



Special School District

Juvenile Detention Center
Lakeside Center
Program Update.

Paul Bauer

Board Approved: July 19, 2011

SSD Courts Programs

Standard Program Evaluation

Program Evaluation Question(s)

What is the nature of Court programs and how do they impact student outcomes?

I. Program/Service Information

1. Name of Program or Services:
Court Programs (JDC and Lakeside)
2. Personnel Responsible for Evaluation and Program (list):
Paul Bauer
3. Demographic Description of Program:
Location(s): Two sites
Number of staff – JDC: 9 classroom teachers, 1 Reading Specialist, 1 Math Specialist, 1 PE teacher, 6 paraprofessionals, .2 FTE Social Worker, .2 FTE Guidance Counselor
Lakeside: 8 classroom teachers, 1 Reading Specialist, 1 PE teacher, 5 paraprofessionals, .2 FTE Social Worker, .2 FTE Guidance Counselor
Length of program/service: Ongoing
4. Date of Evaluation (Year/Duration):
August 2010 – May 2011
5. Goal/Objective of Program/Services:
The purpose of the Court programs is to provide students supports to progress toward graduation, teach replacement behaviors, offer new opportunities, and to assist in their return o the home school or other educational placement, and to achieve their post-secondary goals.
6. Brief description of relationship between program goals, CSIP and MSIP Standards:
MSIP 6.3.4: The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs. The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, ESOL, migrant, and homeless students, as well as students who may, for other reasons, be at risk of leaving school without completing high school.
Goal I: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic and career goals.

II. Evaluation Criteria for Programs/Services Offered (check type utilized)

Achievement assessment data
Enrollment data
Attendance rate
Dropout rate
Suspension rate
Movement to LRE

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III. Description of Stakeholders Engagement in Program Evaluation:

Name	Role
Paul Bauer	Director
Lori White	Principal, Court Programs
Marsha Myers	Area Coordinator
Randy Barnes	Program Evaluation

IV. Results

Services Provided to All Students

Students who attend the SSD Court Program Schools all have issues in the following areas.

- Academics
- Discipline
- Social conditions
- Economic conditions
- Other areas that relate to a student's ability to become a productive member of the workforce after graduation

In addition, the students also have multiple court violations. As a result, the Courts educational program for these students offers a variety of instructional programs and services. These include:

- small class sizes
- individualized instruction
- school guidance and counseling
- social work
- psychological counseling
- support to parents
- computer-based instruction through PLATO
- Title 1D math services in courts programs
- Title 1D Reading services in courts programs
- consultation with the district's consulting psychiatrist
- consultation with the district's medical consultant
- crisis intervention
- Referral to Vocational Rehabilitation Office or job program

These services are aimed at providing students the supports and skills they will need to succeed in school and after graduation.

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Juvenile Detention Center Description

The Juvenile Detention Center is located at 501 South Brentwood Blvd, in Clayton. Students enter daily: court staff provide the school staff a population board each morning. Using the information on the population board, school staff immediately complete a Standardized Test for the Assessment of Reading (STAR) assessment of the student and assign classes to the student.

SSD operates six classrooms on the school floor and three classes in units on the floor above. Upstairs classes are:

a. One school unit is for female students (female and male residents are not allowed to mix).

b. Unit F is the transitional unit. These students are allowed out all day only if their behavior is on track. This unit is used as a “step-down” unit from the restricted unit back to general population or for students who need extra supports. The school provides staff to educate the young people on this unit. The school commits two staff and the detention center commits two staff so all students assigned to this unit may be in school all day.

c. Unit G is the restricted unit. Due to the lack of self control or the potential for danger to themselves, staff, or others, residents may be assigned to this unit for a period from three days to an undesignated amount of time. The center allows residents of this unit to attend school for three hours per day due to their aggressive nature. Residents on Unit G do not leave this unit for any reason and if they go to court they are shackled. This may also be the case for school.

Lakeside Description

Lakeside is a residential treatment center located in Maryland Heights, Missouri. It borders Creve Coeur Park. This campus has four residential cottages: one cottage for sexual offenders (youth who have violated a younger sibling or one time occurrence of engaging in an inappropriate sexual activity), one for substances abuse, one for general misconduct, and one for females only. Cottages A and B have a maximum capacity of 14 residents, Cottage C a maximum of 8, and Cottage G, the girls cottage, a maximum of 16 residents. Each cottage has its own focus to help the residents deal with their individual issues. Each cottage has a therapist assigned to it by the county as well.

