

Performance Impact Analysis
Proposed Reallocation of Funds for Targeted Academic Interventions

I. Proposed Action:

The Department of Equity, Diversity, and Inclusiveness (EDI) is proposing the reallocation of \$90,000.00 budgeted for legal expenses which are no longer needed. The funds would go to targeted academic interventions for African American and Latino student populations, to support the expansion of coordinated academic and behavior support services utilizing a strengths-based case management model.

The reallocation of \$ 90, 000.00 includes customized professional development training for staff implementation and accompanying case management and data analytics software.

The formal adoption of this model will allow AASSD and MASSD Student Support Service departments to better identify African American and Latino student needs and ensure that each student receives academic and related supports through an individualized service plan. Sub-populations of focus include African American and Hispanic English Language Learners (EL), students with IEPs, students experiencing homelessness (MV), students in Foster Care. This also includes Native American students self- identified as Hispanic.

II. Issues:

As required under Section V.E.7 (Services to Support African American Student Achievement) and V.E.8 (Services to Support Latino Student Achievement) of the district's USP plan, the district has provided, and continues to provide academic intervention services to African American and Latino students with a particular focus on those who are struggling and/or disengaged. Documented in the district's annual reports (2014-2021), interventions and services have focused on providing behavioral, mentoring, tutoring supports, enrichment and summer experiences, and college and career readiness experiences to identified students.

The proposed adoption of a strength-based case management model will formalize and strengthen this work by creating a framework and a methodology for identifying a wider range of student needs, providing appropriate and relevant interventions and activities to meet those needs, and result in the creation of service plans that can be implemented cross-departmentally. In addition, EDI staff members will receive formal case manager certification training where they learn what are the best practices and techniques in the field. Finally, the purchase of the accompanying case management software will ensure that all student interactions are documented, service and activities are tracked and that expected outcomes can be measured.

III. Objectives/Expected outcomes:

The adoption of a strengths-based case management model, will meet the following objectives:

- Develop equitable individualized coordination of service plans to support student achievement.
- Further reduce incidences of lack of services contributing to negative outcomes for students.
- Increase efficiency and alignment of departmental services and supports.
- Create a more equitable process where students receive services based on identified needs (tiers)
- Bolster coordination of tier three services and supports for students to further reduce resource access gaps.
- Increase departmental efficiency through formalization and definition
- Improve collaboration with non-EDI inter-departmental and school sites.

With better alignment of departmental services and supports to meet student needs, the expectation will be an improvement in the following student academic outcomes:

- Increase # of African American and Hispanic students achieving reading and math proficiency K-2
- Increase # of African American and Hispanic students achieving ELA/Math proficiency K-5
- Increase African American and Hispanic attendance rates
- Increase African American and Hispanic # of students on-track for graduation (9th-12th)
- Increase African American and Hispanic participation in GATE and AACs (1st-12th)
- Increase African American and Hispanic participation in CTE 9th=12th (CC)

IV. USP Program Background:

Section V.E.7 and V.E.8 of the Unitary Status Plan specifically provides that the District shall continue to fund and sustain Support Services for African American and Latino Student Achievement :

- to improve the academic and educational outcomes of African American and Latino students
- to develop and implement a process for providing a series of academic interventions and supports for African American and Latino students who are struggling and/or otherwise disengaged from school
- to create academic intervention teams to provide targeted support and train these teams on developing academic intervention plans and monitoring academic and behavioral progress of African American and Latino students

Currently support services for AASSD and MASSD is provided through AASSD and MASSD specialists who use the District's MTSS model to deploy support and/or continue support at identified schools. Working within the MTSS process, student services staff provide targeted site support through advocacy, academic mentoring, behavioral support, and site-based services. The support focused on enhancing services for students needing Tier 2 and Tier 3 support in addition to the classroom teacher and/or site-based services.

V. Impact Analysis: Impact on Protected Classes (AA, Latino, including EL students).

A. Impact on Effectiveness of USP Program or Activity

The adoption of a Strength-based Case Management model will enhance existing African American and Hispanic, and related student support services by establishing a formal, coordinated, and efficient process.

A formal case management model requires that students are individually assessed on various academic and behavioral measures to determine areas of strength and need. Key student-level indicators that will be analyzed include attendance rates, K-2 reading scores, 3rd through 8th AASA proficiency scores, course failure rates (6th-12th grade), and accrual of high school credit (8th -12th grade). At the high school level, a variety of additional indicators assessing college and career readiness will be assessed including college exam test scores (e.g. ACT, SAT), participation and successful completion in AP, IB, dual credit courses and CTE accreditations.

In addition to quantitative measures, a formalized case management model provides for the collection and inclusion of qualitative information to include identification of non-academic supports that impact student academic achievement. Through structured student interviews, staff will collect relevant personal and family information that will provide a more complete profile and guide the development of individualized student service plans. Developed in conjunction with the student, these plans allow for cross-departmental collaboration district-wide, ensuring that students receive the services they need to be academically successful.

