



# *Friends of the Children – Portland*

## **Annual Evaluation**

**July 2008 – June 2009**

## **School Report**



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This report is the last in a series of five reports focusing on the 2008-09 program year:

1. Milestones and Long-Term Program Outcomes
2. Service Delivery
3. Historical Attributes of the *FOTC*-Portland Youth Population
4. *FOTC* Adolescents
5. **Education**

## TABLE OF CONTENTS

<b>Focus on School Success at <i>Friends of the Children</i> - Portland</b> .....	<b>1</b>
<b>Description of Program Youth</b> .....	<b>2</b>
<b>Response Rates</b> .....	<b>2</b>
<b>School Success <i>Milestone</i></b> .....	<b>4</b>
<b>Focus on Standardized Test Scores</b> .....	<b>21</b>
Comparing <i>FOTC</i> Youth to Portland Public School District Youth .....	21
All <i>Friends</i> Youth in 2008-09 .....	22
<b>Changes in School Success</b> .....	<b>25</b>
<b>Summary of School Success</b> .....	<b>28</b>

**LIST OF TABLES**

**Table 1. 2008-09 Response Rates ..... 3**

**Table 2. Number of FOTC Used By Grade Level..... 3**

**Table 3. School Success Results..... 5**

**Table 4. Gender Differences in School Success ..... 14**

**Table 5. Grade Level Differences in School Success..... 16**

**Table 6. Racial/Ethnic Differences in School Success..... 18**

**Table 7. Number of Students With Standardized Scores at Various Grade Levels ..... 22**

**LIST OF FIGURES**

**Figure 1.** Percentages of *Friends’* PPS Youth Meeting or Exceeding Grade Level Reading Standards Compared to PPS Students Attending the Same Schools ..... 21

**Figure 2.** Percentages of *Friends’* PPS Youth Meeting or Exceeding Grade Level Math Standards Compared to PPS Students Attending the Same Schools ..... 22

**Figure 3.** All *Friends’* Youth Meeting or Exceeding Grade Level Standards in Reading Over the Past 2 Years ..... 23

**Figure 4.** All *Friends’* Youth Meeting or Exceeding Grade Level Standards in Math Over the Past 2 Years ..... 23

**Figure 5.** First and Second Graders Meeting or Exceeding Grade Level Standards in Reading and Math..... 24

**Figure 6.** Average Number of Days Absent from School Over the Past 5 Years by Grade..... 25

**Figure 7.** Annual Discipline Referral Trend Over the Past 5 Years – *Friend* and Teacher Reports..... 25

**Figure 8.** Annual Academic Achievement Trend Over the Past 5 Years by Grade – Teacher Reports..... 26

**Figure 9.** Annual Suspension Trend Over the Past 10 School Years..... 26

**Figure 10.** Annual Expulsion Trends Over the Past 10 School Years ..... 27

**Figure 11.** Changes in Need for Academic Services for Learning Problems Over the Past 5 Program Years – *Friend* Report..... 27

**Figure 12.** Changes in Need for Special Education Testing Over the Past 5 Program Years – *Friend* Report ..... 27

## **FOCUS ON SCHOOL SUCCESS AT *FRIENDS OF THE CHILDREN* - PORTLAND**

School Success is one of five key service delivery areas of focus by the *Friends of the Children* – Portland program. Each month, youth received an average of 2.3 hours of service related to School Success (or about 15% of the time children and youth spent with their *Friend* was focused on School Success). However, *Friends* spent more time on School Success with 1<sup>st</sup> – 5<sup>th</sup> graders than older children (the averages were 3.2 hours for children in 1<sup>st</sup> – 5<sup>th</sup> grades, 1 hour for children in 6<sup>th</sup> – 8<sup>th</sup> grades, and .9 hours for children in 9<sup>th</sup> grade or higher). There were no differences between the proportion of time spent in this area with girls compared to boys or across groups of youth with different racial/ethnic backgrounds.

## DESCRIPTION OF PROGRAM YOUTH

There were 302 active *Friends of the Children* youth during the 2008-09 school year.

### Gender

- ✓ 49% boys (149)
- ✓ 51% girls (153)

### Race/ethnicity

- ✓ 51% African American (154)
- ✓ 30% Caucasian (90)
- ✓ 9% Multiracial (27)
- ✓ 8% Hispanic/Latino (24)
- ✓ 1% Native American (3)
- ✓ 1% Other (4)

### Age

- ✓ Ranged from 7 to 19 years old
- ✓ Average age = 11.5 years old

### Grade

- ✓ 60% 1<sup>st</sup> – 5<sup>th</sup> graders (183)
- ✓ 19% 6<sup>th</sup> – 8<sup>th</sup> graders (56)
- ✓ 21% 9<sup>th</sup> grade and older (64)



There has not been a significant change in the demographic profile of *FOTC* youth over the past 5 program years.

Please see Section B in the Technical Appendix for a complete description of the evaluation activities and survey response rates for the 2008-09 evaluation.

## Response Rates

An 80% response rate is a common threshold suggesting that the sample is representative of the overall population. The table below presents the response rates for all of the surveys administered. In 2008-09, it is reasonable to assume that *Friends'* reports of children and *Friends'* reports of adolescents provide a good estimate of the overall *FOTC* youth population. However, response rates for adolescents, parents/guardians, and teachers represent approximately two-thirds of *FOTC* youth and therefore may not be representative of entire *FOTC* youth population. If the responding adolescents, parents/guardians, and teachers were more engaged or involved in the program (as is typical of those who respond versus those who do not), outcomes from these reporters may be more positive than if all *FOTC* youth had been represented.

**Table 1. 2008-09 Response Rates**

Data source	Total # of youth	Total # of valid completed surveys (%)
1. <i>Friends' Assessment of Younger Children</i>	182	169 (92%)
2. <i>Friends' Assessment of Adolescents</i>	120	104 (86%)
3. Adolescent Self-Report Questionnaire	120	76 (63%)
4. Parent/Guardian Survey	302	201 (67%)
5. Teacher Observation of Child Adaptation –Revised (TOCA-R; 1 – 8 <sup>th</sup> graders only)	238	142 (60%)
6. School Records	302	230 (76%)

*Friends of the Children* provided school records data from local school districts for 230 of the 302 (76%) youth during the 2008-09 program year.<sup>1</sup> School records data included standardized test scores, total number of days absent, and number of suspensions and expulsions for *Friends'* youth. Youth in the school records sample had data from at least one of the following sources: 1) data that *Friends* extracted from school records and entered on School Data Forms ( $n = 230$ ), and/or 2) electronic data provided by the Portland Public School (PPS) District ( $n = 136$ ).<sup>2</sup> Valid standardized reading and math scores were provided for a subset of 107 youth, or 66% of the 163 test-eligible youth in grades 3 and higher. The table below shows the number of youth having school records data by grade.

**Table 2. Number of FOTC Used By Grade Level**

Grade	1	2	3	4	5	6	7	8	9	10	11	12
<i>n</i>	34	33	40	27	18	5	18	20	12	11	8	4
(% total)	(15%)	(14%)	(17%)	(12%)	(8%)	(2%)	(8%)	(9%)	(5%)	(5%)	(4%)	(2%)

<sup>1</sup> Reasons for missing school data include not enrolled in school, incarceration, drop out, attended alternative school, lack of parental consent to obtain school records, child left *FOTC* – Portland program, and/or school did not cooperate with data collection. Thus, it is possible that the subsample of youth described in this addendum is not representative of the entire *FOTC* – Portland population during the 2007-08 school year.

<sup>2</sup> Data from the Portland Public School (PPS) District were available for 136 out of 190 students reported to have attended a PPS school in 2008-09 (72%). Missing PPS administrative data occurred if the student transferred out of the PPS school district, his/her identifying information did not match in the PPS database, or the student's release form was not current or was incomplete.

## SCHOOL SUCCESS *MILESTONE*

The next section contains a series of tables containing information about *FOTC* youth's progress in the School Success *Milestone Category*, as well as differences in these outcomes according to:

- grade (1<sup>st</sup> – 5<sup>th</sup>, 6<sup>th</sup> – 8<sup>th</sup>, 9<sup>th</sup> and older)
- gender
- race/ethnicity (Because the numbers of Hispanic/Latino, Multiracial, Native American and youth of other racial/ethnic backgrounds were small relative to the numbers of African American and Caucasian youth, these groups were combined for purposes of looking at group differences by race/ethnicity.)
- compared to the last 5 program years

For a description of the analysis plan for this report and how group comparisons were determined, see Section C of the Technical Appendix. Section D of the Technical Appendix contains information about how the measurement scales were calculated for the School Success *Milestone Category*. For more detailed findings, Section E of the Technical Appendix shows response frequencies for each item on each survey (*Friend Report of Younger Children*, *Friend Report of Adolescents*, *Adolescent Self-Report*, *Teacher Report*, and *Parent/Guardian Report*).



