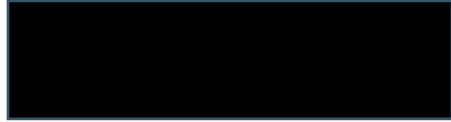




# School Report

2014-2015; 2015-2016; 2016-2017



Elite Research, LLC





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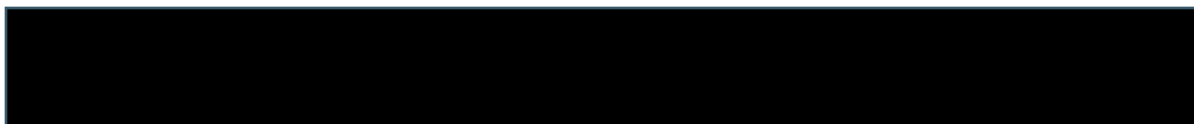
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## Executive Summary

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### Overall Screenings

For the first year of the program, the largest number of students had four screenings, followed by six screenings. For the second year of the program, the largest number of students had four screenings, followed by three and two screenings. For year three of the program, the largest number of students had three screens, followed by two and four screenings.

The results indicate that the overall number of screenings a student had in a school year decreased after the first year. As overall screenings decreased, GPA increased. GPA increased from year 1 to year 2 but remained stable from year 2 to 3, while the number of screenings decreased.

The results indicate that the overall number of screenings a student had in a school year decreased from year to year. As overall screenings decreased, absences increased from year 1 to year 2.

The results indicate that the overall number of screenings a student had in a school year decreased after the first year. As overall screenings decreased, out of school suspensions decreased substantially by year two but increased again at year three.

### Vision

For each year, at least 65% of the students received a vision screening with 90.1% in year 1. The proportion of failing vision screening results remained steady from year 1 (43.3%) to year 2 (43.5%), however decreased from year 2 to year 3 (23.2%). In year 1 and 2, acuity was the most common reason for vision screening failure, while in year 3 the most common reasons was astigmatism.



The results indicate that a student that received a vision screening in the first year had a significantly higher GPA score than a student who had no vision screening. GPA increased significantly for both groups from year 1 to year 2 but both groups reached similar levels of GPA in year 2. Although GPA scores did not significantly change for both groups from year 2 to year 3, students who received no vision screening has significantly higher GPA scores than students who received a vision screening.

The results show that there was no significant differences between never getting glasses versus receiving glasses/contacts or time change in GPA in any year.

The results indicate absences significantly increased each year for students who had a vision screening, however absences increased from year 2 to year 3 for students who had no vision screening. Students who received a vision screening has significantly more absences than students who did not receive a vision screening in years 2 and 3.

The results indicate that a student that received glasses/contacts in the all three years was no different in terms of absences than a student who did not receive glasses/contacts.

Furthermore, absences did not significantly change from year to year for either group.

The results indicate that there were no group differences in out of school suspensions in all three years. Out of school suspensions decreased significantly each year for students who received a vision screening.

The results indicate that there was no group difference in out of school suspensions in all three years. In addition, out of school suspensions significantly increased from year 2 to year 3 for students who received glasses or contacts.

## Hearing

The proportion of students received a hearing screening with declined from year 1(90.5%), year 2 (64.8%, and year 3 (48.9%). The proportion of failing hearing screening results decreased from year 1 (5.3%) to year 2 (1.7%), but increased from year 2 to year 3 (13.3%).

The results indicate that a student that received a hearing screening in the first year had a significantly higher GPA score than a student who had no hearing screening. GPA increased significantly for both groups from year 1 to year 2 but both groups reached similar levels of GPA in year 2. GPA scores significantly increased from year 2 to year 3 for students who received no hearing screening, whereas GPA scores decreased for students who received a hearing screening. In year 3, a student who had no hearing screening had a significantly higher GPA score than a student who had a hearing screening.

The results indicate that a student that received a hearing screening in the first year had significantly higher absences at year 2 and year 3. However, absences did not significantly change for students who received no hearing screening. At year 3, students who received a hearing screening had significantly higher absences than students who did not receive a vision screening.



The results indicate that a student that there were no group differences in out of school suspensions within the first three years. However, out of school suspensions decreased significantly from year 1 to year 2 for students who received a hearing screening and increased from year 2 to year 3.

## Dental

For each year, at least 29% of the students received a dental screening with dental screenings increased from year 1 (28.9%) to year 2 (44.3%) but decreased from year 2 to year 3 (34.6%). While the proportion of students needing early dental care increased from year 1 (31.9%) to year 2 (32.9%) and decreased from year 2 to year 3 (28.3%), the proportion of students needing urgent dental care increased each year.

The results indicate that a student that received a dental screening had a significantly higher GPA score in years 1 and 2 than a student who had no dental screening. GPA increased significantly for both groups after the first year, however GPA levels of both groups remained stable between the year 2 and 3.

The results indicate that absences significantly increased each year for a student that received a dental screening, whereas absences significantly increased from year 2 to year 3 for a student that received no dental screening.

The results indicate that there were no group differences in out of school suspensions within all three years. However, out of school suspensions decreased significantly from year 1 to year 2 for students who did not receive a dental screening. Dental screenings increased significantly from year 2 to year 3 for students who received a dental screening.

## Sealants

The proportion of students receiving a sealant screening decreased from year 1 (28.5%) to year 2 (16.4%) with a small increase again in year 3 (20.3%). In year 1, the proportion of students prescribed no sealants (37.0%) was smaller than the proportion of students who did not receive any sealants (40.4%), while in year 2 the trend was reversed with a third of the sample prescribed no sealants (year 2 = 33.7%; year 3 = 31.2%), but only 0% who did not receive any sealants (year 2 = 0.0%; year 3 = 0.0%).

The results indicate that a student that received a sealant screening in year 1 had a significantly higher GPA score than a student who had no sealant screening. GPA increased significantly for students that received no sealant screening after the first year, however GPA levels of both groups remained stable between the year 2 and 3.

The results indicate that the number of sealants a student received in a school year remained stable over the three years. However, GPA increased from year 1 to year 2 and remained



stable from year 2 to year 3. There was a significant relationship between number of sealants received and GPA such that increased sealants received was related to increased GPA,  $r = .229$ ,  $p = .001$ .

The results indicate that absences increased significantly each year for students who received a sealant screening, whereas absences significantly increased from year 2 to year 3 for students who did not receive a sealant screening. At year 1, students who received a sealant screening had significantly lower absences than students who did not receive a sealant screening.

The results indicate that the number of sealants a student received in a school year increased from year 1 to year 2 and then remained stable, however the number of absences significantly increased from year 2 to year 3.

The results indicate that there were no group differences on out of school suspensions for students who received or did not receive a sealant screening. However, out of school suspensions decreased significantly from year 1 to year 2 for students who did not receive a sealant screening and increased from year 2 to year 3.

The results indicate that the number of sealants a student received in a school year did not change from year to year. However, the number of out of school suspensions significantly decreased after the first year and increased after the second year.

## Immunizations

The proportion of students who received first and second immunization screens decreased from years 1 and 2 to year 3 of the program. However, of those who were screened, the proportion of students with all immunizations compliant increased from year 1 to years 2 and 3.

The results indicate that a student who received an immunization screening in any year had a similar GPA score than a student who had no immunization screening. GPA increased significantly for those who received an immunization screening after the first year and both screened and unscreened students' GPA levels remained stable in the last two years.

GPA increased significantly for second time immunization screened students after the first year but both groups reached similar levels of GPA and remained stable in the last two years.

The results indicate that absences did not change year to year for a student who had no immunization screening. However, absences increased significantly for students who had an immunization screening after the second year.

The results indicate there from year 2 to year 3, absences significantly increased for students who received a second immunization screening. Although there were no group differences for the first two years, students who had a second immunization screening had significantly higher absences than students who did not receive a second immunization screening.



The results indicate that there was no group differences in out of school suspensions within all three years. However, out of school suspensions decreased significantly for students that were screening between the first year and second years but increased between the second and third years.

The results indicate that at year three, students who received an immunization screening had significantly more out of school suspensions than students who did not receive an immunization screening. However, there was a significant decrease in out of school suspensions for students who received an immunization screen from year one to year two and a significant increase from year two to year three.

## Physical

The proportion of students who received a physical screening increased from year 1 (0.0%) to year 2 (14.8%) but decreased from year 2 to year 3 (10.1%). Although the BMI categories were not assessed the first year, the proportion of obese students decreased from year 2 (23.8%) to year 3 (19.4%). The proportion of students with systolic and diastolic blood pressure greater than 90<sup>th</sup> percentile increased from year 1 (4.2%) to year 2 (6.7%) but decreased again in year 3 (0.0%).

The results show that students with no physical screen had lower GPA in year 1 but higher GPA in year 3 than students who had received a physical screen. There was a significant increase in GPA for students who did not receive a physical screening from the first year to second year, but no changes from year 2 to year 3. There were no significant changes in GPA for students who received a physical screening.

The results show that there was no group difference in absences for the first two years. However, there was a significant increase in absences for both groups from the second year to the third year. Furthermore, students who had a physical screening had significantly more absences than students who did not have a physical screening.

The results show that at year three, students who received a physical screening had significantly more out of school suspensions than students who did not receive a physical screening. Moreover, there was a significant increase in out of school suspensions for both groups from the second year to the third year.

For each year, at least 16.3% of the students were discussed at the PROGRAM meeting with 23% in year 2. Across each year, less than 15.0% of students were referred primarily for medical reasons, however in year 2 half of students had a medical secondary referral. Year 1 (58.2%) had a greater proportion of students referred primarily for an academic reason, which decreased in year 2 (29.3%), and increased in year 3 (46.3%). The proportion of student referred primarily for behavioral reasons increased from year 1 (36.7%) to year 2



(56.9%) but decreased from year 2 to year 3 (32.8%). The majority of students in year 1 (59.5%) of the program did not have a secondary referral reason, compared to 0.0% in year 2 and 82.8% in year 3.

The results indicate that GPA increased significantly for students who were not mentioned in an PROGRAM meeting from year 1 to year 2 but both groups GPA levels remained stable from year 2 to year 3. For years 2 and 3, students who were not mentioned in an PROGRAM had significantly higher GPA scores than students who were mentioned in an PROGRAM.

The results indicate that students that were mentioned in an PROGRAM meeting in years 2 and 3 had significantly higher absences than students who were not mentioned in an PROGRAM meeting. Absences increased significantly for students mentioned in an PROGRAM from year 1 to year 2 and for both groups from year two to year three.

The results indicate that students that were mentioned in an PROGRAM meeting in years one and two had significantly higher out of school suspensions than students who were not mentioned in an PROGRAM meeting. Out of school suspensions decreased significantly for both groups from year one to year two. In addition, out of school suspensions increased significantly for students mentioned in PROGRAM meetings from year two to year three.



## Program Summary

Text should be added about the program, purpose, activities, staff, resources, maybe acknowledge the funders, etc.

### Data Preparation and Analysis

All data was screened for duplicates and coding errors prior to analysis. This data preparation process also included univariate assumptions testing. All categorical variables were assessed for a minimum proportion of observations per level ( $> 10\%$  of sample). All continuous variable distributions were assessed to ensure that they approximated a normal distribution and did not have extreme outliers that would influence the data. Post-estimation diagnostics were also conducted to ensure that multivariate assumptions were not violated. The data were then merged on participants by all three year datasets into a master dataset for final analysis.

A considerable number of students were joiners or leavers in the program schools. Students who joined were enrolled in the program school in year two or three but had no data in year one. Students who left were enrolled for either year one or two but had no data in year three. In addition, there were a small percentage of students who moved to a different school within the program ( $n = 25$ ). Of the total sample of 4348 students, there were 3008 students who either left or joined over the 3 years of the program. Of the students who either left or joined, 1987 were present for only one year, 1021 were present for two years, and 1340 students who were present in the same school for all three years. Of the two and three year students, 25 students moved from one program school to another program school.

All descriptive data presented in this report includes students regardless of whether they left, joined, stayed, or moved and their lack of observed data is indicated as missing data. However, for the comparative outcomes model analysis, students who left or joined with only one year in program schools were not included as data imputation needs two time points. For students who left or joined with two years in program schools, their data was retained along with students who were present in all three years and multivariate multiple imputation was conducted to replace their missing values in order to retain more sample for analysis and to reduce bias.

Descriptive statistics assessed the frequency and percentages and means and standard deviations of key variable by years. Due to the multilevel longitudinal nature of the data, the inferential analysis employed random effects mixed models to estimate the relationships between the program variables and the outcomes of interest. Participants were assigned a random effect and the fixed effects model estimated the effect of the screening/program outcome, time (years), and their interaction on the outcome of interest. Marginal effects of program, time, and their interaction were assessed and reported in the outcomes section in



terms of between group differences (with a, b subscripts) and within group changes over time (with asterisk \*).



## Student Demographic Summary

This section summarizes the demographic characteristics of the students in School. Specifically, gender, age, grade and race/ethnicity variables are provided. Slightly more than half the sample each year were male students. The largest proportion of students each year were age 10 years or older (>43%) and either in preschool through first grade (>30%) or sixth through eighth grade (>30%). More than 95% of the sample each year were African American, with Hispanic students as the second to largest ethnicity (>5%).



### Males

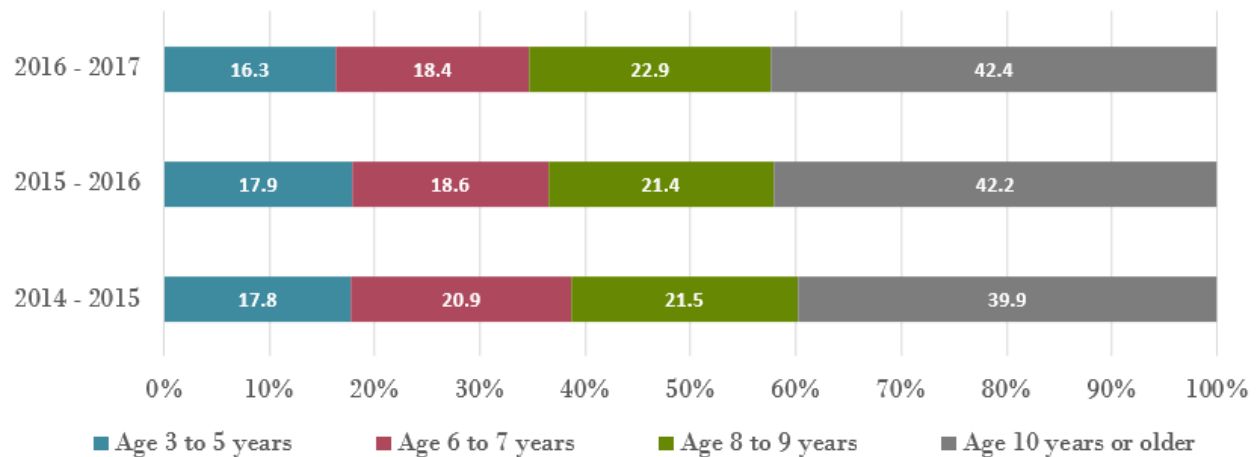
2014 – 2015	51.7%
2015 – 2016	51.0%
2016 – 2017	50.9%

### Females

2014 – 2015	48.3%
2015 – 2016	49.0%
2016 – 2017	49.1%

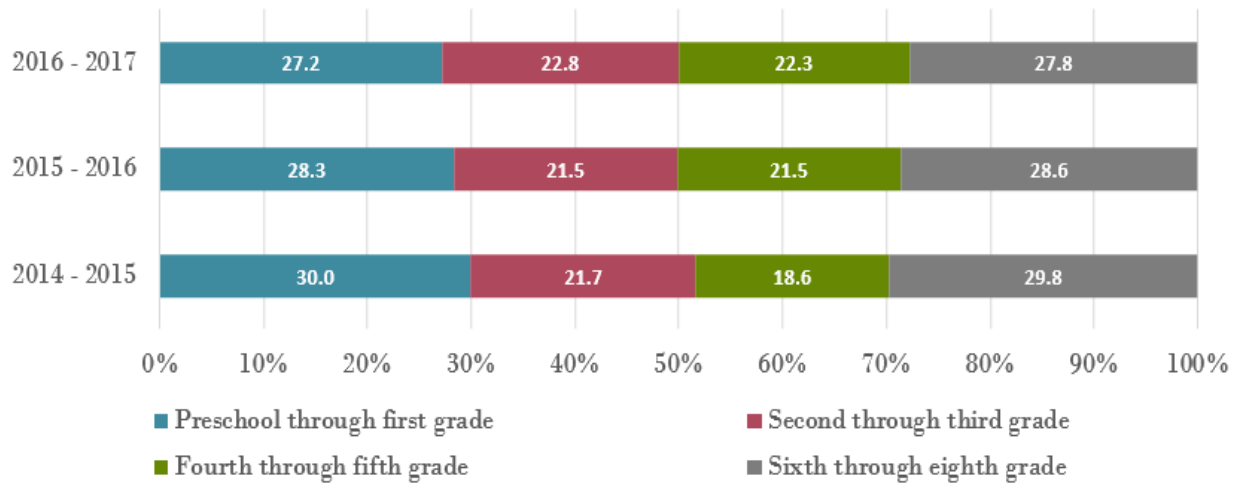


### Age Group by Year

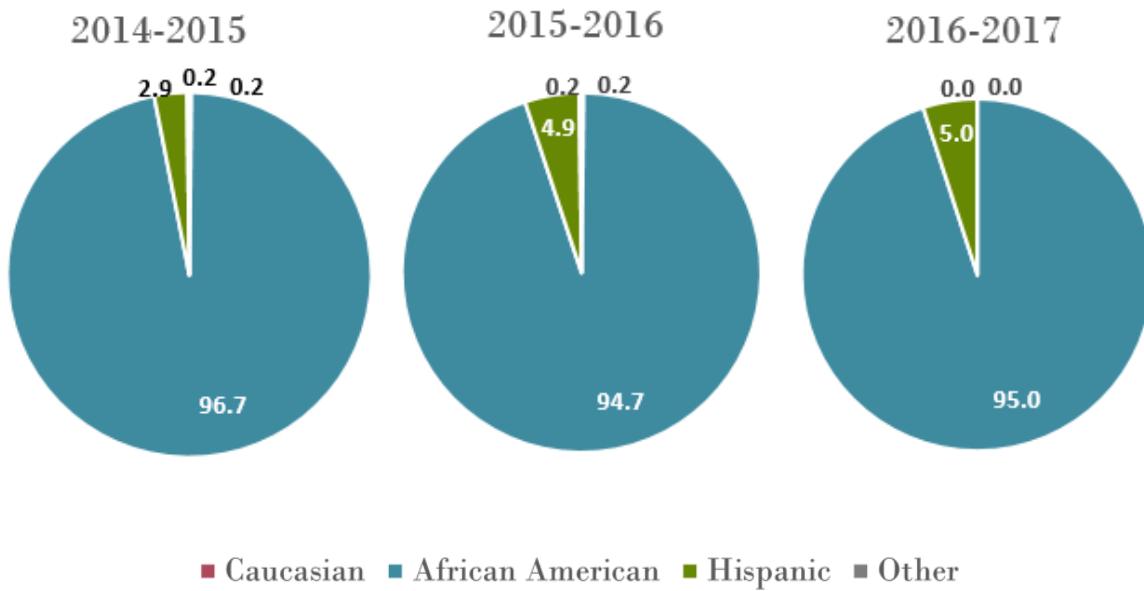




### Grade Level by Year



### Ethnicity by Year





### Sex of Student

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
Male	250	51.7	279	51.0	313	50.9
Female	234	48.3	268	49.0	302	49.1

### Student's Age

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
Age 3 to 5 years	86	17.8	98	17.9	100	16.3
Age 6 to 7 years	101	20.9	102	18.6	113	18.4
Age 8 to 9 years	104	21.5	117	21.4	141	22.9
Age 10 years or older	193	39.9	231	42.2	261	42.4

### Grade Level

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
Preschool through first grade	145	30.0	155	28.3	167	27.2
Second through third grade	105	21.7	118	21.5	140	22.8
Fourth through fifth grade	90	18.6	118	21.5	137	22.3
Sixth through eighth grade	144	29.8	157	28.6	171	27.8



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Student's Ethnicity	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
School						
Caucasian	1	0.2	1	0.2	0	0.0
African American	437	96.7	519	94.7	58	95.0
Hispanic	13	2.9	27	4.9	4	5.0
Other	1	0.2	1	0.2	31	0.0

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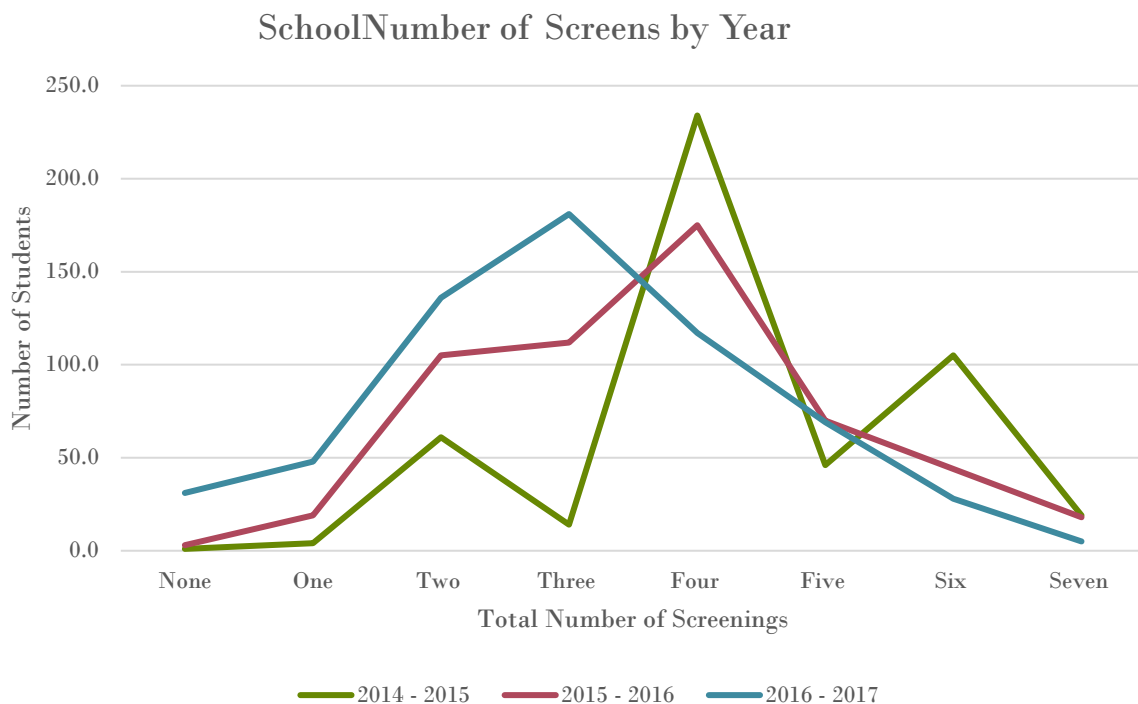


## Program Activities (Output) Summary

Add text here about this section. Pull from the program description section

### Overall Screenings

Health screenings consisted of vision, hearing, dental, sealants, immunizations, physical and PROGRAM examinations of students. Two immunization screenings were typically conducted in a school year. A student could have had no screenings and up to seven screenings in a school year. The total number of screenings per student were counted and summarized in the following figures and tables. For the first year of the program, the largest number of students had four screenings, followed by six screenings. For the second year of the program, the largest number of students had four screenings, followed by three and two screenings. For year three of the program, the largest number of students had three screens, followed by two and four screenings.





