

MEMORANDUM

October 9, 2020

TO: Candice Castillo
Executive Director, Equity and Outreach

FROM: Allison E. Matney, Ed.D.
Officer, Research and Accountability

SUBJECT: **HISD WRAPAROUND SERVICES AND STUDENTS' NON-ACADEMIC NEEDS, OUTCOMES, AND ACADEMIC PERFORMANCE, 2019–2020**

The Wraparound Services program was instituted in the Houston Independent School District (HISD) is a school-based initiative to provide non-academic support and services to students. The program was guided by a Boston Consulting Group's Consultancy Report in 2017. The belief is that the provision of non-academic services would improve the academic performance of students, particularly economically disadvantaged and at-risk students. The Wraparound Services program was centralized in 2019, expanded, and several strategies adopted to improve program coverage and effectiveness.

This evaluation reports on the implementation and impact of Wraparound services during the 2019–2020 school year. The evaluation was based on a student needs assessment survey, a survey of wraparound specialists, four focus groups, and logistic regression of Wraparound students' performance on the 2019–2020 3–8 District Level Assessments (DLA) math and reading tests using key demographic and educational predictors.

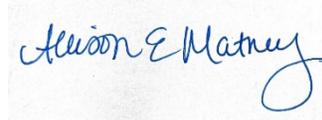
Key findings include:

- Results of the needs assessment surveys identified districtwide needs in five domain areas; health, dental and hygiene (20%); emotional and psychological (25.7%); home and family (26.0%); educational and vocational (24.9%), and social and recreational (31.2%).
- A total of 47,745 SAFs were submitted for 26,000 students at a rate of two per student.
- A total of 622,000 interventions were completed, at a rate of nine interventions per student, during the 2019–2020 school year.
- About 75.2 percent of the target population (98,963) received interventions during the 2019–2020 school year.
- With overall rating averages ranging from 3.36 to 3.54 of 4.0 and 1.85 to 1.92 of 2.0 on the Likert Scale, most specialists agreed with statements related to their roles in the delivery of Wraparound services including monitoring students' wraparound needs and access to services, their use of the purple software in managing wraparound services, and collaboration with service providers and the community.
- Fewer specialists agreed with statements regarding their modes of identifying students' wraparound needs (3.06 of 4.0) and tracking the impact of Wraparound services (3.20 of 4.0).
- Students who were at risk for school dropout and who received Wraparound interventions were seven times more likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math tests and five times more likely to meet the same standard on the reading tests.
- Special education students who received Wraparound interventions were almost three times more likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8

DLA math tests and three times more likely than not to meet the same standard on the grades 3–8 DLA reading tests.

- Students with limited English proficiency and who received Wraparound interventions were twice as likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading test and students whose home language was English were more than likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math tests.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping 'y' at the end.

AEM

Attachment

cc: Grenita Lathan
Silvia Trinh
Yolanda Rodriguez
Rick Cruz
Jarad Davis



RESEARCH

Educational Program Report

**HISD WRAPAROUND SERVICES AND
STUDENTS' NON-ACADEMIC NEEDS,
OUTCOMES, AND ACADEMIC PERFORMANCE,
2019-2020**



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HISD WRAPAROUND SERVICES AND STUDENTS' NON-ACADEMIC NEEDS, OUTCOMES, AND ACADEMIC PERFORMANCE, 2019–2020

Executive Summary

The Houston Independent School District (HISD) first instituted the Wraparound Services during the 2016–2017 school year as a school-based approach to providing non-academic services to students, which was guided by a 2017 consultation report by the Boston Consulting Group. The expectation was that the provision of non-academic services would improve the academic performance of students, particularly economically disadvantaged students, and students at risk for school dropout. The program was centralized, expanded, and several strategies adopted to improve the coverage and effectiveness of the program during the 2019–2020 school year.

This report is an evaluation of the implementation and impact of the Wraparound Services during the 2019–2020 school year. The evaluation used data from a needs assessment survey of students, parents, and teachers, a survey and focus groups with Wraparound specialists, and the use of data available in Purple database that tracks Student Assistance Forms (SAFs) and interventions. Student performance data on the 2019–2020 grades 3–8 District Learning Assessment (DLA) in math and reading were used to judge the impact of Wraparound Services.

Key findings

- A total of 140 schools with 145 specialists and 14 feeder groups and managers were responsible for the delivery of Wraparound Services during the 2019–2020 school year.
- Results of the needs assessment surveys identified districtwide needs in five domain areas: social and recreational (31.2%); home and family (26.0%); emotional and psychological (25.7%); educational and vocational (24.9%); health, dental and hygiene (20%);
- A total of 47,745 SAFs were submitted for 26,000 students at a rate of two per student.
- A total of 622,000 interventions were completed, at a rate of nine interventions per student, during the 2019–2020 school year.
- About 75.2 percent of the target population (n=98,963) received interventions during the 2019–2020 school year.
- With overall rating averages ranging from 3.36 to 3.54 on a 4.0 point Likert Scale and 1.85 to 1.92 on a 2.0 point Likert Scale, most specialists agreed with statements related to their roles in the delivery of Wraparound Services including monitoring students' wraparound needs and access to services (3.36 of 4.0), their use of the purple software in managing Wraparound Services (3.40 of 4.0), and collaboration with service providers and the community (1.85 of 2.0).
- Fewer specialists agreed with statements regarding their modes of identifying students' wraparound needs (3.06 of 4.0) and tracking the impact of Wraparound Services (3.20 of 4.0).
- Students at risk for school dropout who received Wraparound interventions were seven times more likely to meet the STAAR-equivalent Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math tests and five times more likely to meet the same standard on the reading tests.

- Special education students who received Wraparound interventions were almost three times more likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math tests and three times more likely than not to meet the same standard on the grade 3–8 DLA reading tests.
- Students with limited English proficiency and who received Wraparound interventions were twice as likely to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading test and students whose home language was English were more than likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math tests.

Recommendations

- Given the importance of non-academic support for the academic performance of students particularly in a school district with high proportions of at-risk and economically-disadvantaged students, heightened by the Covid-19 pandemic, the district should look with favor to expand the Wraparound Services program to other schools.
- Ongoing monitoring of the program is essential for providing feedback on service provision and intervention improvements and ensuring that goals and targets are met.
- The district may consider reducing the turnaround time for MOUs and including community organizations with a one-time interest in the provision of Wraparound Services. Because Service provisions are often emergencies, timely response to students and family needs is critical.
- Inclusion of specialists' voice, feedback, and perspective is recommended for effective planning and decision and buy-in through the feeder patterns to ensure a ground-up approach from those closest to the service sites because of the centralized nature of the program.
- More targeted management support and training may be required to ensure uniformity of experiences and support for specialists within the feeder patterns.
- Every effort should be made to increase school administration support for Wraparound Services including support for the completion of SAFs.
- While training is essential, there is the need to rationalize meeting to address the expressed needs of specialists based on experience, performance, and years of hire, and to harmonize campus and department meetings.

Introduction

The Wraparound Services program was implemented in the Houston Independent School District (HISD) during the 2016–2017 school year as an autonomous school-based initiative in ten schools and under the guidance and supervision of the school principal. During the 2018–2019 school year, the initiative was expanded and centralized under the HISD Department of Equity and Outreach as part of Every School, Every Community (ESEC) Initiative. Wraparound Services currently provide non-academic services and support for students in 140 HISD schools. To identify students' needs, Wraparound Specialists are assigned to each school, along with managers who are assigned to school clusters known as feeder patterns. Students are then connected to the appropriate service providers within the community who in turn addresses these needs. The processes and outcomes are documented and tracked using online software called Purple under the propriety ownership of ProUnitas, a vetted district vendor. ProUnitas provides ongoing training for wraparound personnel in the use of the software. Weekly data from Purple are provided for monitoring interventions and decision making.

Wraparound Services program is designed to address five areas of need: (1) Health, dental, and hygiene, (2) Emotional and psychological, (3) Home and family, (4) Educational and vocational, and (5) Social and recreational. The areas of need were identified based on surveys and focus groups conducted with school principals. Interviews were also conducted with civic and community leaders and groups and wraparound service providers. HISD, Texas Education Agency (TEA), and census data, and the review of eleven Wraparound Services programs, nationwide were used to identify best practices and hurdles in formulating HISD's Wraparound program (Boston Consulting Group, 2017).

According to the Boston Consulting Group¹(2017), several factors drove the establishment of the Wraparound program in HISD. These were (1) the desire to increase student achievement and graduate students who are college and career ready, (2) students who faced non-academic challenges had 20 percentage points (ppt) lower rate of meeting the State of Texas Assessments of Academic Readiness (STAAR) compare to their peers without these challenges, and (3) Principals' survey results indicated that a variety of schools struggled to meet students' non-academic needs due to limited resources, staffing, and coordination, that students' non-academic needs varied widely across schools, and that there was the need for more district support. Over 75 percent of HISD students are economically disadvantaged and about 71 percent are considered at risk for school dropout. Students also suffered due to homelessness, parental incarceration, and other deprivations that pose problems for learning and academic achievement.

The program is premised, therefore, on the belief that prioritizing Wraparound Services through a district-led, coordinated program that enables schools to address non-academic needs, complemented with high-quality instruction that focuses on the whole child will improve student outcomes and college and career readiness. It is also believed that the successful execution of Wraparound Services required strong governance, data management, and stable funding. The initiative is supported by the City of Houston and funded by the Houston Endowment, to connect schools to the non-academic support needed to improve students' wellbeing and academic achievement.

Once a student's needs are identified, a student assistance form (SAF) is produced in Purple for that student, usually by someone who observed the need. Once the SAF is completed, a Wraparound specialist follows-up for further investigation, confirms the need and connects the student to the relevant service provider that has been vetted and has a signed memorandum of understanding (MOU) with HISD and can meet the student's identified needs. The district through the Wraparound Departments maintains a portfolio of community service providers who are connected to and provide services through Purple.

¹ The Boston Consulting Group conducted a needs assessment and study in 2014 to inform the design, operations, and implementation of HISD's WRS program.

The purpose of this study, therefore, is to evaluate the implementation and impact of Wraparound Services on students' non-academic needs, and academic performance. This evaluation will be guided by the following questions:

1. **What were the actions taken to deliver Wraparound Services in HISD during the 2019–2020 school year?**
2. **What are the demographic and educational characteristics of students receiving Wraparound Services in HISD during the 2019–2020 school year?**
3. **What are the perceptions and experiences of specialists with the implementation of Wraparound Services in HISD?**
4. **How has the Wraparound program impacted student outcomes in HISD during the 2019–2020 school year?**

Literature review

Wraparound Services had its genesis in local initiatives and agencies using “team-based care coordination strategy for children and youth with complex mental health needs, and their families” (Kern, et al., 2017; Schurer Coldiron, Burns, & Quick, 2017, p. 2) and the provision of behavior support (Chitiyo, 2013; Eber, 2008). The concept was implemented into schools as Integrated Student Supports (ISS) initiatives that partnered with community services providers to support and meet the non-academic needs of students (Moore, Lanos, Harper, & Jones, 2017). ISS implementation models secure and deliver coordinated, school-based supports that target various barriers to student achievement by relying on community partnerships, student support coordination, integration into school settings, needs assessments, and data tracking (Moore, Lanos, Harper, & Jones, 2017). More recent concepts like Communities in School (CIS) or Community Schools have emerged (Barnum, 2017 & 2018) which in some cases have used a case management² approach (Parise et al., 2017). Warren (2005) argued for the link between schools and their surrounding communities as a successful model for urban school reform based on social capital and relational power.

A Child Trends review of ISS Initiative identified their presence in nearly 3,000 elementary schools nationwide, serving more than 1.5 million students of which over 75 percent were Black and Hispanic, while CIS operated in over 2,200 schools (Moore & Emig, 2014). Using eleven evaluation studies (four randomized-controlled trials (RCTs) and seven quasi-experimental studies (QEDs)), the emerging evidence from the review found decreases in grade retention and dropout, and increases in student attendance, math achievement, and overall grade point average (GPA). Findings for reading and English language arts were mixed (Moore & Emig, 2014). Studies also revealed a positive return on investment using cost-effectiveness studies of three ISS models, however, the returns appear to take time to accrue but the relative benefit-cost differentials were large enough to merit the investment (Moore & Emig, 2014; Stroul, 2015). Returns on the dollar ranged from \$4.39 to \$11.60 (Moore & Emig, 2014). Finally, the meta-analysis found that high-quality implementation was the key to program success, although the key elements of success were mixed and inconclusive (Moore & Emig, 2014).

A review of 123 wraparound studies including 22 controlled studies found positive or mixed results for effectiveness (SOURCE). Other studies focused on implementation including system conditions and measurements and fidelity (Schurer Coldiron, Burns, & Quick, 2017). Burns and Walker (2004) identified

² Case management is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and required to meet a client's health and human services needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes (CCMC, 2020)

ten principles³ that seem to dominate research on wraparound fidelity and practices. Of these principles, the community-based and outcome-based principles were significantly associated with outcomes (Burns & Walkers, 2004). Cox, et al. (2010) found that the “community involvement, number of collateral helpers, and effectiveness of Wraparound teamwork were associated with greater involvement in functioning and attainment of goals” (p. 36). Recommendations for further studies called for more rigorous research on the wraparound practice model and its mechanisms for change. (Schurer Coldiron, Burns, & Quick, 2017).

