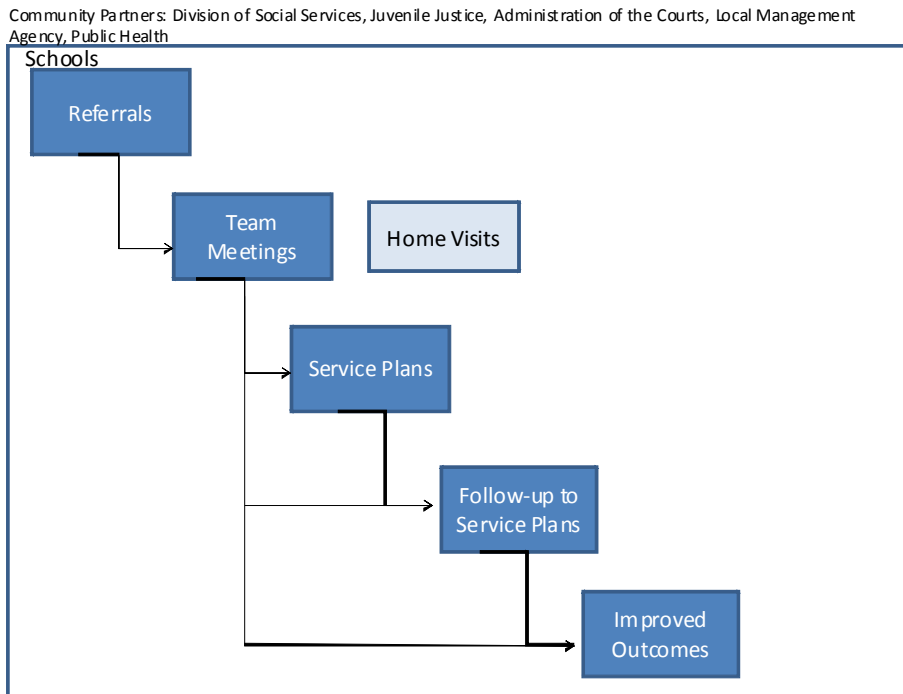
² For more information on the 2005 and 2007 legislation and its requirements see <http://www.ncleg.net/Sessions/2005/Bills/Senate/PDF/S622v9.pdf> and <http://www.ncleg.net/Sessions/2007/Bills/House/PDF/H1473v10.pdf>

³ See Attachment 1 for a listing of the selected school systems and schools.

Service Model

Figure 1 summarizes the core components of the CFST initiative. It includes referrals, Child and Family Team meetings, service plans and follow-up to services. In addition, as home visits are often used by the teams to engage families they are included in the model. This is not intended to reflect all the activity of the CFST nurses and social workers, simply the parameters from which they function during the provision of services.

Figure 1. The Child and Family Support Team Model



Referral Process

The CFST's authorizing legislation requires that the nurse/social worker teams "identify and screen children who are potentially at risk of academic failure or out-of-home placement". According to the CFST model this is most frequently accomplished through a referral process developed through a process involving both state and local stakeholders. In the CFST anyone may refer a student to the CFST nurse or social worker for services. The following reasons are tracked in the case management system:

- Academic factors (e.g., retained 1 or more years, failed 2 or more classes in a recent semester, sudden drop in grades),
- Excessive absences (e.g., excessive tardiness, skips class, leaves early, suspensions),
- Inappropriate social interactions (e.g., aggressive or inappropriate behavior, delinquent activities, victim of bullying, withdrawn/change in behavior), and
- Health and human service needs (e.g., health and/or mental health concerns, developmental issues, suspected substance use, pregnant/parenting or income-related).

Once the CFST teams receive a referral concerning a student, they assess the appropriateness of CFST services to meet the student's needs by reviewing school records and talking to key school personnel. If it is

determined that CFST services may be appropriate, the teams contact the student's parents to explain the program, its services and how it may be used to benefit the student. As all of the CFST's services are voluntary the teams do not plan, make referrals, or directly provide any specific services prior to contacting the parents and getting informed consent to do so.

When this is done and the parents have consented to move forward in the CFST process, a meeting is arranged to include the parents, student (when age and developmentally appropriate), the nurse/social worker team, those close to the family who best know the student and staff members of other service agencies believed to be relevant to the student's needs. This meeting is the first of what may be several Child and Family Team meetings during the course of the team's involvement with the student and family. Throughout their work with the students and families, the nurses and social workers also periodically visit their homes to learn more about family situations and make it easier for those facing barriers such as transportation, child care for younger siblings or who experience a disengagement and lack of trust in government agencies.

Child and Family Team Meetings

Child and Family Team meetings are critical to the CFST model of services. The authorizing legislation requires that families and consumers be involved in all levels of decision making. This includes being involved in all service planning, delivery and monitoring. In the CFST, this means that no plans for services can be implemented without the students' parents or caretakers being present during a Child and Family Team meeting. The CFST uses Child and Family Team meetings to accomplish this. The meetings are held at times and in locations, the families can attend – often evenings or weekends. A primary objective of an initial CFT meeting is to establish goals for the student that build on student and family strengths, and a strategy to achieve those goals including a plan for all necessary health and social services. Instead of having separate service plans with each agency, the student and his or her family should have a single plan integrating all service providers. This is the goal summarized as “one child, one family, one plan.” The agency most relevant to the student's primary unmet need is charged with leading the Child and Family Team process (e.g., schools for academic issues, the local management entity for unmet mental health needs, social services when the primary unmet need relates to child welfare or child abuse and neglect, DJJDP Chief Court Counselor for juvenile justice issues and public health for health related needs.). Through subsequent meetings held as frequently the situation necessitates, the team monitors progress and adjusts plans as the student's and family's situation changes.

Service Plans/Strength-based Interventions

During the Child and Family Team meetings, those assembled consider the students' strengths, needs and goals and develop a plan to help the student achieve these goals. This plan could entail services from the school or from a community agency. CFST leaders are expected to periodically follow-up with students and families to monitor whether students are receiving the services outlined in their plan and whether they are progressing toward their goals.

Process Measures: Data from the Case Management System

Step 1: Referrals

During the 2008-2009 school year of July 1, 2008 through April 30, 2009, 7,035 students were referred to the CFST program. Table 1 describes the students who were referred to the CFST program by gender, race, ethnicity and grade. The capacity to accurately document these characteristics is very important to the evaluation as each is used in the process of de-identifying each student and matching his or her information in the case management system with his or her information in administrative data systems maintained by the NC DSS and DJJDP.

Table 1. Demographic Characteristics of Students Referred to the CFST Program (Total 7,035 students)

	Number	%		Number	%
<u>Gender</u>			<u>Grade</u>		
Female	3,244	46.1	Pre-K	39	0.6
Male	3,749	53.3	K	440	6.3
Missing	42	0.6	1st	392	5.6
<u>Race</u>			2nd	387	5.5
White	2,165	30.8	3rd	480	6.8
Black	3,879	55.1	4th	436	6.2
Asian	14	0.3	5th	377	5.4
American Indian	194	2.8	6th	613	8.7
multi-racial	190	2.7	7th	465	6.6
Other	486	6.9	8th	437	6.2
Missing	103	1.5	9th	439	6.2
<u>Hispanic</u>			10th	253	3.6
Hispanic	751	10.53	11th	217	3.1
non-Hispanic	6,071	85.11	12th	170	2.4
Missing	311	4.36	Missing	1,890	26.9

Who is referring students to the program is important because it provides insight as to how the problems of students become identified. Regardless of age, the schools play a major role in referring students with almost 81% of the total referrals. However, older students are more like to refer themselves to the program than younger students. A point of note is that 12% of the total referrals came from the families themselves, and almost 8% of the high school referrals came from the students. When consideration is given that these families tend to be some of the most resistant to government/agency intervention in their lives this is promising. It also seems to be an indication that the CFST nurses and social workers are becoming more successful in engaging families and showing them the value of intervention before problems become too severe.

Table 2. Source of Referrals for the 2008-2009 School Year by School Type

	All Schools		Elementary		Middle		High School	
	#	%	#	%	#	%	#	%
Family	1030	12.0%	509	10.9%	195	9.3%	326	18.4%
Parent/Primary Caregiver	715	8.3%	399	8.5%	152	7.2%	164	9.2%
Sibling	19	0.2%	7	0.1%	1	0.0%	11	0.6%
Student (self)	253	3.0%	75	1.6%	39	1.9%	139	7.8%
Other member	43	0.5%	28	0.6%	3	0.1%	12	0.7%
Community Agencies	336	3.9%	116	2.5%	116	5.5%	104	5.9%
DJJDP	45	0.5%	3	0.1%	25	1.2%	17	1.0%
LME	35	0.4%	9	0.2%	10	0.5%	16	0.9%
Public Health	26	0.3%	12	0.3%	1	0.0%	13	0.7%
Social Services	88	1.0%	48	1.0%	27	1.3%	13	0.7%
Mental Health Provider (private)	57	0.7%	15	0.3%	27	1.3%	15	0.8%
Medical Provider (private non school-based)	47	0.5%	13	0.3%	17	0.8%	17	1.0%
Other Community Agency	38	0.4%	16	0.3%	9	0.4%	13	0.7%
School	6879	80.3%	3959	84.6%	1657	78.6%	1263	71.1%
CFST Leader at Current School	1770	20.7%	1097	23.4%	448	21.3%	225	12.7%
CFST Leader at Prior School	97	1.1%	23	0.5%	30	1.4%	44	2.5%
Other School Staff	708	8.3%	335	7.2%	204	9.7%	169	9.5%
Principal or other School Administrator	1133	13.2%	500	10.7%	417	19.8%	216	12.2%
School Based Team	95	1.1%	43	0.9%	36	1.7%	16	0.9%
School Counselor	545	6.4%	196	4.2%	157	7.4%	192	10.8%
Teacher	2531	29.6%	1765	37.7%	365	17.3%	401	22.6%
Other	318	3.7%	95	2.0%	140	6.6%	83	4.7%
Neighbor/Family Friend	19	0.2%	9	0.2%	4	0.2%	6	0.3%
Religious Leader	73	0.9%	1	0.0%	69	3.3%	3	0.2%
Student's friend or peer	22	0.3%	5	0.1%	9	0.4%	8	0.5%
Other	37	0.4%	19	0.4%	5	0.2%	13	0.7%
Missing	167	2.0%	61	1.3%	53	2.5%	53	3.0%

Step 2: Child and Family Team Meetings

Child and Family Team meetings are the primary mechanism that the CFST program uses to involve families in the decision making process, identify students' strengths, needs, establish goals and develop plans for meeting those goals. This report only includes data on those meetings that occurred between 7/1/2008 and 4/30/2009 and that reported at least one attendee. There were 9,142 team meetings that met these criteria.

During Child and Family Team meetings, the group that has assembled determines the student's primary unmet need as well as which agency will serve as the lead for the students. The primary unmet need is identified as the issue that presents as the most significant barrier to the student's academic success or stability in the home. Table 3 describes the students' primary unmet needs as documented in the case management system. Mental health factors represent the largest percent of needs (31.8%), academic factors (29.0%), health factors (20%), social service factors (14.4%) and legal factors (2.7%).