Number of Screenings (Vision, Hearing, Dental, Immunization, Physical, and PROGRAM)

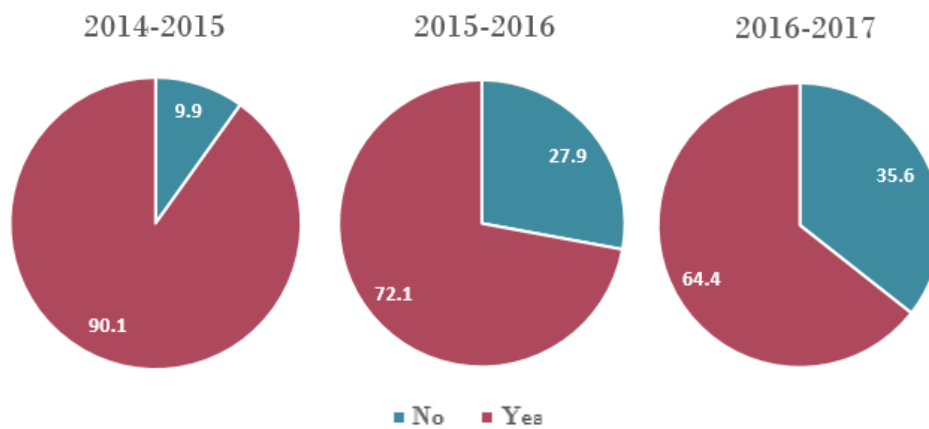
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
0	1	0.2	3	0.5	31	5.0
1	4	0.8	19	3.5	48	7.8
2	61	12.6	105	19.2	136	22.1
3	14	2.9	112	20.4	181	29.4
4	234	48.3	175	31.9	117	19.0
5	46	9.5	70	12.8	69	11.2
6	105	21.7	44	8.0	28	4.6
7	19	3.9	18	3.3	5	0.8



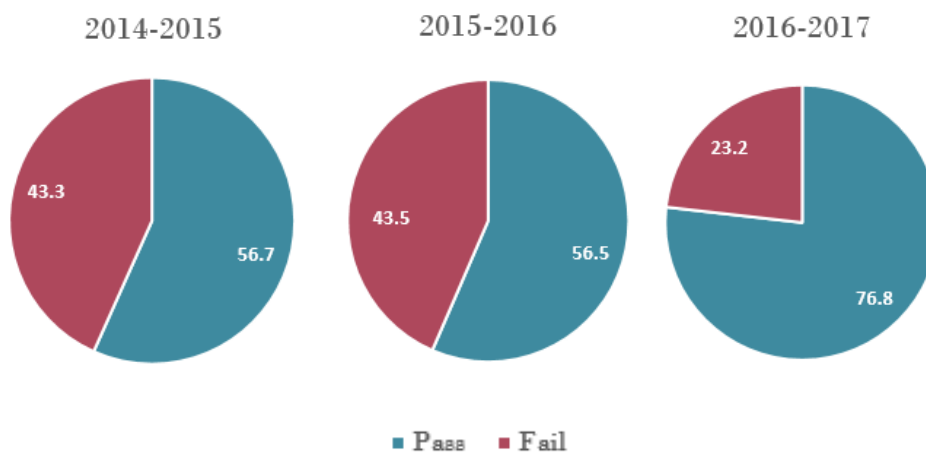
## Vision

Vision screenings were provided to assess whether a student had good eyesight for classroom instruction and reading. The number of vision screenings, whether the students passed or failed their screening, and the medical reason for screening failure is provided in the figures and tables below. For each year, at least 65% of the students received a vision screening with 90.1% in year 1. The proportion of failing vision screening results remained steady from year 1 (43.3%) to year 2 (43.5%), however decreased from year 2 to year 3 (23.2%). In year 1 and 2, acuity was the most common reason for vision screening failure, while in year 3 the most common reasons was astigmatism.

Vision Screening Received

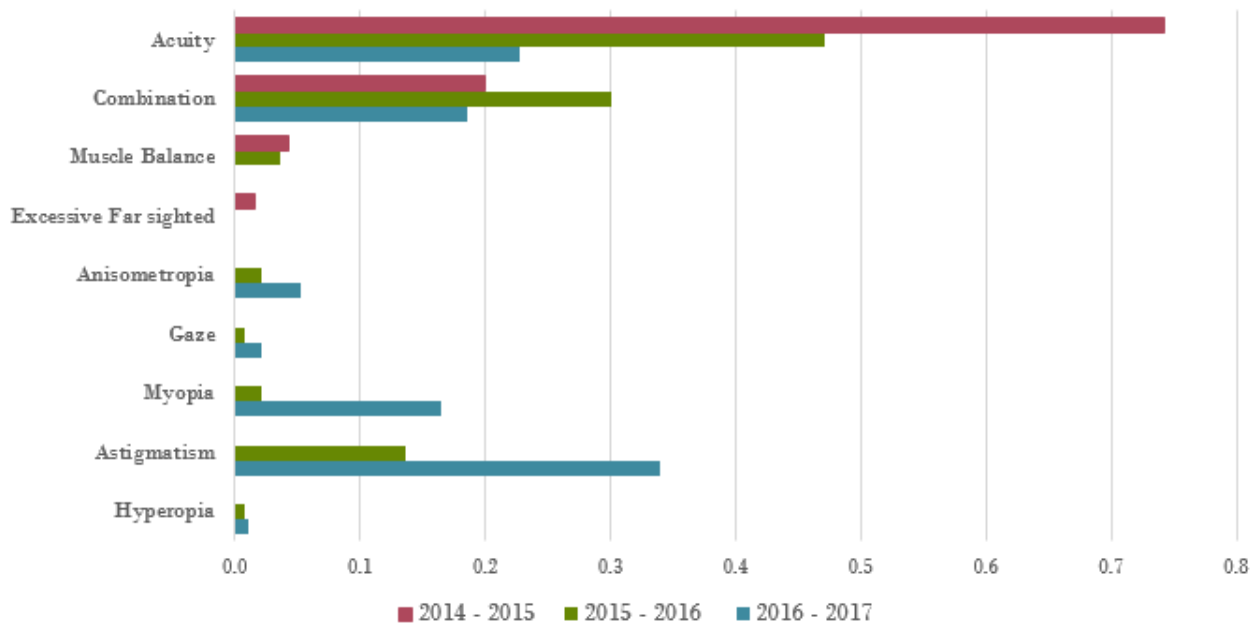


Vision Screening Results





Percent of Students' Reason for Vision Screen Failure



Student Received Vision Screening

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	48	9.9	153	27.9	219	35.6
Yes	436	90.1	395	72.1	396	64.4

Vision Screen Results - Pass/Fail

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
Pass	247	56.7	221	56.5	305	76.8
Fail	189	43.3	170	43.5	92	23.2



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Reason for Vision Screen Failure	<u>2014 - 2015</u>		<u>2015 - 2016</u>		<u>2016 - 2017</u>	
	n	%	n	%	n	%
School						
Acuity	141	0.7	66	0.5	22	0.2
Combination	38	0.2	42	0.3	18	0.2
Muscle Balance	8	0.0	5	0.0	0	0.0
Excessive Far sighted	3	0.0	0	0.0	0	0.0
Hyperopia	0	0.0	1	0.0	1	0.0
Astigmatism	0	0.0	19	0.1	33	0.3
Myopia	0	0.0	3	0.0	16	0.2
Gaze	0	0.0	1	0.0	2	0.0
Anisometropia	0	0.0	3	0.0	5	0.1

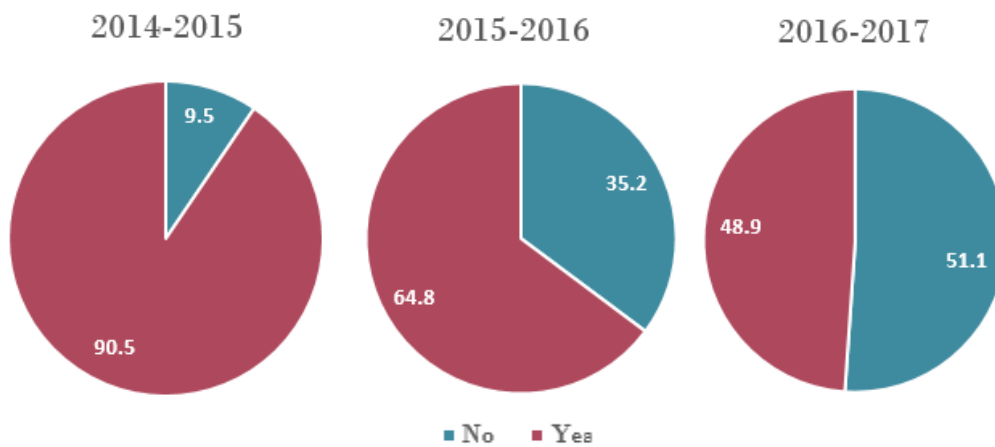
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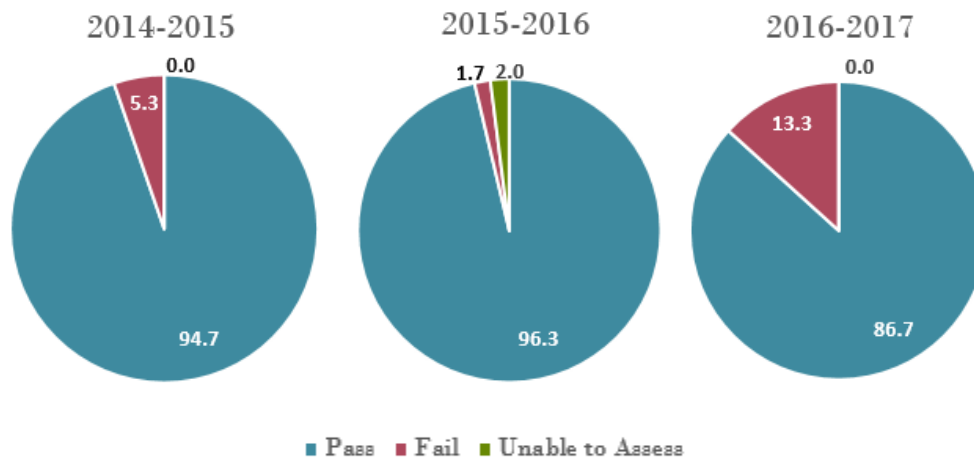
## Hearing

Hearing screenings were provided to assess whether a student had good hearing for classroom instruction. The number of hearing screenings and whether the students passed or failed their screening is provided in the figures and tables below. The proportion of students received a hearing screening with declined from year 1 (90.5%), year 2 (64.8%), and year 3 (48.9%). The proportion of failing hearing screening results decreased from year 1 (5.3%) to year 2 (1.7%), but increased from year 2 to year 3 (13.3%).

Hearing Screening Received



Hearing Screening Results





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Student Received Hearing Screening							
School	2014 - 2015		2015 - 2016		2016 - 2017		
	n	%	n	%	n	%	
No	46	9.5	193	35.2	314	51.1	
Yes	438	90.5	355	64.8	301	48.9	

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Hearing Screening Result							
School	2014 - 2015		2015 - 2016		2016 - 2017		
	n	%	n	%	n	%	
Pass	414	94.7	340	96.3	26	86.7	
Fail	23	5.3	6	1.7	40	13.3	
Unable to assess	0	0.0	7	2.0	0	0.0	

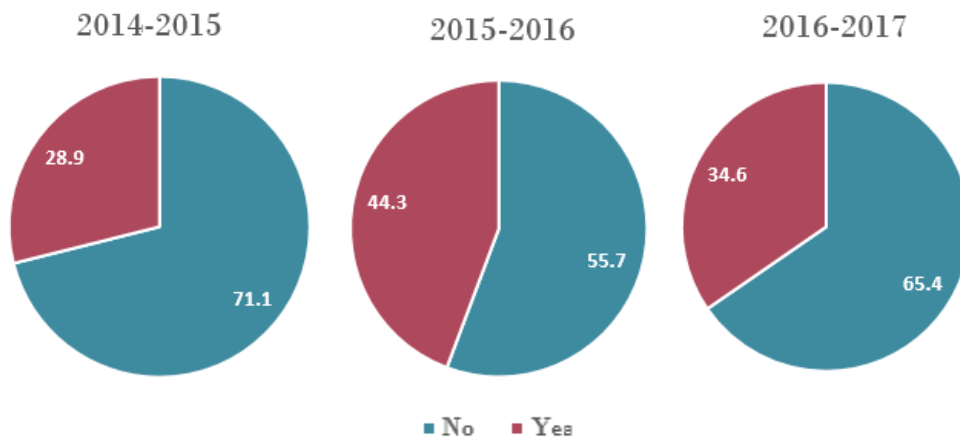
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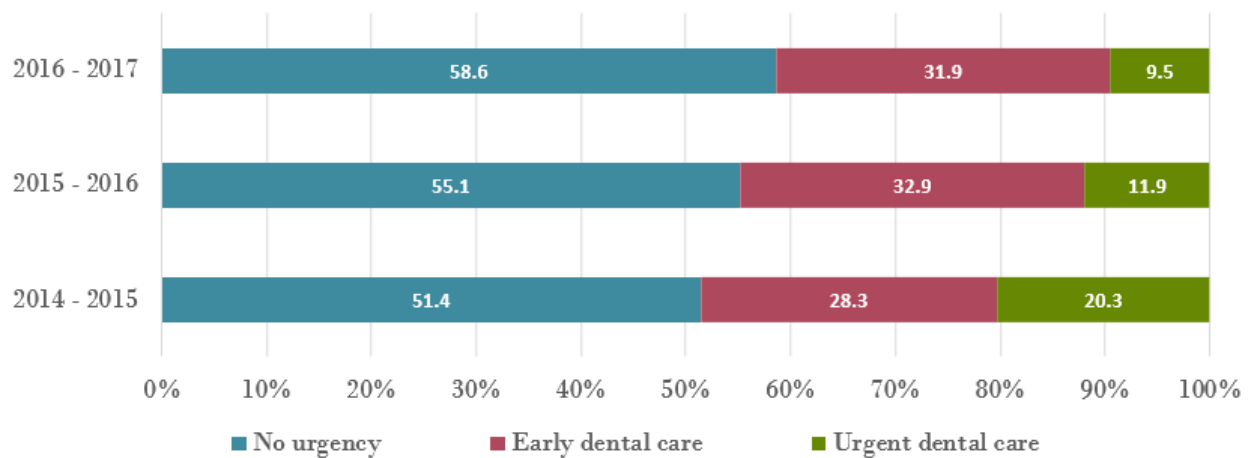
## Dental

Dental screenings were provided to assess whether a student needed additional dental treatment or more emphasis on dental hygiene. The number of dental screenings and the urgency of the student's dental treatment are provided in the figures and tables below. For each year, at least 29% of the students received a dental screening with dental screenings increased from year 1 (28.9%) to year 2 (44.3%) but decreased from year 2 to year 3 (34.6%). While the proportion of students needing early dental care increased from year 1 (31.9%) to year 2 (32.9%) and decreased from year 2 to year 3 (28.3%), the proportion of students needing urgent dental care increased each year.

Dental Screening Received



Urgency of Treatment by Year





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Student Received Dental Screening						
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	344	71.1	305	55.7	402	65.4
Yes	140	28.9	243	44.3	213	34.6

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Urgency of Dental Treatment						
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No urgency	71	51.4	134	55.1	136	58.6
Early dental care	39	28.3	80	32.9	74	31.9
Urgent dental care	28	20.3	29	11.9	22	9.5

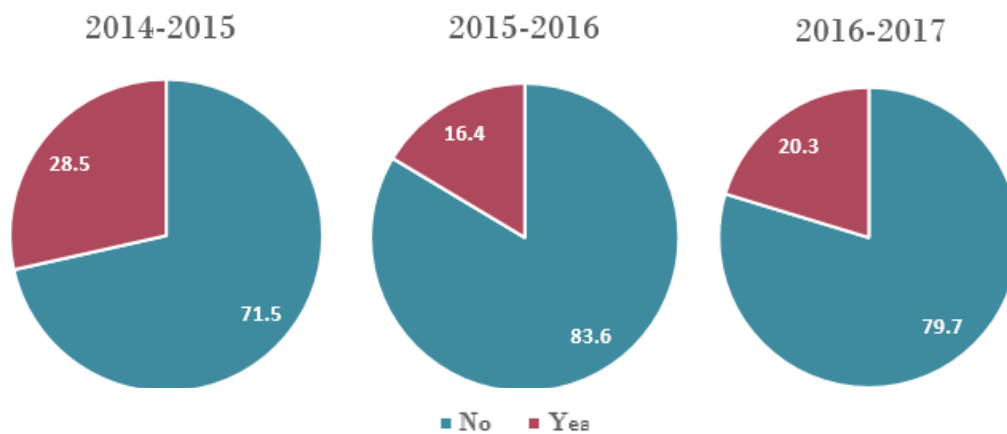
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## Sealants

Sealant screenings were provided to assess whether a student needed additional dental sealants. The number of sealant screenings, sealants prescribed, and sealants placed is provided in the figures and tables below. The proportion of students receiving a sealant screening decreased from year 1 (28.5%) to year 2 (16.4%) with a small increase again in year 3 (20.3%). In year 1, the proportion of students prescribed no sealants (37.0%) was smaller than the proportion of students who did not receive any sealants (40.4%), while in year 2 the trend was reversed with a third of the sample prescribed no sealants (year 2 = 33.7%; year 3 = 31.2%), but only 0% who did not receive any sealants (year 2 = 0.0%; year 3 = 0.0%).