Somers and Halder (2017) evaluated Communities in Schools (CIS) in Texas and North Carolina using a quasi-experimental design of 53 schools (24 elementary, 15 middle, and 14 high schools) compared with 78 matched schools (36 elementary, 24 middle, and 18 high schools). Results indicated that increases in high school graduation rates and decreases in dropout rates for both intervention and comparison schools raising doubts about the effectiveness of the CIS model (Somers & Zeest, 2017). Elementary school attendance rates improved and were higher than the comparison schools, with no effects on high schools and middle schools. Test scores for CIS middle schools did not improve while they did in the comparison schools. CIS did not improve test scores in middle and high schools (Somers & Zeest, 2017).

It appears that the outcomes and impacts of programs designed to provide non-academic supports and services for students are mixed. Indications are that the complexity of students’ non-academic experiences and needs, the challenge of responding to these needs, and implementing these programs with fidelity may be at the heart of this uncertainty. More rigorous research designs may unearth what works and what does not and may provide the key to understanding the effectiveness of Wraparound support.

Method

A mixed-method design (Creswell & Creswell, 2018) was used in this study. In concurrent mixed methods designs, qualitative, and quantitative data collection and analyses were conducted concurrently (Creswell & Creswell, 2018). The qualitative method included observations and focus groups while the quantitative method included surveys involving students who received wraparound interventions during the 2019–2020 school year. Logistic regression was used to explain the relationship non-academic and academic supports administered to students who accessed Wraparound Services (??). Logistic regression is applicable in models with binary outcomes (Peng, Lee, & Ingersoll, 2002). In this case, whether students met or did not meet the Approaches Grade Level on the District Level Assessments (DLA) using predictors. The mixed-method approach was used to capture the implementation experience, perceptions, and to measure the effects of the program on the performance of student participants.

Data collection

An online survey of students, teachers, and parents using SurveyMonkey™ was conducted in English, Spanish, Arabic, and Vietnamese in Wraparound schools to assess the Wraparound or non-academic needs of students. The needs assessments were classified into five domain areas (1) Health, dental, and hygiene, (2) Emotional and psychological, (3) Home and family, (4) Education and vocational, (5) social and recreational. Students responded yes/no to statements associated with these needs. Over 63,000 respondents completed the survey.

Data was also collected using an online survey also administered in SurveyMonkey™ to Wraparound Specialists. Four focus groups were conducted with Wraparound feeder patterns of specialists. Intervention data collected over the school year was also used. Intervention data were logged by specialists into the

³ The ten Wraparound principles as identified in Burns and Walker (2004) are (1) family voice and choice, (2) team-based, (3) natural supports, (4) collaboration, (5) community-based, (6) culturally-competent, (7) individualized, (8) strength-based, (9) unconditional and (10) outcomes-based. See details in **Table A1 (Appendix A, p. 26)**.

Purple Software management. The data was downloaded weekly, depicting year-to-date and weekly SAFs administered, and the number of students connected to intervention services.

Students who received recorded interventions were identified (n=74,173). With over 70 percent of the HISD student population being economically disadvantaged and over 65 percent identified as at risk for school dropout, it is assumed in this report that students receiving interventions may be more similar than different. With a population of 98,963 Wraparound students, a confidence level of 95 percent, and a confidence interval of 4, a sample size of 597 appeared to be adequate for analysis and reporting and to make inferential statements about Wraparound students. The oversample is to reduce the selection or sampling error.

District Level Assessments (DLA) data on students' academic performance were retrieved from the HISD Department of Research and Accountability archival database. All HISD schools and offices were closed in response to the global Covid-19 pandemic from March 12, 2020, through to the end of the 2019–2020 school year. Subsequently, all classes were held remotely using online platforms. The data coverage, accuracy, and quality during the Covid-19 period cannot be verified. Because the standardized State of Texas Assessments of Academic Readiness (STAAR) was suspended due to Covid-19, students' formative math and reading test results were used to determine students' performance.

The DLA data are STAAR compatible curriculum-based, district-created assessments administered both online and on paper (D. D. Dixon, personal communication, June 2, 2020). DLA proficiency scores use the most rigorous percent-correct performance levels of the past four years of equivalent STAAR-tested grades/courses. DLA data measure students' learning in preparation for STAAR and are appropriate in the evaluation of program effectiveness (D. D. Dixon, personal communication, June 2, 2020). A total of 74,173 students received interventions during the 2019–2020 school year. These students were linked to their demographic and educational data in Chancery Demographics and their 2019–2020 grades 3–8 DLA math and reading performance. The links returned a total of 19,362 students with reading scores and 18,878 students with math scores.

Of the 145 Wraparound specialists who received links to the survey, 124 completed the survey, which is a response rate of 82.8 percent. "A review of published social research literature suggests that response rate of 50 percent is considered adequate for analysis and reporting" (Babbie, 2008, p. 262). A review of nine studies using paper and online surveys found response rates of 56 percent and 33 percent, respectively (Nulty, 2008). A response rate, therefore, of 82.8 percent appears to more than adequate for analysis and reporting.

Data Analysis

Surveys were analyzed using descriptive statistics and rating averages. Survey items were weighted from 1 to 4 or 1 to 2 on a Likert scale and the rating averages were used to measure survey constructs. The survey also included open-ended questions which were analyzed using thematic analyses based on the key question concepts. Direct quotes from respondents were provided as evidence in support of these themes.

Needs assessment survey responses were analyzed by the Houston Education Research Consortium (HERC). The results were displayed in charts showing percentage distribution by areas of need. Data were also disaggregated by respondent types and school level.

The focus group data were transcribed using temi.com, an online transcription software with 95–99 percent accuracy where, according to the Temi website, there is minimal background noise, clear speakers, and minimal accents. Thematic analyses were used to analyze the focus group discussion questions (Maguire & Delahunt, 2017). Themes were guided by the survey themes to improve the validity of the evaluation data through triangulation and to capture varied and more detailed perspective on the experiences and perceptions of specialists (Creswell & Creswell, 2018).

Logistic regression was used to predict the math and reading performance of students who received Wraparound interventions. Key student demographic and educational attributes - gender, ethnicity, gifted and talented (G/T) at risk⁴, special education, economically disadvantaged, limited English proficiency, and home language were used as predictors. Students' performance on the DLA math and reading tests was used as the binary outcome, that is whether students met or did not meet the STAAR-equivalent Approaches Grade Level Standard on the 2019–2020 3–8 math and reading tests. The results were presented in tables using standardized measures (odds ratio) as the likelihood that students based on the predictors would meet the Standard (Pen, Lee, & Ingersoll, 2002). It also showed the contingency table depicting the degree of association between the students' observed and predicted performance on the DLA.

Limitations

- The Covid-19 global pandemic resulted in the closure of HISD offices and schools on March 19, 2020. All classes migrated to online platforms and the STAAR was suspended. In the absence of the STAAR standardized outcome data, district formative assessment results were used. District Level Assessments were used as a measure of student performance.
- Other programs or interventions could have been implemented during the period that could have affected students' outcomes used in this evaluation. These were not controlled for in this evaluation.
- This evaluation did not determine the effect of multiple interventions on students' academic performance.
- Because Wraparound Services were extended to all students in HISD during Covid-19, identifying a comparable group of students that was not exposed to interventions would be impossible.

Results

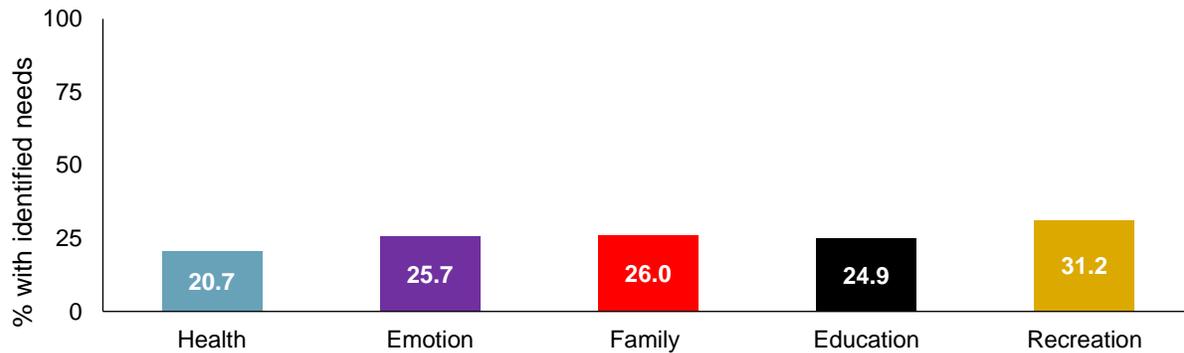
1. What were the actions taken to deliver Wraparound Services in HISD during the 2019–2020 school year?

Needs assessments

Between October and December 2019, a districtwide Wraparound Services' needs assessment was conducted using SurveyMonkey. The surveys were administered to parents, students, and teachers in English, Spanish, Vietnamese, and Arabic. A total of 5,423 parents, 53,270 students, and 4,932 teachers completed the surveys. The results of the data analyses are shown in **Figures 1 to Figure 3. Table A2** (Appendix A, p. 27) provide details on the number of survey respondents by school level.

⁴ At-risk indicates whether a student is at-risk for dropping out of school. The indicator covers 13 criteria, which include: Students must be under 21 years of age, was not advanced from one grade level to the next in one or more school years; is pregnant or a parent; is an English learner; is homeless; has been expelled in the current or preceding year, and so on (2015–2016 TEA PEIMS Data Standards).

Figure 1. Overall Distribution of District-Level Wraparound Needs, HISD, 2018–2020



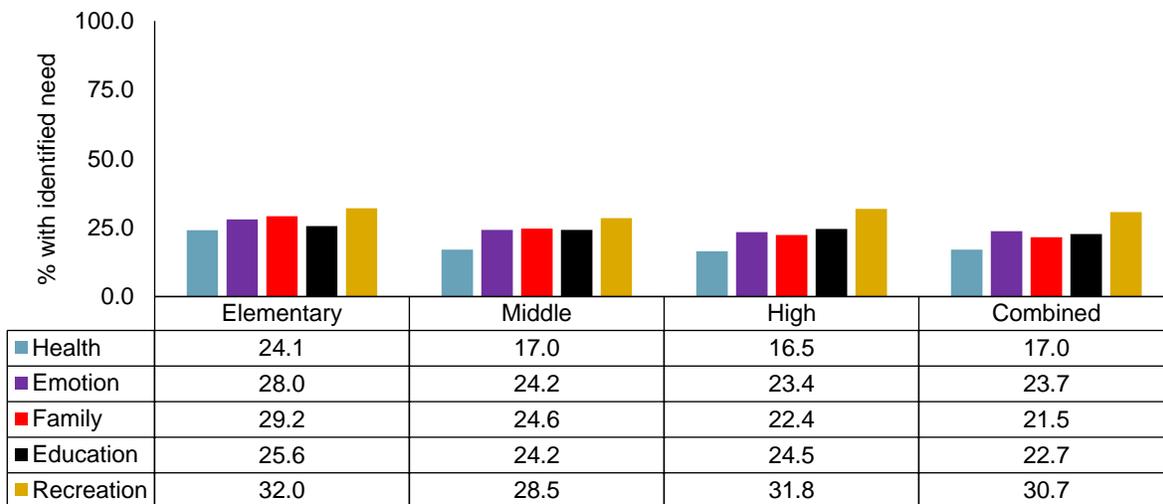
Source: Houston Education Research Consortium, Wraparound

Note: Health = Health, dental, & hygiene; Emotion = Emotional and psychological; Family = Home and family; Education = Education and vocational; Recreation = Social and recreational.

- In the five domain areas, the district needs ranged from 20.7 percent for health, dental and hygiene need to 31.2 percent for social and recreational needs.
- Just around 25 percent, or one in every four respondents, had emotional and psychological, home and family, or educational and vocational needs.

Figure 2 shows the distribution of Wraparound Services Needs by school level.

Figure 2. Distribution of Wraparound Needs by School Level, HISD, 2019–2020



Source: Houston Education Research Consortium, Wraparound

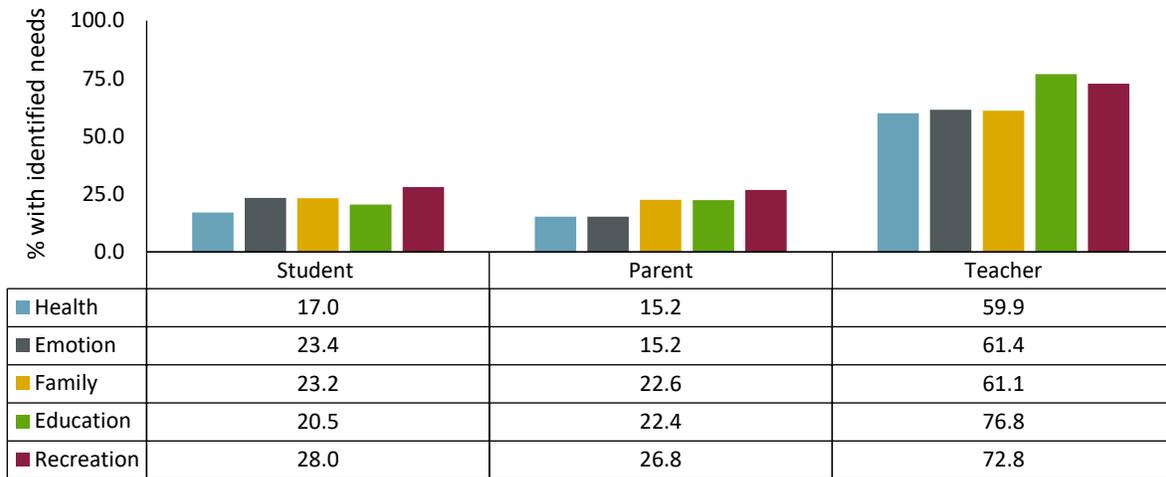
Note: Health = Health, dental, & hygiene; Emotion = Emotional and psychological; Family = Home and family; Education = Education and vocational; Recreation = Social and recreational.