Table 3. Primary Unmet Need Identified as Identified during Child and Family Team Meetings

Need	All CFST Schools		Elementary		Middle		High	
	#	%	#	%	#	%	#	%
Total Academic Factors	2620	28.7	1357	28.7	735	30.4	528	26.5
English as a second language	33	0.4	14	0.3	6	0.2	13	0.7
EOC/EOG (score <3)	66	0.7	36	0.8	22	0.9	8	0.4
Exceptional Children's Status	248	2.7	150	3.2	59	2.4	39	2.0
Excessive Absences	770	8.4	403	8.5	220	9.1	147	7.4
Excessive Tardy	77	0.8	54	1.1	10	0.4	13	0.7
Failed 2+ subjects (failed semester)	370	4.0	126	2.7	174	7.2	70	3.5
Leaves Early	11	0.1	4	0.1	5	0.2	2	0.1
Retained one or more years	162	1.8	110	2.3	26	1.1	26	1.3
SAT/CSI referred	22	0.2	14	0.3	6	0.2	2	0.1
Skips Class	25	0.3	1	0.0	7	0.3	17	0.9
Sudden drop in grades	184	2.0	98	2.1	51	2.1	35	1.8
Suspensions	179	2.0	27	0.6	78	3.2	74	3.7
Other	473	5.2	320	6.8	71	2.9	82	4.1
Total Health Factors	1830	20.0	938	19.8	402	16.6	490	24.6
Asthma	120	1.3	74	1.6	29	1.2	17	0.9
Dental	78	0.9	47	1.0	21	0.9	10	0.5
Diabetes	126	1.4	63	1.3	39	1.6	24	1.2
Hearing	22	0.2	11	0.2	6	0.2	5	0.3
Obesity/Overweight	16	0.2	9	0.2	6	0.2	1	0.1
Pregnant/ parenting	199	2.2	31	0.7	12	0.5	156	7.8
Vision	231	2.5	159	3.4	60	2.5	12	0.6
Other Health Concerns	1038	11.4	544	11.5	229	9.5	265	13.3

Table 3 (continued). Primary Unmet Need Identified as Identified during Child and Family Team Meetings

	Need	All CFST Schools		Elementary		Middle		High	
		#	%	#	%	#	%	#	%
Legal Factors	Total Legal Factors	250	2.7	71	1.5	100	4.1	79	4.0
	Delinquent and Criminal Activity	118	1.3	16	0.3	64	2.7	38	1.9
	Family Custody	79	0.9	43	0.9	27	1.1	9	0.5
	Other	53	0.6	12	0.3	9	0.4	32	1.6
Mental Health	Total Mental Health Factors	2553	27.9	1345	28.4	696	28.8	512	25.7
	Aggressive behavior	557	6.1	312	6.6	144	6.0	101	5.1
	Depression	223	2.4	39	0.8	53	2.2	131	6.6
	Developmental Issues	151	1.7	119	2.5	8	0.3	24	1.2
	Inappropriate behavior	1384	15.1	758	16.0	419	17.3	207	10.4
	Socially awkward	90	1.0	53	1.1	24	1.0	13	0.7
	Suspected Substance abuse	33	0.4	2	0.0	20	0.8	11	0.6
	Victim of bullying	27	0.3	9	0.2	9	0.4	9	0.5
	Withdrawn change in behavior	88	1.0	53	1.1	19	0.8	16	0.8
	Other	392	4.3	201	4.2	104	4.3	87	4.4
Social Services Factors	Total Social Service Factors	1139	12.5	670	14.2	264	10.9	205	10.3
	Frequent moves	24	0.3	15	0.3	6	0.2	3	0.2
	Gang Involvement	15	0.2	4	0.1	6	0.2	5	0.3
	History of abuse/neglect/dependency/ domestic violence	232	2.5	147	3.1	55	2.3	30	1.5
	Homelessness	297	3.2	185	3.9	76	3.1	36	1.8
	Incarcerated Parent	15	0.2	11	0.2	2	0.1	2	0.1
	Lack of food	73	0.8	41	0.9	15	0.6	17	0.9
	Latch-key child	4	0.0	4	0.1	0	0.0	0	0.0
	Low income	380	4.2	216	4.6	86	3.6	78	3.9
	Parent or family member needs	99	1.1	47	1.0	18	0.7	34	1.7
	Other	181	2.0	77	1.6	34	1.4	70	3.5
Missing	177	1.9	73	1.5	80	3.3	24	1.2	

Source: Authors' tabulations of the CFST case management system

Table 4 presents the lead agency by school type. In most meetings (84%), the school is the lead agency. In 8 percent of the meeting, the local management entity is the lead, in 4% the lead is social services, in 2% the lead is DJJDP and Public Health is the lead in 1.1% of the cases. It should be noted that the Child and Family Team meetings are both family centered and family driven. This is an important distinction because families decide not only who they want to be included in their meetings, but also which agency takes the lead in helping them through whatever may be causing their child to be an at risk student. As many families

continue to distrust DSS and DJJDP or feel a stigma attached to mental health, it is not unexpected that the schools would continue to serve as the lead in planning services.

Table 4. Lead Agency by School Type: CFST Program during the 2008-2009 School Year

	All CFST Schools		Elementary		Middle		High	
	#	%	#	%	#	%	#	%
School	7736	84.6	4158	87.9	1891	78.3	1687	84.6
Public Health	96	1.1	59	1.2	22	0.9	15	0.8
LME	744	8.1	318	6.7	257	10.6	169	8.5
DSS	332	3.6	159	3.4	109	4.5	64	3.2
DJJDP	187	2.0	12	0.3	122	5.1	53	2.7
Missing	47	0.5	26	0.5	14	0.6	7	0.4
Total Meetings	9142	100.0	4732	100.0	2415	100.0	1995	100.0
<i>Source:</i> Authors' tabulations of the CFST case management system								

Part of the purpose of the team meeting is to have all relevant parties attend so that the cross-sector needs of the student can be identified and met. On average meeting have 4.5 attendees. This number was relatively consistent across school types (Elementary: 4.3, Middle: 4.8 and High: 4.4).

Table 5 describes some of the key attendees at team meetings. CFST policy and guidance is that the parent or primary caregiver attend all CFST meetings in order for them to be truly family centered and driven. However, data from the case management system shows the parent/primary caregiver is documented as attending in about 4 out of 5 meetings. In high schools, nearly 30% of meetings are occurring in the absence of the parent or primary caregiver.

Students are expected to attend team meetings if it is deemed appropriate given their maturity level and other factors. As expected, meetings for high school students are most likely to have the student at the meeting (71.3% of meetings) relative to meetings for middle school students (58.4%) and elementary students (44.6%).

Table 5 Description of CFST Meetings by Attendees

	All CFST Schools		Elementary		Middle		High	
	#	%	#	%	#	%	#	%
Total Number of Meetings	9142		4732		2415		1995	
Attended by:								
Parent/primary Caregiver	7447	81.5	3997	84.5	2038	84.4	1412	70.8
Student (self)	4076	44.6	1243	26.3	1410	58.4	1423	71.3
DJJDP	354	3.9	28	0.6	227	9.4	99	5.0
Public Health	41	0.4	14	0.3	18	0.7	9	0.5
LME	530	5.8	237	5	177	7.3	116	5.8
DSS	614	6.7	300	6.3	201	8.3	113	5.7
Other mental health	882	9.6	381	8.1	317	13.1	184	9.2
Other Medical Provider	109	1.2	47	1	36	1.5	26	1.3
Other community agency	389	4.3	146	3.1	125	5.2	118	5.9
At least 1 of the following: DJJDP, DSS, LME, Public Health	1254	13.7	498	10.5	480	19.9	276	13.8
More than 1 of the following: DJJDP, DSS, LME, Public Health	227	2.5	70	1.5	104	4.3	53	2.7
<i>Source:</i> Authors' tabulations of the CFST case management system								

The efforts of the legislatively mandated partners (DJJDP, DSS, LME and Public Health) in this initiative are administered locally. As such, it is possible that one or more of these partners are very active in the initiative in some counties and less so in others. Table 6 presents the number of meetings attended by each type of partner during the 2008-2009 school year. Across all counties, DSS attended 6.7% of meetings, LME 5.8%, DJJDP 3.9% and public health .4%. The LME appears to be particularly engaged in Pamlico County, having attended 31.5% of all its CFST meetings. In Caldwell County, the percentages are deceptively low because of the large number of meetings. However, for DJJDP, Public Health and DSS, these representatives were at more meetings than in almost all of the other counties. In Hyde County, none of the legislatively mandated partners are reported to have attended a single meeting.

Table 6. Agency Representation of Meetings by County

LEA	Total Meetings	DJJDP		Public Health		LME		DSS	
	#	#	%	#	%	#	%	#	%
Alamance	171	32	18.7	3	1.8	37	21.6	19	11.1
Anson	685	2	0.3	3	0.4	30	4.4	55	8.0
Bertie	121	5	4.1	1	0.8	10	8.3	13	10.7
Caldwell	1231	46	3.7	9	0.7	32	2.6	80	6.5
Duplin	828	12	1.4	2	0.2	26	3.1	56	6.8
Durham	723	36	5.0	4	0.6	41	5.7	68	9.4
Forsyth	686	4	0.6	3	0.4	17	2.5	23	3.4
Greene	561	13	2.3	2	0.4	9	1.6	6	1.1
Halifax	170	2	1.2	1	0.6	5	2.9	12	7.1
Hoke	107	1	0.9	0	0.0	5	4.7	1	0.9
Hyde	14	0	0.0	0	0.0	0	0.0	0	0.0
Martin	237	8	3.4	1	0.4	15	6.3	14	5.9
McDowell	280	14	5.0	1	0.4	28	10.0	44	15.7
Nash Rocky Mt	724	28	3.9	2	0.3	36	5.0	33	4.6
Pamlico	238	14	5.9	4	1.7	75	31.5	25	10.5
Person	338	51	15.1	1	0.3	44	13.0	28	8.3
Richmond	387	38	9.8	1	0.3	82	21.2	75	19.4
Scotland	459	8	1.7	0	0.0	8	1.7	10	2.2
Swain	247	10	4.0	1	0.4	3	1.2	12	4.9
Vance	557	25	4.5	1	0.2	14	2.5	22	3.9
Wayne	378	5	1.3	1	0.3	13	3.4	18	4.8
Total	9142	354	3.9	41	.4	530	5.8	614	6.7
<i>Source:</i> Authors' tabulations of the CFST case management system									

Table 7 shows the number of home visits per county. CFST nurses and social workers go to the family homes in efforts to engage them in the initiative; in ways that are non-threatening and as comfortable as possible for the families. Home visits are presented separately for whether they are successfully *completed*, meaning that the nurses and social workers were able to speak with the parent/primary caregiver or whether they were *attempted* meaning that no one was home at the time of the visit. In addition there is a distinction between the total number of home visits and the number of students that the nurses and social workers tried to engage in the initiative through home visits.

Table 7. Home Visits by Local Education Agency

LEA	Total visits (attempted or completed)	Attempted	Completed	Students with a completed home visit
	#	#	#	#
Alamance	102	14	88	62
Anson	104	26	78	49
Bertie	42	8	34	19
Caldwell	540	152	388	163
Duplin	272	89	183	109
Durham	356	87	269	145
Forsyth	438	64	374	193
Greene	337	58	279	129
Halifax	49	10	39	31
Hoke	90	30	60	30
Hyde	28	4	24	12
Martin	133	13	120	53
McDowell	95	8	87	43
Nash / Rocky Mount	304	79	225	141
Pamlico	85	25	60	45
Person	56	8	48	30
Richmond	301	104	197	113
Scotland	606	207	399	213
Swain	43	8	35	25
Vance	309	92	217	127
Wayne	169	52	117	69
Total	4459	1138	3321	1801
<i>Source:</i> Authors' tabulations of the CFST case management system				

Step 3: Service Plans/Strength-Based Intervention

Table 8 describes the service plans entered during the 2008-2009 academic year that were developed to meet the various student needs. These strengths-based interventions spanned a variety of students needs. Services offered within the school accounted for just over a third of the service plans. Unfortunately about 15% of all service plans were listed as “school-based: Other” so it is difficult to interpret and suggests the need to refine the categories further. School-based health services (7.1%), tutoring (5.1%) and counseling (4.7%) were some of the most types of all service plans. Referrals to private medical (10.8%) or mental health services (11.8%) and support for parents (10.0%) were the most commonly mentioned.