These residents are all court-ordered into Lakeside and it takes a court order to remove them. They have a treatment plan designed by their therapist and cottage manager. The program has a recreational component: each resident has the opportunity to sign up for recreational activities, participate in Chapel in the evening outside of school hours, receive individual and group therapy, attend support groups, anger groups, volunteer opportunities, participate in community service, Tai Chi, and attend school.

The age range for students is 13 to 17 with the median age being 14 to 15. The students are typically court ordered for six months. Some residents are ordered until treatment is completed or some are told they will be reviewed in 30 days and if not making any progress then they are ordered to Division of Youth Services. For the FY11 school year, the majority of our students were six months some were shorted and some longer as the data will reflect in this report.

Discipline Data

The table below shows the number of students with discipline incidents, the unduplicated count of incidents, and the number of days of suspension out of school at both JDC and Lakeside. It should be noted that the data for 2007-08 are not complete because previous staff did not record those data.

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In reviewing discipline data we have seen a downward trend in out of school suspensions prior to 2010-2011. In the 2007 – 2008 school year there were 1057 incidents at Lakeside. The 2008-2009 school year had 75 incidents, followed by 2009 -2010 school year which had 66 incidents, and the 2010 – 2011 school year had 116 incidents. The increase in incidents this year at Lakeside may be attributed to multiple changes in staff in the cottages, inconsistencies among school staff being in attendance or not in attendance, and students wanting to resolve issues from outside of the facility in the school environment (“street issues”).

In reviewing discipline data for Juvenile Detention Center there has also been a downward trend. In 2007 – 2008 school year there were 139 incidents. In 2008 – 2009 school year, there were 55 incidents of behavior. For the school year of 2009 – 2010 there were 74 incidents of behavior, and for the 2010-2011 school year there were 73 incidents of behavior. The slight increase in the last two years was directly attributed to rival gang members being housed together and the escalation of the incident on the school floor. Only two of those incidents resulted in a physical altercation requiring assistance from detention staff. Minimal days of instruction were lost due to suspensions.

School Year	JDC			Lakeside		
	No. of Students	No. Of Incidents	No. of OSS Days	No. of Students	No. of Incidents	No. of OSS Days
2007-08	---	139	---	---	1057	---
2008-09	45	55	4	116	75	10
2009-10	60	74	5	109	66	18
2010-11	61	73	3	103	116	1

Student Outcomes

In reviewing outcome data for the Courts, the following should be noted:

1. Court programs have a very transient population. Residents can be in the program for a few hours or many months and every time span in between, based upon is prior court issues, treatment programs, treatment options, and progress made towards the treatment goals.
2. There is no pre-planning of educational placements prior to students arriving at JDC or Lakeside. All educational plans are made after the student has been enrolled in classes.

STAR

The Court programs utilize the STAR Math and Reading tests to determine class placement of all students. Every student is assessed upon entering school and based upon academic level is then placed into the appropriate classroom. The students are post-tested 90 days after admission. Below are student pre- and post-test scores from the 2010-11 school year. It should be noted that the number of students included in the following tables is not the same as the number of students pre-tested: the tables show only those students who took both the pre- and post-test. It should also be noted that percentages may not total 100 due to rounding errors.

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STAR Reading Test Pre- and Post-Test Scores JDC 2010-11

Grade Level	0.0-0.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0-9.9	10.0-10.9	11.0-11.9	12.0-12.9
Number of Students													
Pre-Test	0	7	6	5	5	14	16	6	2	0	1	0	2
Percent	0	10.9	9.4	7.8	7.8	21.9	25.0	9.4	3.1	0	1.6	0	3.1
Number of Students													
Post-Test	0	3	5	5	9	7	21	3	6	0	1	0	4
Percent	0	4.7	7.8	7.8	14.0	10.9	32.8	4.7	9.3	0	1.6	0	6.6

STAR Mathematics Test Pre- and Post-Test Scores JDC 2010-11

Grade Level	0.0-0.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0-9.9	10.0-10.9	11.0-11.9	12.0-12.9
Number of Students													
Pre-Test	0	5	7	9	6	11	13	2	5	2	2	1	2
Percent	0	7.7	10.8	13.8	9.2	16.9	20.0	3.1	7.7	3.1	3.1	1.5	3.1
Number of Students													
Post-Test	0	0	4	13	9	8	14	3	2	1	2	3	6
Percent	0	0	6.2	20.0	13.8	12.3	21.5	4.6	3.1	1.5	3.1	4.6	9.2

The above show that on the Reading pre-test, 57.8% of students scored at or below the 5.9 grade level in Reading, while 45.2% did so on the post-test. In Mathematics, 58.4% scored at or below the 5.9 grade level on the pre-test, while about 52.3% did so on the post-test.