- The elementary school needs ranged from 24.1 percent for health, dental, and hygiene needs to 32.0 percent for social and recreational needs.
- Middle school needs ranged from 17.0 percent for health, dental, and hygiene, to 28.5 percent for social and recreational needs.

- High school needs ranged from 16.5 percent for health, dental, and hygiene to 31.8 percent for social and recreational needs.
- For combined schools, the needs ranged from 17.0 percent for health, dental, and hygiene need to 30.7 percent for social and recreational needs.

Figure 3 shows identified students' needs as reported by students, parents, and teachers.

Figure 3. Distribution of Wraparound Needs by Respondent Type, HISD, 2019–2020



Source: Houston Education Research Consortium, Wraparound

Note: Health = Health, dental, & hygiene; Emotion = Emotional and psychological; Family = Home and family; Education = Education and vocational; Recreation = Social and recreational.

- Student-reported Wraparound Services needs ranged from a low of 17.0 percent for health, dental, and hygiene services, and a high of 28.0 percent for recreational and social services.
- Parent-reported student needs ranged from allow of 15.2 percent for health, dental, and hygiene service and a high of 26.8 percent for social and recreational services.
- Teacher-reported student needs ranged from 59.9 percent for health, dental, and hygiene services and a high of 72.8 percent for social and recreational services.

Meetings and Training

- Wraparound Specialist attended weekly training meetings and held feeder pattern group meetings once per week. Meetings were also held with Community Councils which consisted of representatives from schools, school communities, and parents.
- ProUnitas also conducted initial training in the use of its Purple software for targeting and tracking students who received Wraparound Services at the beginning of the school year and provided monthly update training. Two ProUnitas officers were always on call to provide support when it was required.

Wraparound Monitoring Reports

- Weekly Wraparound Services Reports were submitted between November 1, 2019, and July 10, 2020, to monitor needs assessment survey responses, the number of SAFs completed, and students

connected to interventions, number of intervention services received, student, attendance, and disciplinary actions disaggregated by school.

- Reporting on the needs assessment surveys was discontinued at the close of the survey on December 20, 2019. As noted, the data were submitted HERC for analyses and were presented in this report.
- Reporting on student attendance and disciplinary data was discontinued once schools were closed on March 13, 2020, because of the Covid-19 pandemic.

2. What are the demographic and educational characteristics of HISD students who received WRS during the 2019–2020 school year?

Of the 74,173 students who received interventions, 65,498 were linked in the Chancery Demographic dataset downloaded on March 3, 2020, just before the district's closure due to the Covid-19 pandemic.

Table B2 (Appendix B, p. 27) shows the distribution of students who received interventions by grade.

- The highest proportion of students who received interventions during the 2019–2020 school year were enrolled in fifth grade (10.3%), followed by fourth grade (9.9%) and third grade (9.7). The lowest percentage of recipients were twelfth grade students at 0.7.

Table B3 (Appendix B, p. 28) displays the demographic and educational characteristics of these students who received intervention during the 2019–2020 school year. The data was disaggregated by grade level. Data ranges are depicted in parenthesis.

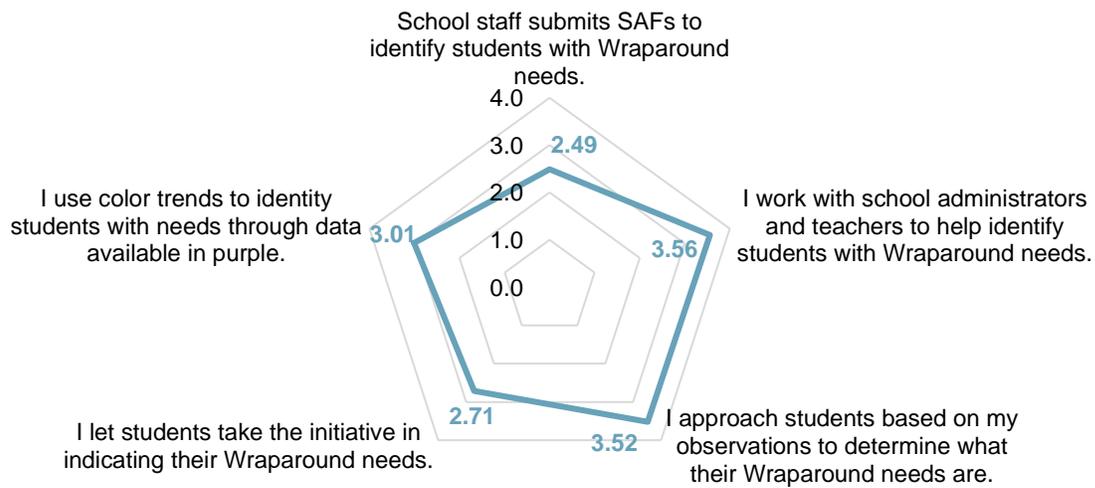
- On average, 45.9 (25.7%–49.8%) percent of female students and 54.1 (50.2%–74.3%) percent of male students comprised the intervention sample in this evaluation.
- On average, 67.6 (62.5%–74.3%) percent of Hispanic and 28.0 (15.0–36.4%) percent of Black students made up the intervention sample.
- Only 6.6 (0.0%–9.8%) percent of students in the intervention sample, on average, were identified as gifted and talented (G/T), 81.3 (44.2%–93.4%) percent on average were considered at risk for school dropout, and 17.6 (4.9%–81.9%) percent, on average were special education.
- Of the students in the evaluation sample, about 37.6 (0.9%–49.5%) percent, on average, had limited English proficiency, 94.0 (84.1%–99.3%) percent on average were economically disadvantaged, and 49.8 (44.2%–65.8%) and 46.5 (28.2.1%–50.3%) percent of students on average came from homes where Spanish and English, respectively, were the predominant languages spoken.

3. What were the perceptions and experiences of specialists with the implementation of Wraparound Services in HISD during the 2019–2020 school year?

Analysis of the perceptions and experiences of specialists was based on responses from the semi-structured online survey and four focus groups. The results are presented in figures, tables, and themes. Specialists were asked to rate their response on a frequency scale of 1 to 4 with 1 being never, 2 being sometimes, 3 being often, and 4 being always or 1 to 2 with 1 being No and Yes being 2. Details are in **Table C1 – Table C7** (Appendix C, pp. 29–31).

Figure 4 shows how specialists identified students' Wraparound needs during the 2019–2020 school year. Details are in Table C1 (Appendix C, p. 29).

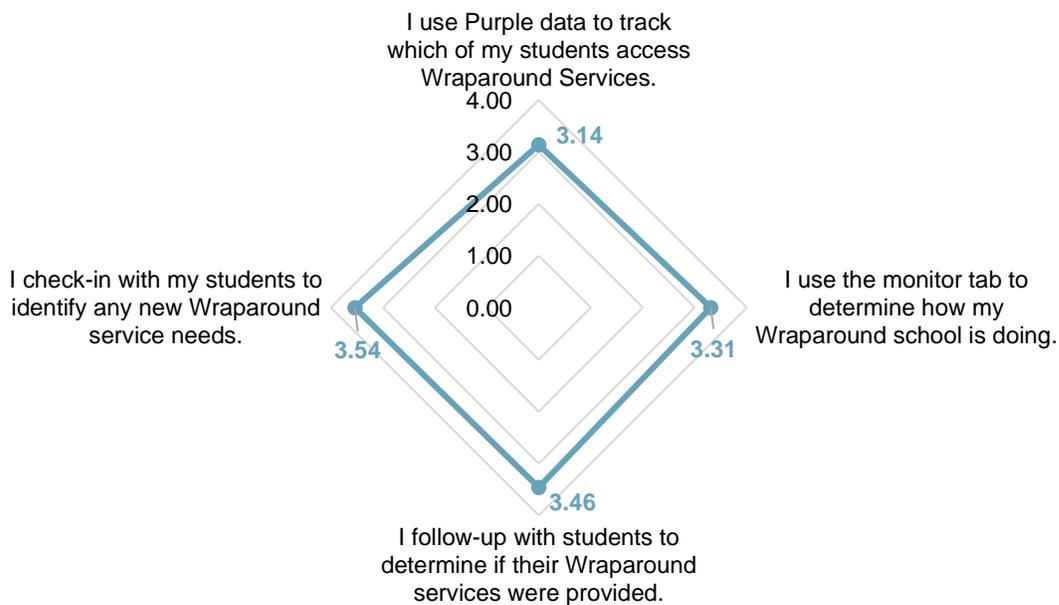
Figure 4. WRS Mode of Student Wraparound Needs Identification, HISD, 2019–2010



- Wraparound specialists worked with administrators and students to identify students' needs (rating average of 3.56 of 4.0) or approached students based on their observations to determine their wraparound needs (rating average 3.52 of 4.0).
- To a lesser extent, specialists used color trends, as shown in Purple software (ratings 3.01 of 3.0), to identify students' wraparound needs.
- Most specialists sometimes allowed students to take the initiative in indicating their wraparound needs (rating average of 2.71 of 4.0), while most school staff appear to submit SAFs sometimes that identify students' wraparound needs (2.49 of 4.0).
- The overall rating average for mode used in identifying students' wraparound needs was 3.06 of 4.0.

Figure 5 shows the use of Wraparound data to identify and monitor students' needs and access to services. Details are in **Table C2** (Appendix C, p. 29).

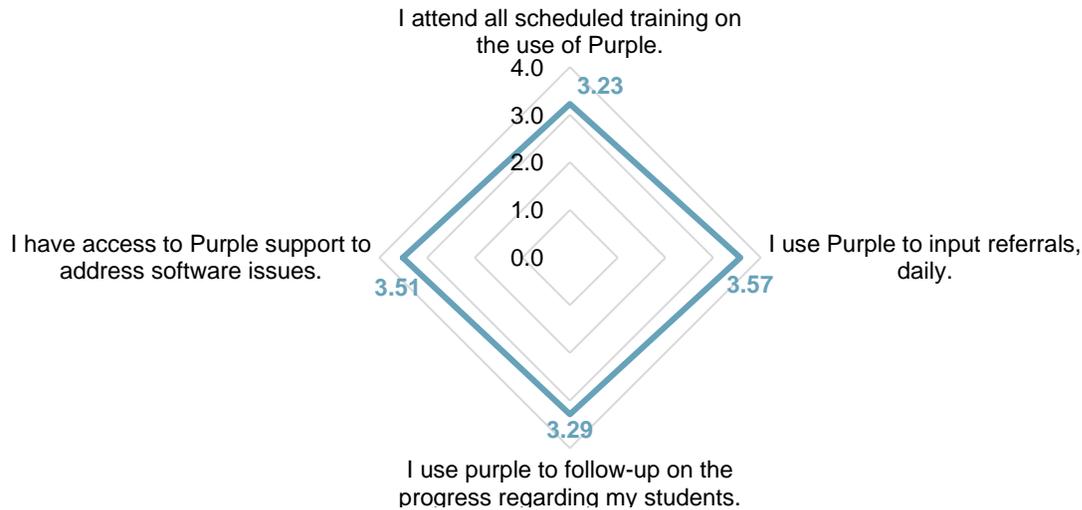
Figure 5. WRS Monitoring of Students' Wraparound Needs and Access to Services, HISD, 2019–2020



- Most specialists indicate that they always check in with their students to identify any new Wraparound needs (rating average of 3.54 of 4.0) or follow up with their students to determine if their Wraparound Services were provided (rating average 3.46 of 4.0).
- Most specialists claimed that they always use the monitor tab to determine how their wraparound school is doing with service provision (rating average 3.31 of 4.0).
- Most specialists used purple either sometimes or always to track which students had access to Wraparound Services (rating average 3.14 of 4 of 4.0).
- The overall rating average for WRS monitoring of students' needs and access to services was 3.36 of 4.0.

Figure 6 shows specialists' use of the purple software to monitor student access to Wraparound Services. Details are in **Table C3** (Appendix C, p. 29). Specialists were asked to indicate their frequency of Purple software use or attendance at training sessions.

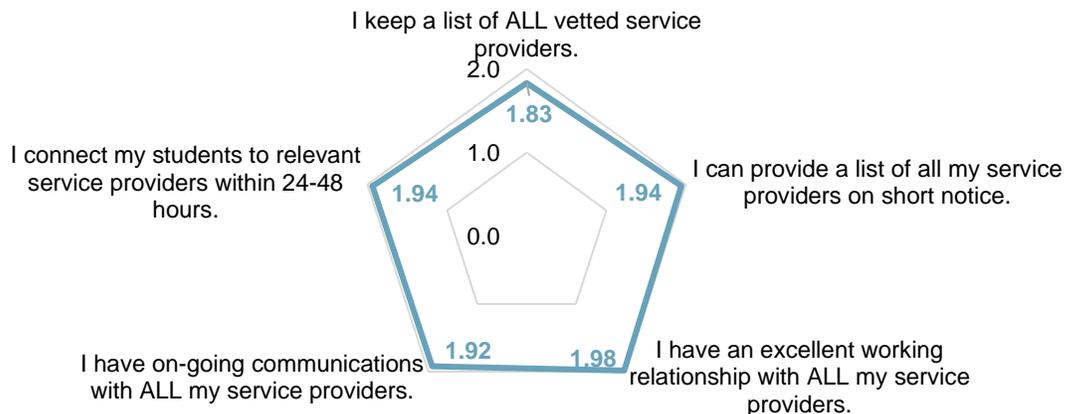
Figure 6. WRS Training in and Use of Purple Software in the Management of Wraparound Services, HISD, 2019–2020



- With a rating average of 3.57 of 4.0, most specialists indicated that they often or always use purple to input referrals, daily, while most indicated that they have access to Purple support to address software issues (rating average of 3.51 of 4.0).
- Specialists indicated that they often or always use purple to follow-up on the progress regarding students (3.29 of 4.0).
- The overall rating average for specialist training in and use of the Purple software was 3.40 of 4.0.