Sealant Screening Received

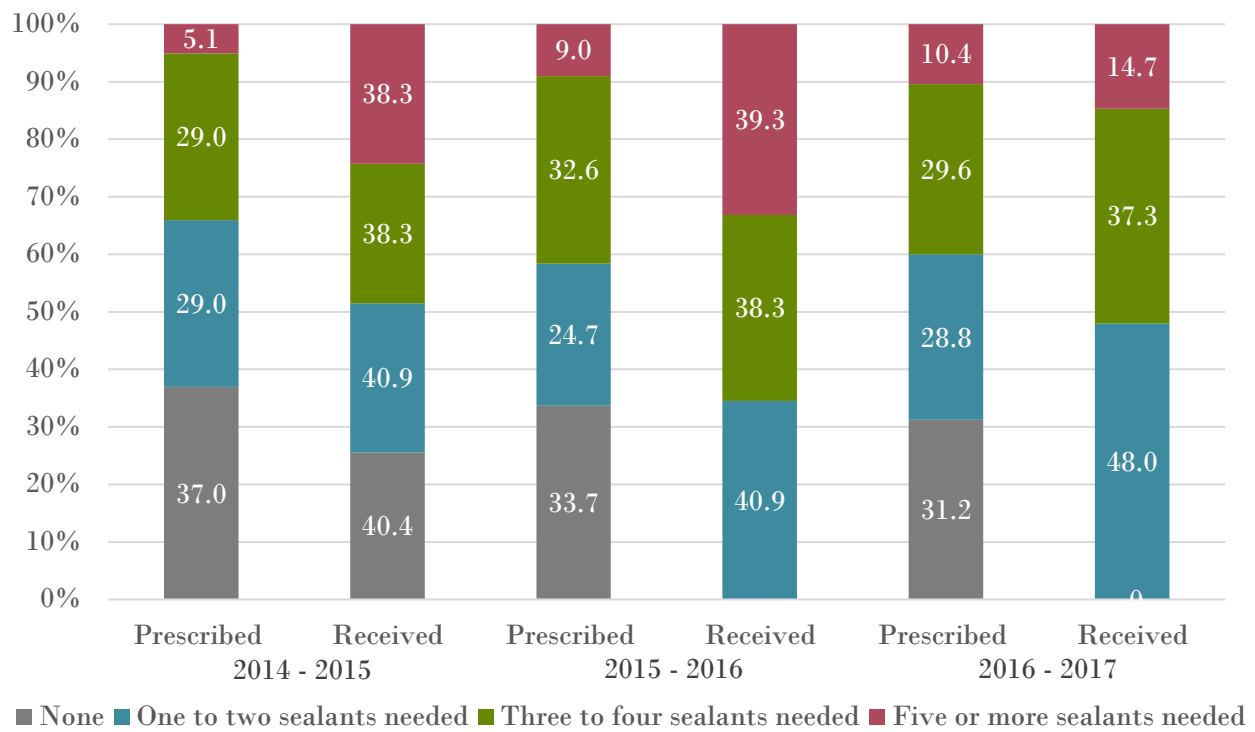


Student Received Sealant Screening

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	346	71.5	458	83.6	490	79.7
Yes	138	28.5	90	16.4	125	20.3



### Sealants Prescribed and Received by Year





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<b>Sealants Prescribed</b>						
<b>School</b>	<b>2014 - 2015</b>		<b>2015 - 2016</b>		<b>2016 - 2017</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>None</b>	51	37.0	30	33.7	39	31.2
<b>One to two sealants needed</b>	40	29.0	22	24.7	36	28.8
<b>Three to four sealants needed</b>	40	29.0	29	32.6	37	29.6
<b>Five or more sealants needed</b>	7	5.1	8	9.0	13	10.4

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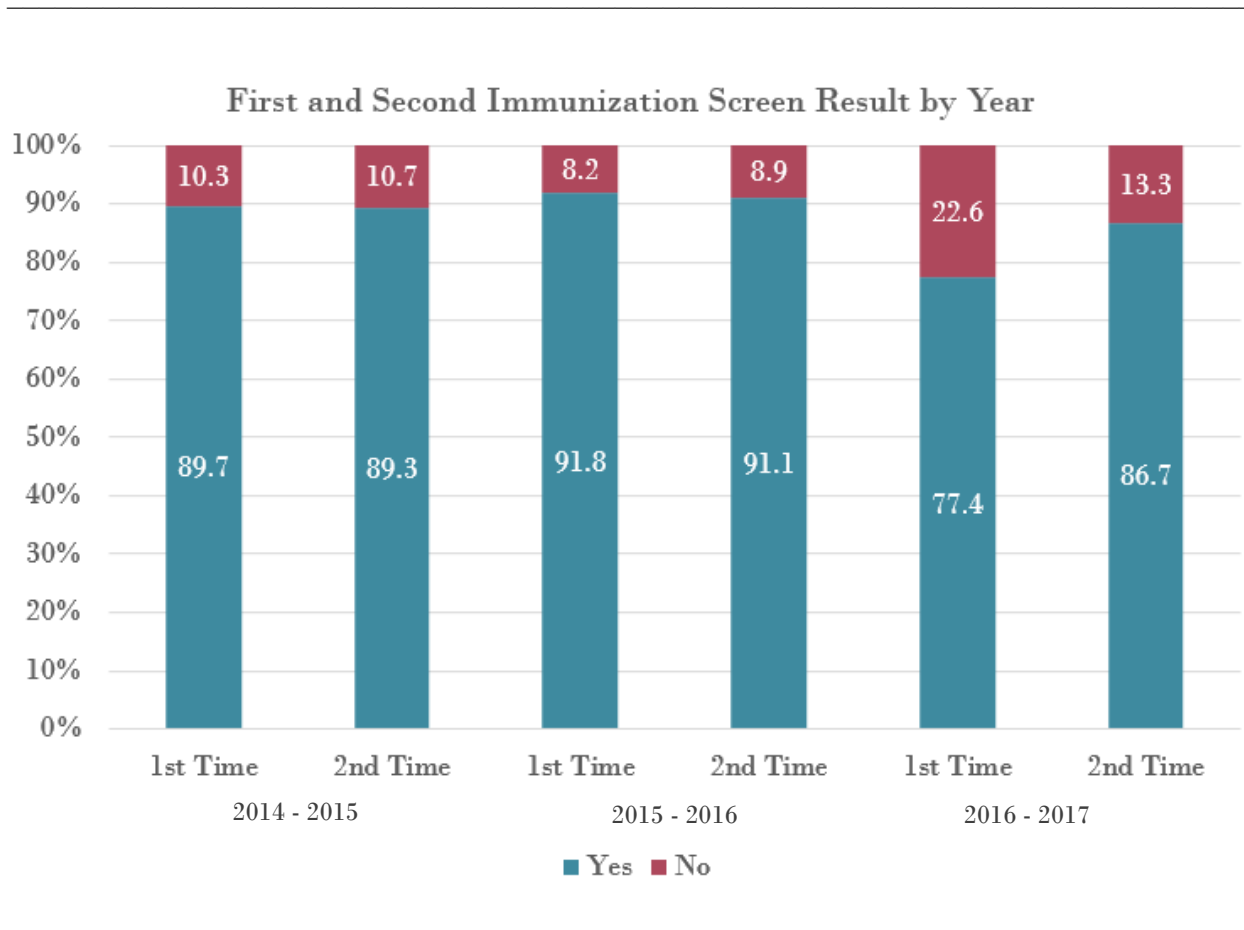
<b>Sealants Received</b>						
<b>School</b>	<b>2014 - 2015</b>		<b>2015 - 2016</b>		<b>2016 - 2017</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>None</b>	55	40.4	0	0.0	0	0.0
<b>One to two sealants placed</b>	38	27.9	22	42.3	36	48.0
<b>Three to four sealants placed</b>	36	26.5	23	44.2	28	37.3
<b>Five or more sealants placed</b>	7	5.1	7	13.5	11	14.7

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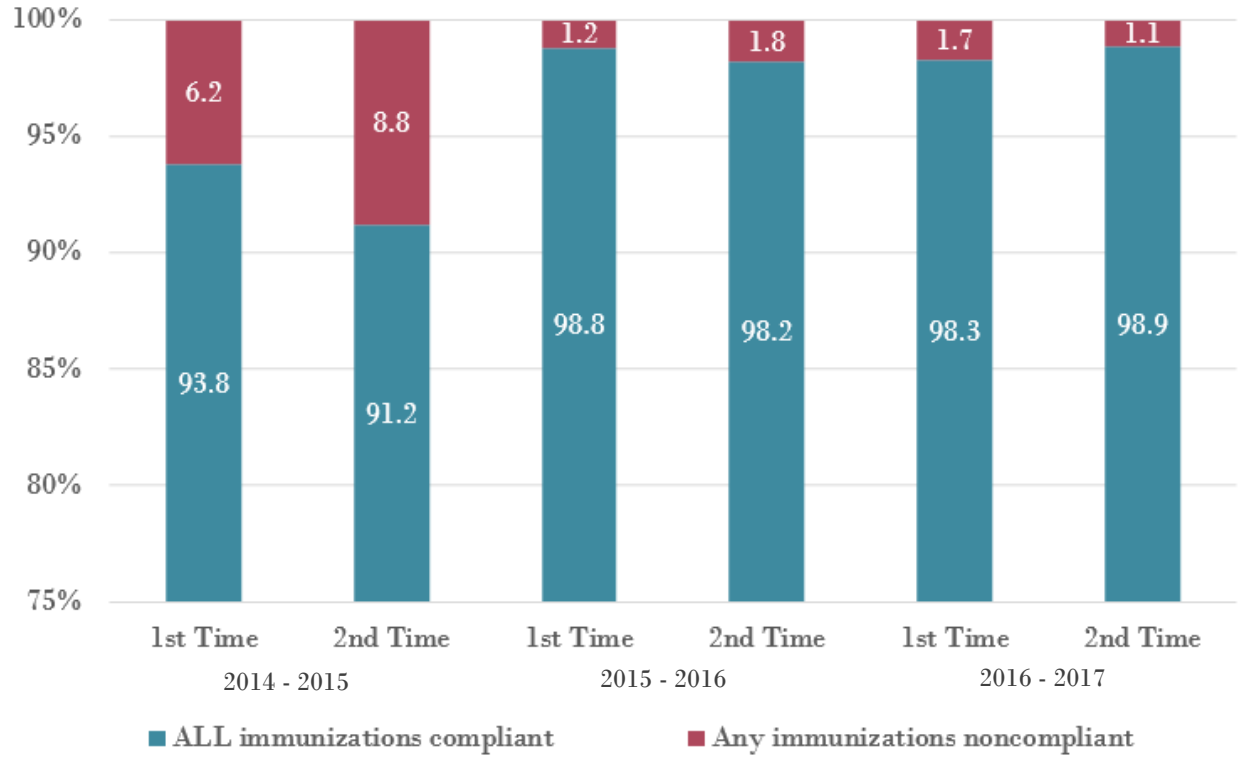
## Immunizations

Immunization screenings were provided to assess whether a student was compliant and up to date with all of their immunizations. The number of immunization screenings and whether the students were compliant with their immunizations are provided in the figures and tables below. The proportion of students who received first and second immunization screens decreased from years 1 and 2 to year 3 of the program. However, of those who were screened, the proportion of students with all immunizations compliant increased from year 1 to years 2 and 3.





First and Second Immunization Screen Result by Year



Student Screened for Immunizations 1st Time

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	50	10.3	45	8.2	139	22.6
Yes	434	89.7	503	91.8	476	77.4



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Student Screened for Immunizations 2nd time						
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	52	10.7	49	8.9	82	13.3
Yes	432	89.3	499	91.1	533	86.7

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First Immunization Check Result						
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
ALL immunizations compliant	407	93.8	497	98.8	468	98.3
Any immunizations noncompliant	27	6.2	6	1.2	8	1.7

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Second Immunization Check Result						
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
ALL immunizations compliant	394	91.2	490	98.2	527	98.9
Any immunizations noncompliant	38	8.8	9	1.8	6	1.1

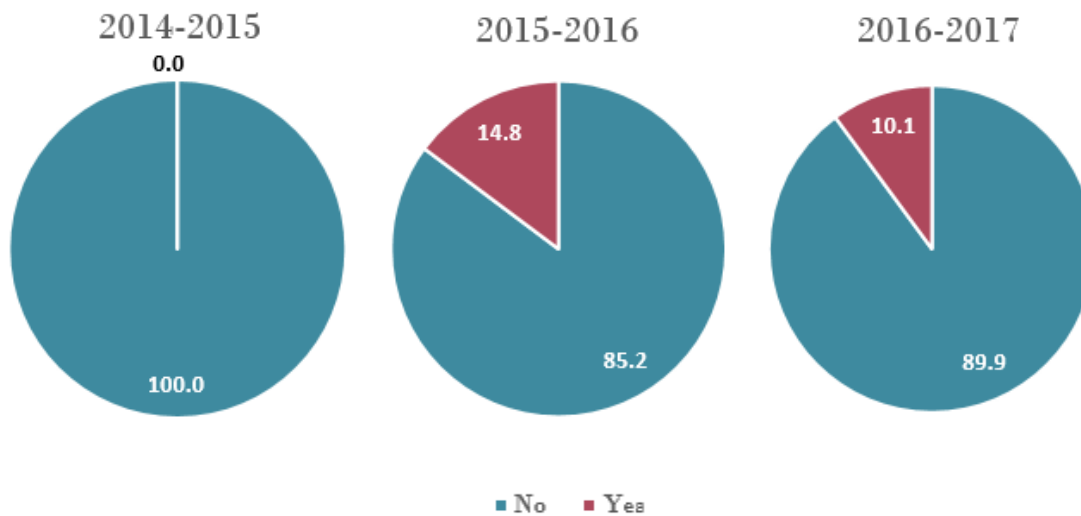
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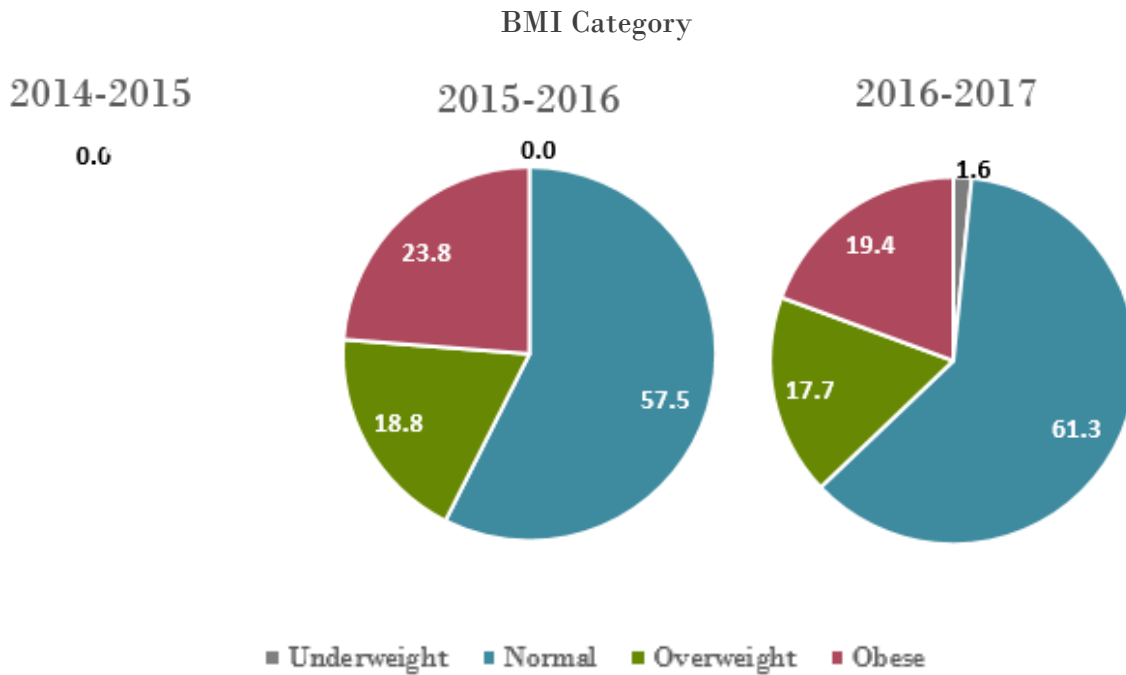


## Physical

Physical screenings were provided to assess whether a student had appropriate body mass and blood pressure. The number of physical screenings, the students body mass index category, and measures of systolic and diastolic blood pressure are provided in the figures and tables below. The proportion of students who received a physical screening increased from year 1 (0.0%) to year 2 (14.8%) but decreased from year 2 to year 3 (10.1%). Although the BMI categories were not assessed the first year, the proportion of obese students decreased from year 2 (23.8%) to year 3 (19.4%). The proportion of students with systolic and diastolic blood pressure greater than 90<sup>th</sup> percentile increased from year 1 (4.2%) to year 2 (6.7%) but decreased again in year 3 (0.0%).

Physical Screening Received





**Student Screened for Physical**

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	484	100.0	467	85.2	553	89.9
Yes	0	0.0	81	14.8	62	10.1

**Student's BMI Category**

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
Underweight	0	0.0	0	0.0	1	1.6
Normal	0	0.0	46	57.5	38	61.3
Overweight	0	0.0	15	18.8	11	17.7
Obese	0	0.0	19	23.8	12	19.4



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**Students that had Greater than 90th Percentile for Systolic and Diastolic Pressure**

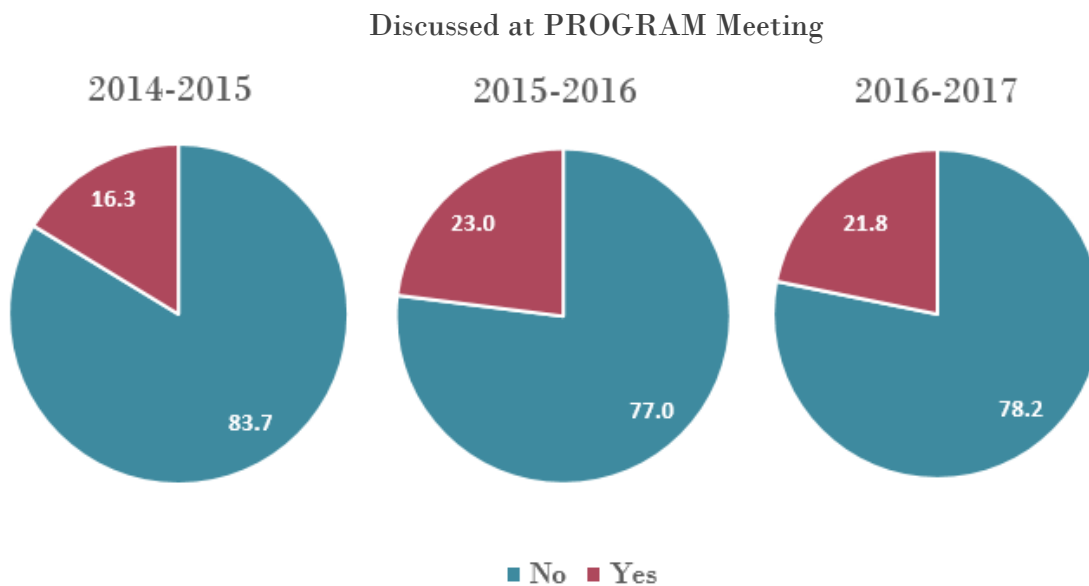
School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	69	95.8	42	93.3	0	0.0
Yes	3	4.2	3	6.7	0	0.0

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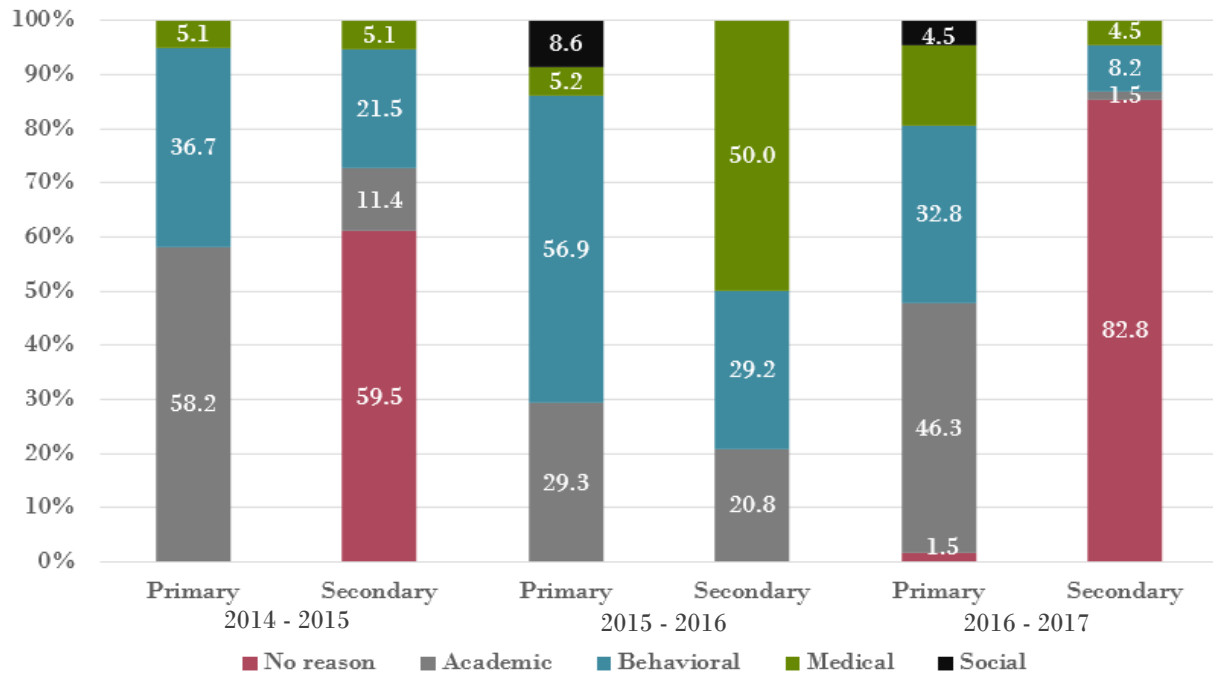
## Program

The XXXprogram [our understanding of the details of this program are limited so please briefly fill in the rest of the sentence on its objectives.] Students are discussed in Program team meetings in order to address potential issues. Whether a student was discussed in the team meeting and primary and secondary referral reasons are summarized in figures and tables below. For each year, at least 16.3% of the students were discussed at the PROGRAM meeting with 23% in year 2. Across each year, less than 15.0% of students were referred primarily for medical reasons, however in year 2 half of students had a medical secondary referral. Year 1 (58.2%) had a greater proportion of students referred primarily for an academic reason, which decreased in year 2 (29.3%), and increased in year 3 (46.3%). The proportion of student referred primarily for behavioral reasons increased from year 1 (36.7%) to year 2 (56.9%) but decreased from year 2 to year 3 (32.8%). The majority of students in year 1 (59.5%) of the program did not have a secondary referral reason, compared to 0.0% in year 2 and 82.8% in year 3.