Table 8. Service Plans: Description of the Strength-based Interventions Recommended for Students

	All CFST Schools		Elementary		Middle		High	
	#	%	#	%	#	%	#	%
Advocacy	190	1.7%	98	1.8%	60	1.9%	32	1.2%
After-school Program	126	1.1%	47	0.9%	58	1.9%	21	0.8%
Behavioral Contract	315	2.8%	162	3.0%	93	3.0%	60	2.3%
Faith-based Intervention	200	1.8%	144	2.7%	44	1.4%	12	0.5%
Law Enforcement	41	0.4%	17	0.3%	10	0.3%	14	0.5%
Local Recreation Program	20	0.2%	12	0.2%	5	0.2%	3	0.1%
Mentoring (non-CSS)	120	1.1%	58	1.1%	41	1.3%	21	0.8%
Referrals	4287	38.6%	2125	39.4%	1202	38.6%	960	37.0%
To DJJDP/Criminal Justice	147	1.3%	13	0.2%	81	2.6%	53	2.0%
To DSS	398	3.6%	207	3.8%	89	2.9%	102	3.9%
To Legal Aide	22	0.2%	14	0.3%	1	0.0%	7	0.3%
To LME	369	3.3%	187	3.5%	102	3.3%	80	3.1%
To Medical (private)	1198	10.8%	692	12.8%	280	9.0%	226	8.7%
To Mental Health Provider (private)	1311	11.8%	628	11.6%	403	12.9%	280	10.8%
To Public Health	207	1.9%	51	0.9%	96	3.1%	60	2.3%
To Substance Abuse	18	0.2%	2	0.0%	6	0.2%	10	0.4%
To Other Community Agency	617	5.6%	331	6.1%	144	4.6%	142	5.5%
School-based Services	3863	34.8%	1685	31.2%	1140	36.6%	1038	40.0%
Alternative School	112	1.0%	25	0.5%	42	1.3%	45	1.7%
Community College	9	0.1%	3	0.1%	2	0.1%	4	0.2%
Counseling	526	4.7%	202	3.7%	150	4.8%	174	6.7%
Extra Curricular Activities	42	0.4%	16	0.3%	11	0.4%	15	0.6%
Health Services	787	7.1%	302	5.6%	173	5.6%	312	12.0%
Mental Health Services	174	1.6%	73	1.4%	46	1.5%	55	2.1%
Tutoring	563	5.1%	236	4.4%	212	6.8%	115	4.4%

Table 8 (continued). Service Plans: Description of the Strength-based Interventions Recommended for Students

	All CFST Schools		Elementary		Middle		High	
Other	1650	14.9%	828	15.4%	504	16.2%	318	12.3%
Support for Parent	1112	10.0%	636	11.8%	250	8.0%	226	8.7%
Transportation	91	0.8%	46	0.9%	20	0.6%	25	1.0%
Tutoring (non school-based)	68	0.6%	28	0.5%	33	1.1%	7	0.3%
Other	589	5.3%	295	5.5%	146	4.7%	148	5.7%
Missing	80	0.7%	40	0.7%	14	0.4%	26	1.0%
Total	11102	100.0%	5393	48.6%	3116	28.1%	2593	23.4%
<i>Source:</i> Authors' tabulations of the CFST case management system								

Step 4: Follow-up

The CFST is designed to address the most significant barriers to education and family stability that at risk students have. As such, the needs identified by the nurses and social workers are complex and require long-term sustained efforts to resolve. Those efforts are captured in the case management system as “follow-up” data. According to the model, every need should have a service plan for resolution. Those plans are documented in the system, as is any efforts to follow them up to see what the results of the intervention are. Currently, the data regarding follow-up is discouraging with only 40 percent of service plans having follow-up information entered. Several counties are doing very well documenting their follow-up efforts with students. Nash/Rocky Mount had both a large number of service plans entered during the 2008-2009 school year (1,183 for 502 students) and followed up with over 70% of the students who had a plan entered.

Table 9. Follow-up to Services Plans by Lead Education Agency

LEA	Service Plans	Service Plans with Follow-up		Students with a service plan	Students who received follow-up	
	#	#	%	#	#	%
Alamance	274	93	33.9%	142	56	39.4%
Anson	466	173	37.1%	334	139	41.6%
Bertie	246	25	10.2%	116	23	19.8%
Caldwell	1026	359	35.0%	404	173	42.8%
Duplin	605	141	23.3%	362	104	28.7%
Durham	873	257	29.4%	397	135	34.0%
Forsyth	785	161	20.5%	532	94	17.7%
Greene	827	466	56.3%	266	188	70.7%
Halifax	262	93	35.5%	193	65	33.7%
Hoke	167	31	18.6%	105	19	18.1%

Table 9 (continued). Follow-up to Services Plans by Lead Education Agency

LEA	Service Plans		Service Plans with Follow-up		Students who received follow-up	
	#	#	%	#	#	%
Hyde	59	24	40.7%	46	18	39.1%
Martin	424	275	64.9%	153	110	71.9%
McDowell	404	196	48.5%	200	115	57.5%
Nash Rocky MT	1183	726	61.4%	502	359	71.5%
Pamlico	255	48	18.8%	126	30	23.8%
Person	522	309	59.2%	129	89	69.0%
Richmond	462	174	37.7%	188	65	34.6%
Scotland	563	126	22.4%	393	94	23.9%
Swain	554	244	44.0%	185	82	44.3%
Vance	610	184	30.2%	434	149	34.3%
Wayne	535	284	53.1%	264	161	61.0%
Total	11102	4389	39.5%	5471	2268	41.5%

Source: Authors' tabulations of the CFST case management system

For over half of the 5,794 follow-ups that were entered, the CFST leader indicated that no barriers prevented the student from receiving the service (Table 10). When barriers were listed, about 46% are related to the follow-through or willingness to participate among key participants. This is primarily related to parents (28% of the barriers) or students (13% of the barriers) refusal or lack of follow through.

Table 10. Barriers to Services for the CFST Program: 2008-2009 School Year

	Barriers (Number)	If barriers listed (n=2,758) (%)
No Barriers	3,036	
Services Unavailable in the Community	42	1.5%
Scheduling Problems	166	6.0%
Transportation	110	4.0%
Language Barriers	44	1.6%
Literacy Barriers	22	0.8%
Legal Issues	15	0.5%

Table 10 (continued). Barriers to Services for the CFST Program: 2008-2009
School Year

	Barriers (Number)	If barriers listed (n=2,758) (%)
<u>Financial</u>		
Cost	185	6.7%
Provider does not accept insurance	2	0.1%
Uninsured	66	2.4%
<u>Follow-through</u>		
Parent does not follow through or Refuses	784	28.4%
Student does not follow through or Refuses	361	13.1%
Service provider doesn't follow through or Refuses	50	1.8%
Other agencies non-cooperative or Refused	49	1.8%
Other school personnel non-cooperative or Refused	14	0.5%
Case Closed	154	5.6%
Other	349	12.7%
Missing	345	12.5%
Total	5,794	
<i>Source:</i> Authors' tabulations of the CFST case management system		

Step 5: Case Closure

CFST leaders stop working with students for a variety of reasons. During the 2008-2009 school year, 36% of the cases closed because students met their objects. This was a more common outcome for elementary schools students (43% of cases) relative to high school students (27% of cases). Just over a third of cases were closed because the students moved which implies that the CFST program works with a mobile population. Fortunately for the CFST program, relatively few cases were closed because the parent (5%) or student (1%) refuse to continue in the program. A historical review of past legislative reports reveals that in the beginning of the CFST the nurses and social workers documented that parental and student refusal of services was the most significant barrier to service provision. This reduction in time signifies that the CFST is becoming more successful at engaging and partnering with parents.

Table 11. Case Close Reasons for the 2008-2009 Academic School Year (July 1, 2008-April 30, 2009)

	All CFST Schools		Elementary		Middle		High	
	#	%	#	%	#	%	#	%
Objectives Met	1186	35.6%	719	43.3%	296	28.5%	171	27.0%
Graduated	121	3.6%	16	1.0%	82	7.9%	23	3.6%
Referred to Other Services	204	6.1%	85	5.1%	53	5.1%	66	10.4%
In Custody of Another Agency	28	0.8%	10	0.6%	11	1.1%	7	1.1%
<u>Moving Related</u>								
Moved within LEA	755	22.7%	382	23.0%	307	29.6%	66	10.4%
Moved to Different LEA Within NC	319	9.6%	158	9.5%	105	10.1%	56	8.8%
Moved to Different State	136	4.1%	71	4.3%	48	4.6%	17	2.7%
Student Refused to Continue in Program	34	1.0%	2	0.1%	0	0.0%	32	5.1%
Parent Refused to Continue in Program	159	4.8%	82	4.9%	31	3.0%	46	7.3%
Dropped Out of School	109	3.3%	19	1.1%	8	0.8%	82	13.0%
Case Already Open	64	1.9%	33	2.0%	23	2.2%	8	1.3%
Other	192	5.8%	76	4.6%	66	6.4%	50	7.9%
Missing	24	0.7%	7	0.4%	8	0.8%	9	1.4%
All reasons	3331	100.0%	1660	49.8%	1038	31.2%	633	19.0%
<i>Source:</i> Authors' tabulations of the CFST case management system								

Outcome Measures: Measures and Results

The purpose of the CFST program is to improve academic performance and reduce out-of-home placements. This section discusses the design of the evaluation for examining whether the CFST initiative is effective on changing these measures. This section a) describes the data sources and outcomes, b) discusses how the comparison groups were chosen, and c) presents an integrated results and discussion section.

Data Sources and Outcome Measures

Four administrative datasets are used in this report and provide rich information on the students in the CFST model. These data sources include information from the CFST case management system, the North Carolina Department of Public Instruction, the Division of Social Services and the Department of Juvenile Justice and Delinquency Prevention.

Case Management System

CFST leaders enter data into a case management system in order to monitor students' progress throughout the initiative. This provides the evaluation with a means of knowing which students are referred to the CFST initiative as well as which components of the CFST model they received. This system was developed during the 2005-2006 school year specifically for the CFST program. Data include:

- Student demographic data (gender, race, ethnicity, age)
- Student school year characteristics (grade, special education status)
- Student needs (reason for referral and the student's needs identified throughout the CFST process) Although all students have needs, the CFST program is designed to work with students whose needs are preventing them from excelling academically or placing them at risk for out-of-home placement.
- Receipt of program components
 - Team meetings-when the meeting occurred, where (school, home, other), who the lead agency is, student's primary unmet need and who attends the meeting. Tracking attendance is a key means of understanding whether community partner agencies are involved in the CFST process.
 - Home visits-the date that the CFST leader(s) made a home visit to the student and whether the visit was completed or attempted but not completed
 - Service plans –the date that the service plan was created, what service was recommended to the student, the need that the service is designed to meet, the person that is responsible for ensuring the student receives the services
 - Follow-up on services-the date of the follow-up, whether the student received the service, any barriers that may be preventing the student from receiving the service as well as an update on the progress that the student is making toward his or her goals (improving, about the same getting worse)
- Reasons that cases close
There are a number of reasons why the CFST leaders may no longer be working with a student who was referred to the CFST program. For example, the student may have already achieved the goals set out by the team, may have moved, the parent and/or the student may have refused to continue in this voluntary program or the student may have been referred to different services or a program more appropriate for the student's needs.

North Carolina Education Research Data Center (NC-ERDC)

Data are provided to the NC-ERDC by the state Department of Public Instruction. These data include information on all students in public schools in grades 3 through 12. The information includes attendance, end-of-grade math and reading test scores, disciplinary violations, suspensions and expulsions. In addition, through the use of longitudinal data for students in grades 3 through 12, it is possible to determine whether students were promoted to the next grade or retained. In the case of the 12th grade students, data are available on graduation. In addition, the administrative records include data on school-level factors such as percent of students on free/reduced school lunch, school size, per pupil expenditure, elementary, middle, or high school.

School-level Academic Outcomes

Average Daily Attendance: This is a measure of the average percent of students who attend school during the year. Attendance is defined as the presence of a student on days when school is in session. Average daily attendance is the total number of days in attendance for the entire student body divided but the number of student-school days.

- *Teacher Turnover:* Percent of teachers employed in a school last year who are no longer employed in the same school this year
- *Adequate Yearly Progress Target met (percent):* Adequate Yearly Progress (AYP) is part of the No Child Left Behind (NCLB) legislation. AYP is a series of performance targets that schools must achieve annually to meet the requirements of NCLB.
<http://www.ncpublicschools.org/docs/accountability/reporting/abc/2005-06/aypstatus.pdf>
- *Percent of students at grade level in reading:* This measure calculates the percent of students scoring at or above grade level on the end of grade scores across (for students in grades 3-8) and is more fully

described here <http://www.ncpublicschools.org/docs/accountability/reporting/abc/2005-06/aypstatus.pdf>

- *Percent of students at grade level in math:* Percent of students scoring at or above grade level on the end of grade scores across (for students in grades 3-8)
- *Percent taking the Scholastic Aptitude Test (SAT):* The number of students who took the SAT divided by the number of seniors in the high school. Please note that non-seniors may choose to take the SAT.
- *Average Scholastic Aptitude Test Score:* Mean score on the SAT for the students who took the examine in that school.
- *Performance Composite:* The percent of students performing at grade level or higher. This measure is determined differently depending on the grades of the individuals in the school. Each year students take of end grade tests and/or end of course tests.