**Table 3. School Success Results**

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
<b>School Engagement</b>	<i>Friend</i>	267	73% (196) of youth were engaged in school (yes or YES!) <sup>3</sup>	Girls were more engaged in school than boys	No
	Adolescent	72	90% (65) of adolescents were engaged in school (yes or YES!) <sup>3</sup>	No	No
<b>Concentration in the Classroom</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> ), <i>Friend</i> (9 <sup>th</sup> – 12 <sup>th</sup> )	220	59% (130) of youth were <i>often</i> , <i>very often</i> or <i>almost always</i> engaged in classroom activities <sup>4</sup>	Girls paid attention in the classroom more often than boys	No
<b>Disciplinary Actions – Removed from Class</b>	<i>Friend</i>	249	31% (76) of youth were removed from class for disciplinary reasons in the past year	<ul style="list-style-type: none"> <li>6<sup>th</sup> – 8<sup>th</sup> graders were more likely to have been removed from class than older or younger children</li> <li>Boys were more likely than girls to have been removed from class</li> </ul>	No
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	140	36% (51) of 1 <sup>st</sup> – 8 <sup>th</sup> graders were removed from class for disciplinary reasons in the past year	Boys were more likely than girls to have been removed from class	No

<sup>3</sup> Responses to multiple items were averaged to create this score. See Section D of the Technical Appendix for a list of the items included in each scale and Section E for answers (% , *n*) in each response category. Scores on the measurement scale were rounded and dichotomized to create two groups, *agree* (scale score  $\geq 2.5$ , *yes* and *YES!*) and *disagree* (scale score  $< 2.5$ , *no* and *NO!*).

<sup>4</sup> Responses to multiple items were averaged to create this score. See Section D of the Technical Appendix for a list of the items included in each scale and Section E for answers (% , *n*) in each response category. Scores on the measurement scale were rounded and dichotomized to create two groups, *often*, *very often*, or *almost always* (scale score  $\geq 3.5$ ) and *sometimes*, *rarely*, or *almost never* (scale score  $< 3.5$ ).

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
<b>Disciplinary Actions – Suspended</b>	<i>Friend</i>	257	22% (57) of youth were suspended in the past year	<ul style="list-style-type: none"> <li>6<sup>th</sup> – 8<sup>th</sup> graders were <b>more</b> likely, and 1<sup>st</sup> – 5<sup>th</sup> graders were <b>less</b> likely, to have been suspended than older youth</li> <li>Boys were more likely than girls to have been suspended</li> </ul>	No
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	140	22% (31) of 1 <sup>st</sup> – 8 <sup>th</sup> graders were suspended in the past year	More likely to have been suspended: <ul style="list-style-type: none"> <li>6<sup>th</sup> – 8<sup>th</sup> graders</li> <li>Boys</li> <li>African American youth</li> </ul>	No
	School records	170	35% (59) of youth were suspended in the past year	More likely to have been suspended: <ul style="list-style-type: none"> <li>6<sup>th</sup> – 8<sup>th</sup> graders</li> <li>Boys</li> </ul>	No
<b>Disciplinary Actions – Expelled</b>	<i>Friend</i>	262	3% (9) of youth were expelled in the past year	9 <sup>th</sup> – 12 <sup>th</sup> graders <b>more</b> likely to be expelled, and none of the 1 <sup>st</sup> – 5 <sup>th</sup> graders were expelled	No
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	139	1% (2) of 1 <sup>st</sup> – 8 <sup>th</sup> graders were expelled in the past year	No	No
	School records	171	1% (1) of youth were expelled in the past year	No	No

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
<b>Overall Progress as a Student</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	142	54% (77) of 1 <sup>st</sup> – 8 <sup>th</sup> graders had good or excellent overall progress as a student	<ul style="list-style-type: none"> <li>Girls made better progress in school than boys</li> <li>Youth from a variety of racial/ethnic backgrounds made better overall progress as students than Caucasian or African American youth</li> </ul>	Trend suggesting improvement in progress as a student since 2004-05
<b>Academic Performance</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	125	82% (102) of 1 <sup>st</sup> – 8 <sup>th</sup> graders were receiving a ‘C’ or better in their reporting teacher’s class	African American youth received lower grades on average than other youth	No
<b>Grade Point Average</b>	School records (9 <sup>th</sup> – 12 <sup>th</sup> )	18	2.0 was the average grade point average for 9 <sup>th</sup> – 12 <sup>th</sup> graders; 22% of 9 <sup>th</sup> – 12 <sup>th</sup> graders had GPA’s less than 1.0	No	No
<b>Meeting or Exceeding Grade Level Standards: Reading</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	138	56% (77) of 1 <sup>st</sup> – 8 <sup>th</sup> graders met or exceeded grade level standards in reading	Youth from a variety of racial/ethnic backgrounds were <b>more</b> likely, and African American youth <b>less</b> likely, to meet or exceed grade level standards in reading	No
	School records	167	66% (110) of youth met or exceeded grade level standards in reading	No	No

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
<b>Meeting or Exceeding Grade Level Standards: Math</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	138	51% (70) of 1 <sup>st</sup> – 8 <sup>th</sup> graders met or exceeded grade level standards in math	Youth from a variety of racial/ethnic backgrounds were <b>more</b> likely, and African American youth <b>less</b> likely, to have met or exceeded grade level standards in math	No
	School records	167	59% (99) of youth met or exceeded grade level standards in math	9 <sup>th</sup> – 12 <sup>th</sup> grade students are <b>less</b> likely to have met or exceeded grade level standards in math than younger children	No
<b>Attendance</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	141	70% (98) of 1 <sup>st</sup> – 8 <sup>th</sup> graders had good or excellent attendance in their reporting teacher's class	No	No
	School records	116	Youth attended school 93% of the time and had an average of 12 days absent	9 <sup>th</sup> – 12 <sup>th</sup> grade youth were absent on more days than youth in other grades	No
<b>General Classroom Behavior</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	141	55% (77) of 1 <sup>st</sup> – 8 <sup>th</sup> graders had good or excellent behavior in their reporting teacher's class	Girls had better classroom behavior than boys	No
<b>Need for Summer School</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	139	33% (46) of 1 <sup>st</sup> – 8 <sup>th</sup> graders needed to attend summer school <sup>5</sup>	1 <sup>st</sup> – 5 <sup>th</sup> graders were more likely to have needed to attend summer school	No
<b>Need for Repeating a Grade</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	138	4% (5) of 1 <sup>st</sup> – 8 <sup>th</sup> graders needed to repeat a grade	No	No

<sup>5</sup> Based on teachers' perceptions and recommendations; does not mean that children actually attended summer school.

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
<b>Academic Service – Tutoring</b>	Friend	257	29% (74) of youth <b>received</b> tutoring in the past year	No	No
		262	51% (134) of youth <b>needed</b> tutoring in the past year	<ul style="list-style-type: none"> <li>• 9<sup>th</sup> – 12<sup>th</sup> graders more likely to need tutoring than children in other grades</li> <li>• Girls were more likely to need tutoring than boys</li> </ul>	Trend suggesting decline in need for tutoring since 2004-05
<b>Academic Service – Tutoring</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	139	36% (50) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>received</b> tutoring in the past year	No	No
		138	51% (71) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>needed</b> tutoring in the past year	No	Trend suggesting decline in need for tutoring since 2005-06
<b>Academic Service – Learning Problems</b>	Friend	256	17% (44) of youth <b>received</b> a program for learning problems in the past year	Boys were more likely than girls to receive a special program for learning problems	No
		254	24% (60) of youth <b>needed</b> services for learning problems in the past year	Youth from a variety of racial/ethnic backgrounds were less likely to need services for learning problems	Decline in need for services for learning problems since 2004-05