### Primary HWT Referral Reason



### Student Brought up in the PROGRAM Meetings

School	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
No	405	83.7	422	77.0	481	78.2
Yes	79	16.3	126	23.0	134	21.8



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<b>Primary PROGRAM Referral Reason</b>						
<b>School</b>	<b>2014 - 2015</b>		<b>2015 - 2016</b>		<b>2016 - 2017</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
No reason	0	0.0	0	0.0	2	1.5
Academic	46	58.2	34	29.3	62	46.3
Behavioral	29	36.7	66	56.9	44	32.8
Medical	4	5.1	6	5.2	20	14.9
Social	0	0.0	10	8.6	6	4.5

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<b>Secondary PROGRAM Referral Reason</b>						
<b>School</b>	<b>2014 - 2015</b>		<b>2015 - 2016</b>		<b>2016 - 2017</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
No reason	47	59.5	0	0.0	111	82.8
Academic	9	11.4	5	20.8	2	1.5
Behavioral	17	21.5	7	29.2	11	8.2
Medical	4	5.1	12	50.0	6	4.5

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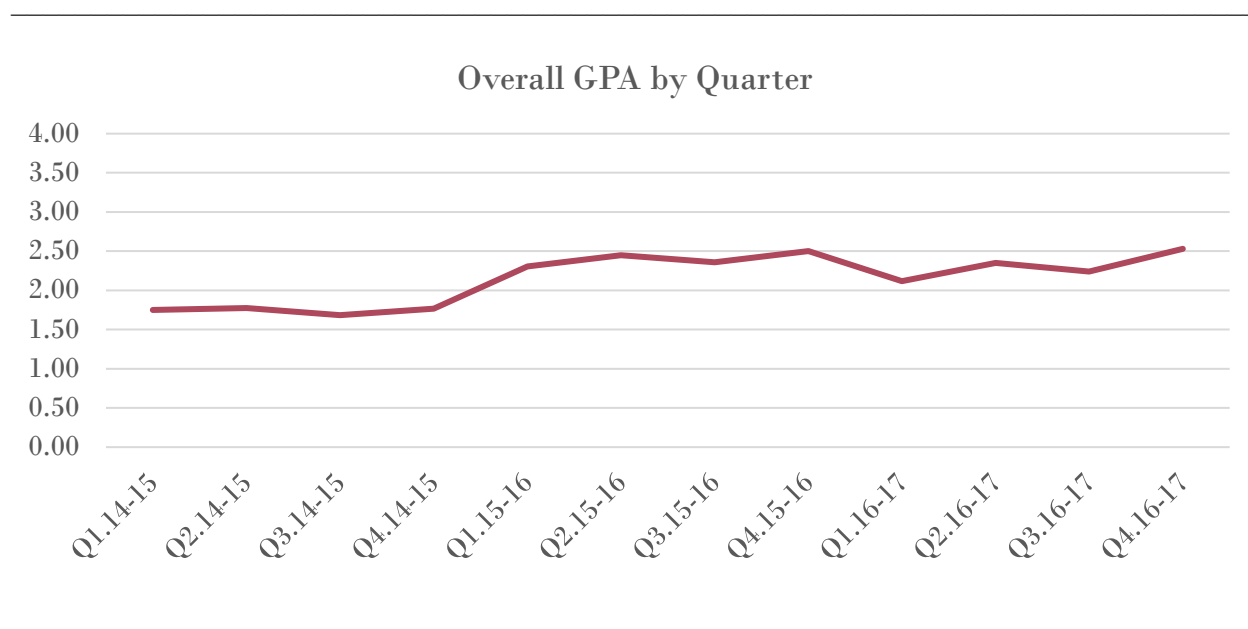


## Outcomes Summary

Student measures of academic achievement, attendance, and disciplinary action were also collected in order to evaluate HEAL’s program impact on these outcomes of interest. Student achievement was measured using quarterly grade point average (GPA). Student lack of attendance was measured using the number of student absences. Lastly, student disciplinary action was measured using the number of student in-school and out-of-school suspensions.

### GPA

This section summarizes the effects of HEAL programs on academic achievement outcomes. Student achievement was measured using quarterly grade point averages (GPA) and these quarterly measures were averaged into an overall yearly score. HEAL programs include overall screenings, vision screening, vision outcome, hearing screening, dental screening, sealant screening, sealants received, immunization screenings (1<sup>st</sup> and 2<sup>nd</sup> checks), physical screening, and the Screening (PROGRAM). The descriptive and comparative results of GPA are provided in the figures and tables below. GPA increased most in year 1, with continued smaller gains over the second year of the program while holding stable in the third year.





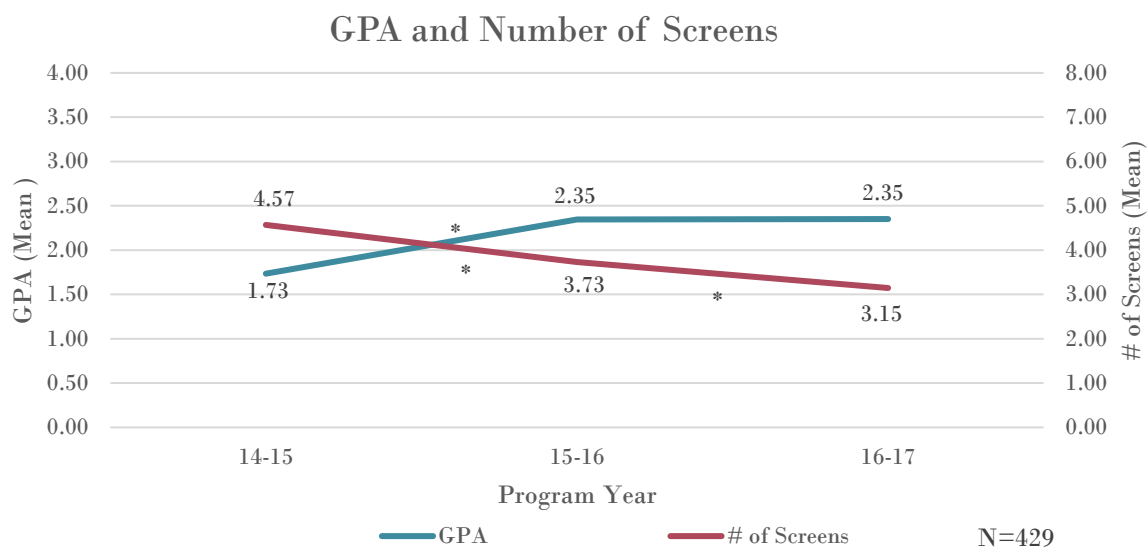
### Overall GPA by Quarter

School	2014 - 2015			2015 - 2016			2016 - 2017		
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>		<i>n</i>	<i>M</i>	<i>SD</i>
School									
First quarter GPA	451	1.75	1.21	512	2.30	0.96	441	2.12	1.00
Second quarter GPA	451	1.77	1.17	503	2.45	0.96	461	2.35	0.94
Third quarter GPA	436	1.68	1.19	487	2.36	0.88	493	2.24	0.95
Fourth quarter GPA	436	1.76	1.25	483	2.50	1.00	484	2.53	0.91

### Overall Screenings

This section illustrates the trajectory of mean GPA and overall screenings over the three year time period. GPA and number of screenings by year are shown in the graphs below.

The results indicate that the overall number of screenings a student had in a school year decreased after the first year. As overall screenings decreased, GPA increased. GPA increased from year 1 to year 2 but remained stable from year 2 to 3, while the number of screenings decreased.

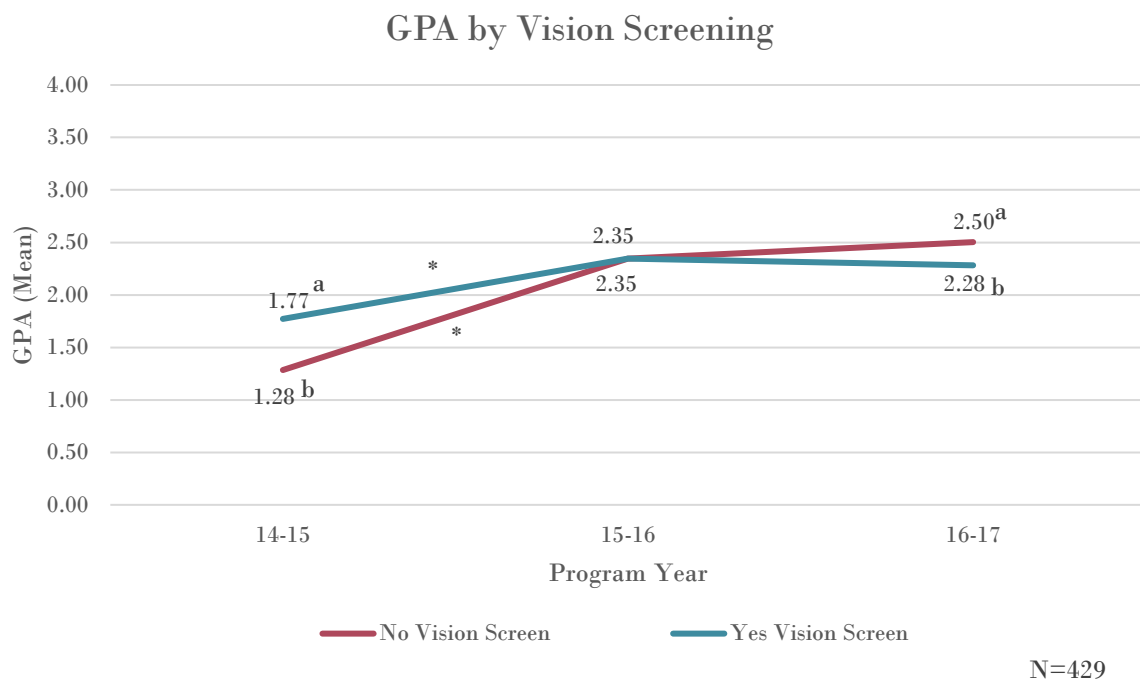




## Vision Screening

This section illustrates the trajectory of mean GPA conditioned on whether a student received a vision screening or not over the three year time period. GPA by vision screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that received a vision screening in the first year had a significantly higher GPA score than a student who had no vision screening. GPA increased significantly for both groups from year 1 to year 2 but both groups reached similar levels of GPA in year 2. Although GPA scores did not significantly change for both groups from year 2 to year 3, students who received no vision screening has significantly higher GPA scores than students who received a vision screening.





## Vision Outcome

This section illustrates the trajectory of mean GPA conditioned on whether a student received eye glasses/contacts (as a result of the vision screening) or not over the three year time period. GPA by vision outcome and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results show that there was no significant differences between never getting glasses versus receiving glasses/contacts or time change in GPA in any year.

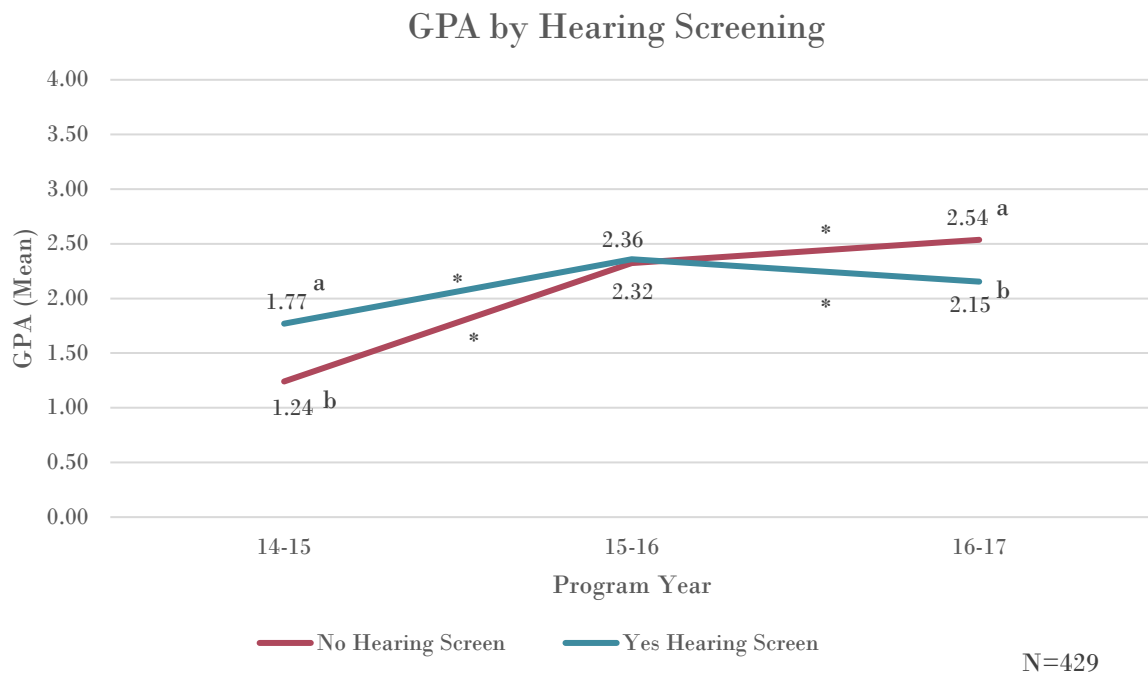




## Hearing Screening

This section illustrates the trajectory of mean GPA conditioned on whether a student received a hearing screening or not over the three year time period. GPA by hearing screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that received a hearing screening in the first year had a significantly higher GPA score than a student who had no hearing screening. GPA increased significantly for both groups from year 1 to year 2 but both groups reached similar levels of GPA in year 2. GPA scores significantly increased from year 2 to year 3 for students who received no hearing screening, whereas GPA scores decreased for students who received a hearing screening. In year 3, a student who had no hearing screening had a significantly higher GPA score than a student who had a hearing screening.

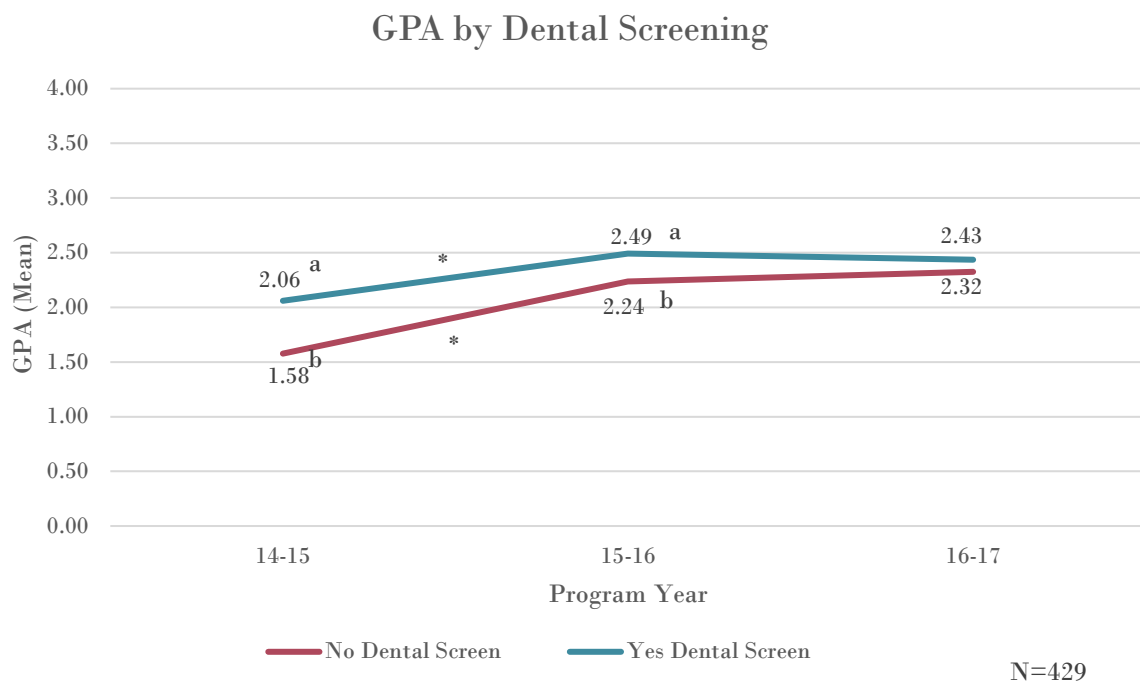




## Dental Screening

This section illustrates the trajectory of mean GPA conditioned on whether a student received a dental screening or not over the three year time period. GPA by dental screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that received a dental screening had a significantly higher GPA score in years 1 and 2 than a student who had no dental screening. GPA increased significantly for both groups after the first year, however GPA levels of both groups remained stable between the year 2 and 3.

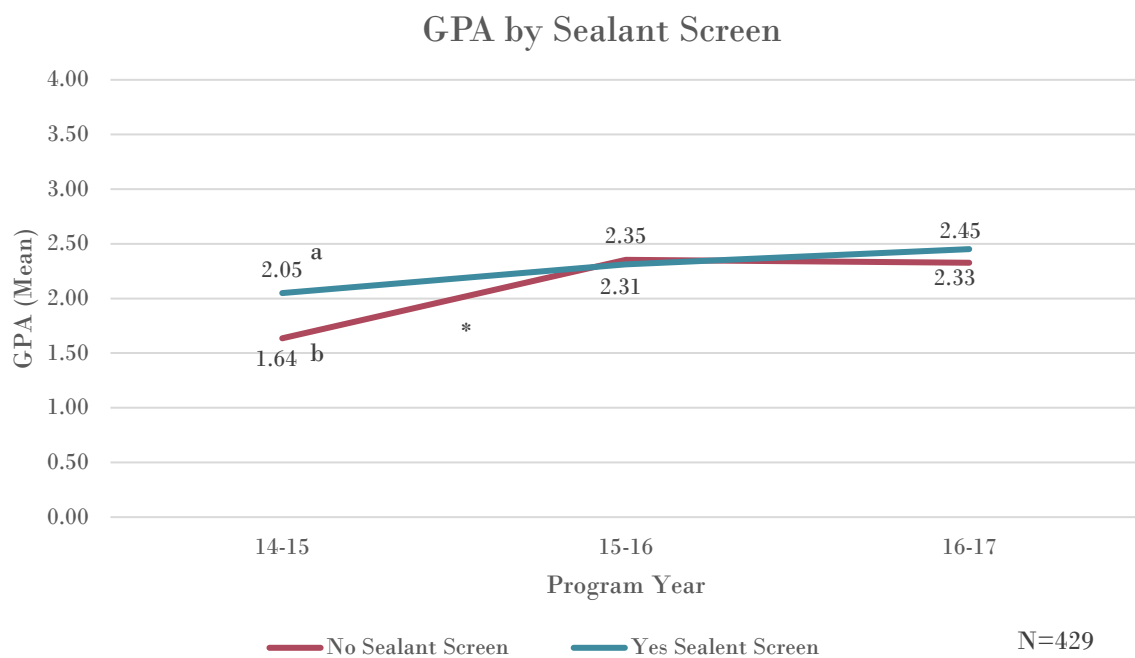




## Sealant Screen

This section illustrates the trajectory of mean GPA conditioned on whether a student received a sealant screening or not over the three year time period. GPA by sealant screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that received a sealant screening in year 1 had a significantly higher GPA score than a student who had no sealant screening. GPA increased significantly for students that received no sealant screening after the first year, however GPA levels of both groups remained stable between the year 2 and 3.

