

Vida Clinic Intervention: Results From the 2015–2016 School Year

Comparing Treatment Students With Matched Control Students

Background

To provide a snapshot of students who received school-based behavioral health services, the Vida team compared attendance and disciplinary functioning of students who have received services through Vida Clinic’s campus-based program to students who did not receive such services. Using the Austin Independent School District’s (AISD) Student Aggregate Reports (SAR), Vida Clinic students were matched to non-participating students based on their ethnicity, economic disadvantage, and English language learner status. This resulted in 121 students in the VIDA Clinic group (i.e., treatment) and 121 students in the matched comparison group (i.e., control).

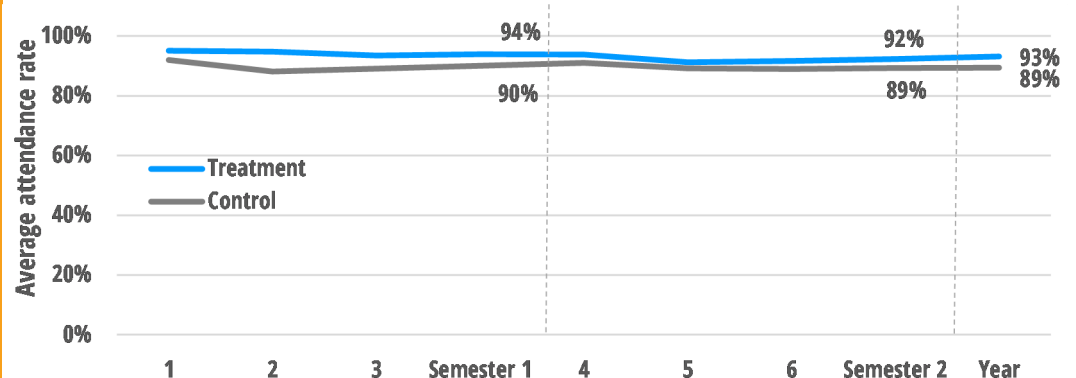
Analysis plan

Separate two-proportion z -tests were conducted to determine if a greater proportion of students in the treatment than in the control group had higher attendance rates, fewer substance offenses, fewer aggressive behavior offenses, fewer suspensions, and fewer expulsions at semester 1, semester 2, and at the end of the school year. Analyses were computed when at least five students in the treatment or control group had the given characteristic (e.g., number of treatment students with an expulsion). Descriptive analyses were included when this threshold was not met.

Results

Although students in the treatment group had higher attendance rates than did students in the control group, there were no significant differences by semester or year (semester 1 (94% and 90%, respectively); semester 2 [92% and 89%, respectively]; and year (93% and 89%, respectively); Figure 1).

Figure 1
Students in the **treatment** group had slightly higher attendance rates over time than did students in the matched control group, although not statistically significant.

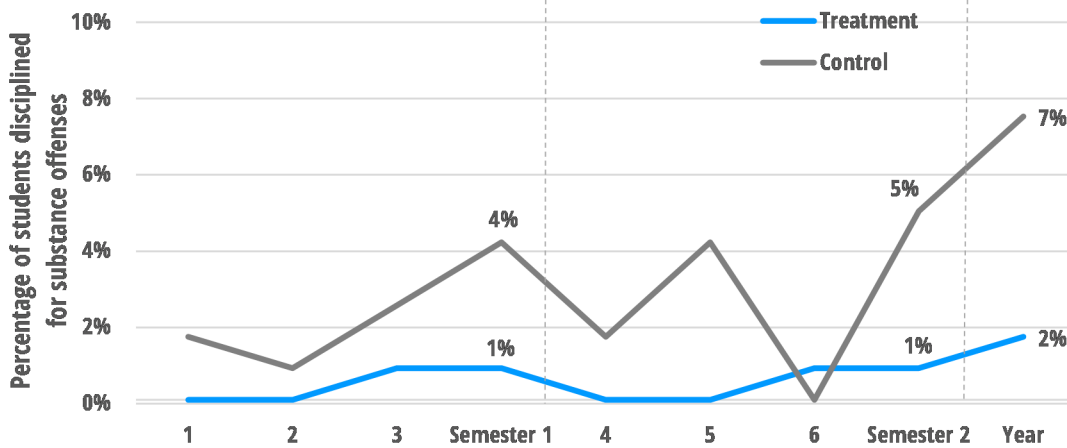


Source. AISD SAR 2015–2016 results for attendance by 6-week period, semester, and year
Note. 1 = 1st 6 weeks, 2 = 2nd 6 weeks, 3 = 3rd 6 weeks, 4 = 4th 6 weeks, 5 = 5th 6-weeks, 6 = 6th 6 weeks; semester data are aggregated across 6 weeks and year is aggregated across semesters

Student Characteristics

Fewer students in the treatment group (one per semester) were than in the control group (five in semester 1 and six in semester 2) were disciplined for substance offenses. Because the number of students in the treatment group with this type of offense did not meet the required threshold, tests for statistical significance could not be computed. Figure 2 displays the data by 6-week reporting period, semester, and year.