Figure 7 shows specialists' responses to statements regarding Wraparound service providers. Specialists were asked to respond either no or yes, weighted 1 or 2, respectively. Details are in **Table C4** (Appendix C, p. 30).

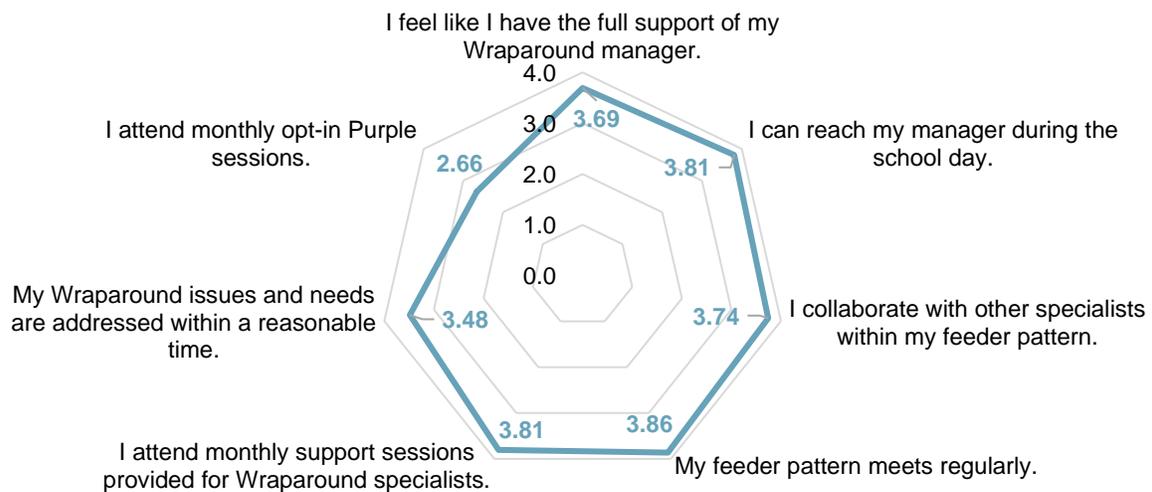
Figure 7. Responses to Statements Regarding Wraparound Service Providers, HISD, 2019–2020



- Specialists appear to have excellent working relationships with ALL service providers (rating average of 1.98 of 2.0) and connect their students to relevant service providers within 24–48 hours (rating average of 1.94 of 2.0).
- Most specialists indicated that they keep a list of all vetted service providers (rating average of 1.83 of 2.0) and that they can provide a list of ALL service providers on short notice (rating average of 1.94 of 2.0).
- The overall rating average for statements regarding services providers was 1.92 of 2.0.

Figure 8 shows the perceptions and experiences of specialists with the administrative and management support they received during the execution of their roles and functions. Specialists were asked to rate their response on a frequency scale of 1 to 4 with 1 being never, 2 being sometimes, 3 being often, and 4 being always. Details are in **Table C5** (Appendix C, p. 30).

Figure 8. Administrative and Management Support for WRS, HISD, 2019–2020

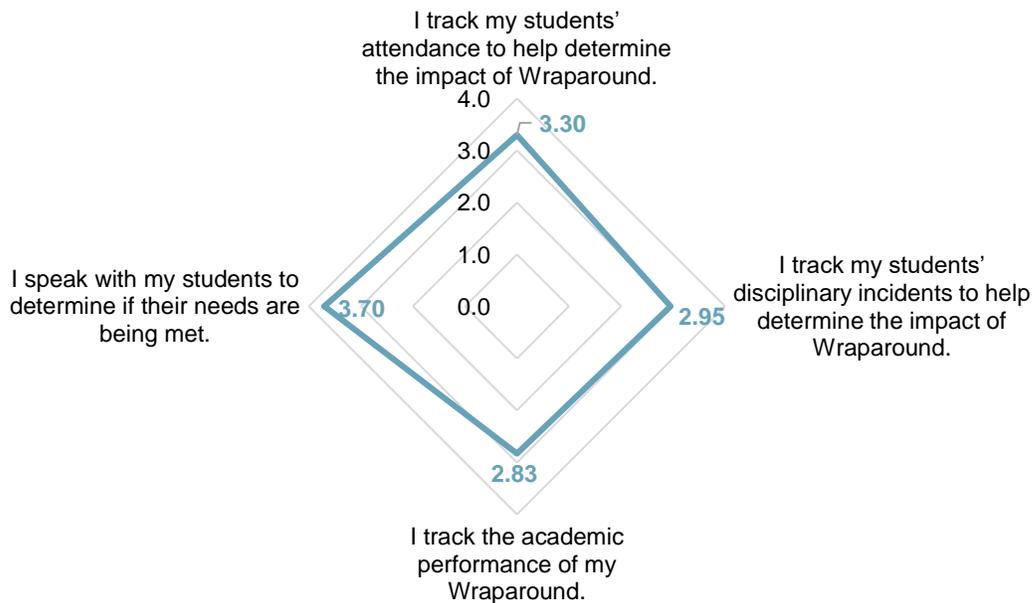


- Most specialists indicated that they often or always attending monthly support sessions provided for them (3.81 of 4), but most attend monthly opt-in Purple meetings less than often (2.66 of 4.0).
- Most specialists indicated that they can often or always reach their managers during the school day (3.81 of 4.0), slightly fewer feel that they always have the full support of those managers (3.69 of 4.0), and fewer still indicated that their issues and needs are always addressed within a reasonable time (3.48 of 4.0).
- Most specialists indicated that their feeder pattern meets regularly (3.86 of 4.0) and that they collaborated with other specialists within their feeder pattern (3.74 of 4.0).
- The overall rating average for WRS administrative and managerial support was 3.58 of 4.0.

Figure 9 shows the specialists' responses to statements regarding how they tracked the impact of Wraparound Services on their students. Specialists were asked to rate their responses on a frequency

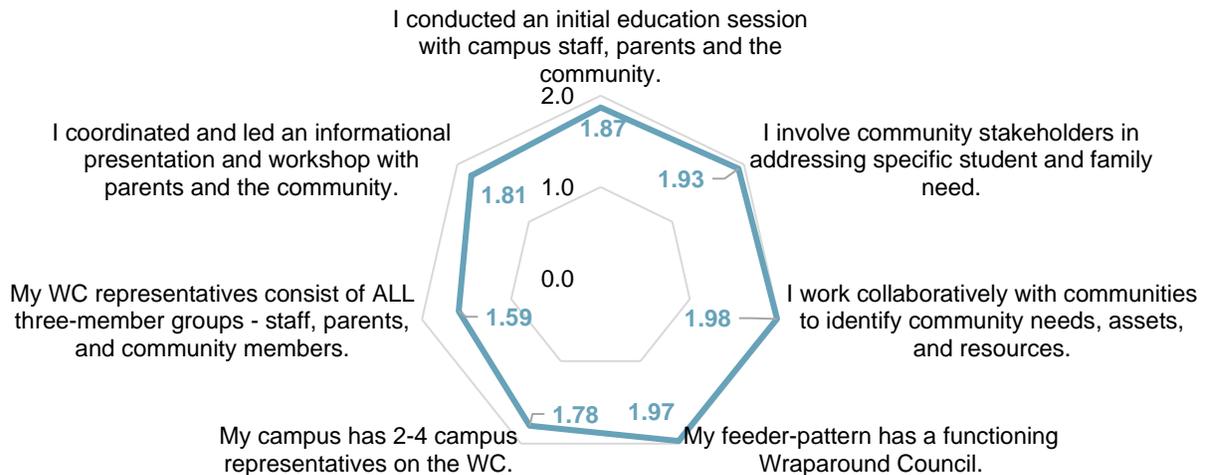
scale of 1 to 4 with 1 being never, 2 being sometimes, 3 being often, and 4 being always. Details are in **Table C6** (Appendix C, p. 30).

Figure 9. WRS Responses to Statements Regarding Tracking Wraparound Impacts, HISD, 2019–2020



- Most specialists indicated that they often speak to their students to determine if their Wraparound needs were being met (3.70 of 4.0) and that they tracked their students' attendance to determine the impact of Wraparound (3.30 of 4.0).
- Most WR specialists indicated that they, often or less than often, tracked their students' disciplinary incidents to help determine the impact of wraparound (2.95 of 4.0) or tracked the academic performance of their wraparound students (2.83 of 4.0).
- The overall rating for tracking wraparound impacts on students was 3.20 of 4.0.

Figure 10 shows the WRS experiences with Wraparound community collaborations. Specialists were asked to respond either no or yes weighted 1 or 2, respectively. Details are in **Table C7** (Appendix C, p. 31).

Figure 10. WRS Experiences with Wraparound Community Collaborations, HISD, 2019–2020

- With rating averages of 1.98, 1.97, and 1.93 of 2.0, respectively, most specialists indicated that they worked collaboratively with communities to identify community needs, assets, and resources (1.98); their feeder-pattern has a functioning Wraparound Council (1.97); and that they involve community stakeholders in addressing specific student and family needs (1.93).
- With rating averages of 1.87, 1.81, and 1.81 of 2.0, respectively, most specialists indicated that they conducted an initial education session with campus staff, parents, and the community (1.87); that their campuses had 2- 4 representatives on the Wraparound Council (1.81); and that they coordinated and led informational presentation and workshop with parents and the community (1.81).
- Most specialists, though not as many as those for other aspects of the collaborations, indicated that their Wraparound representatives consisted of all three-member groups - staff, parents, and community members (1.59 of 2.0).
- The overall rating for specialists' experiences with community collaborations was 1.85 of 2.0.

Open-ended and Responses and Focus Groups

The survey included open-ended questions regarding specialists' expectations for their students, the benefits of wraparound, the challenges specialists face or faced with the delivery of Wraparound Services, recommendations for changes or improvements, and any additional comments. Focused groups addressed the same issues to delve deeper into details regarding specialists' perceptions of and experiences with the Wraparound Services program. Responses were read and reread for emerging themes based on the key concepts in the survey questions – expectations, benefits, challenges, and recommendations. Details are in **Table D1 (Appendix D, pp. 32–34)**. The word and expressions of respondents were provided in support of these themes.

Expectations for students

This question about expectations for students sought to explore the extent to which Wraparound specialists thought of the long-term as well as the short-term impact of the Wraparound Services. Specifically, were WRS able to connect the provision of non-academic needs to academic needs or self-advocacy. All 124 respondents responded to these questions and four focus groups.

Surveys

Respondents were asked for their expectations regarding Wraparound students. Respondents offered two major expectations for their wraparound students: that they would achieve self-advocacy (25.8%) and that their academics would improve among others (27.9%). Respondents offered the following responses:

“Continuing to allow students to take the initiative in indicating their Wraparound needs after observations, check-ins, follow-ups, and faculty/staff communication” (WRS078).

“I expect for the wraparound students to improve academically, in their attendance, and their overall well-being” (WRS012).

Focus groups

Specialists were asked to outline the planned outcomes for the Wraparound. Their responses included improve student performance and to build community schools (D005); increase the number of community partners, to develop programs that would benefit students and families and to bring the community back into the school (D005); build relationships with scholar, parents, staff, and the community (A04), and improve students' academic performance by meeting their non-academic needs (A05).

Observed Benefits of Wraparound Interventions

Survey

Respondents were also asked to identify the benefits of Wraparound Services based on their observations. Four themes emerged: (1) provided material needs which included medical and dental services, hygiene products, clothing, food, uniforms, and backpacks (44.4%); (2) met psychological and emotional needs which included trust, self-esteem, confidence, and student were engaged and happy (52.6%); (3) provided parental and family support including finance, and immigration education and education regarding insurance (29.8%); and (4) improved academics, behavior, and attendance (25.8%). Details are in Table D1 (Appendix D, p. 32–34). Respondents provided the following in support of their observations:

“XXX students have benefited in many ways such as, but not limited to, consistent support with food, clothing, emotional services, and mentorship. Our school received a washer and dryer this year from a community partner and students can bring a small load of clothing to be washed and returned on the next school day. Students/families have been connected to community partners during the holiday season for extra added support with food and wish lists” (WRS076).

“They have received emotional support, mentoring, food, clothes and improved their attendance” (WRS067).

“Not only students but families and staff members have benefited from Wraparound Services. Students will bring their friends into my office when friends express a need. Parents will contact me when they are in need. Teachers are supportive when I complete my daily check-ins, notifying me of any observations that need additional support” (WRS007).