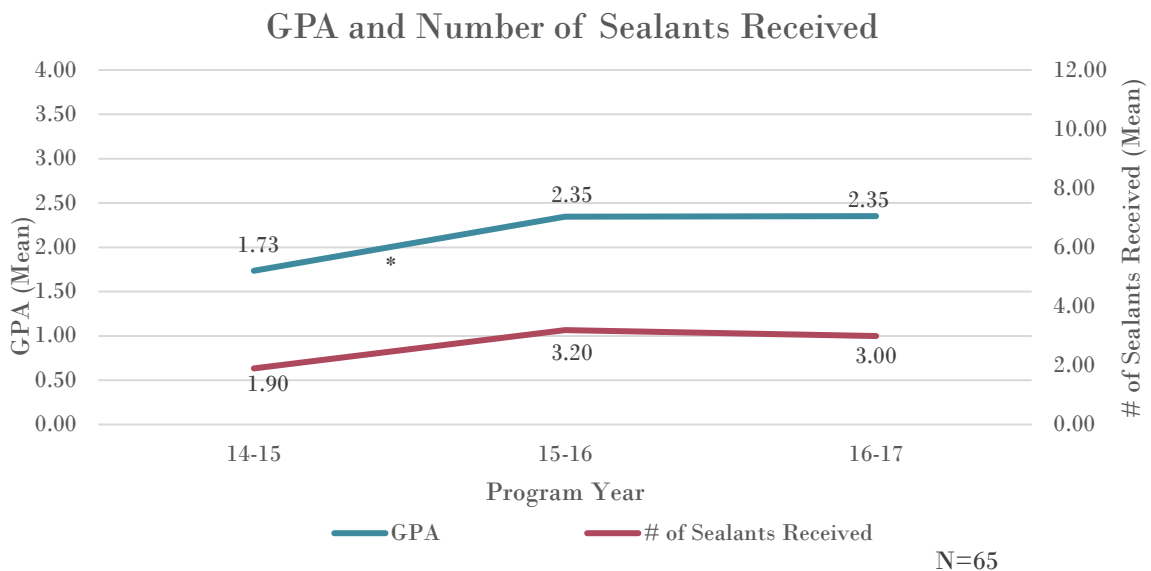




## Number of Sealants Received

This section illustrates the trajectory of mean GPA and number of sealants received (as a result of the sealant screening) over the three year time period. GPA and number of sealants received by year are shown in the graphs below.

The results indicate that the number of sealants a student received in a school year remained stable over the three years. However, GPA increased from year 1 to year 2 and remained stable from year 2 to year 3. There was a significant relationship between number of sealants received and GPA such that increased sealants received was related to increased GPA,  $r = .229, p = .001$ .

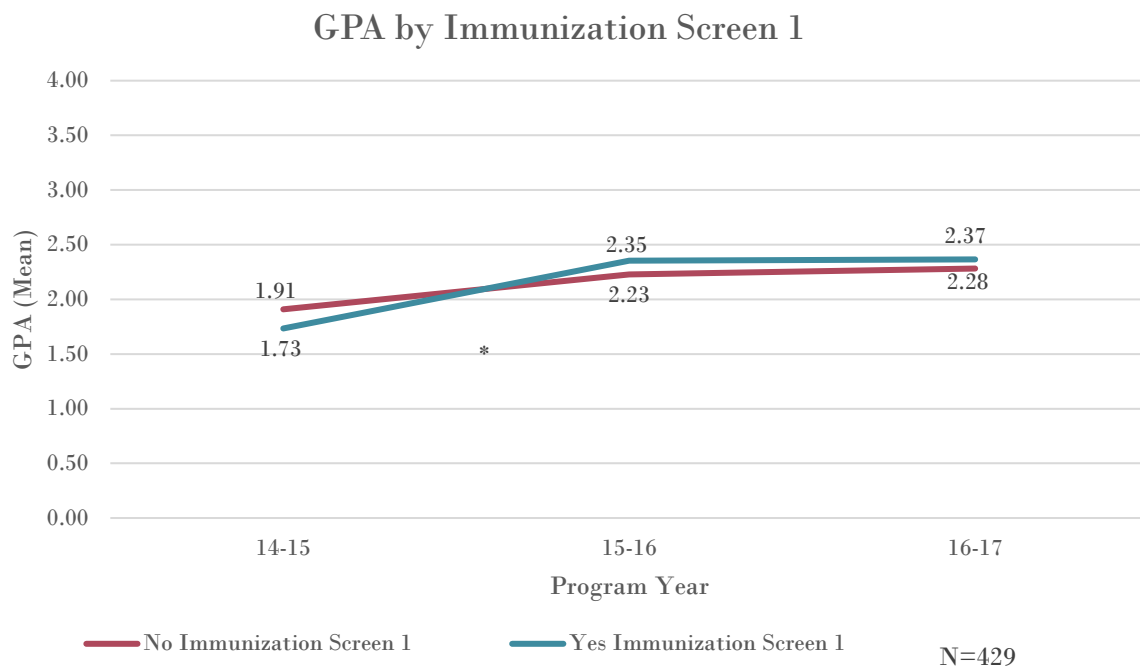




## Immunization Screen 1

This section illustrates the trajectory of mean GPA conditioned on whether a student received an immunization screening (first check) or not over the three year time period. GPA by immunization screen 1 and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student who received an immunization screening in any year had a similar GPA score than a student who had no immunization screening. GPA increased significantly for those who received an immunization screening after the first year and both screened and unscreened students' GPA levels remained stable in the last two years.

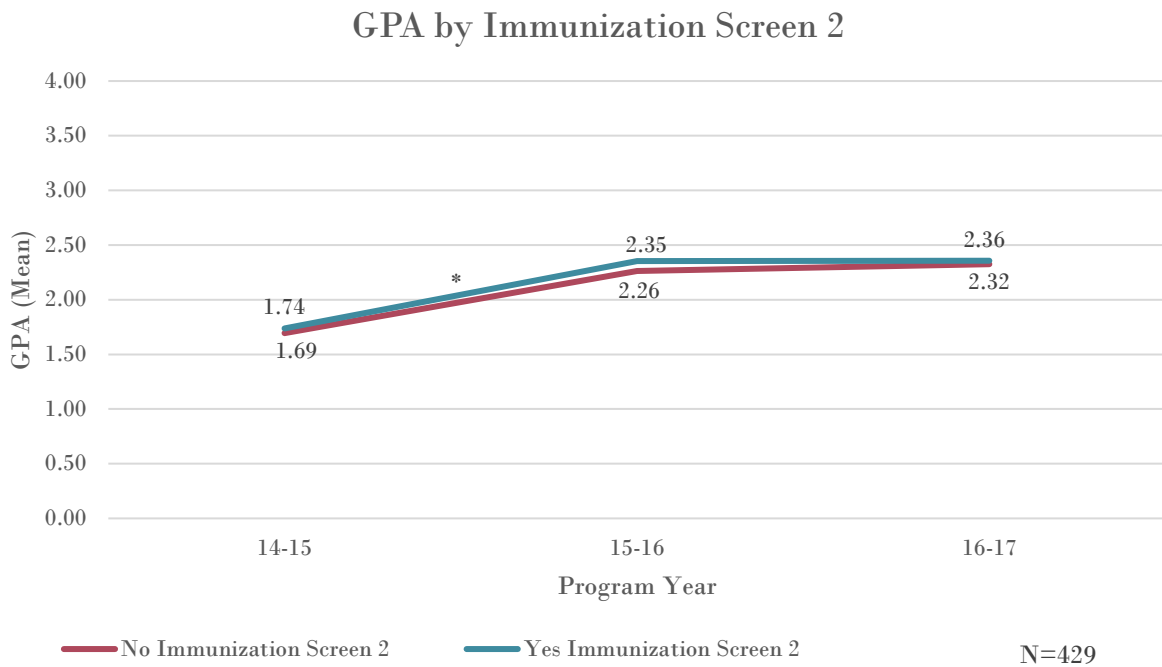




## Immunization Screen 2

This section illustrates the trajectory of mean GPA conditioned on whether a student received an immunization screening (second check) or not over the three year time period. GPA by immunization screen 2 and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

GPA increased significantly for second time immunization screened students after the first year but both groups reached similar levels of GPA and remained stable in the last two years.

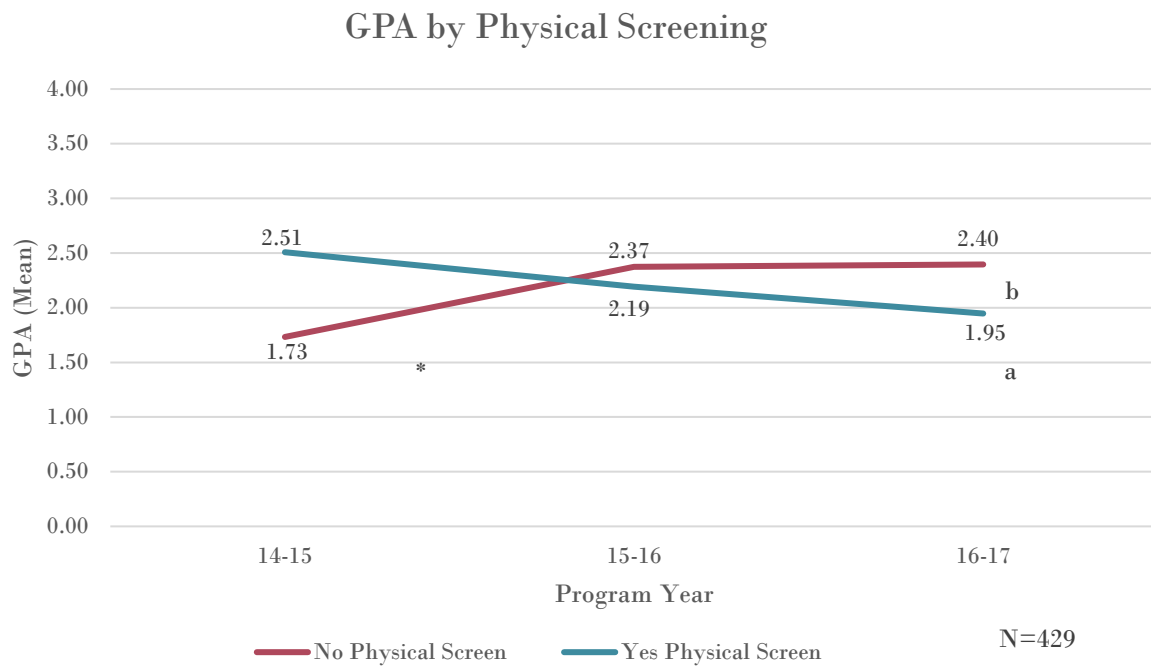




## Physical Screening

This section illustrates the trajectory of mean GPA conditioned on whether a student received a physical screening or not over the three year time period. GPA by physical screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results show that students with no physical screen had lower GPA in year 1 but higher GPA in year 3 than students who had received a physical screen. There was a significant increase in GPA for students who did not receive a physical screening from the first year to second year, but no changes from year 2 to year 3. There were no significant changes in GPA for students who received a physical screening.

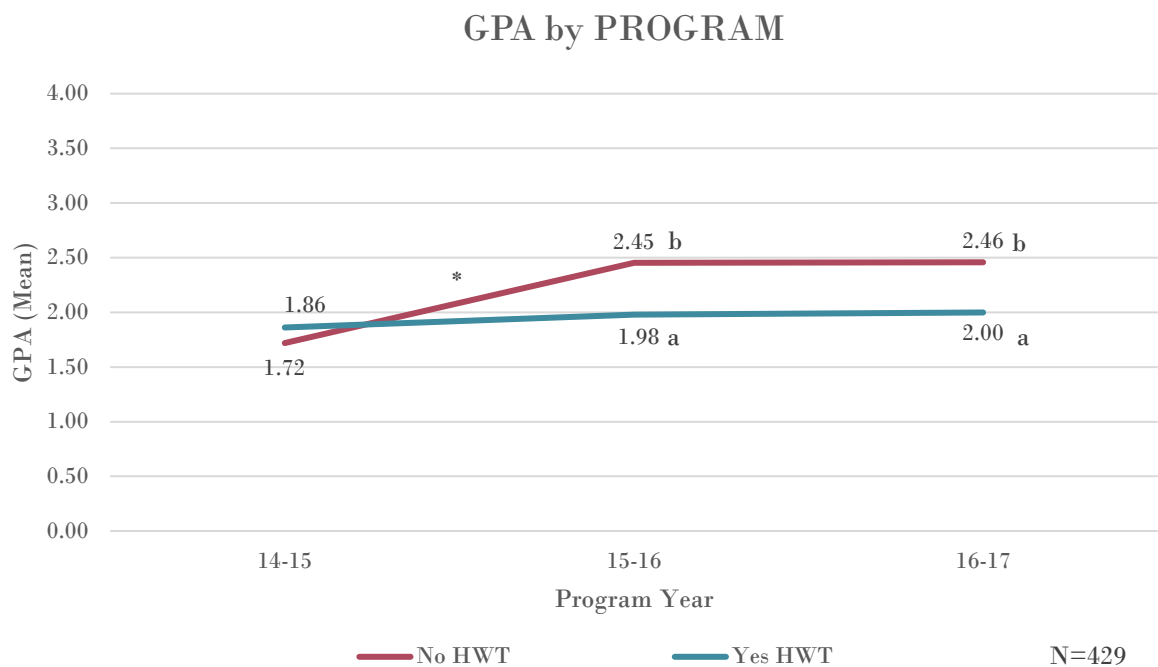




## PROGRAM

This section illustrates the trajectory of mean GPA conditioned on whether a student was mentioned at a team meeting or not over the three year time period. GPA by PROGRAM and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

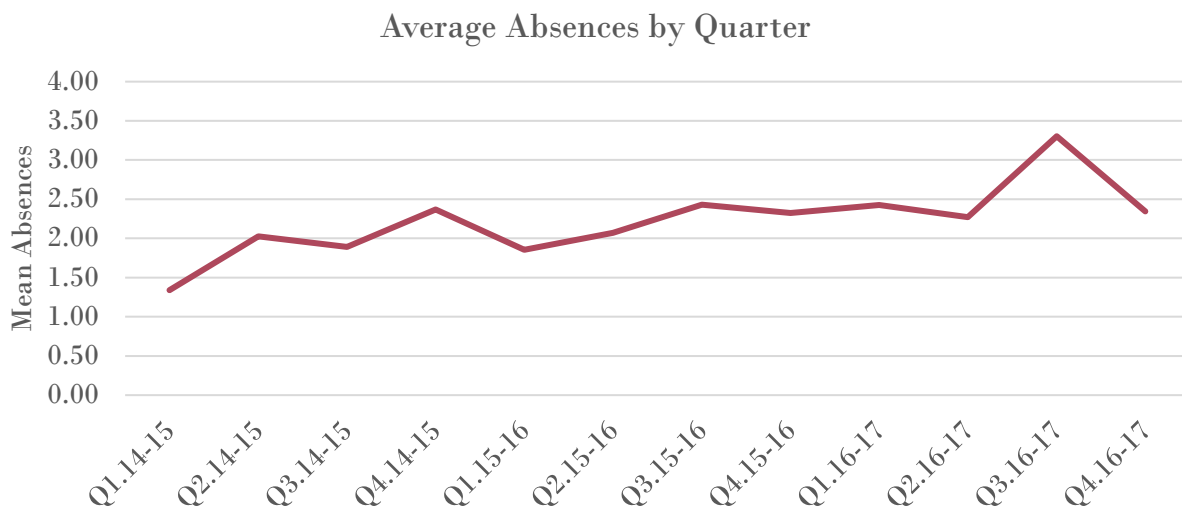
The results indicate that GPA increased significantly for students who were not mentioned in an PROGRAM meeting from year 1 to year 2 but both groups GPA levels remained stable from year 2 to year 3. For years 2 and 3, students who were not mentioned in an PROGRAM had significantly higher GPA scores than students who were mentioned in an PROGRAM.





## Absences

This section summarizes the effects of HEAL programs on attendance outcomes. Academic attendance was measured using quarterly counts of absences and these quarterly measures were summed into an overall yearly score. HEAL programs include overall screenings, vision screening, vision outcome, hearing screening, dental screening, sealant screening, sealants received, immunization screenings (1<sup>st</sup> and 2<sup>nd</sup> checks), physical screening, and the Screening (PROGRAM). The descriptive and comparative results of absences are provided in the figures and tables below. The average number of absences over the 12 quarters of the program ranged from 1.34 to 3.30. The first three quarters showed an increasing trend in absences with mild fluctuations in absences over the remaining quarters of the program with an increase and decrease in the final two quarters.





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<b>Number of Absences by Quarter</b>						
<b>School</b>	<b>2014 - 2015</b>		<b>2015 - 2016</b>		<b>2016 - 2017</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>First Quarter Absences</b>						
No absences	178	39.5	146	26.7	104	20.0
One absence	117	25.9	122	22.3	66	12.7
Two absences	50	11.1	83	15.2	75	14.4
Three absences	37	8.2	58	10.6	57	10.9
Four or more absences	69	15.3	138	25.2	219	42.0
<b>Second Quarter Absences</b>						
No absences	96	21.3	127	23.2	104	21.6
One absence	97	21.5	96	17.6	76	15.8
Two absences	76	16.9	97	17.7	70	14.5
Three absences	63	14.0	66	12.1	49	10.2
Four or more absences	119	26.4	161	29.4	183	38.0
<b>Third Quarter Absences</b>						
No absences	101	23.2	95	17.4	22	4.5
One absence	107	24.5	81	14.8	39	8.0
Two absences	73	16.7	85	15.5	44	9.1
Three absences	49	11.2	66	12.1	45	9.3
Four or more absences	106	24.3	220	40.2	335	69.1
<b>Fourth Quarter Absences</b>						
No absences	69	15.8	59	20.2	96	19.8
One absence	84	19.3	43	14.7	81	16.7
Two absences	68	15.6	51	17.5	70	14.4
Three absences	47	10.8	23	7.9	36	7.4
Four or more absences	168	38.5	116	39.7	202	41.6

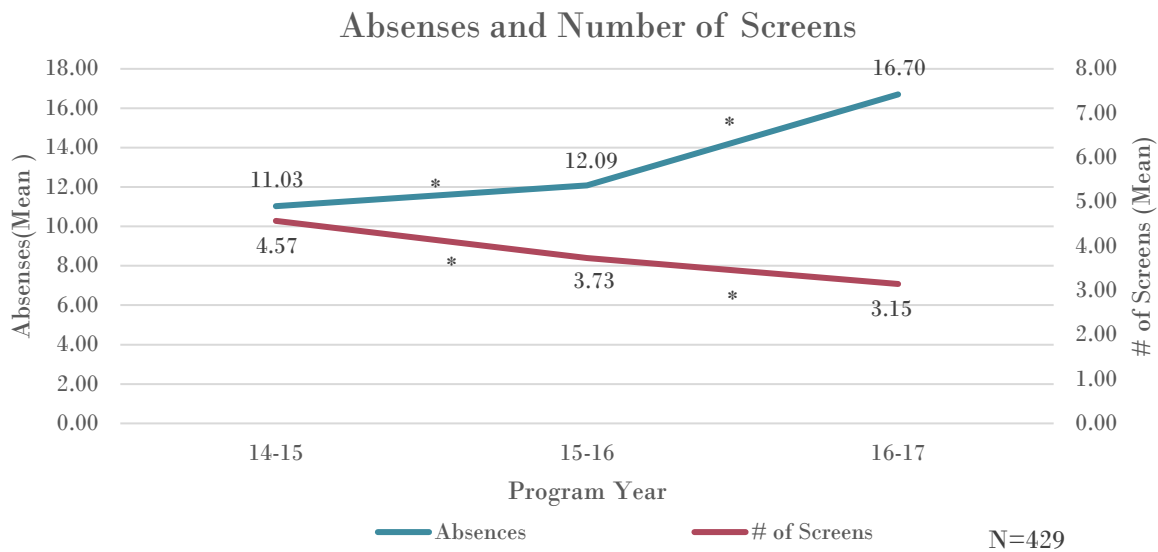
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## Overall Screenings

This section illustrates the trajectory of mean absences and overall screenings over the three year time period. Number of absences and number of screenings by year are shown in the graphs below.

The results indicate that the overall number of screenings a student had in a school year decreased from year to year. As overall screenings decreased, absences increased from year 1 to year 2.