Student-level Academic Outcomes

- *Number of Offenses:* The North Carolina Department of Public Instruction requires schools to report each occurrence of a legally reportable offense (for a complete list of offenses see <http://www.ncpublicschools.org/research/discipline/offenses/>) or action that lead to out-of-school suspension or expulsion. The total number of offenses of the student is the sum of the number of legally reportable offenses and/or actions that have led to that student's suspension or expulsion.
- *Suspension:* NC-Department of Public Instruction also requires schools to report the consequences of a student's offense if it leads to an out-of-school suspension.
- *Math: end of grade score for students in grades 3-8:* All 3rd through 8th grade students across the state complete a standardized end of grade test in mathematics.
- *Reading: end of grade score for students in grades 3-8:* All 3rd through 8th grade students across the state complete a standardized end of grade test in mathematics.
- Future Years
 - *Attendance:* The data include information on student attendance. However, the 2006-2007 school year attendance data will not be available to the North Carolina Education Research data center until Summer 2009.
 - *Grade promotion/retention:* The North Carolina Education Research Data Center data make it possible to track students longitudinally. Whether a student is promoted from one grade to the next can be determined by comparing the grade that the student is enrolled in from year to year. However, there is a one year lag from the time that the school year ends until the North Carolina Education Research Data Center receive the data.

Division of Social Services: Child Protection and Foster Care Data

The Division of Social Services collects data on all youth in North Carolina who are investigated for child protection services, whether the investigation is substantiated. The data also include information on whether a student is placed out-of-home and the reason for removal. The data include information for all youth from 2000-20007.

Department of Juvenile Justice and Delinquency Prevention Data

The North Carolina Department of Juvenile Justice data include information on youth who are arrested, reason for arrest as well as disciplinary decisions such as time spent in youth detention facilities and incarceration. The CFST evaluation team from the Center for Child and Family Policy currently has a signed memorandum of understanding with the Department of Juvenile Justice to use their data for the evaluation of the Child and Family Support Team initiative. Information regarding arrests and punishments for crimes

committed provide insight into an additional risk factor for academic failure that would otherwise be unobserved in the education or case management data alone.

Descriptive Analysis: Students referred to the CFST program relative to students statewide

The CFST program is designed to improve academic performance and prevent out of home placements. In order to understand the performance of the students served by the CFST program it is helpful to place their performance in the context of how students from across the state perform. Data from the North Carolina Education Research Data Center was linked to data from the Division of Social Services and the Departments of Juvenile Justice to examine a few key outcomes including grade retention/promotion, the number of offenses and math and reading scores.

Table 12 shows a few key academic outcomes for students across the state who have various experiences with state agencies or who are included in special populations known to be at-risk for worse outcomes. For example, among all 3rd through 5th grade students in North Carolina, just under 1 percent were retained between the 2005-2006 and 2006-2007 school year. However, the rate is higher for youth who have experience with state agencies. For example, about 6% of 3rd-5th graders who had a complaint filed with DJJDP were retained. About 8% of 6th-8th graders were suspended but 22% of students with a foster care placement were suspended. Similarly, math and reading scores tend to be lower for elementary and middle school students who have arrests or complaints with juvenile justice, have been investigated or placed into foster care by the Division of Social Services or who are of low-income (as indicated by receiving free and reduced lunch).

Table 12. North Carolina Education Measures in 2006-2007: North Carolina Students by Involvement in DJJDP, DSS, Expelled, Received Free and Reduced Lunch

	Number of Students	Retained 0506-0607 (%)	Suspended (%)	Number of Offenses	Raw Math Score	Raw Reading Score
Grade 3-5		%	%			
All 3-5 graders	341,912	0.94	2.74	0.04	340.58	247.82
DJJDP: Complaint	976	5.64	25.72	0.58	325.21	236.69
DJJDP: Detention	57	7.02	22.81	0.51	287.76	217.53
DSS: Investigation	13,034	2.02	6.50	0.12	329.20	239.51
DSS: Foster Care	625	2.40	8.80	0.14	322.99	235.25
NCERDC-Expelled	1,798	2.45	22.36	0.47	309.68	229.42
NC-ERDC-Free and Reduced Lunch	159,432	1.45	4.35	0.07	332.47	242.02
Grade 6-8						

Table 12 (continued). North Carolina Education Measures in 2006-2007: North Carolina Students by Involvement in DJJDP, DSS, Expelled, Received Free and Reduced lunch

	Number of Students	Retained 0506- 0607 (%)	Suspended (%)	Number of Offenses	Raw Math Score	Raw Reading Score
All 6-8th graders	343,438	1.33	8.00	0.15	349.39	256.73
DJJDP: Complaint	9,236	8.03	37.44	1.02	338.88	248.62
DJJDP: Detention	1,543	15.94	40.31	1.32	334.11	245.00
DSS: Investigation	13,068	3.57	17.40	0.39	337.90	248.43
DSS: Foster Care	787	7.62	22.62	0.48	327.88	241.51
NCERDC-Expelled	3,044	4.17	34.30	1.00	324.75	241.57
NC-ERDC-Free and Reduced Lunch	152,613	1.89	12.05	0.24	340.44	250.37
Grade 9-12						
All 9-12 graders	436,219	5.45	8.82	0.18		
DJJDP: Complaint	8,560	14.00	37.00	0.94		
DJJDP: Detention	2,061	27.51	39.25	1.18		
DSS: Investigation	10,455	12.65	18.08	0.40		
DSS: Foster Care	697	15.06	22.24	0.50		
NCERDC-Expelled	3,089	19.62	33.25	0.94		
NC-ERDC-Free and Reduced Lunch	142,373	7.00	12.94	0.27		
<i>Source:</i> Authors' tabulations of the CFST case management system						

The table above makes it clear that students who have certain risk factors tend to have worse academic outcomes as measured by being retained, math and reading scores and being suspended. An important first step in the CFST model is understanding whether the right students are being referred to the CFST program. By linking the case management data to the combined data from the education, social services and juvenile justice, whether the CFST program is seeing students who have these risk factors can be examined. Using data from all students within the schools⁴ of the CFST program, the evaluation team examined who received the CFST intervention. After controlling for the student's grade, table 13 shows that students in the CFST program were 4.8 times more likely to have a complaint juvenile justice, 5.8 times more likely to have been placed in detention, 3.9 times more likely to have been investigated by social services and 8.3 times more likely to have been placed in foster care. These differences were statistically significantly different ($p < .001$).

⁴ Primary schools that only have students below the third grade are excluded because the education data are not available until students are in third grade.

Table 13. Students Referred to the CFST Program Compared with all Students in CFST Schools

	n	% of CFST Referrals	Odds Ratio (CFST vs non-CFST) p<.001
Juvenile Justice-Had a complaint	525	8%	4.8
Juvenile Justice-In detention	137	2%	5.8
Social Services-Were investigated by Child Protection Services	739	12%	3.9
Social Services-Were In Foster Care	74	1%	8.3
Exceptionality (emotional reasons)	171	3%	4.0
Poverty (Free and reduced lunch status)	4169	67%	2.0

Source: Authors' tabulations of the CFST-NCERDC –DSS-DJJDP data p-values based on a multilevel model accounting for grade and school

Study Design: Selecting Comparison Groups and Other Measurement Decisions

In order to understand whether the CFST program is effective it is important to determine a) the level of analysis at which outcomes are expected; b) the timing of change and c) the appropriate comparison group.

The level of analysis

Both student level and school-level effects have been hypothesized by the developers of the CFST program. CFST leaders have a targeted approach with students and families to address their needs so there is clear reason to hypothesize that the CFST program will improve student-level outcomes. Benefits to the school as a whole are also hypothesized from this program. First, by improving outcomes for sufficient number students who are struggling, school-wide scores will improve. Second, some studies have found peer-level effects on the performance of students. By addressing the needs of the at-risk students, these students will be better prepared to learn, require less time of teachers and be better able to contribute to the classroom. Finally, the CFST nurses and social workers, by working with students and families and communities partners may be able to add services to the school or be able to ease the link between various community agencies. This may improve access to services for a broader population of students and produce positive externalities for the school as a whole.

Timing of anticipated change

The timing of anticipated change on academic outcomes and out-of-home placements needs to be defined and depends upon the reason that the student is being referred. For example, change may happen more quickly for a student who is referred and is primarily in need of tutoring than for a student whose primary unmet need is related to mental health or social service factors.

Appropriate comparison group

Determining the appropriate comparison group is an essential piece of understanding whether the program is effective. The gold standard for research and evaluation is randomized design. This would entail selecting schools randomly (if the unit of analysis is school) and comparing treated schools to the school not selected for the program. Similarly, if the unit is student, it would entail randomly assigning students to the CFST program and to what students would have received had the CFST program not been available.

Propensity Score Matching

In the absence of randomized design, substantial care has to be used in order to determine the appropriate control group. The primary approach that we use is propensity score matching. Matching was done at two-levels. First the schools were selected and then students within the comparison schools were matched to students referred to the see CFST program.

Selecting Schools: This approach finds schools with similar characteristics to the CFST schools. Using the 2005-2006 data as baseline, the school-level characteristics that the evaluation matched were the percent of students receiving free and reduced lunch, percent Hispanic, percent black, average daily attendance, percent of students performing at grade-level, total number of students enrolled in the school, the low grade in the school and the high grades in the school. At the school-level, the evaluation team matched exactly according to the range of grades in that school. This means that a middle school which serves the 6th-8th grade population would only be matched to another middle school serving 6th-8th graders. This was important because the next step is matching students in these comparison schools with students who were served by the CFST program. Each CFST school was matched to two comparison schools to provide a sufficient pool of students in the comparison schools to match the CFST schools.

Selecting students: Within the matched schools, students were selected to match to the students referred to the CFST program. Students were matched “exactly” to comparison students according to race, ethnicity, gender and grade. Other characteristics from the 2005-2006 school year included whether the student was old-for-grade (being in the top 25% of grade in age), parent education, exceptionality status, suspended during the school year, number of foster care placements, number of investigations by child protection services, number of substantiated investigations, number of complaints with juvenile justice, number of complaints with juvenile justice prior to 7/1/2005 and number of foster care placement prior to 7/1/2005.

Every analysis has strengths and limitations. Propensity score matching provides a means to select a sample of the population that is matched based on key characteristics. Ideally, there are no students within the CFST schools who are identical to the CFST students (if there were they would have been referred). The data for comparison students are relatively cheap to access and do not involve school staff using time collect data. However, propensity scores can only match students based information that is included in the datasets. Students are referred to the CFST program for a variety of subtle reasons that may not appear in administrative datasets (for example, a CFST student may have depression and we would not be able to observe that in the comparison students). In fact, the CFST program hopes to intervene before the student has a more severe problem that would warrant formal attention in one of the systems involved in the CFST program such as DJJDP complaint, a DSS investigation, a school suspension or a failing grade. Through the datasets that we have access, it is impossible to match students on some of these more nuanced factors.

School Level Outcomes.

Table 14. CFST schools compared to a propensity matched sample of non-CFST schools

		All Schools		CFST		Non-CFST		Change in CFST Schools	Change in Comparison Schools	Change in CFST Schools-Change in Comparison Schools ^a
		2006	2007	2006	2007	2006	2007	2007-2006	2007-2006	
Elementary	Average Daily Attendance(%)	95.58	95.39	95.28	95.28	95.42	95.42	0.00	0.00	0.00
	Teacher Turnover Rate(%)	20.88	21.56	19.46	23.23	22.73	27.20	3.77	4.47	-0.69
	Adequate Yearly Progress Target met Pct	93.00	91.29	86.47	81.53	86.13	82.39	-4.94	-3.74	-1.20
	Performing at Grade Level	71.59	73.17	59.95	59.95	60.03	60.03	0.00	0.00	0.00
	Reading at Grade Level	84.06	84.31	74.59	74.92	74.62	75.63	0.33	1.01	-0.68
	Math at Grade Level	63.90	67.13	49.33	52.59	49.62	54.52	3.26	4.90	-1.63
Middle	Average Daily Attendance(%)	94.30	94.38	93.90	93.90	93.59	93.59	0.00	0.00	0.00
	Teacher Turnover Rate(%)	23.13	24.45	25.40	26.30	27.64	29.61	0.90	1.96	-1.06
	Adequate Yearly Progress Target met Pct	84.31	85.76	79.55	81.86	77.97	81.49	2.31	3.52	-1.21
	Performing at Grade Level	68.60	71.26	59.52	59.52	58.00	58.00	0.00	0.00	0.00
	Reading at Grade Level	84.12	84.71	77.88	78.61	78.12	79.20	0.73	1.08	-0.35
	Math at Grade Level	59.30	62.42	48.77	53.09	45.57	49.54	4.32	3.97	0.35
High	Average Daily Attendance(%)	93.66	93.80	92.73	92.73	93.44	93.44	0.00	0.00	0.00
	Teacher Turnover Rate(%)	20.37	22.80	22.10	28.05	22.93	26.46	5.95	3.53	2.42
	Adequate Yearly Progress Target met Pct	84.05	82.23	76.05	78.72	86.78	85.89	2.67	-0.89	3.56
	Performing at Grade Level	67.11	62.88	53.88	53.88	61.71	61.71	0.00	0.00	0.00
	Mean SAT Score	980.14	968.73	897.14	886.81	949.88	941.73	-10.33	-8.15	-2.19
	% taking SAT	55.27	54.70	46.54	49.54	56.87	60.32	3.00	3.46	-0.46