“Many of the parents at xxx are not aware of services in the community. I have been able to assist them with applying to State benefits and county assistance. Some parents have been able to attain immigration education and are more aware of their rights in the U.S as immigrants. Some families have received fresh fruit and vegetables and changing their eating lifestyle to a healthier one. Parents were aware that their child had a diagnosis, but they were not sure how to tell the school and were not aware of services that the district offers” (WRS044).

“Students have shown growth, academically, and have built their confidence through mental/ health support, mentoring, and by addressing food insecurity. Besides, parents have become more involved with their children's education” (WRS055).

Focus group

When asked about their work and what they do, specialists' responses also captured the benefits of Wraparound. The benefits highlighted included building relationships with students and families and meeting the non-academic needs of students (A02, D04, C08); connecting the school community to the communities at large (B02, B07, D07); identify students' needs and linking those students to the relevant and appropriate resources and resource providers within the wider community (A02); meet the non-academic needs of students and remove barriers to classroom success (C02). One specialist described her work with students with incarcerated parents on her campus and the complex psycho-emotional experiences for these students (B11). Another specialist in summing their roles noted *"we are sometimes put in the roles of administrative support, behavior interventionist, case managers, social workers, supportive counselors, even though none of these works are technically ours"* (C09).

When asked "how do you know that Wraparound is working?" Specialists provided anecdotes of their experiences with student beneficiaries who seemed "happier" and "more trusting" (B02). Specialists received positive feedback and words of gratitude from parents and families whom they assisted (B12). They also observed changes in students' attitudes and the care with which they treated the supplies like shoes, backpacks, and so on, that they received (B012).

Wraparound Implementation and Challenges

Survey

WRS respondents were asked to outline the challenges they encountered with the implementation of Wraparound Services. Three thematic groups emerged; (1) lack of teacher and principal buy-in and support and few submissions of SAFs (42.9%); (2) Limited resources, delayed MOUS, and insufficient service providers (25.0%); (3) getting initial parent and student buy-in (8.8%). Details are in Table D1 (Appendix D, p. XX). Respondents offered the following responses:

"The challenges are faced within the school campus. At times there is a lack of support from school administration; not a clear understanding of how to maximize results by utilizing our services or understanding how non-academic needs are interrelated to academic progress. Excluding Wraparound in their leadership meetings or administration meetings because they see us as a separate department. Fragmented communication from the leadership team or administration team as far as what happens with the students, families, or school also impacts the services that are provided. There is tremendous support from the teachers, they truly buy in the program, but I feel a sense of exclusion from the leadership/administrative team" (WRS006).

"Teachers and staff need to understand the importance of wraparound. I think buy-in would be faster and easier if the Department provided information to them before Wraparound is introduced on campus" (WRS110).

"I believe my challenge this year was that the MOU process was very tedious. Because of it, my service links were not reflected on my data and I had to just record it as check-in or as a resource. The MOUs took forever, and services were still provided as the MOU process was very delayed" (WRS121).

The initial challenge was just helping our scholars, parents, staff, and community understand why we exist. A person in need of resources is feeling a range of emotions, so my greatest challenge is the initial task of reducing that anxiety and assuring those seeking support that the Resource Center is a safe place and most importantly, a no-judgment zone" (WRS023).

Focus Groups

In discussing how feeder pattern groups worked in implementing Wraparound Services, there seems to be a consensus among specialists that it fosters collaboration at the school level and across families and takes a team approach to meet students' non-academic needs (A09, A12, B11, D08). Specialist believed that feeder groups share knowledge, information, and resources, coordinate responses (D009), and foster common passion and common goals (D07). They believed that the team approach also fostered greater awareness of the role of specialists and sharpened their focus on students (D006).

Specialists believed that effective leadership at the feeder group level was critical for the operations of the groups (B07, B04). While some specialists commended their team managers and the teamwork (C07, A11), others felt that the lack of community knowledge and leadership skills may be hampering the effectiveness of some managers (C02). That changes in the program structure, including the shift from a school-based to a centralized approach, may have affected its effectiveness (C02, D07)

Specialists believed that delays in the MOUs imposed restrictions on timely access to resources and in some cases, having made MOUs mandatory for engaging service providers may have restricted the involvement of smaller entities or the one-time participation of community organizations (C02, D05). This is exacerbated in resource-deficit areas of the school district and where competition for limited resources may be high (C09). Given the urgency of the needs, specialists found different outlets, parent teacher organizations (PTO), Communities in Schools (CIS), and principals, to assist in meeting student and family needs (D09). However, specialists recognized the legal issues that may be involved and therefore appreciate the need for the MOUs (C02). Specialists were asked about the psycho-emotional impacts of the Wraparound experiences on their wellbeing and the strategies they used to decompress.

Recommendations for Improving Wraparound

Surveys

Specialists were asked to identify the challenges and other experiences with implementation, respondents were asked to suggest program improvements. Six themes emerged. (1) respondents either did not have recommendations or believed Wraparound was doing a good job (2.4%); (2) shorter turnaround for MOUs and increased collaboration and engagement with community partners (9.7%); (3) reduce or streamline frequency of meetings and professional development (PD) (2.4%); (4) greater principal and teacher buy-in (10.5%); and greater feedback from WRS for decision making (16.1%). Details are in Table D1 (Appendix D, p. 32–34). Respondents offered the following responses:

I don't have suggestions at this time, but I will say as I evaluate the responses from our parents, staff, and community partners on our ability to still service families in this current climate, it has been mentioned that the Wraparound Services Department has strong processes and procedures in place which demonstrates cohesiveness. This has made the greatest difference in how well our department has transitioned from serving scholars and families in-person to effectively serving them remotely" (WRS023).

"I would love for our department to partner with corporations and organizations that would donate to our schools or resource room every year; shorter turnaround times for MOU approval" (WRS109).

"I believe that our professional development training needs to be more focused on our scope of work and the populations we work with especially in the XXX area as we are very diverse. Most of our training is very repetitive and I walk out of those training not feeling like I learned anything new or useful to bring to campus. These training should consist of the service providers that we already have so WRS can connect to them and see how they can utilize them on campus" (WRS120).

I would love to see more principal buy-in with Wraparound. If principals are more involved during the planning process of WRS, campus buy-in will increase. For example, principals should be allowed to attend

WRS Onboarding Training with their specialists. This will allow the principal to gain a better understating of WRS and their roles on campus” (WRS004).

“The department and managers are doing great work, but I think they all need help due to a large number of staff and needs. If we could form committees, workgroups/teams, or focus groups that can assist the Managers or Sr. Managers based on each specialist’s strengths, experiences, talents, and achievements that way we can maximize on human capital and we can work much faster and better serve the families and specialists. If we can form ‘departments’ to assist with different functions of Wraparound so that Managers, Sr. Managers, or Directors will not be overwhelmed as our department is large with several specialists, and several needs” (WRS006).

Focus Groups

Respondents made similar recommendations as expressed in the surveys regarding meetings (A016), the turnaround time for MOUs, and involving of one-off service providers (B013), more district involvement, and support in facilitating school administration buy-in for Wraparound and completion of SAFs (C002). Specialists also recommended more of their involvement in decision making (A015; D010), and training for feeder managers to improve the experiences for specialists (D005).

4. What has been the impact of the Wraparound Services intervention on HISD students during the 2019–2020 school year?

Weekly and year-to-date Wraparound Services SAFs and interventions were tracked and reported weekly. Data was downloaded from the Purple database and submitted to the Wraparound Services Director. Weekly data were reported by schools and are summarized in **Figure E1 to Figure E4 (Appendix E, pp. 35–38)**. The weekly reports included weekly year-to-date attendance and disciplinary data which were discontinued due to the school closures in response to the Covid-19 pandemic.

- A total of 47,745 SAFs were completed during the 2019–2020 school year, beginning with 12,020 SAFs in Week 1 to 47,745 in Week 34. Details are in Figure E1 (Appendix E, p. 35).
- The average weekly SAF submitted for the 2019–2020 school year was 1,188. The highest weekly SAFs were 2,372 in Week 20 with the lowest at 215 SAFs in Week 33. Details are in **Figure E2** (Appendix E, p. 36).
- SAFs were submitted for a total of 27,130 students during the 2019–2020 school year. On average, about two SAFs were submitted per students during the 2019–2020 school year.
- According to Figure E3, a total of 622,129 interventions were administered during the 2019–2020 school year. Interventions ranged from 111,926 in Week 1 to 622,129 in Week 34. Details are in **Figure E3** (Appendix E, p. 37).
- A total of 74,373 students or 75.2 percent of the targeted student population (98,983) received interventions during the 2019–2020 school year. On average, students received nine interventions during the 2019–2020 school year.
- On average 17,271 weekly interventions were administered during the 2019–2020 school year. The interventions ranged from 540 in Week 15 to 25,129 in Week 26. Details are in Figure E4 (Appendix E, p. 38).

Math and Reading Performance

Logistic regression analysis was used to predict the likelihood that students who received wraparound interventions will meet the STAAR-equivalent Approaches Grade Level Standard on the 2019–2020 3–8

District Level Assessments (DLA) for math and reading. The single-step regression analysis results were returned for math and reading using student's demographic and educational attributes as predictors. Odds ratios were used as a measure of the strength of the predictions and the association between the observed and predicted frequencies of students' performance on DLA.

Math

- The binary logistic regression involving 18,878 students who received Wraparound Services indicated that being at risk for school dropout, receiving special education, and English as the home language were positive predictors of performance on the 2019–2020 grades 3–8 DLA math (Chi-Square = 4073.245, df =10, and $p < .001$). Details are in **Table E5** (Appendix E, p. 39)
- All 11 predictors explained 25.9 percent of the variability of Wraparound Services for 3–8 DLA reading performance. The model correctly predicted 44.3% of the cases were students who met the STAAR-equivalent Approaches Grade Level Standard on the 2019–2020 grades 3–8 on the DLA reading and 91.3 percent of those who did not, giving an overall percentage correct prediction of 67.0 percent. Details are in **Table E6** (Appendix E, p. 39)
- Six predictors: Black, Asian, White, Hispanic, economically disadvantaged, limited English proficiency, and gender were not statistically significant. Being gifted and talented was statistically significant but a negative predictor. Details are in Table EX, Appendix E, p.
- Wraparound students identified as being at risk for school dropout were seven times (OR= 7.690; 95% CI 6.934–8.528)) more likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading (Wald = 1492.918, $p < .001$), all other predictors being held constant.
- Wraparound students who were identified as receiving special education were twice (OR = 2.696; 95% CI 2.398–3.032) as likely than not to meet the Approaches Grade Level Standard on the 2019–2020 DLA reading (Wald = 375.804, $p < 0.001$), all other predictors being held constant.
- Wraparound students with English as their home language were more than likely than not (OR = 1.285; 95% CI 1.121–1.473) to meet the Approaches Grade Level Standard on the 2019–2020 3–8 DLA reading (Wald = 155.177, $p < 0.001$) when all other predictors were held constant.

Reading

- The binary logistic regression involving 18,878 students who received Wraparound Services indicates that being at risk for school dropout, receiving special education, limited English Proficiency, English as the home language, being economically disadvantaged, being male were positive predictors of performance on the 2019–2020 grades 3–8 DLA reading (Chi-Square = 4597.736, df =11, and $p < .001$). Details are in **Table E7** (Appendix E, p. 40).
- All 11 predictors explained 28.2 percent of the variability of Wraparound Services for 3–8 DLA reading performance. The model correctly predicted 51.0% of the cases were students met the STAAR-equivalent Approaches Grade Level Standard on the 2019–2020 grades 3–8 on the DLA reading and 88.0 percent of those who did not, giving an overall percentage correct prediction of 68.6 percent. Details are in **Table E8** (Appendix E, p. 40)
- The four predictors: Black, Asian, White, and Hispanic were not statistically significant. Being identified as Gifted and Talented was statistically significant but a negative predictor. Details are in Table E7, Appendix E, p. 40.

- Wraparound students identified as being at risk for school dropout were five times (OR= 5.942; 95% CI 5.374–6.570) more likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading (Wald = 1208.451, $p < .001$), all other predictors being held constant.
- Wraparound students who were identified as receiving special education were three times (OR = 3.343; 95% CI 2.959–3.777) more likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades DLA reading (Wald = 375.804, $p < 0.001$), all other predictors being held constant.
- Wraparound students with limited English proficiency were twice as likely (OR = 2.342; 95% CI 2.049–2.678) to meet than not the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading (Wald = 155.177, $p < 0.001$) with all other predictors being held constant.
- Wraparound students with English home language were twice as likely (OR = 2.231; 95% CI 1.942–2.562) than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading (Wald = 128.889, $p < 0.001$) with all other predictors being held constant.

Discussion

Results from the focus groups indicated that the Wraparound Services had been in operation from the 2017–2018 school year, first as a school-based initiative, and then a centralized program beginning in 2019–2020. Implemented largely by Wraparound (?) specialists, organized into feeder patterns, and under the guidance of a manager, the specialists connected students with identified non-academic needs as outlined in SAFs, mostly through HISD vetted community service providers with signed MOUs. The process is facilitated through Purple, an online platform of ProUnitas. Based on the program objective and outcomes, the initial purpose of this evaluation was to determine the impact of Wraparound Services on student academic performance, attendance, and discipline. However, school closures due to the Covid-19 pandemic resulted in a reconsideration of this objective due to data limitations. A complete data set for attendance and discipline was unavailable because of the premature school closure. The STAAR was not administered and so a districtwide standardized test was also unavailable. To mitigate this, the DLA was used as a measure of students' academic performance.