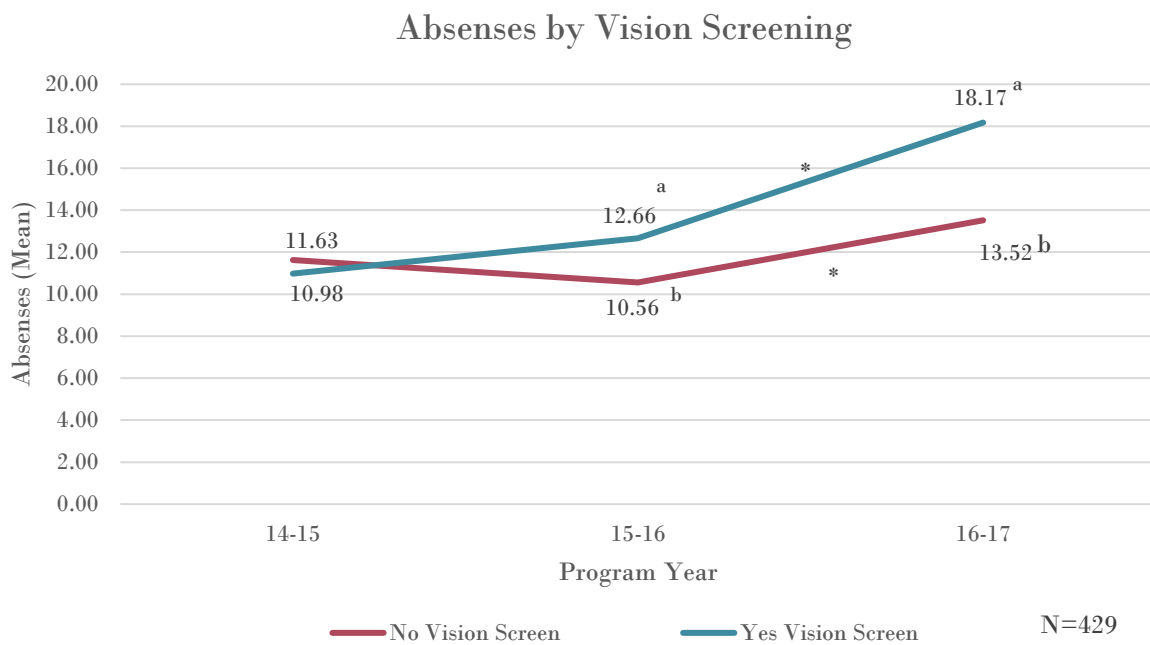




## Vision Screening

This section illustrates the trajectory of mean absences conditioned on whether a student received a vision screening or not over the three year time period.. Number of absences by vision screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate absences significantly increased each year for students who had a vision screening, however absences increased from year 2 to year 3 for students who had no vision screening. Students who received a vision screening has significantly more absences than students who did not receive a vision screening in years 2 and 3.

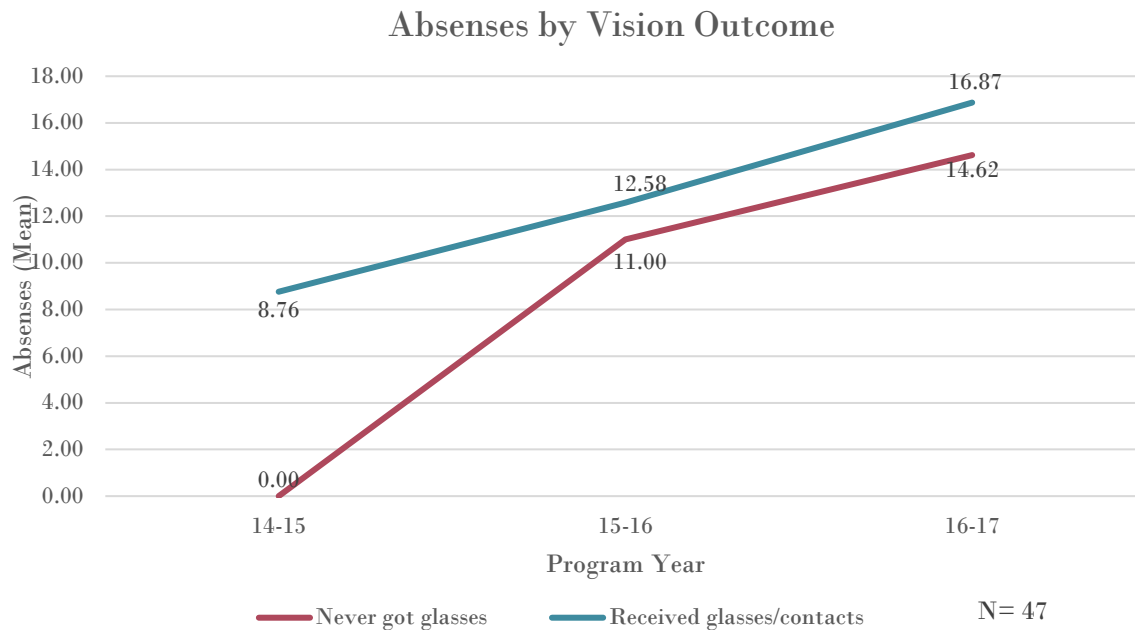




## Vision Outcome

This section illustrates the trajectory of mean absences conditioned on whether a student received eye glasses/contacts (as a result of the vision screening) or not over the three year time period. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that received glasses/contacts in the all three years was no different in terms of absences than a student who did not receive glasses/contacts. Furthermore, absences did not significantly change from year to year for either group.

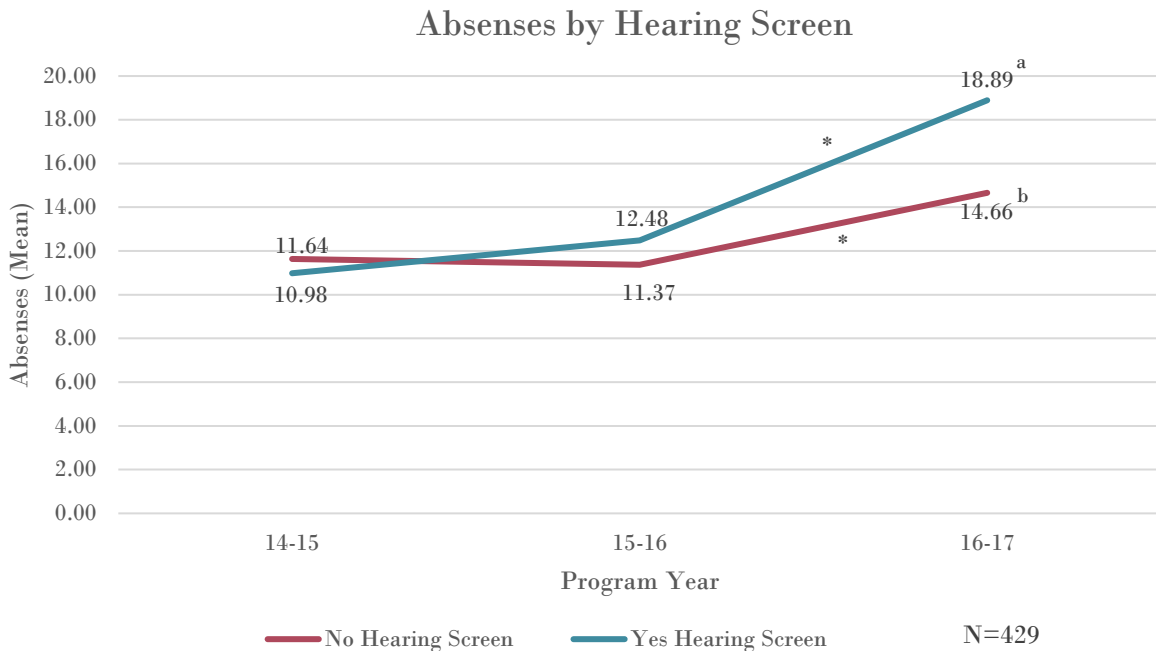




## Hearing Screening

This section illustrates the trajectory of mean absences conditioned on whether a student received a hearing screening or not over the three year time period. Number of absences by hearing screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that received a hearing screening in the first year had significantly higher absences at year 2 and year 3. However, absences did not significantly change for students who received no hearing screening. At year 3, students who received a hearing screening had significantly higher absences than students who did not receive a vision screening.

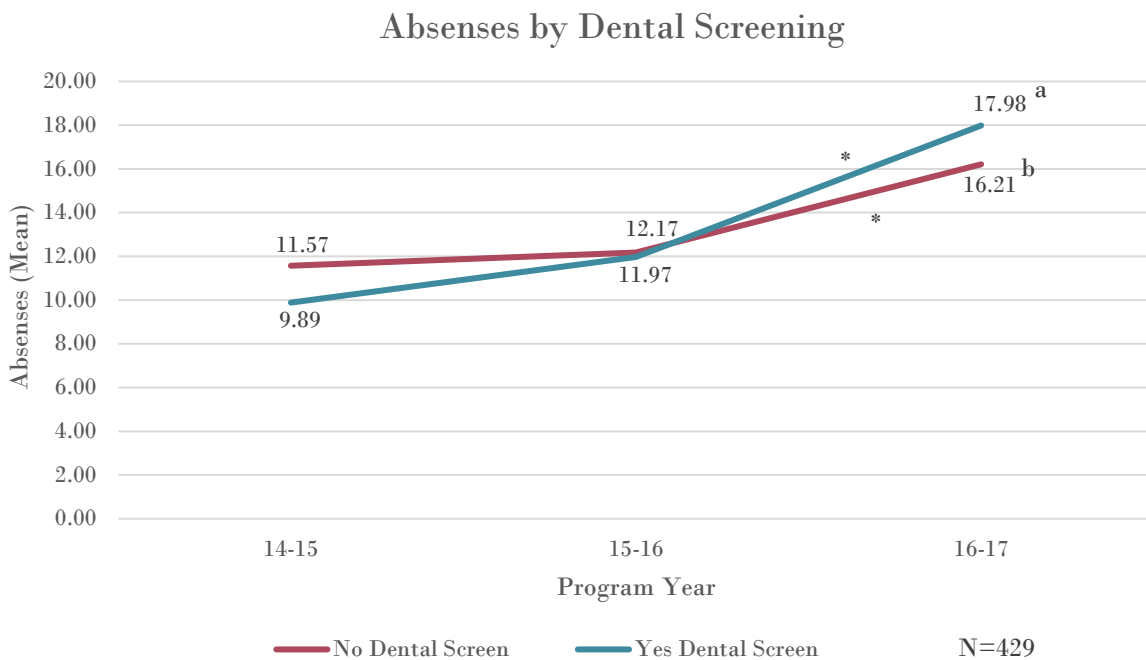




## Dental Screening

This section illustrates the trajectory of mean absences conditioned on whether a student received a dental screening or not over the three year time period. Number of absences by dental screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that absences significantly increased each year for a student that received a dental screening, whereas absences significantly increased from year 2 to year 3 for a student that received no dental screening.

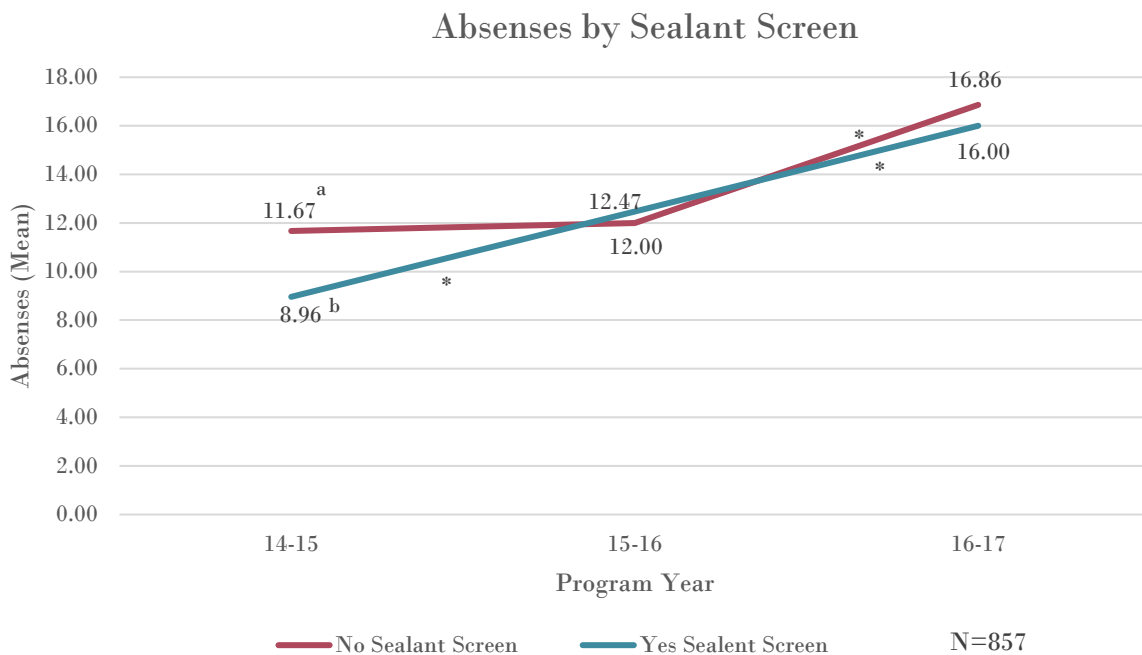




## Sealant Screen

This section illustrates the trajectory of mean absences conditioned on whether a student received a sealant screening or not over the three year time period. Number of absences by sealant screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that absences increased significantly each year for students who received a sealant screening, whereas absences significantly increased from year 2 to year 3 for students who did not receive a sealant screening. At year 1, students who received a sealant screening had significantly lower absences than students who did not receive a sealant screening.

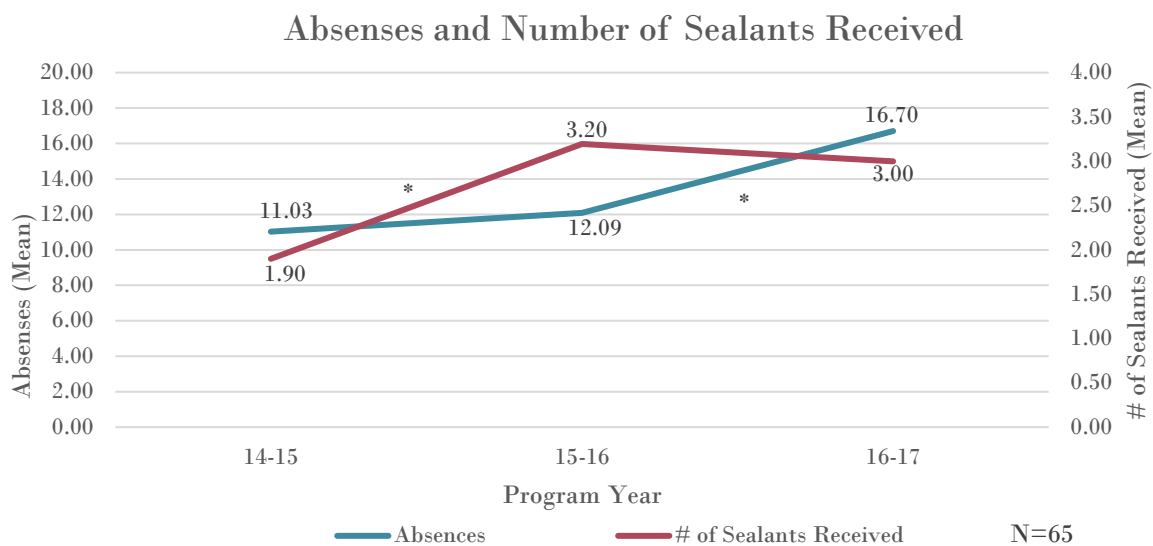




## Number of Sealants Received

This section provides illustrates the trajectory of mean absences and number of sealants received (as a result of the sealant screening) over the three year time period. Number of absences and number of sealants received by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that the number of sealants a student received in a school year increased from year 1 to year 2 and then remained stable, however the number of absences significantly increased from year 2 to year 3.

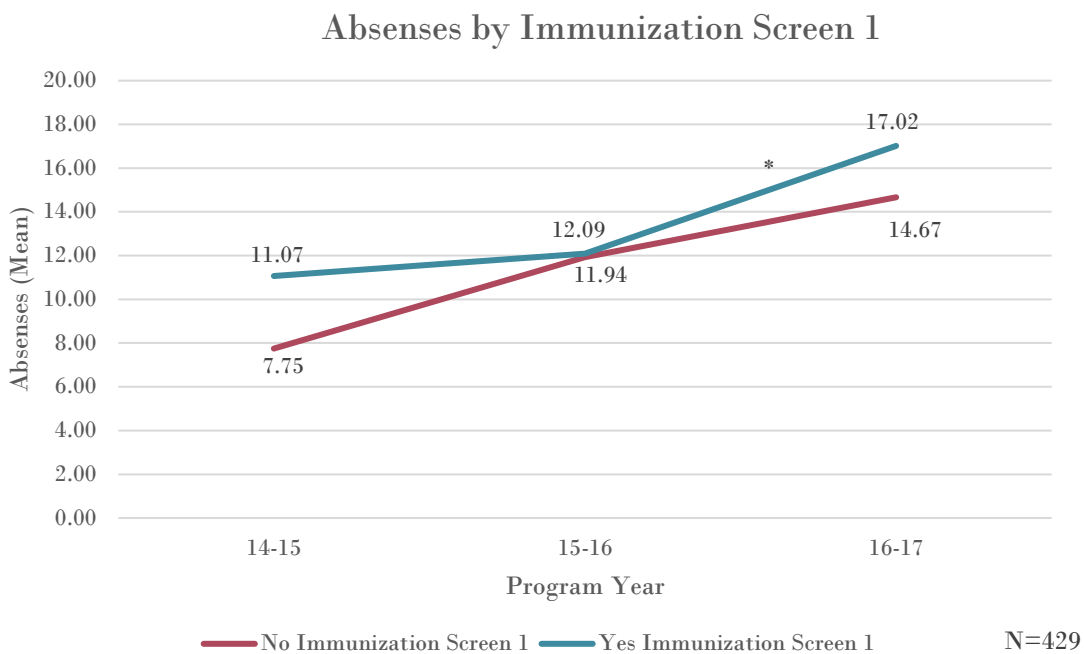




## Immunization Screen 1

This section illustrates the trajectory of mean absences conditioned on whether a student received an immunization screening (first check) or not over the three year time period. Number of absences by immunization screen 1 and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that absences did not change year to year for a student who had no immunization screening. However, absences increased significantly for students who had an immunization screening after the second year.

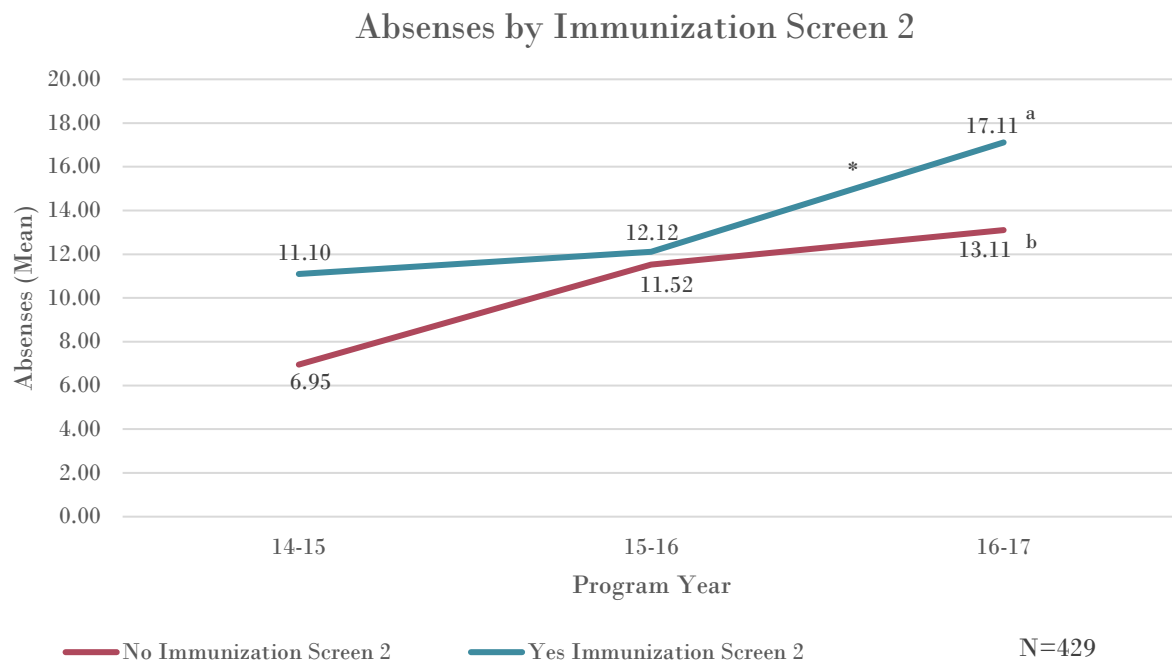




## Immunization Screen 2

This section illustrates the trajectory of mean absences conditioned on whether a student received an immunization screening (second check) or not over the three year time period. Number of absences by immunization screen 2 and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate there from year 2 to year 3, absences significantly increased for students who received a second immunization screening. Although there were no group differences for the first two years, students who had a second immunization screening had significantly higher absences than students who did not receive a second immunization screening.