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Academic Service – Learning Problems	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	137	29% (40) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>received</b> services for learning problems in the past year	6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have received services for learning problems than younger children	No
		136	37% (50) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>needed</b> services for learning problems in the past year	Youth from a variety of racial/ethnic backgrounds were <b>less</b> likely, and African American youth <b>more</b> likely, to have needed services for learning problems	No
Academic Service – Attendance/ Behavior Problems	Friend	260	15% (39) of youth <b>received</b> services for attendance or behavior problems in the past year	6 <sup>th</sup> – 12 <sup>th</sup> graders were <b>more</b> likely to receive services for attendance or behavior problems than younger children	No
		263	28% (74) of youth <b>needed</b> services for attendance or behavior problems in the past year	9 <sup>th</sup> – 12 <sup>th</sup> graders were <b>more</b> likely, and 1 <sup>st</sup> – 5 <sup>th</sup> graders <b>less</b> likely, to need services for attendance or behavior problems than other children	No

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Academic Service – Attendance/ Behavior Problems	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	137	20% (28) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>received</b> services for attendance or behavior problems in the past year	6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have received services for attendance or behavior problems than younger children	No
		137	30% (41) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>needed</b> services for attendance or behavior problems in the past year	More likely to need services for attendance or behavior problems: <ul style="list-style-type: none"> <li>• 6<sup>th</sup> – 8<sup>th</sup> graders</li> <li>• Boys</li> </ul>	Trend suggesting a decline in need for services for attendance or behavior problems since 2005-06
Academic Service – Testing and Evaluation for Special Education	Friend	252	12% (30) of youth <b>received</b> testing and evaluation for special education services in the past year	No	No
		259	16% (41) of youth <b>needed</b> testing and evaluation for special education services in the past year	No	Decline in need for testing & evaluation for special education in 2008-09 compared to 2004-05

Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Academic Service – Testing and Evaluation for Special Education	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	137	25% (34) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>received</b> testing and evaluation for special education services in the past year	6 <sup>th</sup> – 8 <sup>th</sup> graders more likely to have received testing and evaluation for special education than younger children	No
		135	27% (37) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>needed</b> testing and evaluation for special education in the past year	African American and Caucasian youth were <b>more</b> likely than youth from a variety of racial/ethnic backgrounds to have needed testing and evaluation for special education	No



Indicator	Reporter	Sample Size	Finding	Group differences	Change over time
Academic Service – Gifted and Talented	Friend	256	4% (10) of youth <b>received</b> gifted and talented services in the past year	<ul style="list-style-type: none"> <li>Boys were more likely than girls to receive gifted and talented services</li> <li>Caucasian youth and youth from a variety of racial/ethnic backgrounds were <b>more</b> likely than African American youth to receive gifted and talented services</li> </ul>	No
		248	12% (30) of youth <b>needed</b> gifted and talented classes in the past year	<ul style="list-style-type: none"> <li>Boys more likely than girls to need gifted and talented services</li> <li>Youth from a variety of racial/ethnic backgrounds were <b>more</b> likely, and African American youth were <b>less</b> likely, to need gifted and talented services</li> </ul>	No
Academic Service – Gifted and Talented	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	137	7% (9) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>received</b> gifted and talented services in the past year	No	No
		136	10% (13) of 1 <sup>st</sup> – 8 <sup>th</sup> graders <b>needed</b> gifted and talented services in the past year	No	No

<b>Academic Service – Individual Education Plan (IEP)</b>	<i>Friend</i>	253	18% (45) of youth <b>received</b> an IEP in the past year	No	N/A – new in 2008-09
		257	25% (64) of youth <b>needed</b> an IEP in the past year	No	
<b>Participation in Special Education</b>	School Records	213	24% (51) of youth were in a special education class in the past year	6 <sup>th</sup> – 8 <sup>th</sup> grade youth were more likely to have been in a special education class in the past year compared to both younger and older children	No
<b>Promotion to Next Grade</b>	School Records	212	96% (203) of youth were promoted to the next grade	9 <sup>th</sup> – 12 <sup>th</sup> grade youth were <b>less</b> likely to be promoted to the next grade than younger children (almost all children in lower grades were promoted)	No

**Table 4. Gender Differences in School Success**

<b>Indicator</b>	<b>Reporter</b>	<b>All Youth</b>	<b>Boys</b>	<b>Girls</b>	<b>Finding</b>
<b>School Engagement<sup>6</sup></b>	<i>Friend</i>	2.9 (267)	2.8 (126)	<b>3.0 (141)</b>	Girls were more engaged in school
<b>Concentration in the Classroom<sup>7</sup></b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> ), <i>Friend</i> (9 – 12 <sup>th</sup> )	3.7 (220)	3.4 (105)	<b>4.0 (115)</b>	Girls more often paid attention in class

<sup>6</sup> School engagement was measured on a scale from 1 to 4.

<sup>7</sup> Cognitive concentration was measured on a scale from 1 to 6.

Indicator	Reporter	All Youth	Boys	Girls	Finding
<b>Disciplinary – Removed from Class</b>	<i>Friend</i>	31% (249)	<b>45% (124)</b>	16% (125)	Boys were more likely to have been removed from the classroom
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	36% (140)	<b>49% (72)</b>	24% (68)	
<b>Disciplinary – Suspended</b>	<i>Friend</i>	22% (257)	<b>32% (127)</b>	12% (130)	Boys were more likely to have been suspended
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	22% (140)	<b>32% (72)</b>	12% (68)	
	School Records	35% (170)	<b>48% (79)</b>	23% (91)	
<b>Overall Progress as a Student<sup>8</sup></b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	4.4 (144)	4.1 (75)	<b>4.6 (69)</b>	Girls made better progress in school
<b>General Classroom Behavior<sup>9</sup></b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	4.5 (141)	4.1 (73)	<b>4.8 (69)</b>	Girls had better classroom behavior
<b>Academic Service – Tutoring (Needed)</b>	<i>Friend</i>	51% (262)	43% (125)	<b>58% (137)</b>	Girls were more likely to have needed tutoring services
<b>Academic Service – Learning Problems (Received)</b>	<i>Friend</i>	17% (256)	<b>23% (124)</b>	12% (132)	Boys were more likely to have received services for learning problems
<b>Academic Service – Attendance/ Behavior Problems (Needed)</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	30% (137)	<b>39% (69)</b>	21% (68)	Boys were more likely to have needed services for attendance or behavior problems
<b>Academic Service – Gifted and Talented (Received)</b>	<i>Friend</i>	4% (256)	<b>7% (126)</b>	1% (130)	Boys were more likely to have received gifted and talented classes

<sup>8</sup> Overall progress as a student was measured on a scale of 1 to 6.

<sup>9</sup> Teacher-reported attendance was rated on a scale from 1 to 6.

Indicator	Reporter	All Youth	Boys	Girls	Finding
<b>Academic Service – Gifted and Talented (Needed)</b>	<i>Friend</i>	12% (248)	<b>17% (122)</b>	7% (126)	Boys were more likely to have needed gifted and talented classes

*Notes.* The table above presents either average scores or percentages and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher average scores or percentages. The statistically significant differences reported in this table based on group averages were determined using a *t*-test ( $p < .05$ ); the differences reported based on group proportions (%) were determined using chi-squared analysis ( $p < .05$ ).

**Table 5. Grade Level Differences in School Success**

Indicator	Reporter	All Youth	1 <sup>st</sup> – 5 <sup>th</sup>	6 <sup>th</sup> – 8 <sup>th</sup>	9 <sup>th</sup> – 12 <sup>th</sup>	Finding
<b>Disciplinary – Removed from Class</b>	<i>Friend</i>	31% (249)	28% (156)	<b>48% (46)</b>	21% (47)	6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have been removed from class
<b>Disciplinary – Suspended</b>	<i>Friend</i>	22% (257)	17% (161)	<b>41% (46)</b>	22% (50)	1 <sup>st</sup> – 5 <sup>th</sup> graders were <i>less</i> likely, and 6 <sup>th</sup> – 8 <sup>th</sup> graders were <i>more</i> likely, to have been suspended
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	22% (140)	17% (118)	<b>50% (22)</b>	N/A	
	School Report	35% (170)	25% (112)	<b>62% (34)</b>	42% (24)	
<b>Disciplinary – Expelled</b>	<i>Friend</i>	3% (262)	0% (164)	7% (45)	<b>11% (53)</b>	9 <sup>th</sup> – 12 <sup>th</sup> graders were more likely to have been expelled
<b>Meeting or Exceeding Grade Level Standards: Math</b>	School Report	59% (167)	66% (122)	55% (31)	<b>14% (14)</b>	9 <sup>th</sup> – 12 <sup>th</sup> graders were less likely to meet or exceed grade level standards in math
<b>Attendance</b>	School Report	93% (116)	93% (92)	94% (16)	<b>86% (8)</b>	9 <sup>th</sup> – 12 <sup>th</sup> grade youth had lower attendance than other grades