The formalization of this process will better ensure that services and interventions are coordinated across district departments and provided equitably among student sub-populations. In addition, the utilization of specifically designed case management software will allow the department to implement and monitor student service plans, access student progress and outcomes and implement targeted interventions more effectively. It will also allow the district to analyze trends across student sub-populations and therefore better identify issues that need to be addressed systemically.

B. Impact on District Programs and Obligations under the USP

1. Compliance: No potential impact on the Compliance requirements under the USP
2. Student Assignment: No potential impact
3. Transportation: No potential impact
4. Admin/Certified Staff: No potential impact
5. Quality of Education: The proposed action aligns directly with the requirements of Section V.E Student Engagement and Support. In addition, the proposed action may positively impact participation in Advanced Learning Experiences (GATE, AACs and UHS) by better identifying African American and Hispanic students who are ready to enroll in advanced courses (Section V.E.A.).
6. Discipline: No direct impact on discipline is anticipated. However, increased engagement and support to students may result in a decrease in behavioral and disciplinary incidences for individual students.
7. Family and Community Engagement: No direct impact is anticipated. However, implementation of a case management model involves not only engaging the student in the development and implementation of supports and services, but also may involve parent and family members positively as well.
8. Extra-curricular Activities: No direct impact on extra-curricular activities is anticipated. However, utilizing a formal case management approach may positively impact participation in extracurricular activities.
9. Facilities and Technology: No potential impact
10. Accountability and Transparency: The proposed action has a direct impact of Section X. Evidence-based Accountability as it adds additional software to the current EBAS system.

C. Data Sources

In developing and implementing the case management model, EDI will be able to efficiently utilize the district's major EBAS data systems, including Synergy, MTSS, SchoolCity, Microsoft PowerBI, as well as a variety of instructional and assessment software. Access to specialized case management and data analytics software will enhance EDI's existing capability to import relevant information from current systems and present them in such a way to allow for analysis, progress monitoring, and evaluation of not only program outputs but student outcomes as well.

The integration of multiple types of student level information from standard demographic and "need" statuses (e.g., gender, age, grade, primary language, disability status, and socio-economic status, as well as "need" statuses identifying refugee, homelessness, and students in foster care) to academic indicators (e.g., course enrollment, grades, test, course credits and exam scores (from dibels to AP exams),

college and career readiness indicators) will provide a more comprehensive and richer student profile, thereby allowing EDI staffs' to better identify individual student needs and implement appropriate supports and interventions through a dedicated service plan.

The addition of case management and data analytical software will also enhance and facilitate the monitoring and evaluation of program effectiveness by tracking program proficiency indicators, such as the number of students served, to capturing qualitative case notes that can be analyzed and assessed.

D. Assumptions

Adoption of a case management model will serve approximately 4000 African American students, including African American students with refugee status, students experiencing homelessness, in foster care, and unaccompanied youth. In addition, approximately 1300 Hispanic subpopulations will be served including students with refugee status, students experiencing homelessness, in foster care, unaccompanied youth and Native American students identified as Hispanic.

The assumptions underlying the adoption of a formal case management system are that formal and well-defined methods of assessing student needs, coordinated implementation of services across departments, and improved access to information will result in increased efficiency and lead to improved academic outcomes for students.

E. Research Based Sources

While the formalization of case management is best known as collaborating with clients or patients within healthcare and social services, there has been a growing interest in utilizing case management models when working with youth both within and outside of education.

Alabama Public Health, Required Skills and Values for Effective Case Management
http://www.adph.org/professional_services/assets/component2.pdf

Mayfield Arnold, Elizabeth et al, Strengths-based Case Management: Implementation with high-risk Youth, *Journal of Contemporary Social Services*, Jan 2006

MDRC, Case Management for Students at Risk of Dropping Out: implementation and interim impact findings from the Communities in Schools Evaluation, April 2015. Two years of Case Management, Final Findings from the Communities in Schools Random Assignment Evaluation, April 2017. Using Integrated Student Supports to Keep Kids in School: A Quasi-Experimental Evaluation of Communities in Schools, April 2017.

NYC Department of Youth and Community Development, Case Management Standards Toolkit, 2011
(https://www1.nyc.gov/assets/dycd/downloads/pdf/NYC_DYCD_Case_Management_Toolkit-2011.pdf)

Strengthening at Risk and Homeless Young Mothers and Children Initiative, Step by Step: A Comprehensive Approach to Case Management, March 2011
(<https://www.air.org/sites/default/files/March%202011%20-%20Step%20by%20Step%20-%20A%20Comprehensive%20Approach%20to%20Case%20Management.pdf>)

Summers, Nancy. *Fundamentals of Case Management Practice: Skills for Human Services*. Cengage Learning, 5th edition, 2016

U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, Issue Brief: Case Management in High Schools, July 2017.

(<https://www2.ed.gov/rschstat/eval/high-school/case-management.pdf>)

F. Conclusion

The district recommends reallocating \$90,000 in 910G funds originally budgeted for legal expenses which are not needed in the current year, toward initial funding for training and planning for adoption of the case management proposal, which will be targeted for implementation in August 2024. Funds reallocated this year will be used for case management certification training in Spring and planning continuing throughout the summer.

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