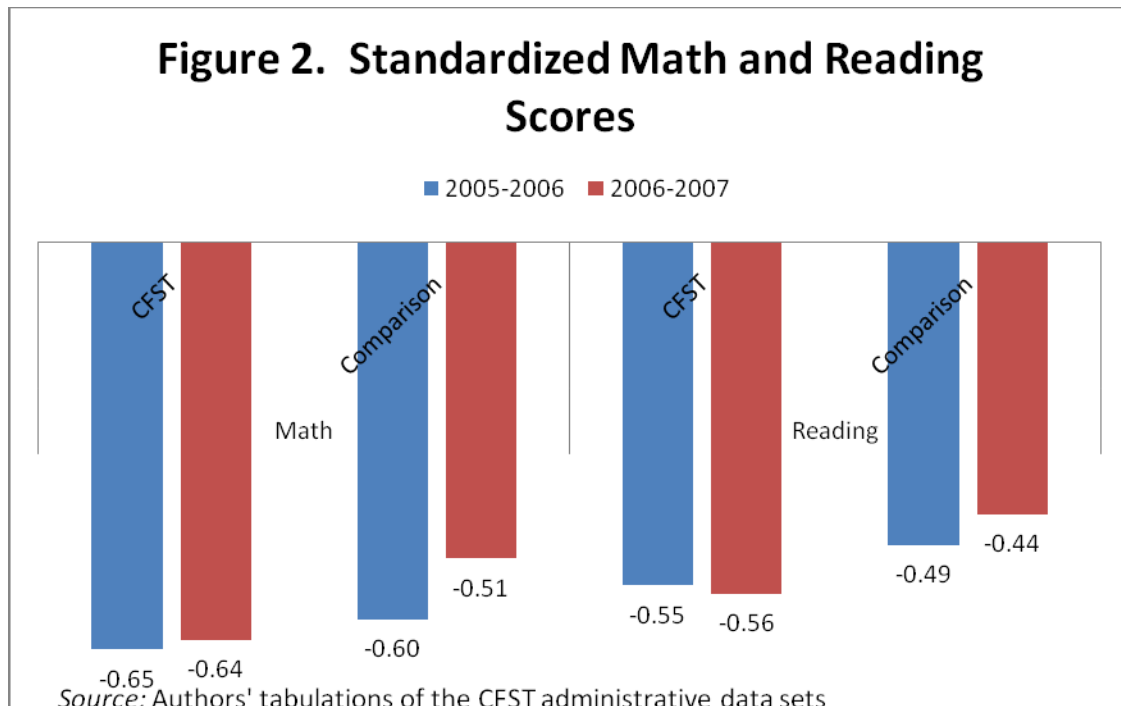
Source: Authors' tabulations of the North Carolina Education Research Data from the Department of Public Instruction
^a Differences are not statistically significantly different

Student-level Outcomes

Propensity Matched Difference-in-Difference

This is an example of the types of analyses that future reports will include. The sample of the analyses presented in Figure 2 includes 4,940 students in third through eighth grade who were referred to the CFST program and their matched comparisons (as described above). The analysis will be re-visited in the future to match for baseline characteristics of the outcome measure. The dependent variables in these analyses are standardized math and reading scores. For standardized scores the mean for the state is zero. Scores below zero imply that students are doing worse than average while scores above average imply that students are doing better than average. The results below show that both CFST students and comparison students were doing worse than the state average. Moreover, the amount of observed improvement for the comparison students was better than the amount of improvement for the CFST student.

Limitations: There are several important limitations to this analysis. First and foremost, these analyses use test scores from the 2006-2007 school year as an outcome measure. For some students who were referred that year, this score is more appropriate as a baseline measure because the student had just begun his or her involvement with the CFST program. Second, the CFST students are referred based upon observations of school personnel and others, indicating that the student is currently struggling in school. While the evaluation has information from personal observation on students in the CFST program, there is not a comparable measure for the comparison students. The third limitation is that the CFST students and comparison students were not matched well regarding the baseline outcome and so the analyses should be re-done taking into account this baseline measure.



Recommendations

The process measures currently offer the best insight into how to improve the program as well as to assess where the program is working as anticipated. The outcome measures presented in the report set the stage for the types of effects on academic performance and out-home placement that the CFST program will be able to examine in future reports.

The list below highlights recommendations for implementation in the coming year:

- *Clarify the meaning of “Lead Agency”*

There seems to be a disconnection between the student’s primary unmet need and who the lead agency is. For 84% of team meetings, the lead agency is the school, however academic problems are the primary unmet need for only 29% of cases.

There are several possible reasons for this. For example, the CFST nurses and social workers increased success in engaging the families as partners has not yet resulted in families trusting other agency partners more than they currently do. Possibly, the school is substantially more convenient for the family, the family prefers receiving services from the school as because it feels less stigmatized by the community, or that the families simply do not want some agencies knowing that they are clients of the others. The last possibility is most frequently seen when families are involved with child protective services and do not want the schools to know about it. Another possibility could be that data is collected on the meetings that are school leads, but not ones led by other agencies the CFST leaders do not attend. The data on those meetings would not have entered into the case management system even though the agency providing the services would be the “lead” in its meetings. Regardless of reason, the school remains the primary leader of team meetings involving CFST served students.

- *Consider additional strategies for engaging community partners*

Currently the partner agencies do not seem as connected the CFST as the legislation originally anticipated. Further investigation should examine the reason for this. This summer, the evaluation team is surveying local members of the LME Care Coordinators, DSS facilitators and the DJJDP Chief Court Counselors. These are in addition to surveys of school system senior managers, CFST school administrators and the CFST nurses and social workers. The purpose of these efforts is to shed light on factors that make collaboration successful between agencies, and to enable

Explanation of Attachments 4 – 9:

Attachments 4 -9 present descriptive information on how CFST schools are doing on the following measures according to data provided by the Department of Public Instruction to the North Carolina Education Research Data Center. The measures include:

1. Average Daily Attendance
2. Standardized Math Scores
3. Standardized Reading Scores
4. Percent of Student Performing at Grade-Level
5. Percent of Seniors taking the SAT
6. Average SAT score

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Attachment 1: Participating School Systems and Schools

LEAs and Schools	LEAs and Schools
<p>Alamance</p> <ul style="list-style-type: none"> • Cummings High • Broadview Middle • Andrews Elementary • Eastlawn Elementary • Harvey Newlin Elementary • Graham High • Graham Middle 	<p>Anson</p> <ul style="list-style-type: none"> • Anson High • Anson Middle • Morven Elementary • Wadesboro Elementary • Wadesboro Primary
<p>Bertie</p> <ul style="list-style-type: none"> • West Bertie Elementary • Windsor Elementary • Bertie Middle • Bertie High 	<p>Caldwell</p> <ul style="list-style-type: none"> • Whitnel Elementary • West Lenoir Elementary • Gamewell Elementary • Gamewell Middle • West Caldwell High
<p>Duplin</p> <ul style="list-style-type: none"> • James Kenan High • Rose Hill-Magnolia Elementary • Warsaw Elementary • Charity Middle • E.E. Smith Middle • Warsaw Middle 	<p>Durham</p> <ul style="list-style-type: none"> • Bethesda Elementary • Neal Middle • Southern High • Eastway Elementary • Y.E. Smith Elementary • Lowe's Grove Middle • Hillside High
<p>Forsyth</p> <ul style="list-style-type: none"> • Konnoak Elementary • Philo Middle • Parkland High • Ibraham Elementary • Middle Fork Elementary • Walkertown Middle • Carver High 	<p>Greene</p> <ul style="list-style-type: none"> • Greene Central High • Greene County Middle • Snow Hill Primary • West Greene Elementary

Attachment 1: Participating School Systems and Schools

LEAs and Schools	LEAs and Schools
<p>Halifax</p> <ul style="list-style-type: none"> • Northwest Halifax High • Southeast Halifax High • William R. Davie Middle • Aurelian Springs Elementary 	<p>Hoke</p> <ul style="list-style-type: none"> • Hawk Eye Elementary • West Hoke Elementary • West Hoke Middle • Hoke County High
<p>Hyde (2 teams for 3 campuses)</p> <ul style="list-style-type: none"> • Mattamuskeet Elementary • Mattamuskeet Middle • Mattamuskeet High 	<p>Martin</p> <ul style="list-style-type: none"> • E J Hayes Elementary • Williamston Middle • East End Elementary • Roanoke Middle
<p>McDowell</p> <ul style="list-style-type: none"> • McDowell High • East McDowell Junior High • Nebo Elementary • Eastfield Elementary 	<p>Nash-Rocky Mount</p> <ul style="list-style-type: none"> • D.S. Johnson Elementary • Williford Elementary • Nash Central Middle • Nash Central High
<p>Pamlico</p> <ul style="list-style-type: none"> • Fred Anderson Elementary • Pamlico County Middle • Pamlico County High • Pamlico County Primary 	<p>Person</p> <ul style="list-style-type: none"> • Northern Middle • Southern Middle • Person High
<p>Richmond (4 teams for 6 Schools)</p> <ul style="list-style-type: none"> • Rohanen Primary • Rohanen Middle • Ashley Chapel Elementary • Cordova Elementary • Mineral Springs Elementary • Ellerbe Middle 	<p>Scotland</p> <ul style="list-style-type: none"> • Carver Middle • Sycamore Lane Middle • Laurel Hill Elementary • Wagram Primary • Spring Hill Middle • I.E. Johnson Elementary • North Laurinburg Elementary

Attachment 1: Participating School Systems and Schools

LEAs and Schools	LEAs and Schools
<p>Swain</p> <ul style="list-style-type: none"> • Swain High • Swain Middle • Swain East Elementary 	<p>Vance</p> <ul style="list-style-type: none"> • L.B. Yancey Elementary • Henderson Middle • Southern Vance High • Pinkston Street Elementary • Eaton-Johnson Middle • Northern Vance High
<p>Wayne</p> <ul style="list-style-type: none"> • Spring Creek Elementary • Spring Creek High • North Drive Elementary • Brogden Primary • Grantham School • Carver Elementary 	

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Attachment 2: School Based Child & Family Support Team Initiative – Data Sources and Outcome Measures

Data Sources and Outcome Measures

	Source	Measures	Sample
Process Measures	Web-based case management system	<ol style="list-style-type: none"> 1. Who is referred 2. Student needs 3. Team meetings <ol style="list-style-type: none"> a. Who comes b. Who is the lead agency 4. Recommended services 5. Follow-up on services 6. Reasons for cases closing 	All students referred to the program
Process/Satisfaction measures	<u>Surveys with:</u> Parents-students Principals Nurses-Social Workers School District Coordinators Partner Agencies (this will be the first year)	<ol style="list-style-type: none"> 1. Do you like the CFST process 2. What are the strengths? 3. What are the barriers? 	
Outcomes (this is why they came to Duke)	North Carolina Education Research Data Center	End of grade test scores, attendance, suspensions as well as demographic information	All NC public school students in grades 3-12 for the last 10 years.
Outcomes	Juvenile Justice	Arrests & stays in detention centers	All youth in NC since 2003
Outcomes	Social Services	Investigations for child protection services & foster care placement	All youth in NC since 2000

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Attachment 3: Comparison of Students in CFST Schools by Receipt of CFST

The information in this section compares students within CFST schools based upon whether they were or were not referred to the CFST program. Standard statistical convention is that if p (last column) is less than .05 then the two groups are statistically significantly different.