Indicator	Reporter	All Youth	1 <sup>st</sup> – 5 <sup>th</sup>	6 <sup>th</sup> – 8 <sup>th</sup>	9 <sup>th</sup> – 12 <sup>th</sup>	Finding
<b>Need for Summer School</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	33% (139)	<b>37% (117)</b>	14% (22)	N/A	1 <sup>st</sup> – 5 <sup>th</sup> graders were more likely to have needed to go to summer school
<b>Academic Service – Tutoring (Needed)</b>	<i>Friend</i>	51% (262)	47% (161)	46% (48)	<b>70% (53)</b>	9 <sup>th</sup> – 12 <sup>th</sup> graders were more likely to have needed tutoring services
<b>Academic Service – Learning Problems (Received)</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	29% (137)	26 (116)	<b>48% (21)</b>	N/A	6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have received services for learning problems
<b>Academic Service – Attendance/ Behavior Problems (Received)</b>	<i>Friend</i>	15% (260)	10% (163)	<b>22% (46)</b>	<b>24% (51)</b>	6 <sup>th</sup> – 12 <sup>th</sup> graders were more likely to have received services for attendance or behavior problems
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	20% (137)	15% (117)	<b>50% (20)</b>	N/A	6 <sup>th</sup> – 8 <sup>th</sup> graders more likely to have received services for attendance or behavior problems
<b>Academic Service – Attendance/ Behavior Problems (Needed)</b>	<i>Friend</i>	28% (263)	22% (162)	35% (48)	<b>40% (56)</b>	Per <i>Friends</i> : 9 <sup>th</sup> – 12 <sup>th</sup> graders were <b>more</b> likely, and 1 <sup>st</sup> – 5 <sup>th</sup> graders <b>less</b> likely, to have needed services for attendance or behavior problems
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	30% (137)	25% (117)	<b>60% (20)</b>	N/A	Per <i>Teachers</i> : 6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have needed services for attendance or behavior problems
<b>Academic Service – Testing and Evaluation for Special Education (Received)</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	25% (137)	21% (117)	<b>45% (20)</b>	N/A	6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have received testing and evaluation for special education services

Indicator	Reporter	All Youth	1 <sup>st</sup> – 5 <sup>th</sup>	6 <sup>th</sup> – 8 <sup>th</sup>	9 <sup>th</sup> – 12 <sup>th</sup>	Finding
<b>Participation in Special Education</b>	School Report	24% (213)	20% (144)	<b>41% (39)</b>	20% (30)	6 <sup>th</sup> – 8 <sup>th</sup> graders were more likely to have participated in special education classes
<b>Promotion to Next Grade</b>	School Report	96% (212)	100% (143)	97% (38)	<b>74% (31)</b>	9 <sup>th</sup> – 12 <sup>th</sup> grade youth were less likely to be promoted to the next grade

*Notes.* The table includes percentage of youth and number of youth (*n*). Bold numbers indicate statistically significantly higher percentages. The statistically significant differences reported in this table were determined using chi-squared analysis ( $p < .05$ ). N/A means that teachers did not assess 9<sup>th</sup> – 12<sup>th</sup> graders.

**Table 6. Racial/Ethnic Differences in School Success**

Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
<b>Disciplinary – Suspended</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	22% (140)	<b>31% (64)</b>	11% (47)	21% (29)	African American youth <i>more</i> likely, and Caucasian youth <i>less</i> likely, to have been suspended
<b>Overall Progress as a Student<sup>10</sup></b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	4.4 (142)	4.1 (65)	4.6 (47)	<b>4.7 (30)</b>	Youth from a variety of racial/ethnic backgrounds made better progress in school than Caucasian and African American youth
<b>Academic Performance<sup>11</sup></b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	2.4 (125)	2.1 (56)	<b>2.7 (43)</b>	<b>2.8 (26)</b>	African American youth had lower grades on average

<sup>10</sup> Overall progress as a student was rated on a scale from 1 (definitely failing) to 6 (excellent).

<sup>11</sup> The scale for academic performance ranged from 0 (F) to 4 (A).

Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
<b>Meeting or Exceeding Grade Level Standards: Reading</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	56% (138)	39% (62)	64% (47)	<b>79% (29)</b>	Youth from a variety of racial/ethnic backgrounds were more likely to have met or exceeded grade level standards in reading
<b>Meeting or Exceeding Grade Level Standards: Math</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	51% (138)	37% (63)	57% (47)	<b>71% (28)</b>	Youth from a variety of racial/ethnic backgrounds were more likely to have met or exceeded grade level standards in math
<b>Academic Service – Learning Problems (Needed)</b>	<i>Friend</i>	24% (254)	<b>28% (129)</b>	<b>26% (74)</b>	10% (51)	African American and Caucasian youth were more likely to have needed services for learning problems
	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	37% (136)	<b>46% (63)</b>	39% (44)	14% (29)	Youth from a variety of racial/ethnic backgrounds were <b>less</b> likely, and African American youth were <b>more</b> likely, to have needed services for learning problems
<b>Academic Service – Testing and Evaluation for Special Education (Needed)</b>	Teacher (1 <sup>st</sup> – 8 <sup>th</sup> )	27% (135)	<b>33% (64)</b>	<b>32% (44)</b>	7% (27)	African American and Caucasian youth were more likely to have needed testing and evaluation for special education than youth from other racial/ethnic backgrounds

Indicator	Reporter	All Youth	African American	Caucasian	Other	Finding
<b>Academic Service – Gifted and Talented (Received)</b>	<i>Friend</i>	4% (256)	1% (130)	<b>7% (76)</b>	<b>8% (50)</b>	Caucasian youth and youth from a variety of racial/ethnic backgrounds were more likely to have received gifted and talented classes than African American youth
<b>Academic Service – Gifted and Talented (Needed)</b>	<i>Friend</i>	12% (248)	7% (124)	12% (75)	<b>27% (49)</b>	African American youth were <i>less</i> likely, and youth from a variety of racial/ethnic backgrounds were <i>more</i> likely, to have needed gifted and talented classes

*Note.* The table presents either average ratings (on a scale from 1 to 6) or percentages and the number of youth in each group (*n*). Bold numbers indicate statistically significantly higher average ratings or percentages. The statistically significant differences reported in this table based on group averages were determined using Analysis of Variance (ANOVA) and Bonferroni post hoc comparisons ( $p < .05$ ); the differences reported based on group proportions (%) were determined using chi-squared analysis ( $p < .05$ ).