Data from Purple, surveys, four focus groups, and the analysis of DLA data for math and reading were used in this evaluation. The Purple data confirmed that over 622,000 interventions were made during the 2019–2020 school year involving 71,787 students at an average of nine interventions per student. The projected intervention for the year was 15,000. The expansion of Wraparound Services may have dramatically increased coverage. An additional 145 district schools received Wraparound Services during the Covid-19 pandemic to aid students. This made it difficult to isolate a comparative group of students who did not receive Wraparound Services. These interventions are not included in this report. However, specialists believed that the pandemic elevated their roles and statuses and provided the visibility they needed for stakeholders, including teachers and school administrators, to understand their importance. Their presence may have improved the District transition to online learning and in coping with the food and other material disruptions students and families continue to experience due to the Covid-19 pandemic.

Wraparound specialists demonstrated commitment to their work and believed that their roles fostered relationships between the schools, families, and community, built trust, and enabled students to advocate for themselves. Specialists described their multifaceted roles as caseworkers, administrators, and counselors connecting students to non-academic resources within their communities including dental, hygiene, and health services, food, clothes, school supplies, as well as immigration services, among others. Survey results of Wraparound needs showed that 20–31 percent of respondents in the five domain areas already identified.

Wraparound specialists who completed the survey had positive feedback on key aspects of the program based on their level of agreement or disagreement with relevant statements. However, respondents had the lowest rating for statements related to the identification of students and family needs, tracking students

to monitor and determine the impact of Wraparound Services and interventions, and in attending meetings where some of their training occur.

Wraparound specialists understood the importance of providing non-academic services and the value of these services to the academic performance and overall wellbeing of students. They believed schools did not always recognize the connection and were not always supportive, at least initially because school staff was not as willing to complete SAFs, which many may have seen as an additional layer of work for teachers. During the school year, 47,745 SAFs were submitted for 27,140 students at an average of about two SAFs per child. Other strategies were used to report students' needs, and these may not have been captured in the Purple database. This may explain the gap between interventions conducted and SAFs submitted and may have confirmed specialists' assertions regarding the lack of school staff support in submitting SAFs.

Wraparound Service providers had to be vetted and sign an MOU for participation in wraparound service. Specialist believed that while the process was necessary for legal protection, its protraction reduced the timeliness of service provision, and often they had to look to others like PTO, CIS, or principals to assist. Specialists believed that there were smaller providers, often one-time providers, who were unwilling or unable and may not have had the capacity including manpower and resources to complete MOUs. Accommodating these small, one-off providers in this process would improve access to resources. Some feeder patterns had limited resource options and had to look elsewhere. The competition for these resources would often result in winners and losers. Feeder pattern teams became useful in collaborations, providing specialist support, and for sharing data, information, and knowledge and resources.

Specialists recognized the value of Wraparound Services to students and their families and reported the impact through observations, anecdotes, and the testimonies of students, teachers, and parents. Positive changes in students' disposition, peer relationships, and the gratitude of families including their abilities to advocate for themselves further confirmed the observed value of the interventions. However, there appeared to be a divergence in the experiences and perceptions of feeder groups that have been with the program from its inception when the program had a school-based approach and those who have worked in the current centralized, broader approach to the delivery of Wraparound Services. The difference for the school-based approach being the perceived loss of autonomy and school administrators' influence on the program, the use of the feeder pattern as a management strategy, and the distancing from the management of the program for some specialists were some of the perspectives shared or implied.

Results of the logistic regression showed that at-risk students who received Wraparound interventions were 7.7 times more likely than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA math assessment. Special education students were 2.7 times more likely and students with English as their home language were more likely than not to meet the Approaches Grade Level Standard on the DLA Math if that student's home language was English.

The likelihood of students who received Wraparound interventions and who were at-risk (5.9 times more likely), special education (3.3 times more likely), students with limited English proficiency (2.0 times more likely), and students with English as their home language (1.9 times more likely) than not to meet the Approaches Grade Level Standard on the 2019–2020 grades 3–8 DLA reading.

Given the importance of non-academic support for students' academic performance – particularly in a school district with a high proportion of at-risk and economically-disadvantaged students, heightened by the Covid-19 pandemic– the district should look with favor to expand the program. Ongoing monitoring of the program is essential for providing feedback on service provision and interventions. The district may consider reducing the turnaround time for MOUs, and the inclusion of community organizations with a short-term interest in the provision of Wraparound Services. Since service provisions are often urgent, timely response to students and family needs is critical. Having a wider scope of community organizations and more timely access to varying organizations would help to increase responsiveness to emergent needs promptly.

Inclusion of specialists' voices, feedback, and perspectives is recommended for effective planning, decision-making, and buy-in through the feeder patterns. More management support and training may be required to ensure uniformity of experiences and the support for specialists within the feeder patterns. Every effort should be made to increase school administrators' support for Wraparound Services including support for and increasing the completion of SAFs. While training is essential, here is the need to rationalize these to meet the expressed needs of specialists based on experience, performance, and years of hire.

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Appendix A: Wraparound Principles

Table A1. Principles for Guiding Implementation of Wraparound Services	
Wraparound Principles	Description
1. Family voice and choice	<ul style="list-style-type: none"> • Family and you/child perspectives are intentionally elicited and prioritized during all phases of the wraparound process. • Planning is grounded in family members' perspectives and the team strives to provide options and choices such that the plan reflects family values and preferences.
2. Team-based	<ul style="list-style-type: none"> • The wraparound team consists of individuals agreed upon by the family and committed to the family through informal formal and community support and service relationships.
3. Natural supports	<ul style="list-style-type: none"> • The team actively seeks out and encourages the full participation of team members drawn from family members' networks of interpersonal and community relationships. • The wraparound plan reflects activities and interventions that draw on sources of natural support.
4. Collaboration	<ul style="list-style-type: none"> • Team members work cooperatively and share responsibility for developing, implementing, monitoring, and evaluating as a single wraparound plan. • The plan reflects a blending of team members' perspectives, mandates, and resources. • The plan guides and coordinates each team member's work towards meeting the team's goals.
5. Community-based	<ul style="list-style-type: none"> • The wraparound team implements service and support strategies that take place in the most inclusive, most responsive, most accessible, and least restrictive settings possible, and that safely promote child and family integration into home and community life
6. Culturally competent	<ul style="list-style-type: none"> • The wraparound process demonstrates respect for and builds on values, preferences, beliefs, culture, and identity of the child/youth and family and their community.
7. Individualized	<ul style="list-style-type: none"> • To achieve the goals laid in the wraparound plan, the team develops and implements a customized set of strategies, supports, and services.
8. Strengths-based	<ul style="list-style-type: none"> • The wraparound process and the wraparound plan identify build on and enhance the capabilities, knowledge, skills, and assets of the child and family, their community, and other team members.
9. Unconditional	<ul style="list-style-type: none"> • A wraparound team does not give up on, blame, or reject children, youth, and their families • When faced with challenges or setbacks, the team continues working towards meeting the needs of the youth and family and towards achieving the goals in the wraparound plan until the team reaches an agreement that a formal wraparound process is no longer necessary.
10. Outcome-based	<ul style="list-style-type: none"> • The team ties the goals and strategies of the wraparound plan to observable or measurable indicators of success, monitors progress in terms of these indicators, and revises the plan accordingly.

Source: Burns and Walker (2004)

APPENDIX B: Needs Survey and Intervention Data, 2019–2020

B1. Survey Respondents for Wraparound Services Needs Assessment by School Level, HISD, 2019–2020					
Survey Groups	Elementary	Middle	High	Combined	Total
Parent	3,788	719	877	39	5,423
Student	22,884	11,628	17,715	1,043	53,270
Teacher	2,795	894	1,107	136	4,932
Total	29,467	13,241	19,699	1,218	63,625

Table B2. Distribution of Wraparound Services Interventions by Grade, HISD, 2019–2020		
Grade Level	n	%
Prekindergarten	3,078	4.7
Kindergarten	4,845	7.4
First Grade	5,794	8.8
Second Grade	6,073	9.3
Third Grade	6,347	9.7
Fourth Grade	6,454	9.9
Fifth Grade	6,725	10.3
Sixth Grade	4,270	6.5
Seventh Grade	4,206	6.4
Eighth Grade	3,978	6.1
Ninth Grade	5,358	8.2
Tenth Grade	4,071	6.2
Eleventh Grade	3,704	5.7
Twelfth Grade	482	0.7
Total	65,498	100.0

Table B3. Demographic and Educational Attributes of Wraparound Services Student by Grade, HISD, 2019–2020

Demographic and Educational Attributes		Prekindergarten		Kindergarten		First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade		Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade		Total	Mean	HISD*
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	%
Gender	F	1,526	49.6	2,324	47.97	2,807	48.4	2,893	47.6	3,111	49.0	3,117	48.3	3,348	49.8	2,042	47.8	1,979	47.1	1,883	47.3	2,522	47.1	1,961	48.2	1,809	48.8	173	35.9	31,524	45.9	49.4
	M	1,552	50.4	2,521	52.03	2,987	51.6	3,180	52.4	3,236	51.0	3,337	51.7	3,377	50.2	2,228	52.2	2,227	52.9	2,095	52.7	2,836	52.9	2,110	51.8	1,895	51.2	309	64.1	33,974	54.1	50.6
Ethnicity	Asian	40	1.3	93	1.92	91	1.6	104	1.7	101	1.6	76	1.2	93	1.4	36	0.8	41	1.0	25	0.6	54	1.0	53	1.3	49	1.3	10	2.1	869	1.4	4.2
	Black	699	22.7	1,346	27.78	1,693	29.2	1,844	30.4	1,774	28.0	1,843	28.6	1,950	29.0	1,431	33.5	1,471	35.0	1,447	36.4	1,544	28.8	1,190	29.2	1,056	28.5	87	18.0	19,392	28.0	22.7
	Hispanic	2,264	73.6	3,180	65.63	3,831	66.1	3,950	65.0	4,273	67.3	4,375	67.8	4,471	66.5	2,719	63.7	2,621	62.3	2,430	61.1	3,649	68.1	2,754	67.6	2,517	68.0	368	76.3	43,486	67.6	62.5
	White	55	1.8	196	4.05	133	2.3	130	2.1	159	2.5	123	1.9	157	2.3	60	1.4	55	1.3	46	1.2	76	1.4	57	1.4	63	1.7	14	2.9	1,332	2.4	9.0
Gifted & Talented	No	3,078	100.0	4,722	97.46	5,473	94.5	5,678	93.5	5,732	90.3	5,959	92.3	6,090	90.6	3,863	90.5	3,839	91.3	3,599	90.5	4,834	90.2	3,680	90.4	3,390	91.5	472	97.9	60,522	93.4	84.6
	Yes	0	0.0	123	2.54	321	5.5	395	6.5	615	9.7	495	7.7	635	9.4	407	9.5	367	8.7	379	9.5	524	9.8	391	9.6	314	8.5	10	2.1	4,976	6.6	15.4
At-Risk	No	203	6.6	459	9.47	775	13.4	880	14.5	697	11.0	1,673	25.9	1,461	21.7	888	20.8	791	18.8	726	18.3	829	15.5	754	18.5	795	21.5	45	9.3	11,039	18.7	29.0
	Yes	2,875	93.4	4,386	90.53	5,019	86.6	5,193	85.5	5,650	89.0	4,781	74.1	5,264	78.3	3,382	79.2	3,415	81.2	3,252	81.7	4,529	84.5	3,317	81.5	2,909	78.5	437	90.7	54,459	81.3	71.0
Special Education	No	2,869	93.2	4,504	92.96	5,309	91.6	5,475	90.2	5,676	89.4	5,676	87.9	5,958	88.6	3,706	86.8	3,684	87.6	3,463	87.1	4,657	86.9	3,628	89.1	3,296	89.0	345	71.6	58,250	82.4	91.9
	Yes	209	6.8	341	7.04	485	8.4	598	9.8	671	10.6	778	12.1	767	11.4	564	13.2	522	12.4	515	12.9	701	13.1	443	10.9	408	11.0	137	28.4	7,248	17.6	8.1
Limited English Proficiency	No	1,555	50.5	2,668	55.07	3,096	53.4	3,238	53.3	3,273	51.6	3,381	52.4	3,836	57.0	2,604	61.0	2,679	63.7	2,640	66.4	3,556	66.4	3,025	74.3	2,930	79.1	257	53.3	38,850	62.4	66.1
	Yes	1,523	49.5	2,177	44.93	2,698	46.6	2,835	46.7	3,074	48.4	3,073	47.6	2,889	43.0	1,666	39.0	1,527	36.3	1,338	33.6	1,802	33.6	1,046	25.7	774	20.9	225	46.7	26,648	37.6	33.9
Economically Disadvantaged	No	22	0.7	356	7.35	312	5.4	307	5.1	389	6.1	323	5.0	422	6.3	168	3.9	188	4.5	163	4.1	330	6.2	250	6.1	269	7.3	26	5.4	3,543	6.0	20.8
	Yes	3,056	99.3	4,489	92.65	5,482	94.6	5,766	94.9	5,958	93.9	6,131	95.0	6,303	93.7	4,102	96.1	4,018	95.5	3,815	95.9	5,028	93.8	3,821	93.9	3,435	92.7	456	94.6	61,955	94.0	79.2
Home Language	English	1,356	44.1	2,408	49.70	2,914	50.3	3,020	49.7	3,025	47.7	3,027	46.9	3,261	48.5	2,148	50.3	2,069	49.2	1,967	49.4	2,385	44.5	1,854	45.5	1,649	44.5	136	28.2	31,274	46.5	
	Spanish	1,569	51.0	2,232	46.07	2,697	46.5	2,868	47.2	3,136	49.4	3,257	50.5	3,291	48.9	2,007	47.0	2,005	47.7	1,876	47.2	2,807	52.4	2,069	50.8	1,911	51.6	317	65.8	32,092	49.8	
	Other	153	5.0	205	4.23	183	3.2	185	3.0	186	2.9	170	2.6	173	2.6	115	2.7	132	3.1	135	3.4	166	3.1	148	3.6	144	3.9	29	6.0	2,132	3.8	