	Total (All Students in CFST Schools)(n=51,470)	CFST (n=4,769)	Non-CFST (n=46,701)	p-value of X ² test
	%	%	%	
Male (%)	50.63	51.56	50.53	0.176
Race (%)				0.000
White	37.56	30.42	37.92	
Black	46.76	54.39	43.37	
Hispanic	8.70	9.31	8.67	
Others	6.98	5.87	7.03	
Free/reduced lunch (%)	59.26	77.69	57.38	0.000
Exceptional status (%)				
Autism	0.24	0.36	0.22	0.000
Behaviorally / emotionally disabled	0.56	1.34	0.48	0.000
Educable mentally disabled	2.11	4.11	1.91	0.000
Learning disability	3.59	4.68	3.48	0.000
Multiple handicapped	0.09	0.15	0.08	0.128
Other health impaired	1.02	1.66	0.95	0.000
Severely mentally disabled	0.05	0.10	0.04	0.051
Trainable mentally disabled	0.20	0.23	0.20	0.644
Other disabled	0.21	0.42	0.19	0.000
Parent education (%)				0.000
<=high school	12.15	19.79	11.32	
High school	44.27	53.44	43.28	
Some education after high school	11.27	8.87	11.53	
Trade school	1.82	1.17	1.89	
Junior college	13.7	9.2	14.19	
4-year college	13.57	6.26	14.36	
Graduate school	3.22	1.28	3.43	

Attachment 3: Comparison of Students in CFST Schools by Receipt of CFST

	Total (All Students in CFST Schools) (n=51,470)	CFST (n=4,769)	Non-CFST (n=46,701)	p-value of X ² test
Grade (%)				0.000
3	6.97	12.12	6.45	
4	6.66	10.46	6.27	
5	6.38	10.67	5.94	
6	11.49	17.59	10.86	
7	11.74	16.57	11.24	
8	12.42	9.37	12.73	
9	14	11.26	14.28	
10	11.75	7.11	12.22	
11	10.32	4.61	10.9	
12	8.28	0.23	9.1	
Retention (%)	4.89	9.00	4.47	0.000
Old of grade (%)	20.06	15.05	20.59	0.000
Suspension				
Any suspension (%)	6.72	11.13	6.27	0.000
# of long-term suspension	0.00	0.00	0.00	0.002
# of short-term suspension	0.12	0.28	0.11	0.000
# of days in long-term suspension	0.21	0.03	0.22	0.004
# of days in short-term suspension	0.37	0.76	0.35	0.000
CPS & FC				
Prior CPS experience (%)	2.52	6.44	2.12	0.000
Prior FC experience (%)	0.02	0.06	0.02	0.060
# of CPS investigations	0.05	0.13	0.05	0.000
# of substantiated cases	0.01	0.03	0.01	0.000
# of FC placements	0.0023	0.0059	0.0019	0.000
# of days in FC	0.32	0.67	0.29	0.000
DJJDP				
Prior DJJDP experience (%)	0.65	1.34	0.58	0.000
# of complaints	0.05	0.10	0.04	0.000
# of days in detention	0.05	0.11	0.05	0.000

Attachment 4: Average Daily Attendance

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Alamance	Andrews Elementary	0.96	0.96	0.96	0.96	0.95	0.95
	Broadview Middle	0.93	0.94	0.94	0.94	0.93	0.93
	Cummings High	0.93	0.91	0.91	0.91	0.91	0.91
	Eastlawn Elementary	0.96	0.95	0.95	0.96	0.96	0.96
	Graham High	0.93	0.92	0.92	0.93	0.92	0.91
	Graham Middle	0.95	0.94	0.94	0.95	0.95	0.95
	Harvey Newlin Elementary	0.96	0.95	0.96	0.96	0.96	0.96
Anson	Anson High	0.95	0.95	0.95	0.95	0.94	0.94
	Anson Middle	0.95	0.95	0.95	0.95	0.93	0.93
	Morven Elementary	0.96	0.96	0.96	0.96	0.96	0.96
	Wadesboro Elementary	0.96	0.96	0.96	0.97	0.95	0.95
	Wadesboro Primary	0.96	0.96	0.95	0.96	0.96	0.95
Bertie	C.G. White Middle	0.94	0.94	0.94	0.95	0.95	0.95
	Southwestern Middle	0.95	0.94	0.95	0.95	0.95	0.94
	Southwestern Middle School						
	West Bertie Elementary	0.97	0.96	0.96	0.96	0.96	0.96
	Winsor Elementary	0.96	0.95	0.96	0.97	0.96	0.95
Caldwell	Gamewell Elementary	0.96	0.96	0.96	0.95	0.96	0.96
	Gamewell Middle	0.95	0.94	0.94	0.93	0.95	0.93
	West Caldwell High	0.95	0.95	0.94	0.94	0.93	0.92
	West Lenoir Elementary	0.97	0.97	0.96	0.94	0.95	0.96
	Whitnel Elementary	0.96	0.95	0.95	0.94	0.96	0.95
Duplin	Charity Middle	0.95	0.95	0.94	0.94	0.94	0.94
	E.E. Smith Middle	0.96	0.96	0.94	0.95	0.94	0.95
	James Kenan High	0.95	0.94	0.94	0.95	0.93	0.95
	Rose-Hill Magnolia	0.95	0.95	0.95	0.96	0.96	0.96
	Warsaw Elementary	0.95	0.95	0.95	0.96	0.96	0.95
	Warsaw Middle	0.94	0.94	0.93	0.94	0.93	0.92
Durham	Bethesda Elementary	0.94	0.94	0.94	0.94	0.95	0.95
	Eastway Elementary	0.94	0.94	0.94	0.95	0.96	0.95
	Hillside High	0.91	0.91	0.92	0.93	0.92	0.93
	Lowe's Grove	0.92	0.92	0.92	0.93	0.93	0.93
	Neal Middle	0.93	0.93	0.93	0.93	0.92	0.93
	Southern High	0.91	0.92	0.93	0.92	0.90	0.90
	Y.E. Smith Elementary	0.96	0.95	0.95	0.95	0.95	0.94
Forsyth	Carver High	0.92	0.93	0.91	0.92	0.89	0.87
	Ibraham Elementary	0.95	0.95	0.95	0.94	0.95	0.95
	Konnoak Elementary	0.96	0.95	0.95	0.96	0.96	0.95
	Middle Fork Elementary				0.94	0.94	0.95
	Parkland High	0.93	0.93	0.92	0.92	0.93	0.92
	Philo Middle	0.92	0.92	0.91	0.93	0.91	0.91
	Walkertown Middle	0.94	0.94	0.93	0.93	0.93	0.93

Attachment 4: Average Daily Attendance

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Greene	Greene Central High	0.94	0.93	0.94	0.94	0.94	0.94
	Greene County Middle	0.94	0.95	0.95	0.94	0.95	0.95
	Snow Hill Primary	0.96	0.96	0.96	0.95	0.95	0.95
	West Greene Elementary	0.97	0.96	0.96	0.96	0.96	0.96
Halifax	Aurelian Springs Elementary	0.96	0.96	0.96	0.96	0.95	0.95
	Northwest Halifax High	0.90	0.90	0.91	0.91	0.90	0.89
	Southeast Halifax High	0.92	0.93	0.94	0.92	0.92	0.93
	William R. Davie Middle	0.95	0.96	0.96	0.97	0.97	0.97
Hoke	Hawkeye Elementary (Formally	0.95	0.95	0.94	0.94	0.95	0.94
	Hoke County High	0.93	0.93	0.94	0.93	0.92	0.95
	West Hoke Elementary	0.95	0.95	0.95	0.95	0.95	0.94
	West Hoke Middle	0.93	0.93	0.94	0.93	0.93	0.93
Hyde	Mattamuskeet Elementary	0.96	0.94	0.96	0.95	0.94	0.93
	Mattamuskeet High	0.96	0.94	0.96	0.96	0.95	0.94
	Mattamuskeet Middle	0.95	0.95	0.96	0.96	0.95	0.96
Martin	E.J. Hayes Elementary	0.96	0.96	0.97	0.97	0.97	0.96
	East End Elementary	0.96	0.96	0.96	0.96	0.96	0.95
	Roanoke Middle	0.95	0.95	0.94	0.93	0.94	0.93
	Williamston Middle	0.94	0.95	0.95	0.94	0.95	0.93
McDowell	East McDowell Junior High	0.95	0.94	0.95	0.95	0.93	0.95
	Eastfield Elementary	0.95	0.95	0.96	0.95	0.94	0.95
	McDowell High	0.95	0.95	0.94	0.96	0.96	0.96
	Nebo Elementary	0.96	0.96	0.96	0.94	0.96	0.96
Nash Rocky MT	D.S. Johnson Elementary	0.96	0.96	0.96	0.96	0.96	0.95
	Nash Central High		0.92	0.92	0.92	0.93	0.93
	Nash Central Middle	0.91	0.91	0.91	0.90	0.90	0.90
	Williford Elementary	0.95	0.96	0.95	0.95	0.96	0.96
Pamlico	Fred Anderson Elementary	0.96	0.95	0.95	0.96	0.95	0.95
	Pamlico County High	0.96	0.95	0.95	0.95	0.95	0.94
	Pamlico County Middle	0.93	0.92	0.93	0.93	0.93	0.93
	Pamlico County Primary	0.95	0.94	0.94	0.96	0.95	0.95
Person	Northern Middle	0.94	0.94	0.95	0.95	0.95	0.94
	Person High	0.96	0.96	0.95	0.95	0.95	0.94
	Southern Middle	0.94	0.95	0.96	0.96	0.96	0.95
Richmond	Ashley Chapel Elementary	0.94	0.94	0.94	0.94	0.94	0.95
	Ellerbe Junior High	0.95	0.96	0.95	0.96	0.95	0.94
	Hoffman Elementary	0.96	0.95	0.95	0.95	0.94	0.94
	Rohanen Primary	0.95	0.95	0.96	0.96	0.95	0.95

Attachment 4: Average Daily Attendance

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Scotland	Carver Middle	0.94	0.94	0.93	0.94	0.93	0.93
	I.E. Johnson Elementary	0.95	0.94	0.94	0.95	0.95	0.96
	Laurel Hill Elementary	0.95	0.94	0.94	0.94	0.94	0.95
	North Laurinburg Elementary	0.97	0.96	0.95	0.95	0.94	0.93
	Spring Hill Middle	0.95	0.96	0.96	0.95	0.96	0.95
	Sycamore Lane Middle	0.95	0.94	0.95	0.95	0.95	0.94
	Wagram Primary	0.95	0.95	0.95	0.95	0.95	0.94
Swain	Swain Elementary	0.96	0.95	0.97	0.96	0.96	0.96
	Swain High	0.95	0.94	0.94	0.94	0.94	0.93
	Swain Middle	0.95	0.95	0.95	0.95	0.95	0.95
Vance	Eaton Johnson Middle	0.93	0.93	0.94	0.94	0.94	0.94
	Henderson Middle	0.92	0.93	0.93	0.93	0.91	0.91
	L B Yancey Elementary	0.97	0.96	0.96	0.97	0.96	0.95
	Northern Vance High	0.94	0.93	0.93	0.92	0.93	0.93
	Pinkston Street Elementary	0.96	0.96	0.96	0.96	0.97	0.96
	Southern Vance High	0.92	0.92	0.92	0.91	0.92	0.91
Wayne	Brogden Primary	0.96	0.95	0.95	0.95	0.94	0.95
	Carver Elementary	0.96	0.95	0.95	0.96	0.96	0.95
	Grantham School	0.96	0.95	0.95	0.96	0.96	0.95
	North Drive Elementary	0.95	0.96	0.96	0.95	0.95	0.95
	Spring Creek Elementary	0.96	0.96	0.96	0.95	0.96	0.95
	Spring Creek High	0.95	0.94	0.93	0.93	0.93	0.94

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Attachment 5: Standardized Math Score 2001-2002 – 2006-2007

