

# SUNNYSIDE Parents as Teachers Evaluation

Conducted by LeCroy and Milligan  
Associates, Inc.



This report summarizes findings from an evaluation of the impact Parents as Teachers program in the Sunnyside Unified School District in Pima County, Arizona has on children and their parents. The study was conducted by LeCroy & Milligan Associates, Inc., a Tucson-based research and evaluation firm that specializes in social services and education program evaluation and training. The analysis was compiled from academic and school outcomes data from 2015-2017. A summary of the findings is below.

## Participants

Sunnyside Parents as Teachers (PAT) began in 1996 and serves more than 300 families per year. In 2017, they were recognized as a Blue Ribbon Affiliate through Parents as Teachers' Quality Endorsement and Improvement Process. Data for PAT children was compared to non-PAT children who were similar on key demographics such as free/reduced lunch, race/ethnicity, special education, and English Language Learner status.



### English/Math Standardized Test Data



**Over 96%**  
Hispanic or Latino

**Over 3/4**  
Qualified for free  
or reduced lunch

### Reading Assessment, English Language Proficiency, Attendance/Suspension Data



**~10%**  
Received Special  
Education services

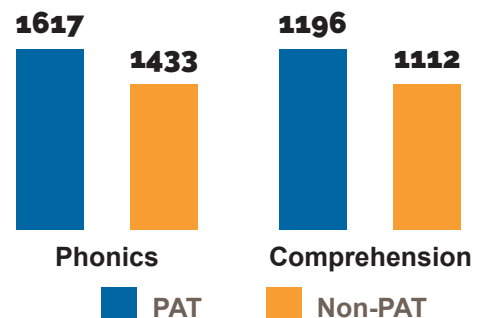
**~12%**  
English language  
learners

## Academic Outcomes

**Parents as Teachers children performed significantly better than non-PAT children in English Language Arts, Reading, and Math (n=625)**

- PAT children performed significantly better on English Language Arts standardized test scores (AzMERIT ELA) from 2015-2017.
- PAT children performed significantly better on computerized reading assessments (RAPS 360) in the areas of Phonics (2015, 2016, & 2017) and Comprehension (2017).
- PAT children demonstrated significantly more improvement in math standardized test scores (AzMERIT Math) between 2015 to 2017.

### 2016-2017 RAPS 360 SCORES



### AzMERIT ELA SCORES



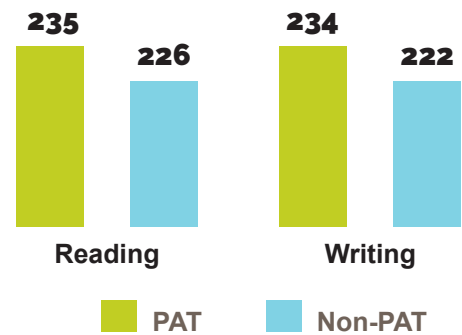
## English Language Proficiency

**Among students who were English Language Learners, Parents as Teachers children scored significantly better in English Language Proficiency (n=983)**



Parents as Teachers children performed significantly better in the areas of Writing (2015, 2016, 2017), Reading (2015), and Total Scores (2015, 2016).

2014-2015 AZELLA SCORES



## School Outcomes

**Parents as Teachers children had higher rates of school attendance and fewer suspensions (n=983)**



Parents as Teachers children had significantly lower rates of absenteeism from school (2014, 2015, 2016, & 2017).

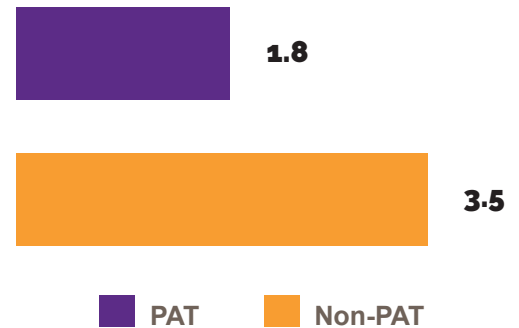


Parents as Teachers children had significantly fewer in-school suspensions (2015).



Parents as Teachers children had significantly fewer out-of-school suspensions (2015).

AVERAGE ABSENT RATES FROM SCHOOL IN 2016-2017



## Parenting Outcomes

**Parents as Teachers caregivers improved in ratings of parenting behaviors and protective factors during their participation in Parents as Teachers**

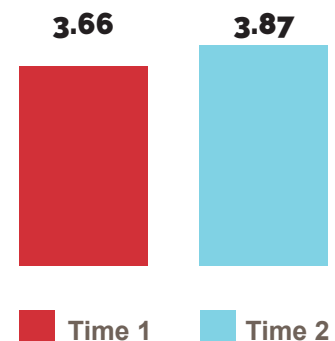


Parents as Teachers caregivers significantly improved in parenting behaviors as measured by the Keys to Interactive Parenting Scale (n=182).



Parents as Teachers caregivers significantly improved over time on the family functioning, social support, and concrete support subscales of the Protective Factors Survey (n=250).

KEYS TO INTERACTIVE PARENTING (KIPS) SCALE SCORES



Reference: Lahti, M., Evans, C., Goodman, G., & LeCroy, C. (2019). *Parents as Teachers (PAT) home-visiting intervention: A path to improved academic outcomes, school behavior, and parenting skills*. Children and Youth Services Review, In Press.