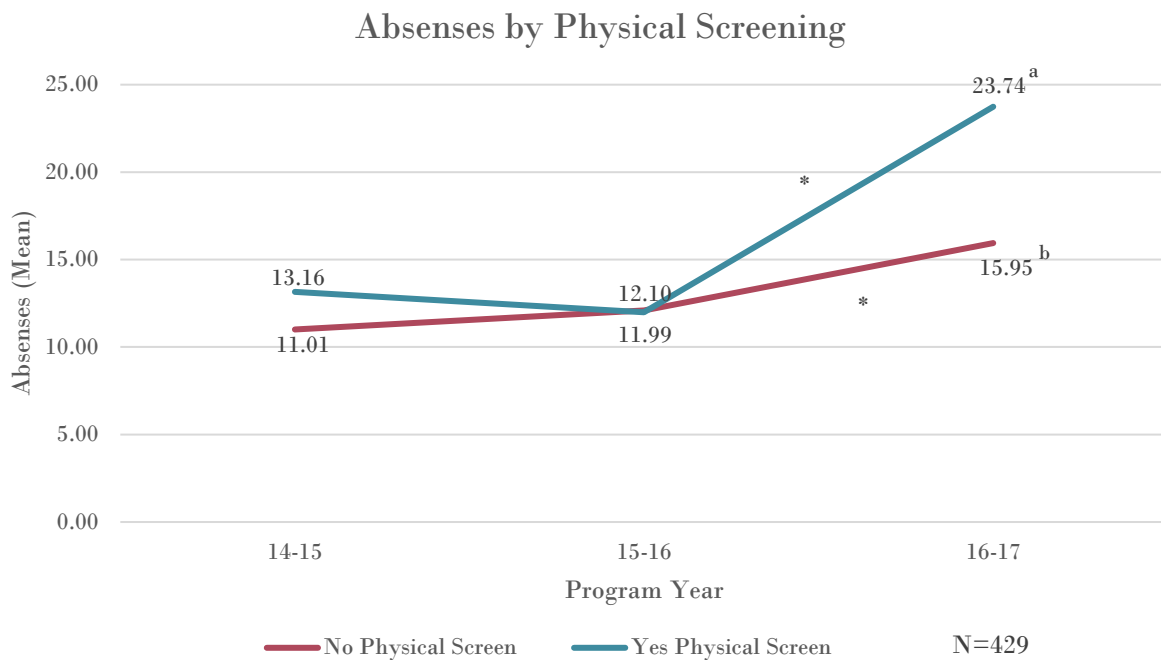




## Physical Screening

This section illustrates the trajectory of mean absences conditioned on whether a student received a physical screening or not over the three year time period. Number of absences by physical screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results show that there was no group difference in absences for the first two years. However, there was a significant increase in absences for both groups from the second year to the third year. Furthermore, students who had a physical screening had significantly more absences than students who did not have a physical screening.

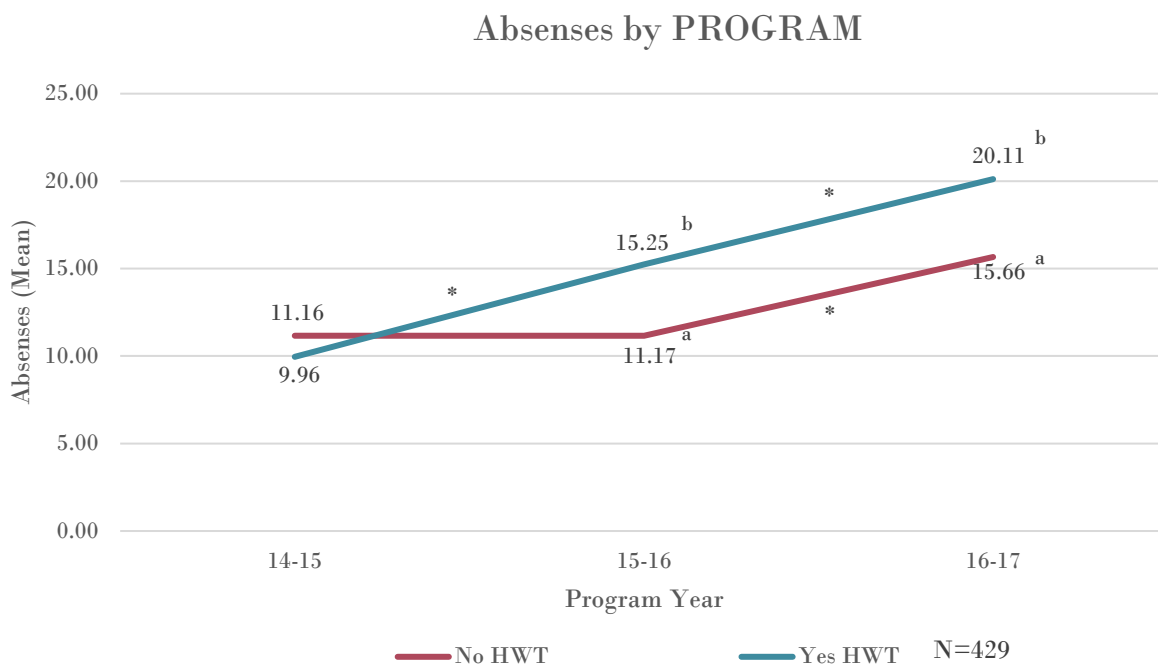




## PROGRAM

This section illustrates the trajectory of mean absences conditioned on whether a student was mentioned at a team meeting or not over the three year time period. Number of absences by PROGRAM and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

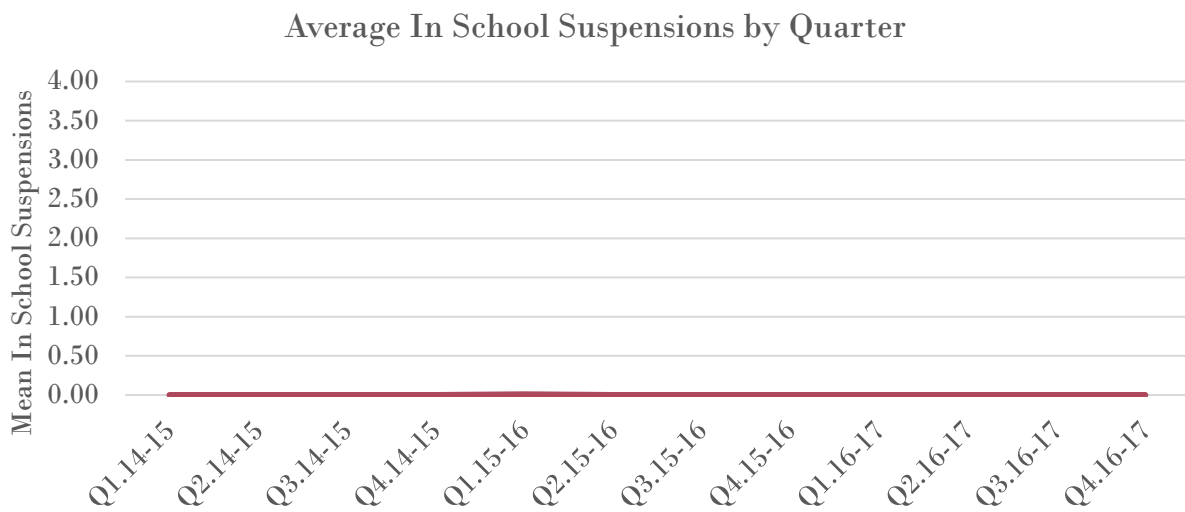
The results indicate that students that were mentioned in an PROGRAM meeting in years 2 and 3 had significantly higher absences than students who were not mentioned in an PROGRAM meeting. Absences increased significantly for students mentioned in an PROGRAM from year 1 to year 2 and for both groups from year two to year three.





## In School Suspensions

This section summarizes the effects of HEAL programs on behavioral outcomes. Behavioral outcomes were measured using quarterly counts of in school suspensions. However, due to the low incidence of in school suspensions in all program schools this outcome was not used in the comparative model analysis, however the descriptive results of in school suspensions are provided in the figure and table below. The average number of in school suspensions over the 12 quarters of the program ranged from 0.00 to .01 with the largest reports in quarter 1 of year 2. **DID THEY EVEN REPORT DATA ON THIS?**





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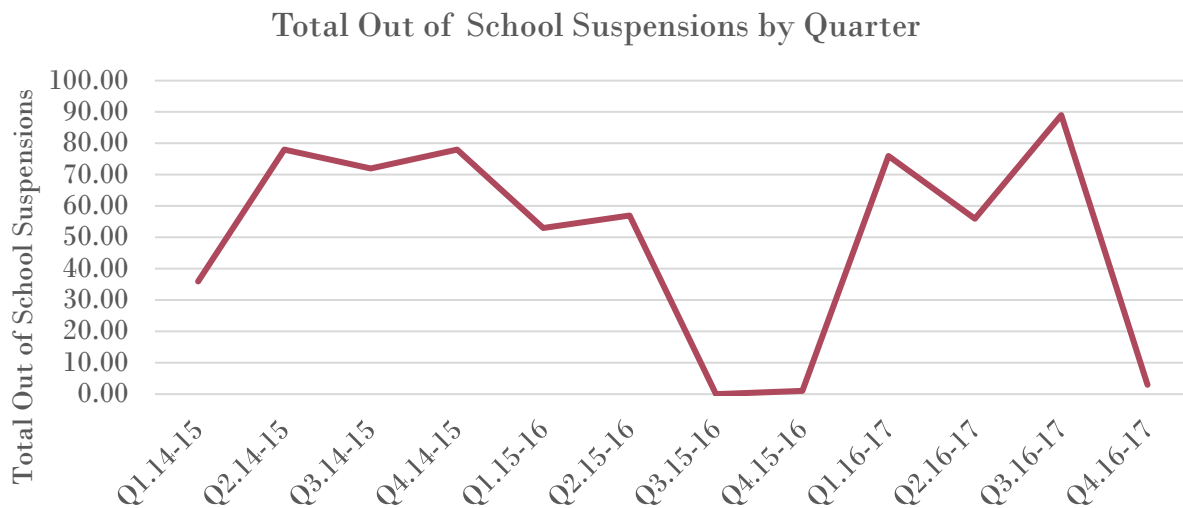
Number of ISS for the First Quarter						
School Name	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%
Number of ISS for the First Quarter						
None	484	100.0	543	99.1	615	100.0
One	0	0.0	5	0.9	0	0.0
Number of ISS for the Second Quarter						
None						
One						
Two						
Three						
Four or more						
Number of ISS for the Third Quarter						
None						
Number of ISS for the Fourth Quarter						
None						
One						

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## Out of School Suspensions

This section summarizes the effects of HEAL programs on behavioral outcomes. Behavioral outcomes were measured using quarterly counts of out-of-school suspensions and these quarterly measures were summed into an overall yearly score. HEAL programs include overall screenings, vision screening, vision outcome, hearing screening, dental screening, sealant screening, sealants received, immunization screenings (1<sup>st</sup> and 2<sup>nd</sup> checks), physical screening, and the Screening (PROGRAM). The descriptive and comparative results of out of school suspensions are provided in the figures and tables below. The total number of out of school suspensions over the 12 quarters of the program ranged from 0 to 89. The first four quarters showed an increasing trend in out of school suspensions with decreases in out of school suspensions over year 2 followed by an increase and decrease in year 3.





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Number of OOSS by Quarter						
School Name	2014 - 2015		2015 - 2016		2016 - 2017	
	n	%	n	%	n	%

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Number of OOSS by Quarter						
None	460	95.0	505	92.2	550	89.4
One	19	3.9	35	6.4	55	8.9
Two	3	0.6	7	1.3	9	1.5
Three	0	0.0	0	0.0	1	0.2
Four or more	2	0.4	1	0.2	0	0.0

Number of OOSS for the Second Quarter						
None	432	89.3	504	92.0	562	91.4
One	35	7.2	36	6.6	52	8.5
Two	11	2.3	6	1.1	0	0.0
Three	4	0.8	0	0.0	0	0.0
Four or more	2	0.4	2	0.4	1	0.2

Number of OOSS for the Third Quarter						
None	436	90.1	548	100.0	526	85.5
One	33	6.8	0	0.0	89	14.5
Two	9	1.9	0	0.0	0	0.0
Three	3	0.6	0	0.0	0	0.0
Four or more	3	0.6	0	0.0	0	0.0

Number of OOSS for the Fourth Quarter						
None	442	91.3	547	99.8	612	99.5
One	22	4.5	1	0.2	3	0.5
Two	12	2.5	0	0.0	0	0.0
Three	3	0.6	0	0.0	0	0.0
Four or more	5	1.0	0	0.0	0	0.0

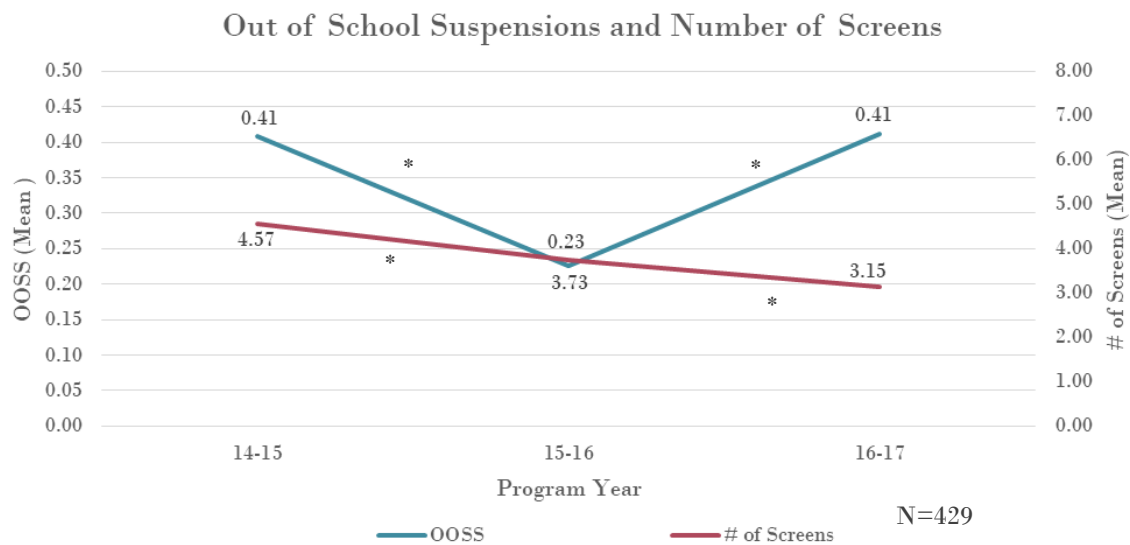
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## Overall Screenings

This section illustrates the trajectory of mean out of school suspensions and overall screenings over the three year time period. Out of school suspensions and number of screenings by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that the overall number of screenings a student had in a school year decreased after the first year. As overall screenings decreased, out of school suspensions decreased substantially by year two but increased again at year three.

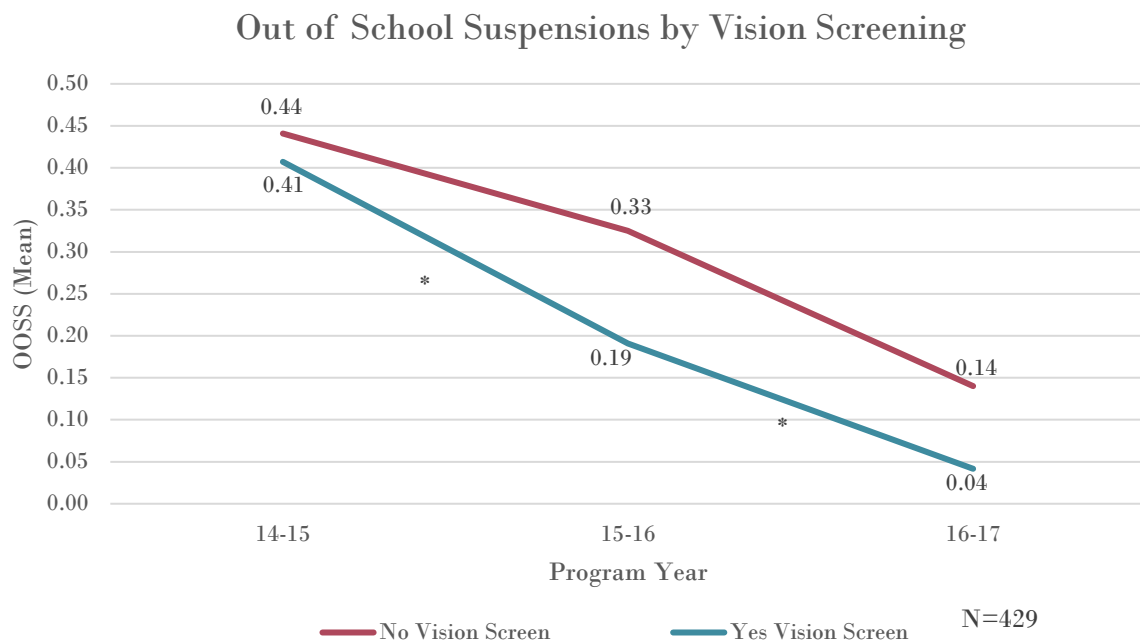




## Vision Screening

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received a vision screening or not over the three year time period. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that there were no group differences in out of school suspensions in all three years. Out of school suspensions decreased significantly each year for students who received a vision screening.

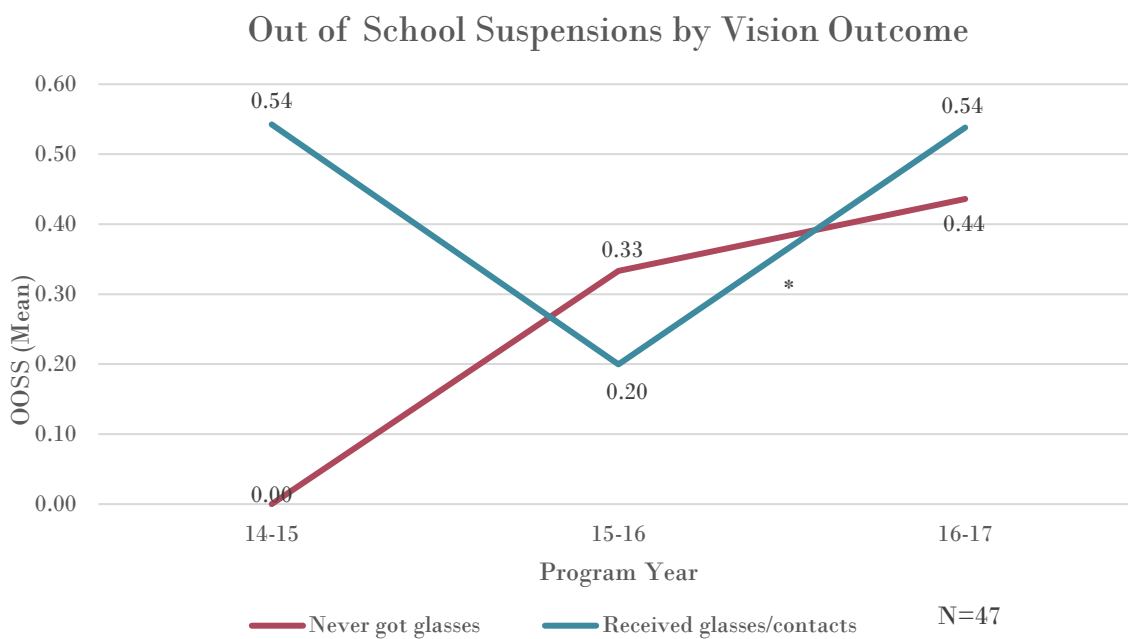




## Vision Outcome

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received eye glasses/contacts (as a result of the vision screening) or not over the three year time period. Out of school suspensions by vision outcome and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that there was no group difference in out of school suspensions in all three years. In addition, out of school suspensions significantly increased from year 2 to year 3 for students who received glasses or contacts.