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Alamance	Andrews Elementary	0.70	1.19	0.96	1.05	-0.80	-0.68
	Broadview Middle	-0.46	-0.19	0.07	0.35	-1.41	-1.29
	Eastlawn Elementary	0.49	0.76	0.46	0.77	-1.51	-1.15
	Graham Middle	0.04	0.13	0.56	0.42	-1.00	-0.68
	Harvey Newlin Elementary	0.40	1.08	1.24	0.60	-0.98	-0.87
Anson	Anson Middle	0.37	0.06	-0.05	-0.07	-1.82	-1.55
	Morven Elementary	-0.54	0.02	-0.04	-0.90	-2.27	-2.20
	Wadesboro Elementary	0.31	0.56	0.72	0.68	-1.89	-1.47
	Wadesboro Primary	-1.71	-0.43	0.17	-0.61	-1.60	-1.62
Bertie	C.G. White Middle	-0.32	0.47	1.05	0.93	-1.28	-0.51
	Southwestern Middle	0.07	0.19	0.54	0.61	-1.43	-1.16
	West Bertie Elementary	0.82	1.30	0.89	0.73	-1.55	-2.34
	Winsor Elementary	-0.58	0.75	0.79	0.33	-1.61	-1.26
Caldwell	Gamewell Elementary	1.21	1.22	1.26	1.05	-0.55	-0.07
	Gamewell Middle	0.64	0.50	0.67	0.58	-0.52	-0.46
	West Lenoir Elementary	0.49	1.22	1.31	0.84	-0.98	-0.98
	Whitnel Elementary	0.72	1.02	1.19	0.64	-0.69	-0.90
Duplin	Charity Middle	0.70	0.53	0.54	0.57	-1.90	-0.80
	E.E. Smith Middle	0.47	0.05	0.10	0.23	-1.52	-1.08
	Rose-Hill Magnolia	0.12	0.79	0.70	0.72	-1.48	-1.19
	Warsaw Elementary	-0.07	0.40	0.58	0.56	-2.02	-2.50
	Warsaw Middle	-0.68	0.07	0.23	0.44	-1.94	-2.21
Durham	Bethesda Elementary	0.00	0.13	0.52	0.07	-1.62	-1.19
	Eastway Elementary	-0.51	0.27	1.29	0.69	-1.20	-0.90
	Lowe's Grove	-0.15	0.17	0.13	0.25	-1.50	-1.35
	Neal Middle	-0.48	-0.09	0.29	0.17	-2.46	-2.75
	Y.E. Smith Elementary	0.21	0.50	0.80	0.82	-1.37	-1.68
Forsyth	Ibrahim Elementary	-0.22	0.70	0.91	0.85	-0.88	-1.07
	Konnoak Elementary	0.35	0.97	0.38	-0.21	-1.31	-0.78
	Middle Fork Elementary				-0.43	-1.70	-1.84
	Philo Middle	0.04	-0.10	-0.13	0.05	-2.45	-2.08
	Walkertown Middle	0.84	0.86	1.21	1.07	-0.42	-0.51
Greene	Greene County Middle	0.30	0.64	0.56	0.28	-2.08	-1.78
	West Greene Elementary	0.34	0.97	1.00	0.74	-1.73	-1.41
Halifax	Aurelian Springs Elementary	-0.16	0.70	1.36	0.79	-2.05	-2.05
	William R. Davie Middle	0.20	-0.07	0.37	0.14	-1.98	-1.97
Hoke	Hawkeye Elementary (Formally	0.12	0.14	0.45	0.44	-1.34	-0.80
	West Hoke Elementary	-0.63	0.02	0.01	0.64	-1.78	-1.66
	West Hoke Middle	-0.09	-0.34	0.32	-0.30	-2.10	-1.61
Hyde	Mattamuskeet Elementary	0.04	1.08	1.00	1.01	-0.66	-0.69
	Mattamuskeet Middle	0.91	0.40	0.80	0.72	-1.08	-0.63

Attachment 5: Standardized Math Score 2001-2002 – 2006-2007

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Martin	E.J. Hayes Elementary	0.66	0.80	1.11	1.09	-0.78	-0.48
	East End Elementary	0.49	0.90	0.70	0.14	-1.74	-1.67
	Roanoke Middle	0.29	0.74	0.72	0.46	-1.49	-1.39
	Williamston Middle	0.44	0.55	0.81	1.33	-0.87	-0.50
McDowell	East McDowell Junior High	1.06	0.63	1.11	0.99	-0.47	-0.45
	Eastfield Elementary	1.12	1.08	1.02	1.06	-0.75	-0.90
	Nebo Elementary	0.95	1.34	1.40	1.03	-0.63	-0.27
Nash Rocky MT	D.S. Johnson Elementary	0.72	0.46	0.39	0.04	-1.69	-1.40
	Nash Central Middle	0.16	0.35	0.45	0.33	-1.60	-1.40
	Williford Elementary	-0.04	0.78	1.14	0.94	-1.28	-1.10
Pamlico	Fred Anderson Elementary	1.06	1.30	1.29	1.24	-0.36	0.28
	Pamlico County Middle	0.94	1.12	1.12	0.80	-0.56	-0.20
Person	Northern Middle	1.07	1.04	1.08	0.94	-1.02	-0.89
	Southern Middle	0.96	0.88	1.03	1.00	-0.72	-0.39
Richmond	Ashley Chapel Elementary	0.25	0.31	0.48	0.76	-2.41	-2.14
	Ellerbe Junior High	-0.30	0.18	0.85	0.82	-0.95	-0.76
	Hoffman Elementary	0.01	-0.29	-0.23	0.81	-1.90	-1.87
	Rohanen Primary	0.80	1.07	0.85	0.62	-2.33	-1.50
Scotland	Carver Middle	0.53	0.73	0.83	1.08	-1.02	-0.30
	I.E. Johnson Elementary	0.54	1.21	0.76	0.99	-1.42	-0.45
	Laurel Hill Elementary	0.46	0.93	1.41	1.55	0.46	0.97
	North Laurinburg Elementary	-0.54	1.10	1.45	1.11	-1.60	-1.21
	Spring Hill Middle	0.88	1.05	1.33	1.44	0.29	0.12
	Sycamore Lane Middle	0.81	0.82	1.05	1.14	-0.43	-0.59
Swain	Wagram Primary	-0.30	1.47	1.18	1.00	-0.48	-0.33
	Swain Elementary	0.69	1.21	1.37	1.08	-0.24	0.17
Vance	Swain Middle	0.73	1.00	1.00	1.00	-0.35	0.00
	Eaton Johnson Middle	-0.24	-0.25	0.04	0.37	-1.50	-0.92
	Henderson Middle	-0.55	-0.35	-0.27	0.15	-1.78	-1.53
	L B Yancey Elementary	0.57	0.40	1.00	1.03	-0.48	-0.98
Wayne	Pinkston Street Elementary	0.08	0.54	0.61	0.79	-1.28	-0.16
	Brogden Primary	0.55	0.79	0.96	0.87	-1.17	-0.96
	Carver Elementary	0.28	0.44	1.02	0.49	-1.45	-1.38
	Grantham School	1.08	1.12	0.96	0.87	-0.70	-0.62
	North Drive Elementary	0.44	0.40	0.69	0.19	-2.21	-1.79
	Spring Creek Elementary	1.33	1.27	1.48	1.30	-0.07	-0.05
Spring Creek High	0.79	0.82	1.23	1.14	-0.34	-0.01	

Attachment 6: Standardized Reading Score 2001-2001 -2006-2007

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Alamance	Andrews Elementary	-0.53	0.29	-0.08	0.39	1.09	0.51
	Broadview Middle	-2.20	-0.92	-0.95	-0.62	-0.04	-0.56
	Eastlawn Elementary	-1.27	-1.50	-1.08	-0.72	-0.78	-0.92
	Graham Middle	-0.78	-0.77	-0.31	-0.44	0.06	0.30
	Harvey Newlin Elementary	-0.92	0.02	0.34	0.12	-0.02	0.54
Anson	Anson Middle	-0.28	-0.28	-0.04	-0.20	0.37	0.31
	Morven Elementary	-1.85	-1.51	-1.72	-1.95	-1.37	-0.87
	Wadesboro Elementary	-0.99	-0.44	-0.72	-0.82	-0.86	0.27
	Wadesboro Primary	-2.36	-1.83	-1.89	-1.89	-0.89	-1.09
Bertie	C.G. White Middle	-2.29	-0.28	0.39	0.62	0.33	0.68
	Southwestern Middle	-2.19	-0.57	-0.20	-0.06	-0.12	-0.31
	West Bertie Elementary	-0.90	0.46	0.43	-0.29	-0.86	-1.75
	Winsor Elementary	-2.75	-0.37	-0.77	-0.69	-0.40	-0.58
Caldwell	Gamewell Elementary	1.57	1.42	1.53	1.30	1.54	1.73
	Gamewell Middle	0.11	0.95	1.26	1.02	1.19	0.76
	West Lenoir Elementary	0.80	1.07	1.59	0.43	0.40	-0.49
	Whitnel Elementary	0.77	0.58	1.41	0.86	0.34	-0.22
Duplin	Charity Middle	0.04	0.40	0.04	0.11	0.52	0.96
	E.E. Smith Middle	0.04	-0.24	-0.35	-0.13	0.46	0.80
	Rose-Hill Magnolia	-1.20	0.11	-0.31	-0.12	-0.52	0.08
	Warsaw Elementary	-2.01	-1.23	-0.39	-0.38	-1.15	-1.56
	Warsaw Middle	-2.62	-0.09	-0.15	0.04	-0.69	-0.68
Durham	Bethesda Elementary	-1.58	-1.68	-1.13	-1.61	-0.93	-0.95
	Eastway Elementary	-2.16	-2.26	-0.27	-0.71	-0.57	0.05
	Lowe's Grove	-0.92	-0.01	-0.08	0.04	0.03	-0.01
	Neal Middle	-1.73	-0.46	-0.10	-0.29	-0.51	-1.03
	Y.E. Smith Elementary	-1.09	-1.23	-0.07	-0.57	-0.92	-1.44
Forsyth	Ibrahim Elementary	-1.42	-0.93	-0.51	0.05	-0.58	-0.39
	Konnoak Elementary	0.21	0.58	-0.49	-0.99	-0.51	0.27
	Middle Fork Elementary				-1.57	-1.33	-1.05
	Philo Middle	-1.21	-0.47	-0.21	-1.06	-1.69	-1.79
	Walkertown Middle	0.17	0.88	1.23	1.20	1.10	1.16
Greene	Greene County Middle	-0.49	0.42	0.25	0.25	0.21	0.28
	West Greene Elementary	-0.09	0.56	0.39	0.12	0.33	0.00
Halifax	Aurelian Springs Elementary	-1.21	0.02	0.95	0.00	-1.00	-1.57
	William R. Davie Middle	-1.46	-0.75	-0.16	-0.72	-0.66	-0.65
Hoke	Hawkeye Elementary (Formally	-1.79	-1.43	-1.49	-1.05	-1.03	0.19
	West Hoke Elementary	-2.31	-1.87	-1.51	-0.34	-0.66	-0.14
	West Hoke Middle	-1.97	-0.94	-0.10	-0.45	-0.74	0.43
Hyde	Mattamuskeet Elementary	-1.35	-0.15	1.28	0.82	0.36	0.59
	Mattamuskeet Middle	-0.25	0.16	0.24	-0.08	0.46	0.34

Attachment 6: Standardized Reading Score 2001-2001 -2006-2007

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Martin	E.J. Hayes Elementary	-0.80	0.00	0.47	0.95	1.07	1.15
	East End Elementary	-0.62	-0.82	-0.20	-0.87	-0.65	0.34
	Roanoke Middle	-1.08	0.36	0.49	0.51	0.47	0.60
	Williamston Middle	-1.08	0.06	0.49	1.38	1.54	1.22
McDowell	East McDowell Junior High	1.17	1.20	1.77	1.84	1.66	1.53
	Eastfield Elementary	1.26	0.27	0.29	0.96	0.47	0.41
	Nebo Elementary	0.08	1.15	1.35	1.11	1.23	1.62
Nash Rocky MT	D.S. Johnson Elementary	0.06	-0.74	-1.17	-1.21	-0.38	-0.27
	Nash Central Middle	0.16	0.12	0.53	0.33	0.30	0.49
	Williford Elementary	-1.79	-1.12	-0.19	-0.29	-0.06	0.41
Pamlico	Fred Anderson Elementary	1.08	1.25	1.71	1.83	1.82	1.53
	Pamlico County Middle	0.05	1.52	1.75	1.27	0.98	1.79
Person	Northern Middle	0.67	1.36	1.42	1.29	1.19	1.22
	Southern Middle	0.83	0.77	1.35	1.65	1.45	1.33
Richmond	Ashley Chapel Elementary	-1.55	-0.68	-0.88	-0.86	-0.53	-0.77
	Ellerbe Junior High	-0.47	0.70	0.46	0.43	1.15	0.37
	Hoffman Elementary	-1.30	-1.94	-2.48	0.62	-0.69	-1.33
	Rohanen Primary	0.93	1.33	-0.94	0.05	0.09	-0.01
Scotland	Carver Middle	-0.71	-0.02	0.53	0.77	0.78	1.15
	I.E. Johnson Elementary	-0.15	0.47	-0.02	0.21	-0.55	1.70
	Laurel Hill Elementary	-0.29	0.58	1.53	1.99	2.20	2.41
	North Laurinburg Elementary	-2.35	0.03	0.46	0.24	0.31	-0.46
	Spring Hill Middle	0.90	0.71	1.07	1.34	1.53	1.57
	Sycamore Lane Middle	0.00	0.82	1.07	1.32	1.19	1.16
	Wagram Primary	-1.18	-0.22	0.18	-0.20	1.47	0.90
Swain	Swain Elementary	0.49	0.72	0.52	0.67	1.30	1.59
	Swain Middle	0.84	1.33	1.66	1.54	1.48	1.64
Vance	Eaton Johnson Middle	-1.33	-0.65	-0.26	-0.03	0.28	0.48
	Henderson Middle	-2.37	-1.00	-0.59	-0.28	0.02	0.33
	L B Yancey Elementary	0.24	-0.32	-0.04	0.08	0.96	-0.41
	Pinkston Street Elementary	-1.19	-0.75	-0.84	-0.71	0.51	1.03
Wayne	Brogden Primary	-0.45	0.11	0.51	-0.63	-0.31	-0.25
	Carver Elementary	-0.08	0.12	0.04	-0.41	0.41	0.08
	Grantham School	0.64	1.01	0.74	0.79	0.84	1.01
	North Drive Elementary	-0.57	-1.05	-0.08	-0.38	0.10	-0.38
	Spring Creek Elementary	1.14	0.96	1.71	1.41	1.66	1.40
	Spring Creek High	-0.06	0.78	0.91	1.27	0.90	1.17