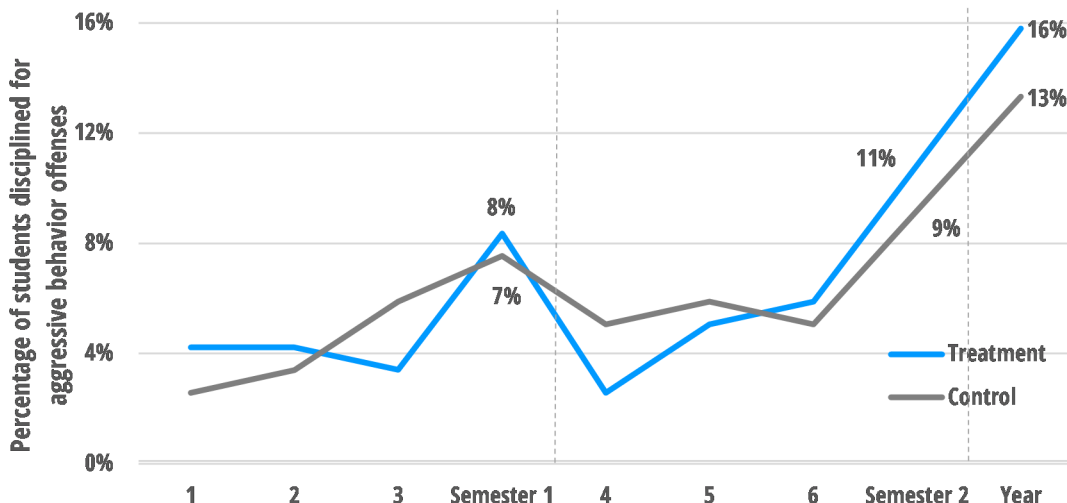
Figure 2
Treatment students had fewer substance offenses in nearly all six-week time periods than did students in the matched control group, although not statistically significant.



Source. AISD SAR 2015–2016 results for substance offenses by 6-week period, semester and year
Note. 1 = 1st 6 weeks, 2 = 2nd 6 weeks, 3 = 3rd 6 weeks, 4 = 4th 6 weeks, 5 = 5th 6-weeks, 6 = 6th 6

A significantly greater percentage of students in the treatment group than in the matched control group received a disciplinary offense related to aggressive behavior at semester 1 (8% and 7%, respectively), semester 2 (11% and 9%, respectively) and at the end of the year (16% and 13%). Figure 3 displays 2015–2016 data by 6-week reporting period, semester, and year.

Figure 3
Treatment students had more disciplinary infractions related to aggressive behavior over the 2015–2016 school year than did students in the matched control group.



Source. AISD SAR 2015–2016 aggressive behavior offenses by 6-week period, semester, and year
Note. 1 = 1st 6 weeks, 2 = 2nd 6 weeks, 3 = 3rd 6 weeks, 4 = 4th 6 weeks, 5 = 5th 6-weeks, 6 = 6th 6 weeks; semester data are aggregated across 6 weeks and year is aggregated across semesters

Treatment

Students with teachers who received training from the Vida Clinic were 47% Hispanic and 44% White, with the remaining students of other ethnic origins. Of the treatment group students, 58% were identified as economically disadvantaged, 10% were identified as English language learners, and 13% were identified as special education students. In terms of grade, 24% of students were enrolled in 9th grade, 24% in 10th grade, 35% 11th grade, and 17% 12th grade. Of the treatment group, 42% of the students were female, and 58% were male.