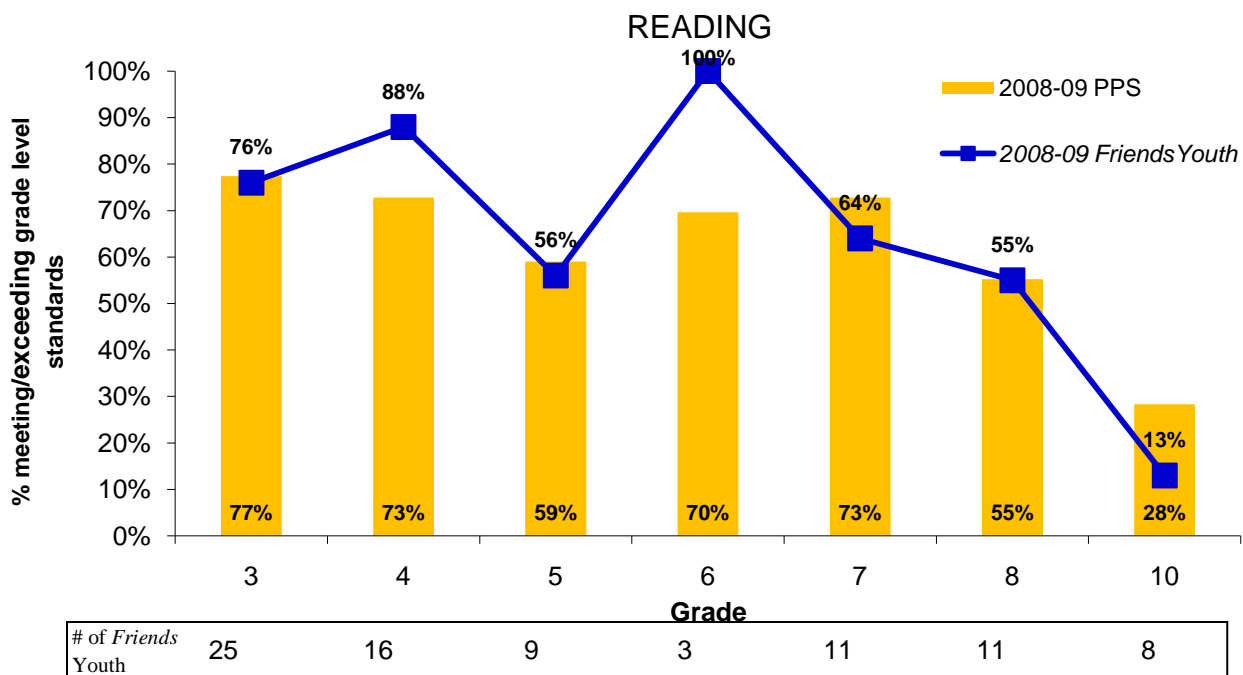
## Focus on Standardized Test Scores

### COMPARING *FOTC* YOUTH TO PORTLAND PUBLIC SCHOOL DISTRICT YOUTH

Portland Public Schools provided standardized test scores for 83 *FOTC*-Portland youth in grades 3 through 8 and high school (reading,  $n = 83$ ; math,  $n = 82$ ). Figure 1 and Figure 2 present the percentage of *Friends'* PPS youth meeting or exceeding grade level standards in reading and math compared with PPS students who attended the same schools in 2008-09.

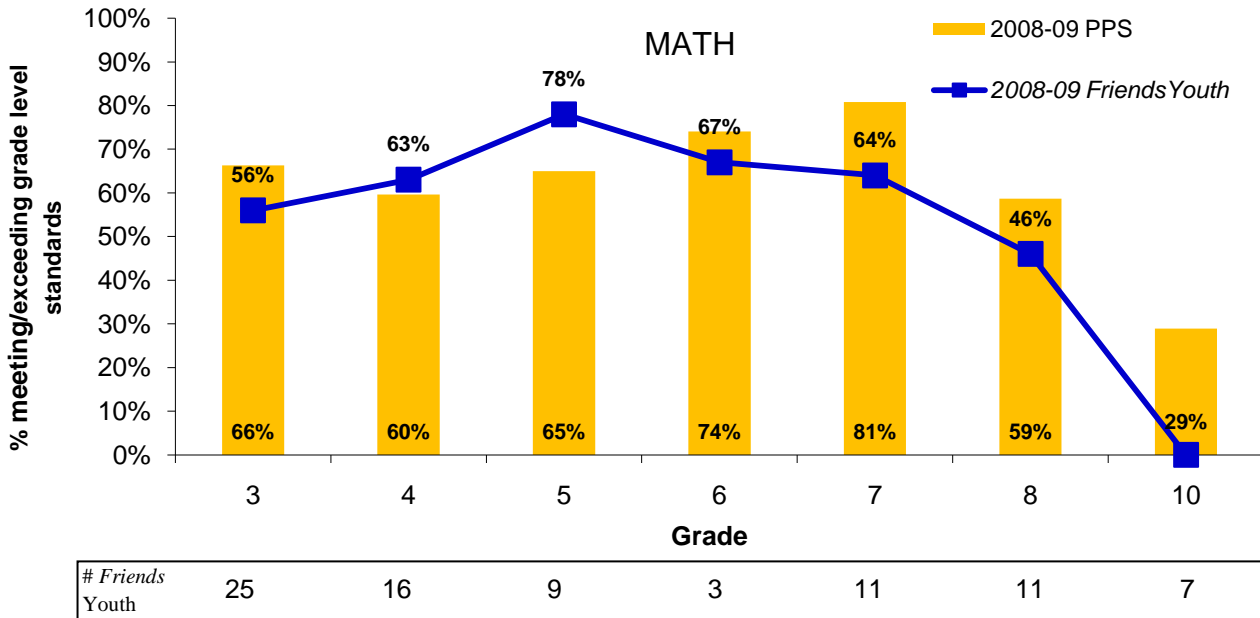
Comparison data were collected for each of the PPS schools attended by *FOTC* youth having a valid standardized score at each grade level.<sup>12</sup> The proportion of PPS students meeting or exceeding grade level standards in each subject were weighted to reflect the number of *FOTC* youth attending each school. These schools provide a better comparison than the general PPS population, as students attending these schools at least share similar community risk factors faced by *Friends'* youth. However, these scores reflect the general student population and not the high-risk population served by the *Friends* program, so comparisons should be made with caution. Also, relatively few *FOTC* youth are represented for each grade so the percentages reported have wide margins of error. For example, a change for 1 youth in a group of 10 results in a 10% change, which may not reflect a significant or practical difference overall.

**Figure 1. Percentages of *Friends'* PPS Youth Meeting or Exceeding Grade Level Reading Standards Compared to PPS Students Attending the Same Schools**



<sup>12</sup> Comparison data were not collected from schools outside the Portland Public School (PPS) District. PPS did not report standardized test scores for one alternative high school attended by *FOTC* youth.

**Figure 2. Percentages of *Friends'* PPS Youth Meeting or Exceeding Grade Level Math Standards Compared to PPS Students Attending the Same Schools**



**ALL FRIENDS YOUTH IN 2008-09**

While the section above reports results for FOTC youth attending Portland Public Schools, there were additional youth who had standardized test scores reported by *Friends*. Overall, 97 FOTC youth in grades 3 and higher had valid standardized reading ( $n = 97$ ) and/or math ( $n = 96$ ) scores. The table below shows the number of students with standardized scores at various grade levels.<sup>13</sup>

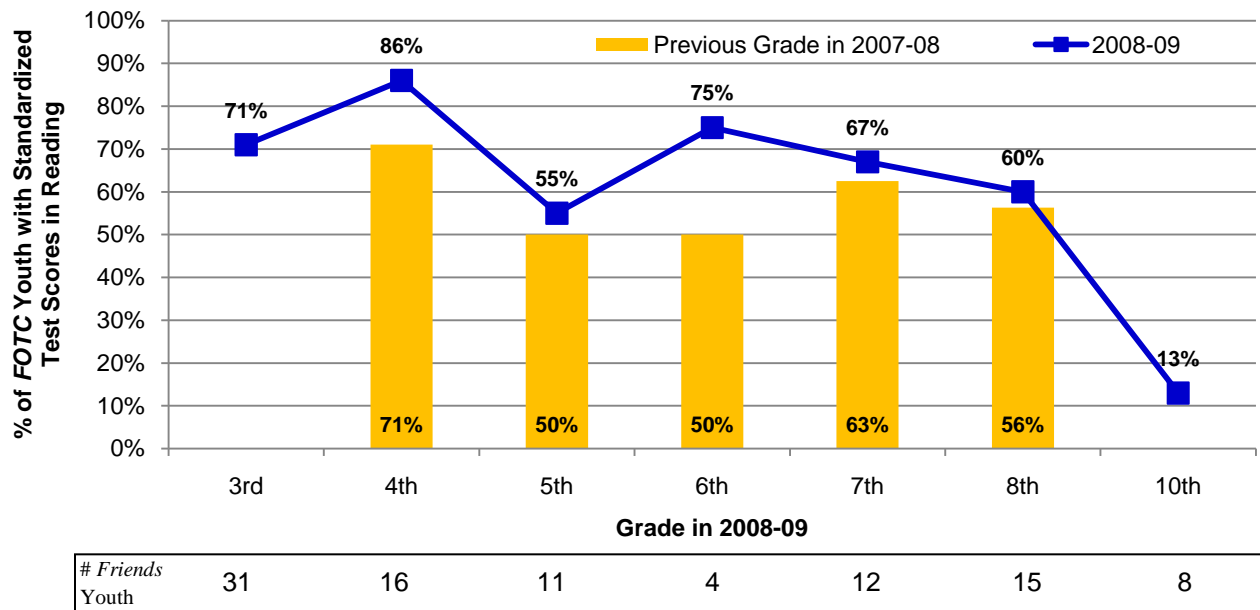
**Table 7. Number of Students With Standardized Scores at Various Grade Levels**