Attachment 7: Percent of Students Performing at Grade Level

LEA	School Name	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Alamance	Andrews Elementary	70	83.6	80.1	82.9	68.6	67.2
	Broadview Middle	59.8	68.6	70.3	73.8	56.5	58.6
	Cummings High	46.1	48	56.9	50.7	51.6	43.4
	Eastlawn Elementary	68.1	72.6	71.8	75.9	53.3	57.5
	Graham High	53.1	57.5	65.4	69.5	61.6	50.1
	Graham Middle	69.7	70.8	75.9	74.2	60.8	67.9
	Harvey Newlin Elementary	70.2	81.6	84.3	78.1	60.7	64.2
Anson	Anson High	49.3	50.5	56	53.7	46.5	39.5
	Anson Middle	74.2	73.6	72.6	72.6	52.9	57.8
	Morven Elementary	60	66.4	65.1	56.9	47	48.6
	Wadesboro Elementary	70.7	75.4	75.5	74.8	50.9	59
	Wadesboro Primary	45.2	61.3	66	59.5	55.5	49.4
Bertie	C.G. White Middle	60.4	73.7	82	82.8	59.6	68.1
	Southwestern Middle	65.5	72.2	74.3	77.6	56.3	59.8
	Southwestern Middle School						
	West Bertie Elementary	74.8	85.2	81.8	77.4	52.6	44.1
	Winsor Elementary	55.7	77.2	75.8	72.4	56	56.5
Caldwell	Gamewell Elementary	87.5	88.6	88.8	86.7	69.9	76.3
	Gamewell Middle	78.5	81.2	84.3	82.4	70.2	72.2
	West Caldwell High	70.3	73.2	79.4	82.3	69.3	61.8
	West Lenoir Elementary	73.7	87.2	90.1	81.4	64.6	60.5
	Whitnel Elementary	71.2	83.4	88.3	81.5	65.1	68.9
Duplin	Charity Middle	76.3	77.2	76.2	77.6	55.7	67.9
	E.E. Smith Middle	77	71.5	70.7	71.1	59.9	60.3
	James Kenan High	59.1	63.3	60.3	56.8	48.6	38.5
	Rose-Hill Magnolia	66.3	79.6	77	78	55.7	59.9
	Warsaw Elementary	62.5	70.7	75.7	75.6	50.4	43.7
	Warsaw Middle	56.8	73.4	74.2	77.1	50	52.1
Durham	Bethesda Elementary	65.3	66.6	72.1	66.3	52.4	56.3
	Eastway Elementary	56.2	65.3	82.1	75.3	56.2	62.6
	Hillside High	46.5	49	49.8	47.3	43.5	40.9
	Lowe's Grove	68	73.1	71.2	74.2	54.5	58.9
	Neal Middle	62.3	69.8	71.3	71.1	42.6	44.8
	Southern High	52.8	54.9	53.1	54.1	44.8	39.9
	Y.E. Smith Elementary	67.6	71.6	78.9	77	55.8	50.2
Forsyth	Carver High	45.1	42	46.5	45.6	39.5	36.7
	Ibraham Elementary	61.8	74.5	78	79.9	61.8	59.6
	Konnoak Elementary	71.2	83	73.7	66.7	58.8	61.3
	Middle Fork Elementary				62.3	51.5	52.9
	Parkland High	51.5	57.5	58.9	59.9	52.9	42.6
	Philo Middle	67.5	70.6	71	66.6	41.7	50
	Walkertown Middle	82.2	84.7	88.7	87.5	72.4	73.1

Attachment 7: Percent of Students Performing at Grade Level

LEA	School Name	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Greene	Greene Central High	62.4	67.3	77.6	77.9	61.7	54.7
	Greene County Middle	72	78.7	78.2	76.1	53.2	57.2
	Snow Hill Primary						
	West Greene Elementary	74.9	83	82.5	79.1	56.9	56.9
Halifax	Aurelian Springs Elementary	60.9	78.4	87.8	77.9	50.9	50
	Northwest Halifax High	40.9	44.4	43.7	39.1	35.2	30.9
	Southeast Halifax High	29.7	35.7	43.7	37.2	34.9	38.5
	William R. Davie Middle	65.7	70	76.7	71.8	50.6	55.5
Hoke	Hawkeye Elementary (Formally	63.5	67.7	70	71.8	52.6	63.6
	Hoke County High	54.3	57.6	54.9	53.2	43.6	46.4
	West Hoke Elementary	56.8	64.8	66.3	76.4	52.2	55.3
	West Hoke Middle	65.1	67.6	76.7	71.2	48	60.4
Hyde	Mattamuskeet Elementary	65.2	80.9	86.2	84.3	66.9	70.1
	Mattamuskeet High	69.1	69.6	78.8	77.3	61.7	50
	Mattamuskeet Middle	75.6	77.7	79.9	75.7	56	63.5
Martin	E.J. Hayes Elementary	74.6	79.2	83.8	85.5	68.9	71
	East End Elementary	72.3	76.6	77.6	70.1	56.6	56.7
	Roanoke Middle	71.6	81	80.3	78.6	57.4	59.3
	Williamston Middle	72.1	76.8	82.2	89.8	68.3	72.2
McDowell	East McDowell Junior High	84.3	84.9	90.2	89.2	75.8	74.9
	Eastfield Elementary	84.2	82.6	81.8	85.3	65.1	63.9
	McDowell High	69	64.2	73	75.5	66.6	58.9
	Nebo Elementary	80.1	88.5	89.5	85.8	70.2	74
Nash Rocky MT	D.S. Johnson Elementary	74.5	73.3	70.9	67.8	56.3	56.3
	Nash Central High		62.1	63.8	65.9	60.4	59
	Nash Central Middle	72.7	75.9	79.3	78.5	56.7	62.5
	Williford Elementary	62.7	74.4	81.2	79.1	58	62.8
Pamlico	Fred Anderson Elementary	84.4	88.6	90.5	90.6	73.5	76.2
	Pamlico County High	70.1	70.3	76.9	75.5	64.2	59.8
	Pamlico County Middle	81	89.4	90.3	86.3	70.8	79
	Pamlico County Primary						
Person	Northern Middle	85.4	87.3	88.2	86.8	66.6	69.7
	Person High	67.3	70.4	72.1	78	67.5	56
	Southern Middle	83.7	85.2	87.7	87.5	68.2	74.1
Richmond	Ashley Chapel Elementary	66.1	72.3	72.8	75.3	50	50
	Ellerbe Junior High	69.4	79.9	81	82.2	69.3	66.4
	Hoffman Elementary	67.2	62	60.3	81.9	52.7	50.9
	Rohanen Primary	78.5	87	75.7	77.9	53.5	60

Attachment 7: Percent of Students Performing at Grade Level

LEA	School Name	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Scotland	Carver Middle	75.7	79.1	81.8	86.2	64	72
	I.E. Johnson Elementary	75.6	84.5	78.8	81.6	59	71.9
	Laurel Hill Elementary	75.3	82.7	90.6	93.7	83.1	86.9
	North Laurinburg Elementary	57	81.8	86.5	82.8	58.5	58.7
	Spring Hill Middle	83.7	85.1	88.4	90.8	77.6	80.3
	Sycamore Lane Middle	80.1	83.1	86.5	88.1	70.2	71.4
	Wagram Primary	65.1	83.8	83.2	80	74.7	73.6
Swain	Swain Elementary	79.4	85.6	86.1	84.3	73.6	77.3
	Swain High	78.6	75	73	79.4	71.6	62.7
	Swain Middle	82.7	86.1	88.1	87.1	71.8	74.9
Vance	Eaton Johnson Middle	63.5	68.5	70.5	77.8	58.4	66.1
	Henderson Middle	57.8	64.7	67.1	73.9	55.2	60.5
	L B Yancey Elementary	73.7	74.5	80.6	81.4	71.4	62.4
	Northern Vance High	46.7	49.6	59.6	62.5	55.7	47.1
	Pinkston Street Elementary	68.2	73.9	74.1	76.1	64.2	72.7
	Southern Vance High	51.8	52.3	56.8	60.3	50	43.1
Wayne	Brogden Primary	74.4	79.6	82.6	77.1	56.5	60.1
	Carver Elementary	70.9	76.7	81.2	74.9	59.4	60.1
	Grantham School	85.2	85.8	84.8	83.5	67.2	70.8
	North Drive Elementary	70.2	71.5	78	72.5	51.5	53
	Spring Creek Elementary	86	87.1	92	89.3	74.8	74.7
	Spring Creek High	72.3	72.9	75.4	76.1	69	69.2

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Attachment 8: Percent Taking the SAT

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Alamance	Cummings High	47.4	45.9	33.3	36	42.2	63.3
	Graham High	48.1	46	47.1	51	55.8	67.9
Anson	Anson High	52.4	56.7	51.9	41.3	49.4	51.9
Caldwell	West Caldwell High	38.5	29.2	36	26.7	29.8	23.3
Duplin	James Kenan High	58.3	65.4	55.9	64.6	48.8	46.1
Durham	Hillside High	66.9	64.8	64.8	66.4	52.4	58.3
	Southern High	65.5	67.5	69.2	62.2	57.5	56.1
Forsyth	Carver High	59.7	65.5	66.2	58.5	52.6	57.7
	Parkland High	68.1	58.3	61.7	56.6	62.5	57.2
Greene	Greene Central High	33.9	42.5	34.1	39.8	46.3	43.1
Halifax	Northwest Halifax High	36.7	41.1	39.6	44.1	36.2	33.7
	Southeast Halifax High	36.2	35.5	31.5	40.7	34.5	36.3
Hoke	Hoke County High	52.5	47.6	52.1	53.2	49.1	52.4
Hyde	Mattamuskeet High	43.2	44.8	31.9	29.5	25.9	52.6
McDowell	McDowell High	51.7	48.3	41.5	43	44.4	45.4
Nash Rocky MT	Nash Central High				41.2	47.3	46.4
Pamlico	Pamlico County High	44.6	53.2	48.4	57	46	46.4
Person	Person High	58.6	63	55.9	54.7	51.8	51.9
Swain	Swain High	47.7	48.8	43.9	64	39.8	36.3
Vance	Northern Vance High	60.1	56.8	61	57.5	53.4	60.2
	Southern Vance High	46.7	46.4	57.8	54.1	51.6	53.8
Wayne	Spring Creek High		51	59.6	50	45.1	41.8

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Attachment 9: Average SAT Scores

LEA	School	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Alamance	Cummings High	854	887	828	877	823	848
	Graham High	875	922	943	929	949	887
Anson	Anson High	847	886	849	879	885	859
Caldwell	West Caldwell High	1008	1019	1021	1014	966	953
Duplin	James Kenan High	853	850	863	846	848	809
Durham	Hillside High	867	858	890	874	828	849
	Southern High	844	859	890	878	850	847
Forsyth	Carver High	814	817	793	841	822	806
	Parkland High	877	903	872	844	887	871
Greene	Greene Central High	898	921	930	971	913	915
Halifax	Northwest Halifax High	769	793	802	802	820	815
	Southeast Halifax High	824	767	810	770	802	791
Hoke	Hoke County High	860	899	865	870	864	870
Hyde	Mattamuskeet High	896	959	981	1003	931	981
McDowell	McDowell High	998	1019	1009	1030	994	983
Nash Rocky MT	Nash Central High				907	972	930
Pamlico	Pamlico County High	1005	962	960	973	968	976
Person	Person High	929	952	942	931	967	948
Swain	Swain High	1025	1032	1008	974	1038	1007
Vance	Northern Vance High	887	921	878	874	833	859
	Southern Vance High	866	813	822	861	880	819
Wayne	Spring Creek High		966	959	951	929	976