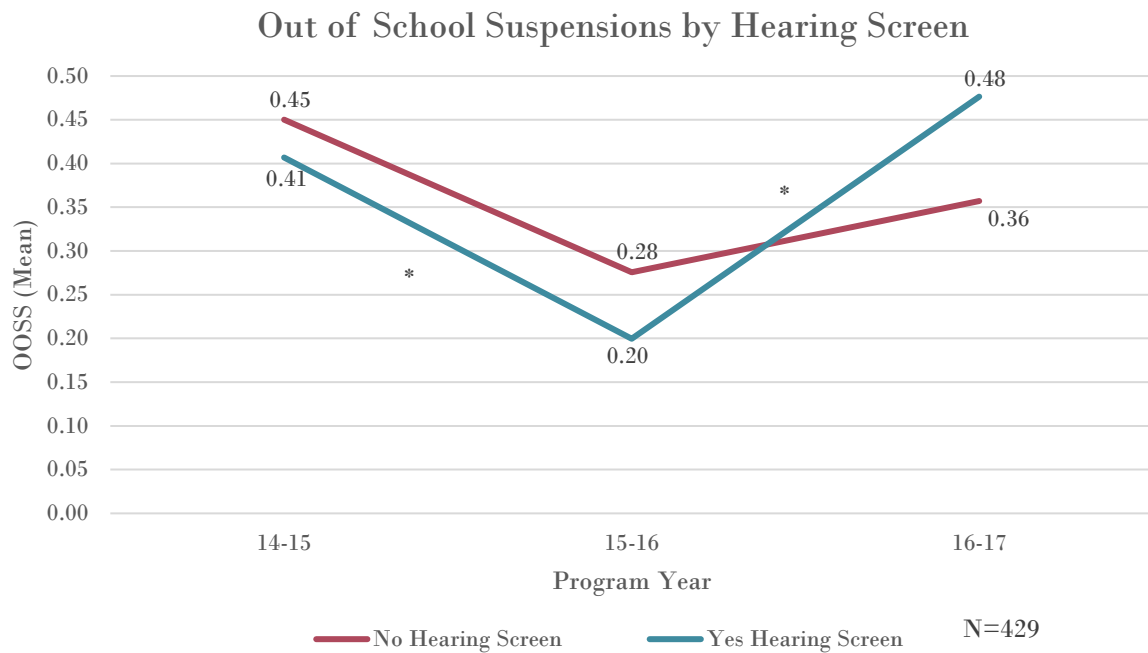




## Hearing Screening

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received a hearing screening or not over the three year time period. Out of school suspensions by hearing screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that a student that there were no group differences in out of school suspensions within the first three years. However, out of school suspensions decreased significantly from year 1 to year 2 for students who received a hearing screening and increased from year 2 to year 3.

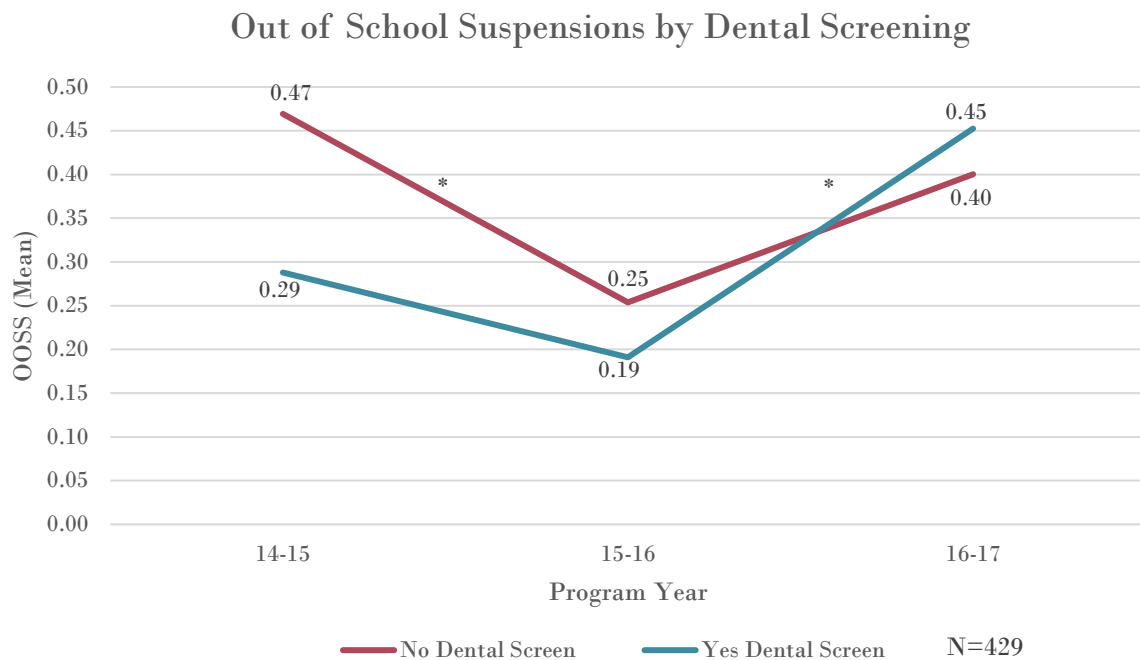




## Dental Screening

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received a dental screening or not over the three year time period. Out of school suspensions by dental screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that there were no group differences in out of school suspensions within all three years. However, out of school suspensions decreased significantly from year 1 to year 2 for students who did not receive a dental screening. Dental screenings increased significantly from year 2 to year 3 for students who received a dental screening.

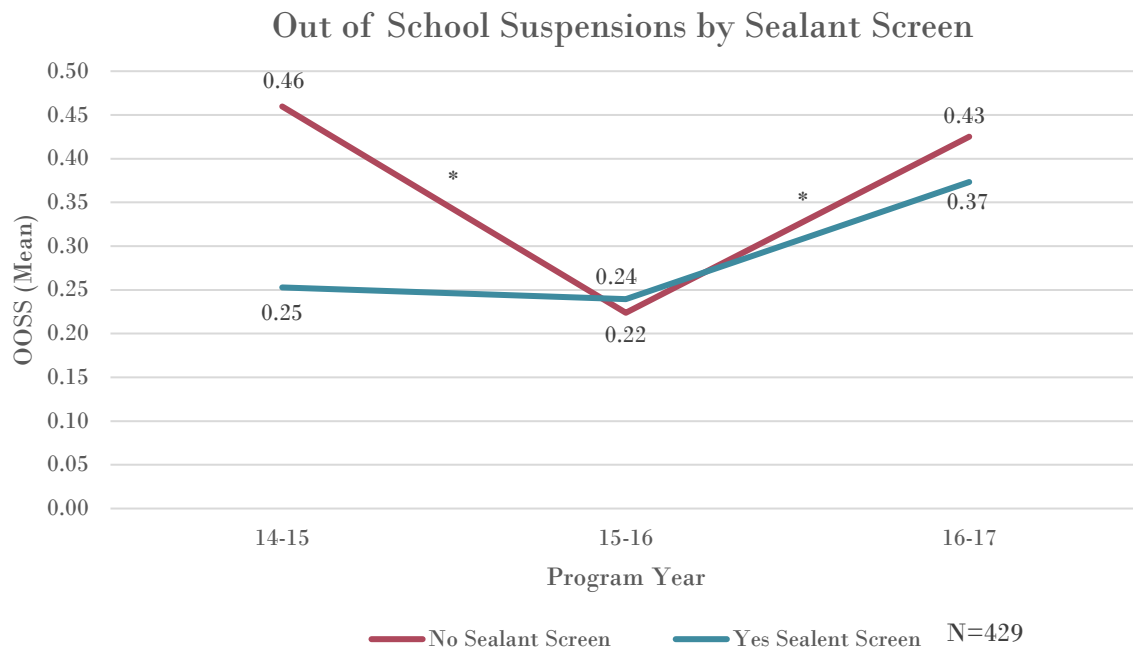




## Sealant Screen

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received a sealant screening or not over the three year time period. Out of school suspensions by sealant screening and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that there were no group differences on out of school suspensions for students who received or did not receive a sealant screening. However, out of school suspensions decreased significantly from year 1 to year 2 for students who did not receive a sealant screening and increased from year 2 to year 3.

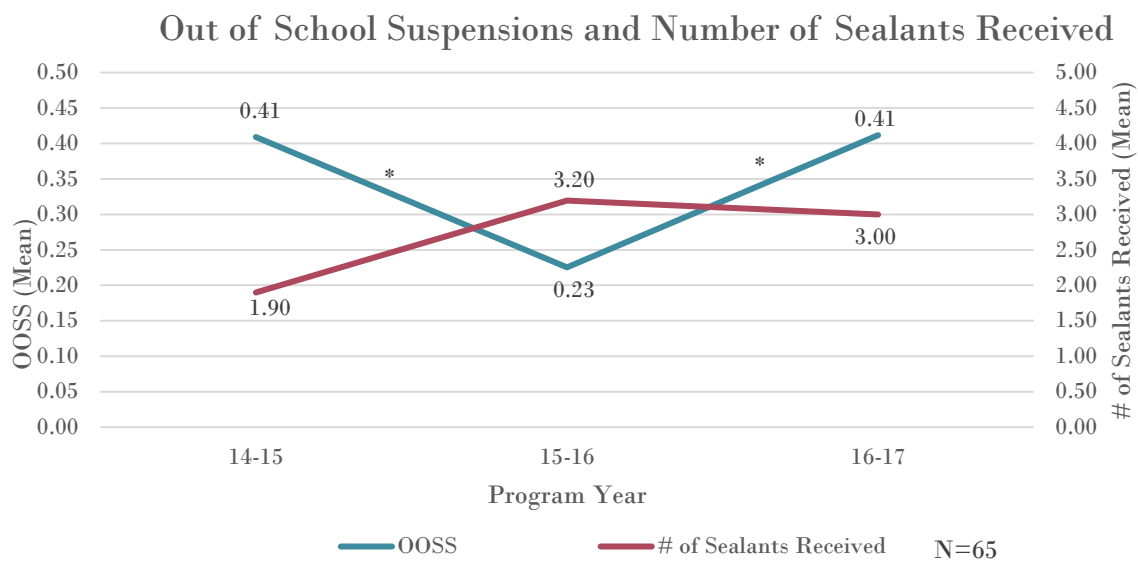




## Number of Sealants Received

This section illustrates the trajectory of mean out of school suspensions and number of sealants received (as a result of the sealant screening) over the three year time period. Out of school suspensions and number of sealants received by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that the number of sealants a student received in a school year did not change from year to year. However, the number of out of school suspensions significantly decreased after the first year and increased after the second year.

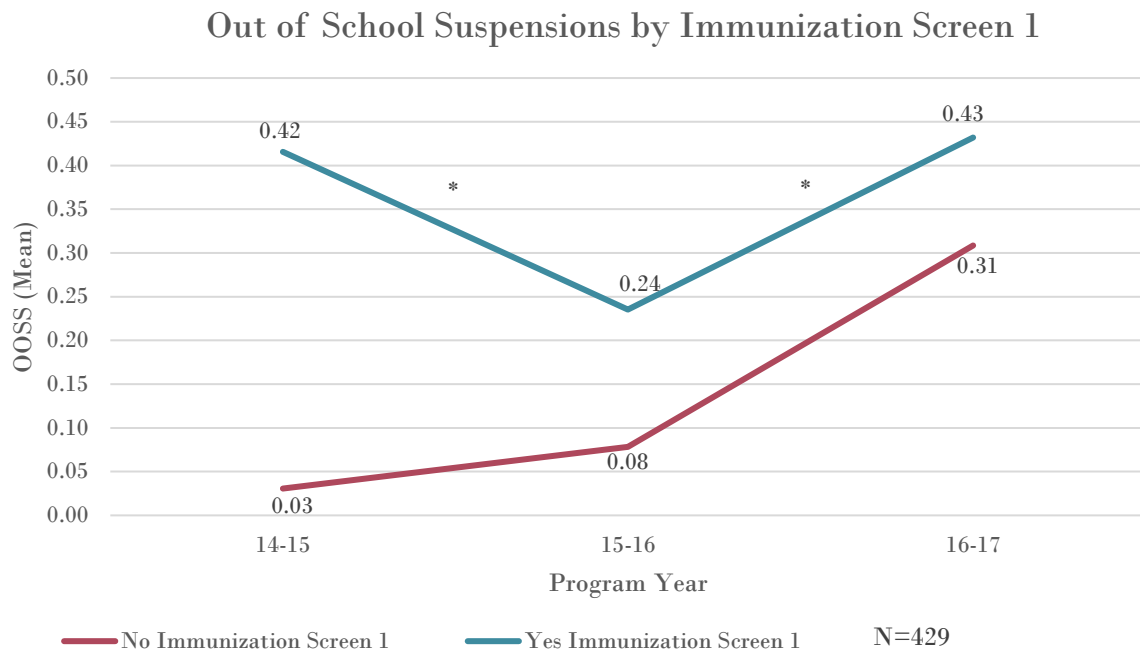




## Immunization Screen 1

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received an immunization screening (first check) or not over the three year time period. Out of school suspensions by immunization screen 1 and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that there was no group differences in out of school suspensions within all three years. However, out of school suspensions decreased significantly for students that were screening between the first year and second years but increased between the second and third years.

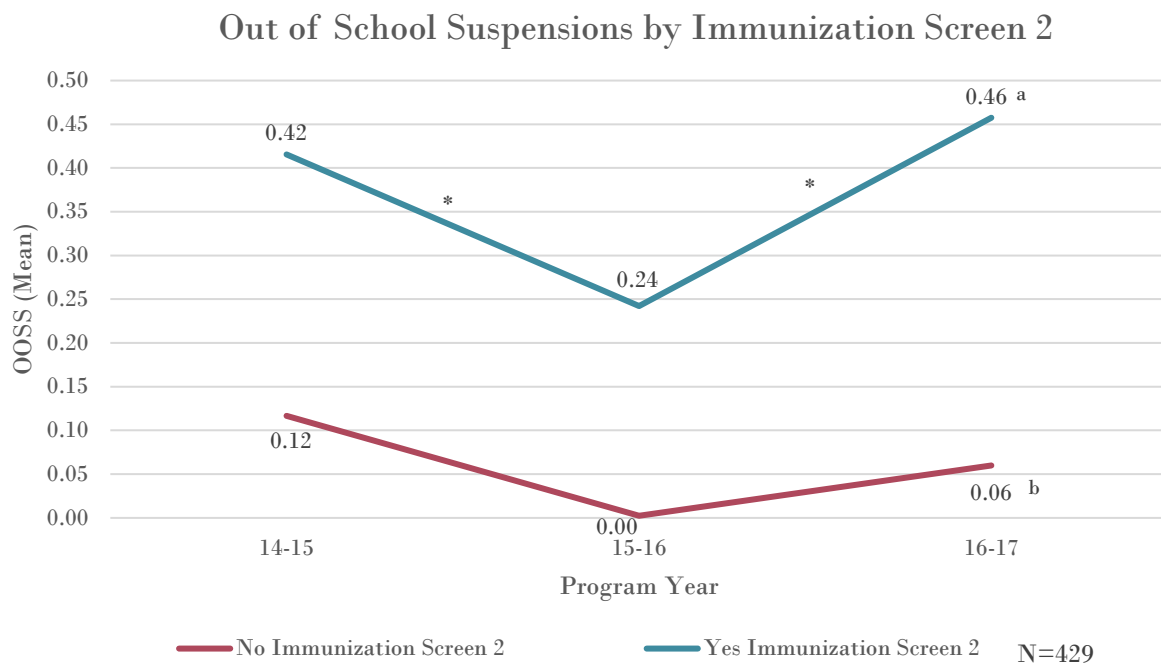




## Immunization Screen 2

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received an immunization screening (second check) or not over the three year time period. Out of school suspensions by immunization screen 2 and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that at year three, students who received an immunization screening had significantly more out of school suspensions than students who did not receive an immunization screening. However, there was a significant decrease in out of school suspensions for students who received an immunization screen from year one to year two and a significant increase from year two to year three.

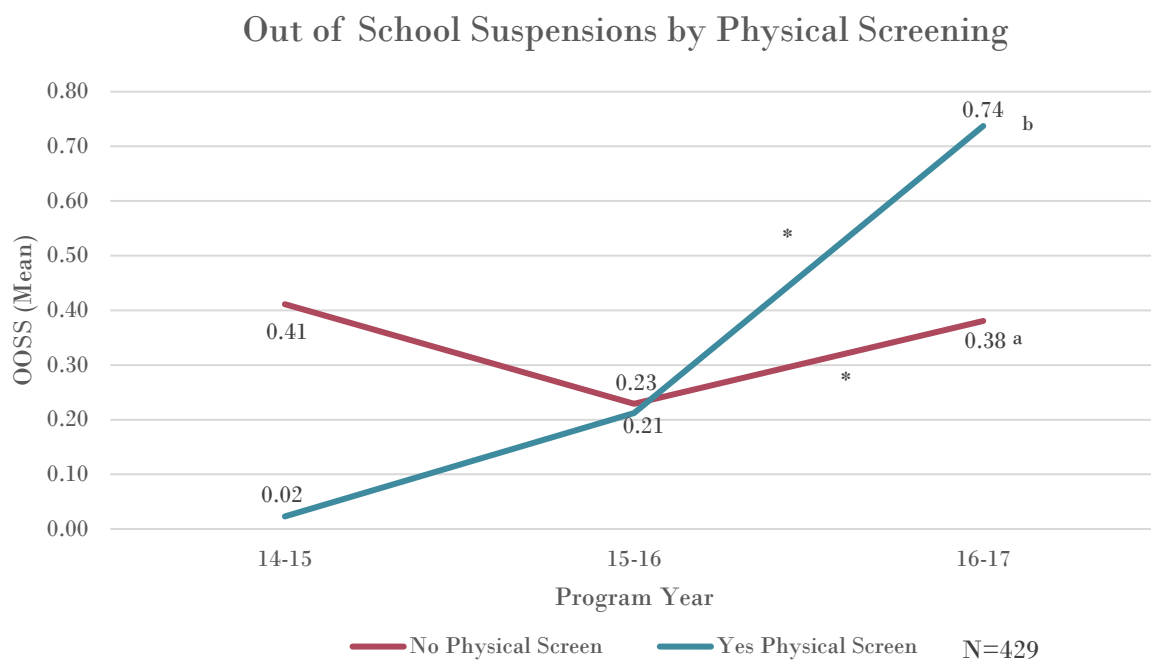




## Physical Screening

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student received a physical screening or not over the three year time period. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results show that at year three, students who received a physical screening had significantly more out of school suspensions than students who did not receive a physical screening. Moreover, there was a significant increase in out of school suspensions for both groups from the second year to the third year.

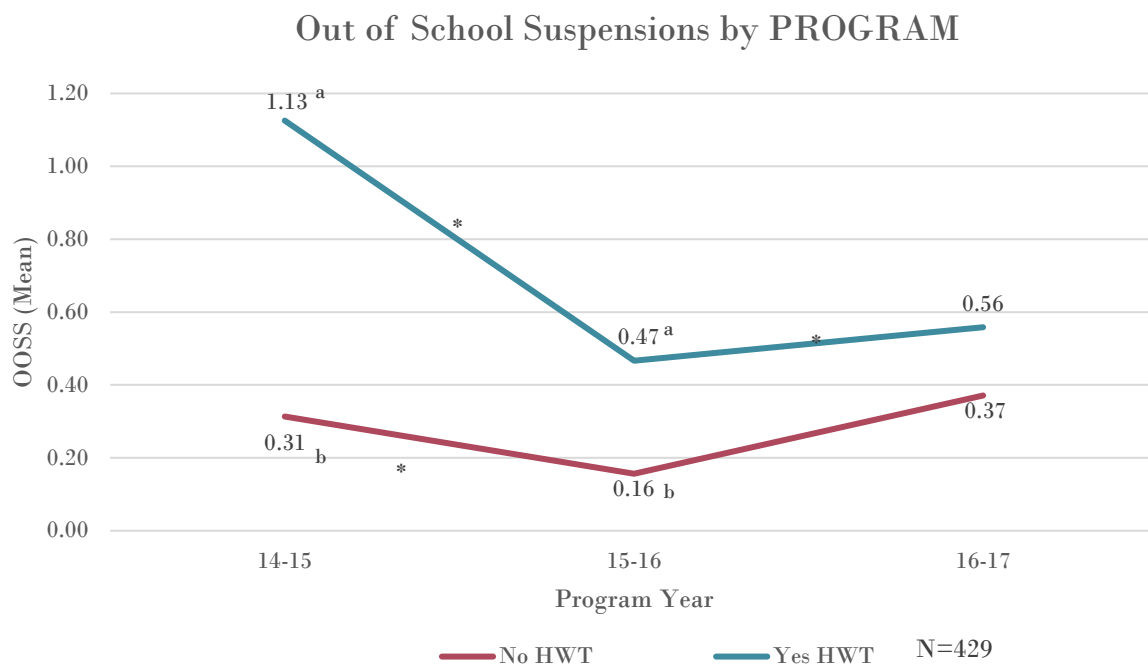




## PROGRAM

This section illustrates the trajectory of mean out of school suspensions conditioned on whether a student was mentioned at a team meeting or not over the three year time period. Out of school suspensions by PROGRAM and by year are shown in the graphs below. Group differences within a year are noted by a/b superscripts. \* indicate differences between the two years.

The results indicate that students that were mentioned in an PROGRAM meeting in years one and two had significantly higher out of school suspensions than students who were not mentioned in an PROGRAM meeting. Out of school suspensions decreased significantly for both groups from year one to year two. In addition, out of school suspensions increased significantly for students mentioned in PROGRAM meetings from year two to year three.





## Next Steps

Xxx Discuss any next steps regarding programs or data collection that you think might be relevant.



## Contact

### Report Questions

For any questions related to this report, please contact **XXXXXX at XXXXX**@xxxx.

### About HEAL

The HEAL team provides xxxx.