Grade	School Subject													
	Reading							Math						
	3	4	5	6	7	8	10	3	4	5	6	7	8	10
# with standardized test scores	31	16	11	4	12	15	8	31	16	11	4	12	15	7
% Total Sample	32%	16%	11%	4%	12%	15%	8%	32%	17%	11%	4%	13%	16%	7%

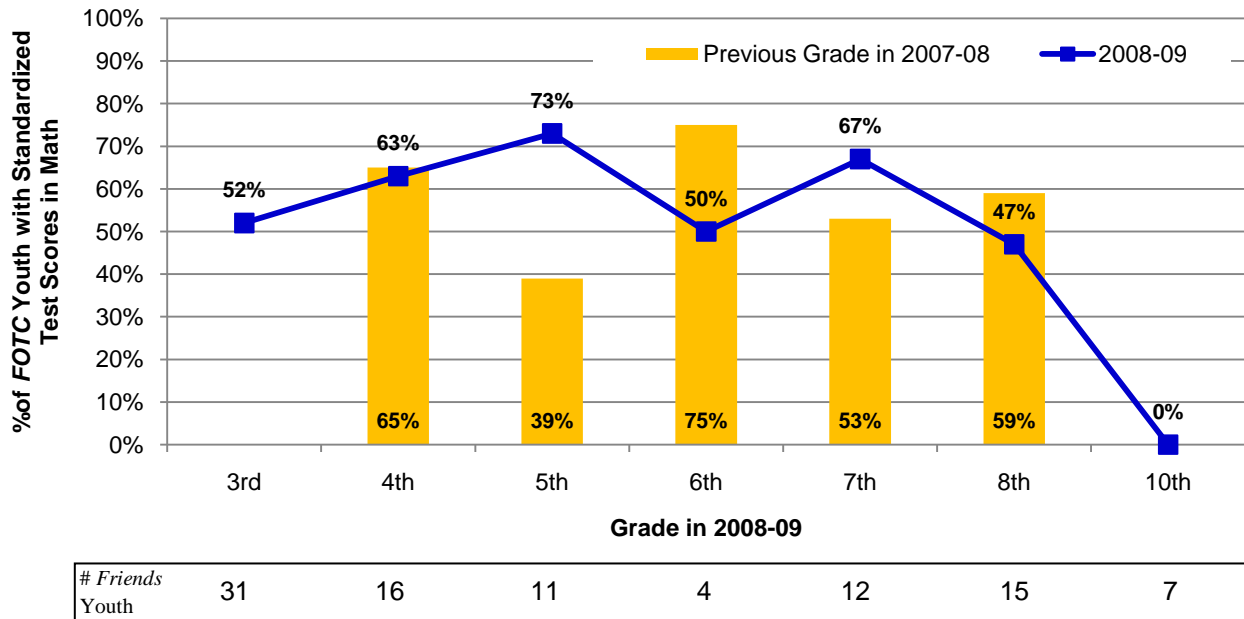
<sup>13</sup> 9<sup>th</sup> graders do not take standardized tests so there are no results for this grade level.

Figure 3 and Figure 4 show the proportion of all *Friends'* youth with standardized test scores who met or exceeded grade level standards in reading and math. For comparison purposes, the 2008-09 results are compared to the percentage of *FOTC* youth meeting or exceeding grade level standards (as measured by test scores) from the previous grade in 2007-08. Third grade comparison percentages are not shown because 2<sup>nd</sup> graders do not take standardized tests, and 10<sup>th</sup> grade comparison percentages are not shown because 9<sup>th</sup> graders do not take standardized tests. Please note that the following analyses and some of the comparisons are based on *very small* sample sizes and the percentages reported have wide margins of error. Furthermore, the same youth within a cohort are not necessarily represented in each year.

**Figure 3. All *Friends'* Youth Meeting or Exceeding Grade Level Standards in Reading Over the Past 2 Years**

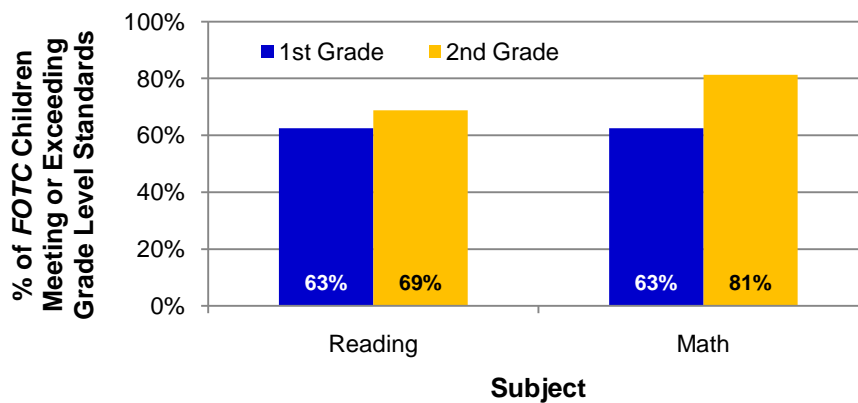


**Figure 4. All Friends' Youth Meeting or Exceeding Grade Level Standards in Math Over the Past 2 Years**



In addition, 32 1<sup>st</sup> graders and 32 2<sup>nd</sup> graders had information from their schools or teachers (not standardized test scores) on whether or not they met grade level standards in reading and math (see Figure 5).

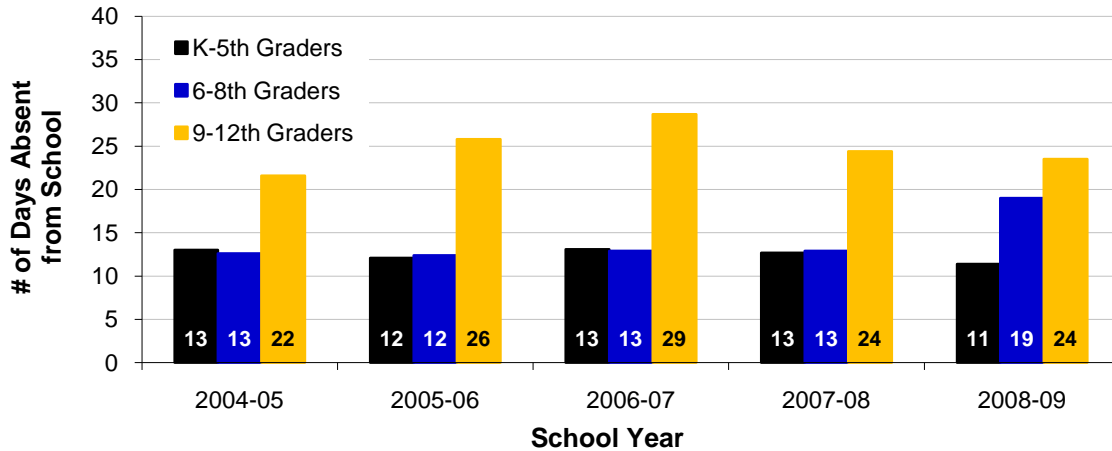
**Figure 5. First and Second Graders Meeting or Exceeding Grade Level Standards in Reading and Math**



## Changes in School Success

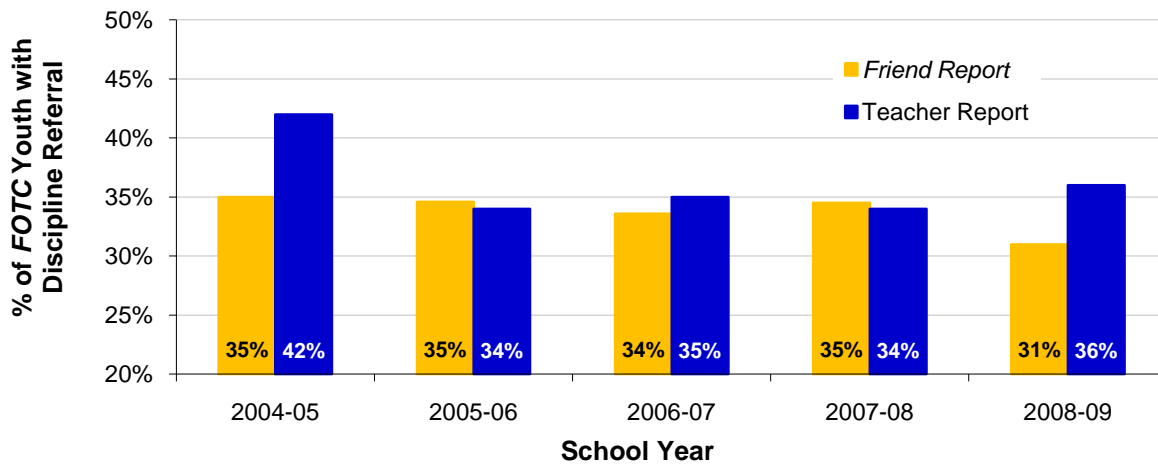
Figures 6 through 8 show trends in absenteeism, discipline referrals, suspensions and academic performance over the past 5 years.