Appendix C: Survey Responses

Table C1. WRS Survey Responses on the Mode of Identifying Student and Family Needs, HISD, 2019–2020									
Answer Options	Never		Sometime s		Often		Always		Ratings Ave
	n	%	n	%	n	%	n	%	
School staff submits SAFs to identify students with Wraparound needs.	4	3.2	71	57.3	33	26.6	16	12.9	2.49
I work with school administrators and teachers to help identify students with Wraparound needs.	0	0.0	13	10.5	28	22.6	83	66.9	3.56
I approach students based on my observations to determine what their Wraparound needs are.	1	0.8	10	8.1	37	29.8	76	61.3	3.52
I let students take the initiative in indicating their Wraparound needs.	5	4.0	58	46.8	29	23.4	32	25.8	2.71
I use color trends to identify students with needs through data available in purple.	2	1.6	33	26.6	51	41.1	38	30.6	3.01
Overall Rating									3.06

Table C2. WRS Survey Responses on Monitoring Students Wraparound Needs and Access to Services, HISD, 2019–2020									
Answer Options	Never		Sometimes		Often		Always		Ratings Ave
	n	%	n	%	n	%	n	%	
I attend all scheduled training on the use of Purple.	9	7.3	21	16.9	27	21.8	67	54.0	3.23
I use Purple to input referrals, daily.	1	0.8	8	6.5	34	27.4	81	65.3	3.57
I use Purple to follow-up on the progress regarding my students.	2	1.6	20	16.1	42	33.9	60	48.4	3.29
I have access to Purple support to address software issues.	1	0.8	16	12.9	26	21.0	81	65.3	3.51
Overall Rating									3.40

Table C3. WRS Survey Responses on Purple Training and Use of Purple Software, HISD, 2019–2020									
Answer Options	Never		Sometimes		Often		Always		Rating Ave.
	n	%	n	%	n	%	n	%	
I use Purple data to track which my students access Wraparound Services.	6	4.8	25	20.2	39	31.5	54	43.5	3.14
I use the monitor tab to determine how my Wraparound school is doing.	3	2.4	23	18.5	31	25.0	67	54.0	3.31
I follow-up with students to determine if their Wraparound Services are provided.	1	0.8	7	5.6	50	40.3	66	53.2	3.46
I check-in with my students to identify any new Wraparound service needs.	1	0.8	6	4.8	42	33.9	75	60.5	3.54
Overall Rating									3.36

Table C4. WRS Survey Responses on Wraparound Service Providers, HISD, 2019–2020					
Answer Options	No		Yes		Rating Ave.
	n	%	n	%	
I keep a list of ALL vetted service providers.	21	16.9	103	83.1	1.83
I can provide a list of all my service providers on short notice.	7	5.6	117	94.4	1.94
I have an excellent working relationship with ALL my service providers.	2	1.6	122	98.4	1.98
I have on-going communications with ALL my service providers.	10	8.1	114	91.9	1.92
I connect my students to relevant service providers within 24-48 hours.	8	6.5	116	93.5	1.94
Overall Rating					1.92

Table C5. WRS Survey Responses on Wraparound Administrative and Management Support, HISD, 2019–2020									
Answer Options	Never		Sometimes		Often		Always		Rating Ave.
	n	%	n	%	n	%	n	%	
I feel like I have the full support of my Wraparound manager.	1	0.8	10	8.1	15	12.1	98	79.0	3.69
I can reach my manager during the school day.	0	0.0	4	3.2	15	12.1	105	84.7	3.81
I collaborate with other specialists within my feeder pattern.	0	0.0	7	5.6	18	14.5	99	79.8	3.74
My feeder pattern meets regularly.	0	0.0	3	2.4	11	8.9	110	88.7	3.86
I attend monthly support sessions provided for Wraparound specialists.	1	0.8	3	2.4	15	12.1	105	84.7	3.81
My Wraparound issues and needs are addressed within a reasonable time.	0	0.0	12	9.7	40	32.3	72	58.1	3.48
I attend monthly opt-in Purple sessions.	18	14.5	43	34.7	26	21.0	37	29.8	2.66
Overall Rating									3.58

Table C6. WRS Survey Responses Regarding Tracking Wraparound Impacts on Students, HISD 2019–2020									
Answer Options	Never		Sometimes		Often		Always		Rating Ave.
	n	%	n	%	n	%	n	%	
I track my students' attendance to help determine the impact of Wraparound.	1	0.8	22	17.7	40	32.3	61	49.2	3.30
I track my students' disciplinary incidents to help determine the impact of Wraparound.	10	8.1	23	18.5	54	43.5	37	29.8	2.95
I track the academic performance of my Wraparound.	14	11.3	31	25.0	41	33.1	38	30.6	2.83
I speak with my students to determine if their needs are being met.	1	0.8	2	1.6	30	24.2	91	73.4	3.70
Overall Rating									3.20

Table C7. WRS Survey Responses on School and Community Collaborations, HISD, 2019–2020					
Answer Options	No		Yes		Ratings Ave
	n	%	n	%	
I conducted an initial education session with campus staff, parents, and the community.	16	12.9	108	87.1	1.87
I involve community stakeholders in addressing specific student and family need.	9	7.3	115	92.7	1.93
I work collaboratively with communities to identify community needs, assets, and resources.	3	2.4	121	97.6	1.98
My feeder-pattern has a functioning Wraparound Council.	4	3.2	120	96.8	1.97
My campus has 2-4 campus representatives on the WC.	27	21.8	97	78.2	1.78
My WC representatives consist of ALL three-member groups - staff, parents, and community members.	51	41.1	73	58.9	1.59
I coordinated and led an informational presentation and workshop with parents and the community.	24	19.4	100	80.6	1.81
Overall Rating					1.85

Appendix D: Thematic Analysis

Table D1. Response Themes from Wraparound Specialist Open-Ended Survey Questions, HISD, 2019–2020			
Themes	Sub-themes	Frequency (%)	Examples
Expectations	Achieve self-advocacy	32 (25.8%)	<p>“Continuing to allow students to take the initiative in indicating their Wraparound needs after observations, check-ins, follow-ups, and faculty/staff communication” (WRS078).</p> <p>“Be able to complete their own SAF and become their advocates when necessary” (WRS117).</p>
	Improve academic and other outcomes	47 (27.9%)	<p>“As a Wraparound Specialist, I expect that all students are connected to non-academic support to enhance their academic experience” (WRS077).</p> <p>“For overall basic needs to be met to improve their academic performances and SEL environment” (WRS073).</p> <p>“I expect for the wraparound students to improve academically, in their attendance and their overall well-being” (WRS012).</p>
Benefits	Provided material needs (medical/dental, hygiene products, clothing, food, uniforms, backpacks)	55 (44.4%)	<p>“XXX students have benefited in many ways such as, but not limited to, consistent support with food, clothing, emotional services, and mentorship. Our school received a washer and dryer this year from a community partner and students can bring a small load of clothing to be washed and returned on the next school day. Students/families have been connected to community partners during the holiday season for extra added support with food and wish lists” (WRS076).</p>
	Met psychosocial and emotional needs (Trust, self-esteem, confidence, engaged, happy)	64 (51.6%)	<p>“They have received emotional support, mentoring, food, clothes and improved their attendance” (WRS067).</p> <p>“Not only students but families and staff members have benefited from Wraparound Services. Students will bring their friends into my office when friends express a need. Parents will contact me when they are in need. Teachers are supportive when I complete my daily check-ins, notifying me of any observations that need additional support” (WRS007).</p>
	Provided parent and family support (finance, immigration education)	37 (29.8%)	<p>“Many of the parents at xxx are not aware of services in the community. I have been able to assist them with applying to State benefits and county assistance. Some parents have been able to attain immigration education and are more aware of their rights in the U.S as immigrants. Some families have received fresh fruit and vegetables and changing their eating lifestyle to a healthier one. Parents were aware that their child had a diagnosis, but they were not sure how to tell the school and were not aware of services that the district offers” (WRS044).</p>
	Improved academics, improved behavior, and attendance	32 (25.8%)	<p>“Students have shown growth academically and have built their confidence through mental/ health support, mentoring, and by addressing food insecurity. Besides, parents have become more involved with their children’s education” (WRS055).</p> <p>“Scholars are working to see the good in asking for help and being transparent in that need. I have observed scholars shift emotionally, behaviorally, and academically simply from knowing they have administrators that care and truly want the best for them” (WRS005).</p>

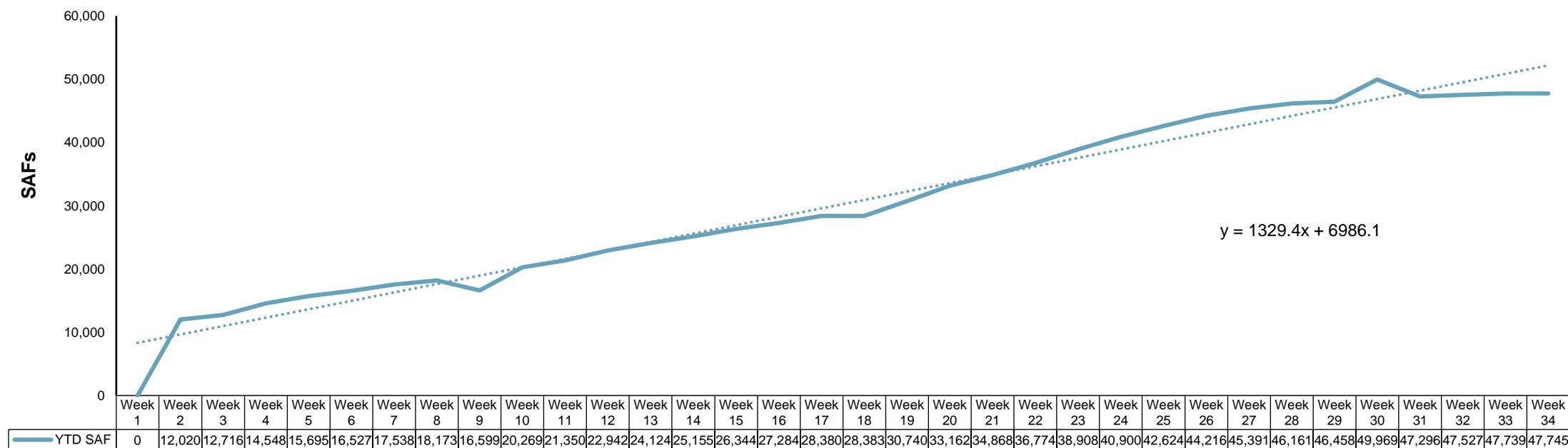
Table D1. Continued			
Themes	Sub-themes	Frequency (%)	Examples
Challenges	Lack of staff and principal buy-in and support and submission of SAFs	54 (42.7%)	<p>“Teacher buy-in was difficult at the start of my time as I did not begin the school year with the rest of the team. Being at an IR school, teachers are focused on the lessons and retention of understanding sometimes lacking focus on their non-academic needs” (WRS005).</p> <p>“The challenges are faced within the school campus. At times there is a lack of support from school administration; not a clear understanding of how to maximize results by utilizing our services or understanding how non-academic needs are interrelated to academic progress. Excluding Wraparound in their leadership meetings or administration meetings because they see us as a separate department. Fragmented communication from the leadership team or administration team as far as what happens with the students, families, or school also impacts the services that are provided. There is tremendous support from the teachers, they truly buy in the program, but I feel a sense of exclusion from the leadership/admin team” (WRS006).</p> <p>“The biggest challenge that I have faced was getting the school administration and staff to understand what my role was” (WRS039).</p> <p>“It has been a challenge for the campus staff to be more supportive of the Wraparound Program/ Specialist. They want the resources and the help but, do not want to support the program” (WRS016).</p> <p>“Teachers and staff need to understand the importance of wraparound. I think buy-in would be faster and easier if the Department provided information to them before the Wraparound is introduced on campus” (WRS110).</p>
	Limited resources, delayed MOUs, and insufficient service providers	31 (25.0%)	<p>“One of the challenges I have faced was having a need but not having the accessible resources right away” (WRS028).</p> <p>The challenges I face is that members in the Houston area want to do more for our students but do not want to go through our MOU process” (WRS034).</p> <p>“This year the challenge was lack of vetted service providers available to my students and while this has improved, it remains a challenge” (WRS043).</p> <p>“I believe my challenge this year was that the MOU process was very tedious. Because of it, my service links were not reflected on my data and I had to just record it as check-in or as a resource. The MOUs took forever, and services were still provided as the MOU process was very delayed” (WRS121).</p> <p>“Lack of resources and funding” (WRS013).</p> <p>“Not enough resources for specific community groups, not enough providers” (WRS021).</p>
	Getting initial parent and students buy-in	11 (8.8%)	<p>“The initial challenge was just helping our scholars, parents, staff, and community understand why we exist. A person in need of resources is feeling a range of emotions, so my greatest challenge is the initial task of reducing that anxiety and assuring those seeking support that the Resource Center is a safe place and most importantly, a no judgment zone” (WRS023).</p>