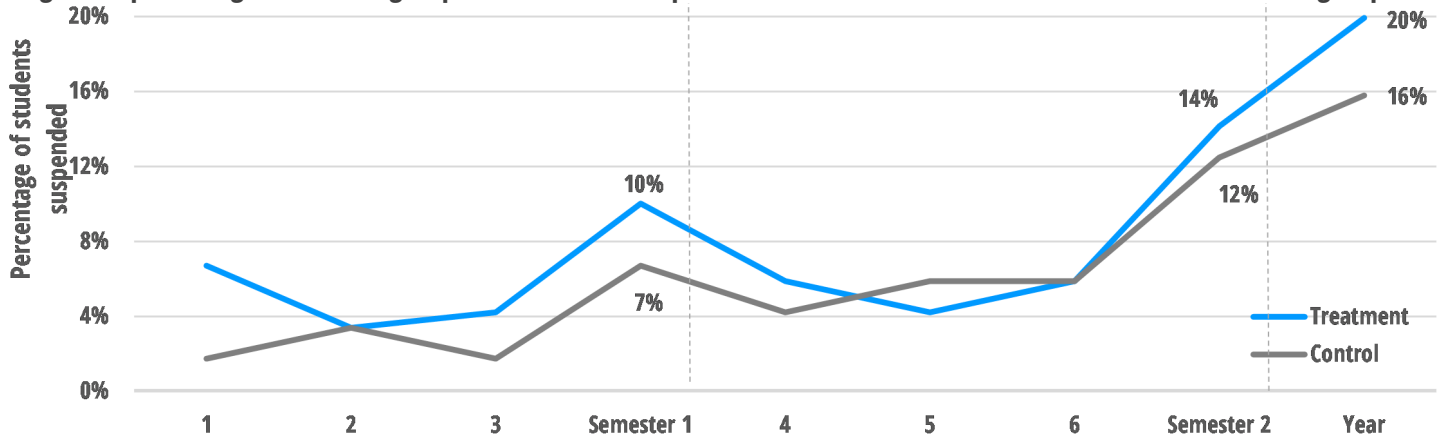
Control

Matched comparison students were 47% Hispanic and 44% White, with the remaining students of other ethnic origins. Of the control group students, 58% were economically disadvantaged, 7% were identified as English language learners, and 9% were identified as special education students. In terms of grade, 24% of students were enrolled in 9th grade, 24% in 10th grade, 35% 11th grade, and 17% 12th grade. Of the control group, 42% of the students were female, and 58% were male.

Similarly, a greater percentage of students in the treatment group than in the control group received more suspensions at semester 1 (10% and 7%, respectively), semester 2 (14% and 12%, respectively), and the end of the year (20% and 16%, respectively). Figure 4 displays 2015–2016 by 6-week reporting period, semester, and year.

Figure 4

A greater percentage **treatment** group students were suspended in 2015–2016 than were students in the control group.



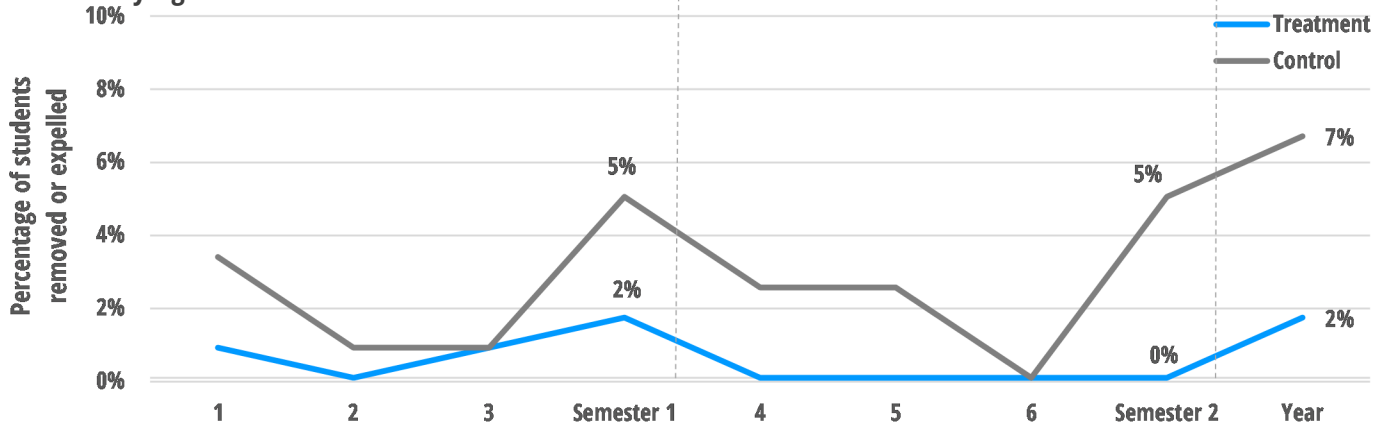
Source. AISD SAR 2015–2016 results for suspensions by 6-week period, semester and year

Note. 1 = 1st 6-weeks, 2 = 2nd 6-weeks, 3 = 3rd 6-weeks, 4 = 4th 6-weeks, 5 = 5th 6-weeks, 6 = 6th 6-weeks; semester data are aggregated across 6-weeks and year is aggregated across semesters

Finally, fewer treatment group students than matched control group students were expelled at semester 1 (2 students and 6 students, respectively), semester 2 (0 students and 6 students, respectively), and at the end of the year (2 students and 8 students, respectively). Tests for statistical significance could not be computed due to the small number of students expelled. Figure 5 displays 2015–2016 by 6-week reporting period, semester, and year.

Figure 5

Fewer **treatment** group students than control group students were removed or expelled over time, although not statistically significant.



Source. AISD SAR 2015–2016 results for expulsions by 6-week period, semester and year

Note. 1 = 1st 6-weeks, 2 = 2nd 6-weeks, 3 = 3rd 6-weeks, 4 = 4th 6-weeks, 5 = 5th 6-weeks, 6 = 6th 6-weeks; semester data are aggregated across 6-weeks and year is aggregated across semesters

AUSTIN INDEPENDENT SCHOOL DISTRICT

Lindsay M. Lamb, Ph.D.

Department of Research and Evaluation



1111 West 6th Street, Suite D-350 | Austin, TX 78703-5338
 512.414.1724 | fax: 512.414.1707
 www.austinisd.org/dre | Twitter: @AISD_DRE

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