**Figure 6. Average Number of Days Absent from School Over the Past 5 Years by Grade**



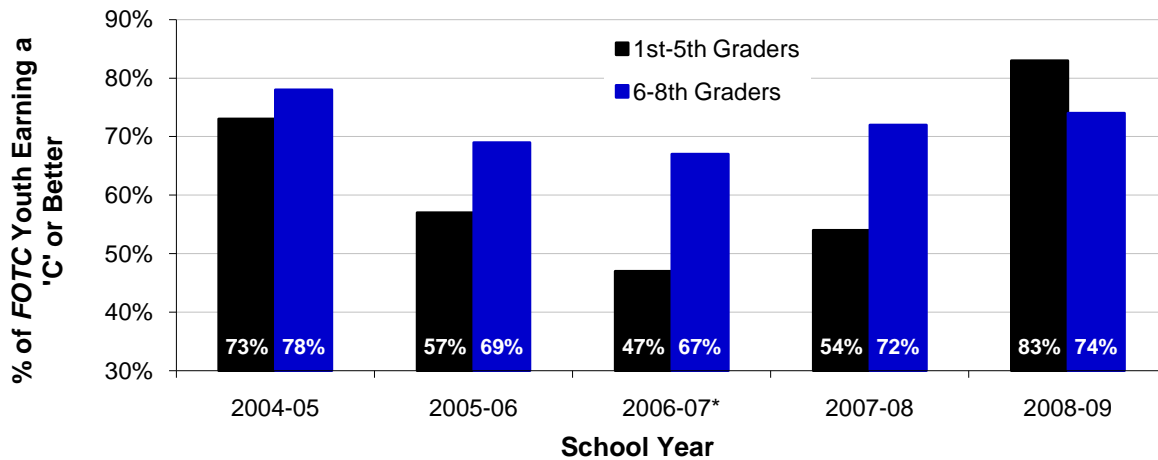
*Note.* None of the differences *within grade level* over the past 5 years are statistically significant. Averages are based on 94 K-5<sup>th</sup> graders, 48 6-8<sup>th</sup> graders, and 41 9-12<sup>th</sup> graders in 2004-05; 107 K-5<sup>th</sup> graders, 42 6-8<sup>th</sup> graders, and 33 9-12<sup>th</sup> graders in 2005-06; 103 K-5<sup>th</sup> graders, 39 6-8<sup>th</sup> graders, and 22 9-12<sup>th</sup> graders in 2006-07; 128 K-5<sup>th</sup> graders, 48 6-8<sup>th</sup> graders, and 38 9-12<sup>th</sup> graders in 2007-08; and 113 K-5<sup>th</sup> graders, 34 6-8<sup>th</sup> graders, and 22 9-12<sup>th</sup> graders in 2008-09.

**Figure 7. Annual Discipline Referral Trend Over the Past 5 Years – *Friend* and Teacher Reports**



*Note.* None of the differences shown are statistically significant. *Friend*-reported proportions are based on 205 youth in 2004-05; 217 youth in 2005-06; 211 youth in 2006-07; 194 youth in 2007-08; and 249 youth in 2008-09. Teacher-reported proportions (1<sup>st</sup> - 8<sup>th</sup> graders) are based on 121 children in 2004-05; 119 children in 2005-06; 98 children in 2006-07; 89 children in 2007-08; and 140 children in 2008-09.

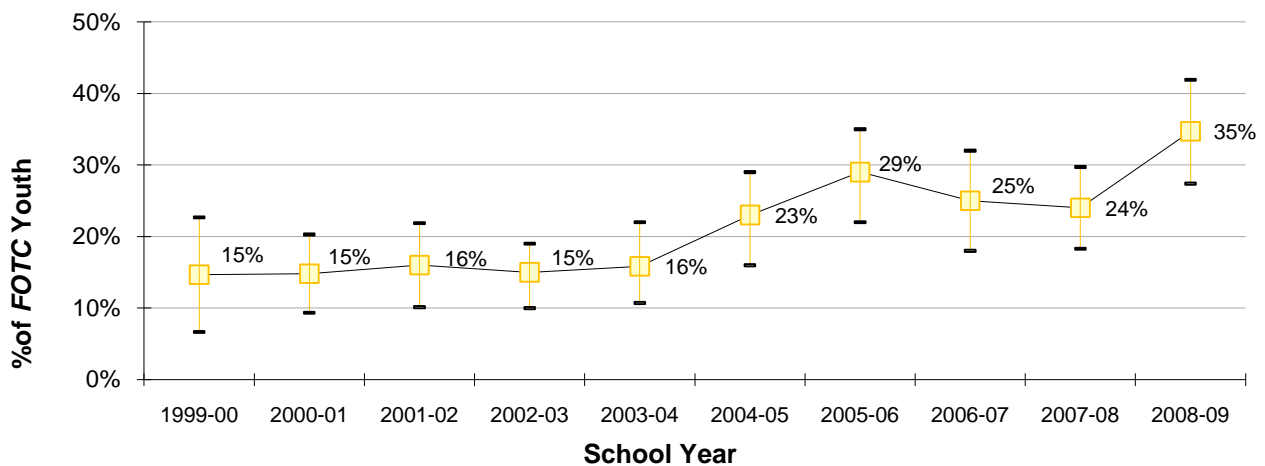
**Figure 8. Annual Academic Achievement Trend Over the Past 5 Years by Grade – Teacher Reports**



*Note.* The asterisk (\*) indicates a statistically significant difference such that a lower proportion of 1<sup>st</sup>-5<sup>th</sup> graders earned a 'C' or better in 2006-07 compared to 2004-05 and 2008-09. None of the other differences shown between school years were statistically significant. Teacher-reported proportions are based on 52 1<sup>st</sup>-5<sup>th</sup> graders and 37 6-8<sup>th</sup> graders in 2004-05; 74 1<sup>st</sup>-5<sup>th</sup> graders and 26 6-8<sup>th</sup> graders in 2005-06; 60 1<sup>st</sup>-5<sup>th</sup> graders and 15 6-8<sup>th</sup> graders in 2006-07; 65 1<sup>st</sup>-5<sup>th</sup> graders and 18 6-8<sup>th</sup> graders in 2007-08; and 106 1<sup>st</sup>-5<sup>th</sup> graders and 19 6-8<sup>th</sup> graders in 2008-09.

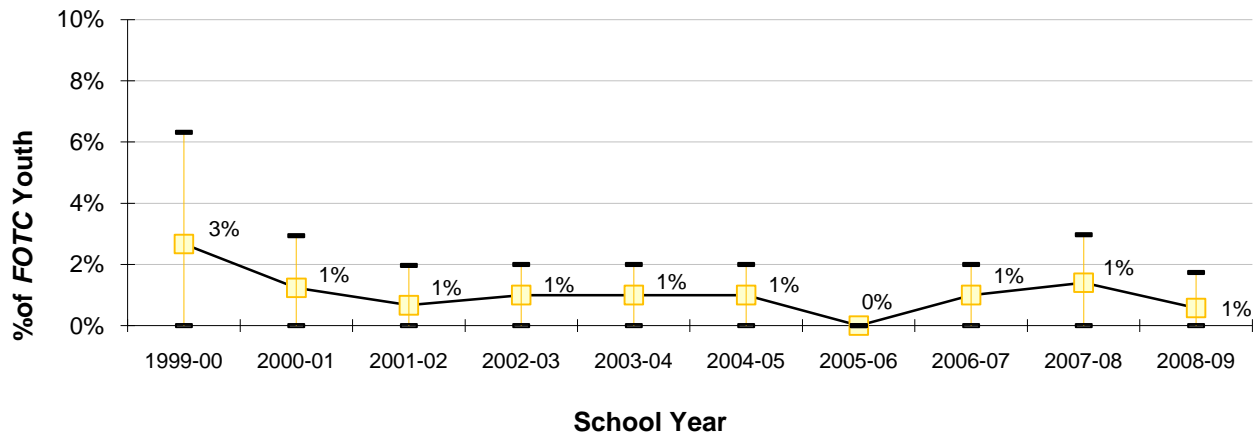
Figures 9 and 10 show 10-year trends in suspension and expulsion rates for *FOTC* youth.<sup>14</sup> Neither suspension rates nor expulsion rates changed significantly from the prior year.