Table D1. Continued			
Themes	Sub-themes	Frequency (%)	Examples
Recommendations	None or N/A or doing a good job	11 (8.8%)	<p>“None” (WRS036), N/A (WRA010), “none at all” (WRS078)</p> <p>“No suggestions to give” (WRS012)</p> <p>“Currently, I have no suggestions for improvement. I am kept abreast of all vital information and expectations. The team is supportive and assures specialist success. We are provided feedback on time and I am always provided with aid in how to effectively take my skills and service to the next level” (WRS076).</p> <p>“I don't have suggestions at this time, but I will say as I evaluate the responses from our parents, staff and community partners on our ability to still service families in this current climate, it has been mentioned that the Wraparound Services Department has strong processes and procedures in place which demonstrates cohesiveness. This has made the greatest difference in how well our department has transitioned from serving scholars and families in-person to effectively serving them remotely” (WRS023).</p>
	Shorter turnaround for MOUs	3 (2.4%)	“I would love for our department to partner with corporations and organizations that would donate to our schools or resource room every year. Shorter turnaround time for MOU approval” (WRS109).
	Increased collaboration and engagement with community partners	12 (9.7%)	“I would love for our department to partner with corporations and organizations that would donate to our schools or resource room every year. Shorter turnaround time for MOU approval” (WRS109).
	Reduce and/or streamline frequency of meetings and PD	3 (2.4%)	“I believe that our professional development training needs to be more focused on our scope of work and the populations we work with especially in the XXX area as we are very diverse. Most of our training is very repetitive and I walk out of those training not feeling like I learned anything new or useful to bring to campus. These training should consist of the service providers that we already have so WRS can connect to them and see how they can utilize them on campus” (WRS120)
	Greater principal and teacher buy-in	13 (10.5%)	“I would love to see more principal buy-in with Wraparound. If principals are more involved during the planning process of WRS, campus buy-in will increase. For example, principals should be allowed to attend WRS Onboarding Training with their specialists. This will allow the principal to gain a better understating of WRS and their roles on campus” (WRS004)
	Greater feedback from WRS for decision-making (bottom-up approach)	20 (16.1%)	“The department and managers are doing great work, but I think they all need help due to a large number of staff and needs. If we could form committees, workgroups/teams, or focus groups that can assist the Managers or Sr. Managers based on each WRSs strengths, experience, talents, and achievement that way we can maximize on human capital and we can work much faster and better serve the families and specialists. If we can form departments to assist with different functions of Wraparound so that Managers or Sr. Managers of Directors will not be overwhelmed as our department is large with several specialists, and several needs” (WRS006).

Note: Identifying information has redacted or masked.

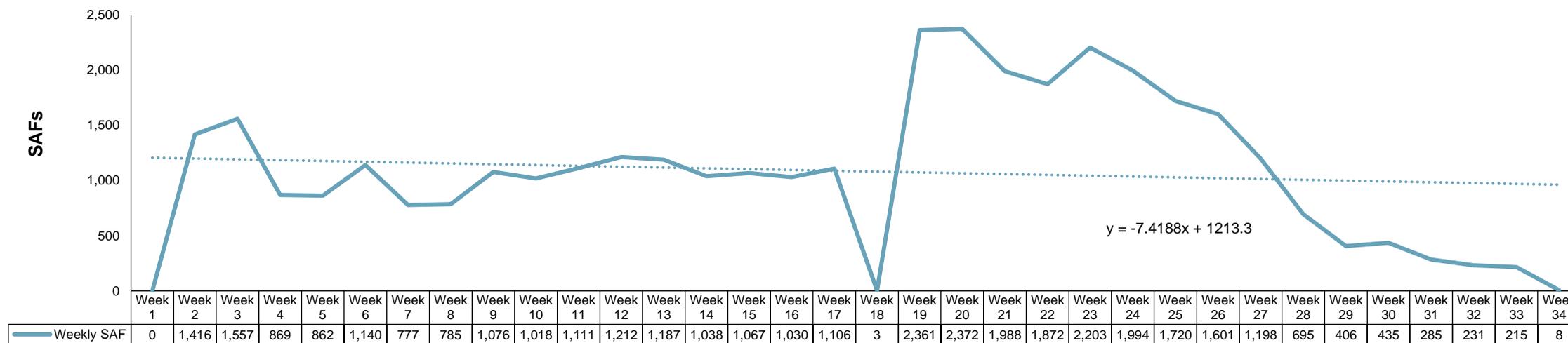
APPENDIX E: Wraparound Services Data Trends and Logistic Regression, 2019–2020

Figure E1. Year-to-Date Trend for Wraparound SAFs, HISD, 2019–2020



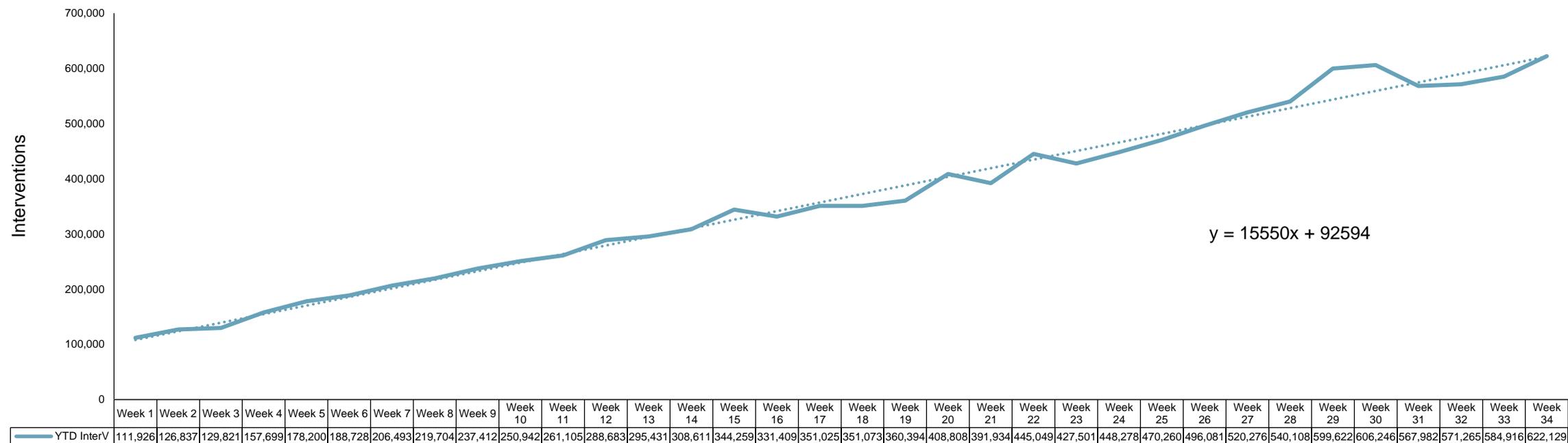
Source: Wraparound Services Weekly Reports. October 2019 – June 2020

Figure E2. Weekly Trend for SAFs, HISD Wraparound Services, 2019–2020



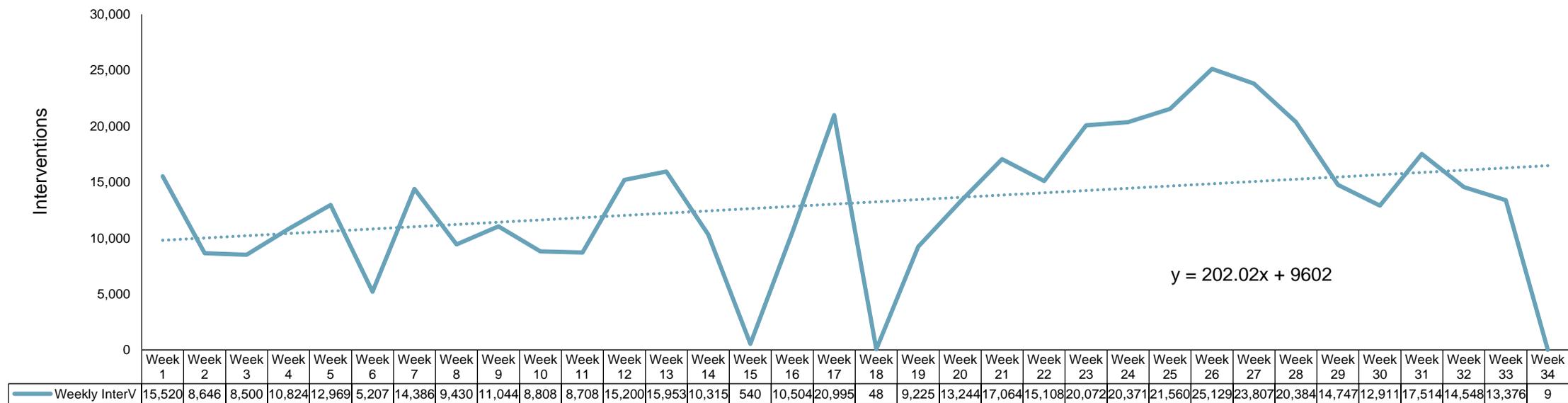
Source: Wraparound Services Weekly Reports. October 2019 – June 2020

Figure E3. Year-to-Date Wraparound Intervention Trend, HISD, 2019–2020



Source: Wraparound Services Weekly Reports. October 2019 – June 2020

Figure E4. Weekly Wraparound Intervention Trend, HISD Wraparound Services, 2019–2020



Source: Wraparound Services Weekly Reports. October 2019 – June 2020

Table E5. Logistic Regression Analysis of Wraparound Students' Performance on DLA Math Using SPSS Binary Logistic Regression (Version 22), HISD, 2019–2020

Predictor	B	S.E.	Wald	Exp(B)	95% C.I. for EXP(B)	
					Lower	Upper
Black	.121	.102	1.392	1.129	.923	1.380
Asian	-.176	.169	1.082	0.839	.602	1.168
Hispanic	-.043	.092	.214	0.958	.799	1.148
White	-.060	.049	1.510	0.942	.855	1.036
Gifted & Talented	-1.504	.082	332.879	0.222**	.189	.261
At Risk	2.040	.053	1492.918	7.690**	6.934	8.528
Special Education	.992	.060	275.260	2.696**	2.398	3.032
Limited English Proficiency	-.017	.067	.063	0.983	.863	1.121
Home Language	.251	.070	12.962	1.285**	1.121	1.473
Economically Disadvantaged	.131	.083	2.466	1.140	.968	1.342
Gender	-.008	.033	.059	0.992	.931	1.058
Constant	.217	.267	.664	1.243		

Note. Nagelkerke R² = 0.259 (Max Scaled R²); χ^2 (11) = 4073.308, p < 0.001; Hosmer and Lemeshow (df=11) = 4.216, p > 0.001; CI = Confidence Interval

Table E6. The Observed and the Predicted Frequencies for Wraparound Students' DLA Math Performance by Logistic Regression with Cutoff of 0.50, HISD, 2019–2020

Observed	Predicted			
		Met Approaches		Percentage Correct
		No	Yes	
Approaches	No	8329	795	91.3
	Yes	5433	4321	44.3
Overall % Correct				67.0

Note. Sensitivity = 44.3%; Specificity = 91.3%; False positive = 795/(795+4,321)% = 15.55%; False negative = 5,433/(5,433+8,329)% = 39.45%

Table E7. Logistic Regression Analysis of Wraparound Students' Performance on DLA Reading Using SPSS Binary Logistic Regression (Version 22), HISD, 2019–2020

Predictor	B	S.E.	Wald (χ)	Exp(B)	95% C.I. for EXP(B)	
					Lower	Upper
Black	.040	.101	.153	1.040	.853	1.269
Asian	-.077	.169	.204	0.926	.665	1.291
Hispanic	-.080	.091	.771	0.923	.772	1.104
White	-.059	.049	1.442	0.942	.856	1.038
Gifted & Talented	-1.397	.077	326.570	0.247**	.213	.288
At Risk	1.782	.051	1208.451	5.942**	5.374	6.570
Special Education	1.207	.062	375.804	3.343**	2.959	3.777
Limited English Proficiency	.851	.068	155.177	2.342**	2.049	2.678
Home Language	.802	.071	128.889	2.231**	1.942	2.562
Economically Disadvantaged	.403	.085	22.568	1.496**	1.267	1.766
Gender	.265	.032	66.364	1.303**	1.223	1.389
Constant	-1.005	.265	14.344	0.366**	-	-

Note. Nagelkerke $R^2 = 0.282$ (Max Scaled R^2); $\chi^2(10) = 4595.736$, $p < 0.001$; Hosmer and Lemeshow ($df=7$) = 6.514, $p > 0.001$; C.I. = Confidence Interval

Table E8. The Observed and the Predicted Frequencies for Wraparound Students' DLA Reading Performance by Logistic Regression with Cutoff of 0.50, HISD, 2019–2020

Observed		Predicted		Percentage Correct
		Met Approaches		
		No	Yes	
Met Approaches	No	8,121	1,111	88.0
	Yes	4,965	5,165	51.0
Overall % Correct				68.6

Note. Sensitivity = 51.0%; Specificity = 88.0%; False positive = $1,111 / (1,111 + 5,165) \% = 17.70\%$; False negative = $4,965 / (4,965 + 8,121) \% = 37.94\%$