**Figure 9. Annual Suspension Trend Over the Past 10 School Years**



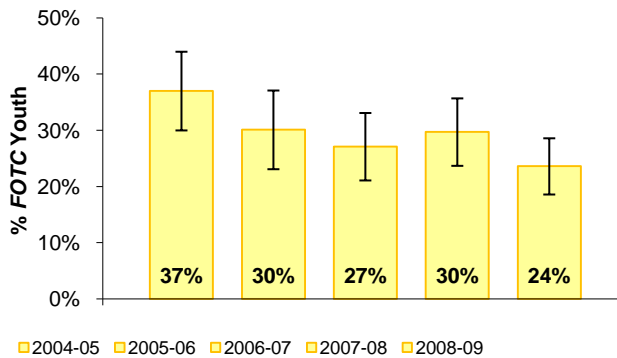
<sup>14</sup> Figures 9 and 10 illustrate actual rates (percents) and the confidence intervals for those rates. Because expulsion rates are low (around 1% over the past 3 years), rounding brings all years' rates to 1% even though there is slight variability from year to year.

**Figure 10. Annual Expulsion Trends Over the Past 10 School Years**



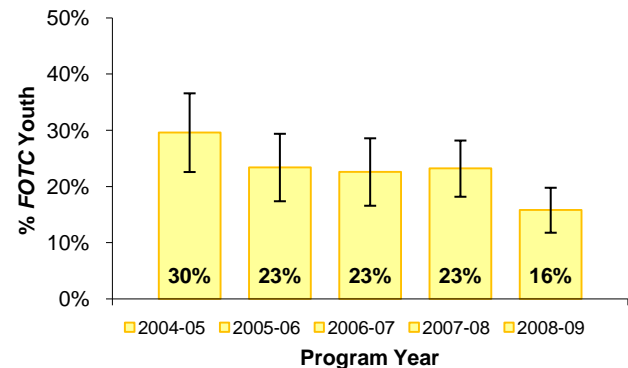
Figures 11 and 12 show statistically significant changes in the need for academic services for learning problems and for special education testing.

**Figure 11. Changes in Need for Academic Services for Learning Problems Over the Past 5 Program Years – *Friend* Report**



*Note.* Percentages are based on 200 youth from 2004-05, 173 from 2005-06, 207 from 2006-07, 222 from 2007-08, and 254 from 2008-09. The only significant difference shown occurred between program years 2004-05 and 2008-09. The same youth are not represented in each program year.

**Figure 12. Changes in Need for Special Education Testing Over the Past 5 Program Years – *Friend* Report**



*Note.* Percentages are based on 189 youth from 2004-05, 171 from 2005-06, 208 from 2006-07, 224 from 2007-08, and 259 from 2008-09. The only significant difference shown occurred between program years 2004-05 and 2008-09. The same youth are not represented in each program year.

In addition, according to *Friends*, the need for these services has decreased significantly since 2004-05. In addition, there were three interesting trends (those they are not statistically significant):

1. There has been a steady increase in the proportion of *FOTC* youth who made good or excellent progress in school from 42% in 2004-05 to 54% in 2008-09.
2. *Friends* reported a steady decline in the need for (but not receipt of) tutoring from 63% in 2004-05 to 51% in 2008-09. Teachers (1<sup>st</sup> – 8<sup>th</sup> graders only) similarly reported a decline from 65% in 2005-06 to 51% in 2008-09.
3. Teachers (1<sup>st</sup> – 8<sup>th</sup> graders only) reported a decline in the need for services for attendance or behavior problems from 47% in 2005-06 to 30% in 2008-09.

## Summary of School Success

**School and classroom engagement.** Three out of 4 *FOTC* youth were engaged in school, with girls being rated by *Friends* as more engaged than boys. The average score on the school engagement scale was 2.9 (*yes* on the response scale), suggesting that many youth have room to improve in this area. Over half (59%) of *FOTC* youth often, very often, or almost always paid attention and concentrated in class, and this behavior was more common for girls. The average score on the cognitive concentration scale was 3.7 (*or often* on the response scale), suggesting that many youth could more often pay attention in class.

**Progress in school.** Just over half of the 1<sup>st</sup> – 8<sup>th</sup> graders, according to their teachers, made good or excellent progress in school (more likely for girls and for youth from a variety of racial/ethnic backgrounds). There was also a trend suggesting that the proportion of youth making good or excellent progress in school has increased since 2004-05.

**Disciplinary actions.** According to *Friends*, 1 out of 3 youth had been removed from their classrooms for disciplinary reasons, and 1 out of 5 youth had been suspended. Most likely to have received these disciplinary actions were boys and 6<sup>th</sup> – 8<sup>th</sup> graders. A very small number of youth had been expelled, and these youth tended to be in 9<sup>th</sup> – 12<sup>th</sup> grade.

**Meeting or exceeding grade level standards.** According to school records, 2 out of 3 youth met or exceeded grade level standards in reading and over half (59%) met or exceeded grade level standards in math. Younger children (1<sup>st</sup> – 5<sup>th</sup> graders) were more likely to meet or exceed math standards than older children, and 9<sup>th</sup> – 12<sup>th</sup> grade students had the lowest success rates in math. African American youth in 1<sup>st</sup> – 8<sup>th</sup> grades were less likely than other youth to meet or exceed grade level standards in either category, as reported by teachers.

**Academic service need and receipt.** The most common academic service needed, according to *Friends*, was tutoring, and this need was reportedly greater for girls (though teachers reporting on 1<sup>st</sup> – 8<sup>th</sup> graders did not make a gender distinction) and 9<sup>th</sup> – 12<sup>th</sup> graders. The perceived need for tutoring, however, has declined somewhat since 2004-05. While girls were reported by *Friends* to have a greater need for tutoring, girls were equally as likely as boys to meet or exceed reading and math grade level standards. Although half of the youth were reported by *Friends* as needed tutoring, less than 1 out of 3 actually received tutoring services. While *Friends* reported greater need for tutoring for high school age children, this grade range was also the group that *Friends* spent the lowest average amount of time with on School Success activities.

*Friends* reported that 1 out of 4 youth needed an Individual Education Plan (IEP) and/or services for learning or behavior or attendance problems. Especially in need of services for attendance or behavioral problems were 9<sup>th</sup> – 12<sup>th</sup> graders, and for learning problems were African American and Caucasian youth. Interestingly, the perceived need for academic services for learning problems declined significantly since 2004-05. Girls were less likely to receive services for learning problems.

One out of 6 *FOTC* youth needed testing and evaluation for special education services and about three quarters of these youth received this service. The perceived need for special education testing declined significantly since 2004-05.



One out of 8 *FOTC* youth were reported by *Friends* to need gifted and talented services but only about one third of the identified youth received this service. *Friends* identified more boys than girls who needed—and received—gifted and talented services (teachers reporting on 1<sup>st</sup> – 8<sup>th</sup> graders did not identify this gender distinction). Youth from a variety of racial/ethnic backgrounds were most likely to need gifted and talented services, and both this group and Caucasian youth were more likely to receive them.

**Impact of *FOTC* on School Success.** Teachers reported on the degree to which they felt *Friends* were supportive of school success. 73% (82) youth had teachers who agreed that *Friends* in the classroom were supportive (somewhat agree or mostly agree). 34% (34) of youth had teachers who agreed that *Friends* helped to manage classroom behavior (somewhat agree or mostly agree); there was a decline in this area from the 2007-08 school year. 60% (66) of youth had teachers who agreed that *Friends* in the classroom benefitted the class (somewhat agree or mostly agree). 56% (78) of youth had teachers who agreed that there were noticeable improvements in students' school performance (somewhat agree or mostly agree).

Parents of both elementary (1<sup>st</sup> – 5<sup>th</sup> grade) and high school (9<sup>th</sup> – 12<sup>th</sup> grade) children more strongly agreed that *FOTC* influenced their child's school success than parents of middle school (6<sup>th</sup> – 8<sup>th</sup> grade) children. Caucasian youths' teachers more strongly agreed that *Friends* helped to manage classroom behavior than teachers of children with other racial/ethnic backgrounds.