At Lakeside, placement for students is typically one semester or one full school year. As at JDC, students are test upon admission and 90 days later. Reading and Mathematics results for Lakeside follow. These data show that at Lakeside, students showed progress over the 90 days between pre-and post-test. In Reading, 50% of students scored at or below the 5.9 grade level on the pre-test, while about 32% of the students did so on their post-test. In Mathematics, about 56.7 % were at or below the 5.9 level on their pre-test, while about 31.3 % were at that level on their post-test.

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STAR Reading Test Pre- and Post-Test Scores Lakeside 2010-11

Grade Level	0.0-0.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0-9.9	10.0-10.9	11.0-11.9	12.0-12.9
Number of Students													
Pre-Test	0	2	2	7	7	16	10	7	5	3	3	0	6
Percent	0	2.9	2.9	10.3	10.3	23.5	14.7	10.3	7.4	4.4	4.4	0	8.8
Number of Students													
Post-Test	0	0	1	4	7	10	19	2	7	4	4	2	8
Percent	0	0	1.5	5.9	10.3	14.7	27.9	2.9	10.3	5.9	5.9	2.9	11.8

STAR Mathematics Test Pre- and Post-Test Scores Lakeside 2010-11

Grade Level	0.0-0.9	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	7.0-7.9	8.0-8.9	9.0-9.9	10.0-10.9	11.0-11.9	12.0-12.9
Number of Students													
Pre-Test	0	0	4	12	10	12	14	5	5	0	1	1	3
Percent	0	0	5.9	17.8	15.9	17.8	20.8	7.5	7.5	0	1.5	1.5	4.5
Number of Students													
Post-Test	0	0	1	7	6	7	22	7	8	0	1	1	7
Percent	0	0	1.5	10.4	8.9	10.4	32.8	10.4	11.9	0	1.5	1.5	10.4

Attendance

As shown in the table on the next page, the attendance rate within the Court Program has remained consistently high.

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Attendance Rate Courts Programs

School Year	Location	Attendance Rate
2008-09	Combined Courts	93.78
2009-10	JDC	98.23
	Lakeside	98.28
2010-11	JDC	97.81
	Lakeside	97.75

Achievement Data

PLATO/Credits: The PLATO system is a vital part of the academic program. By using this program, students are able to recover credits that they failed to earn in previous classes as well as earn additional credits to progress toward graduation. The table below shows student use of PLATO, as well as the number of students graduating due to this program:

Credits Earned Using PLATO

School Year	No. of Credits Earned	No. of Students	No. of Graduates
2008-09	0.5 – 2.0	21	1
	2.5 – 4.0	5	
	4.5 +	3	
2008-09 TOTAL	51.0	29	
2009-10	0.5 – 2.0	29	2
	2.5 – 4.0	9	
	4.5 – 6.0	1	
	6.5 – 8.0	2	
	8.5 +	2	
2009-10 TOTAL	88.0	43	
2010-11	0.5 – 2.0	38	2
	2.5 – 4.0	13	
	4.5 – 6.0	6	
	6.5 – 8.0	1	
	8.5 +	11	
2010-11 TOTAL	256.0	69	

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Writing: Students in the Court Programs complete the Write Source writing assessment in September, November, February, and May (these assessments are scheduled according to the Write Source writing program: an assessment using a writing prompt is given in other months. The following table shows group performance and the percent of students showing improvement from September to May, for students who took both the September and May assessments. (The majority of students were not enrolled for both assessments.)

Write Source Assessments

Writing Area	Average Percent Correct		Percent Showing Improvement
	September	May	
Elements of Writing	35.0	47.9	75.0
Proofing and Editing	36.0	44.3	58.3

Because the 2010-11 school year was the first in which the district used the WriteSource program and assessment, no longitudinal data are available. However the above data show that students have improved their writing skills over the course of this year.

Grade Level Assessments (GLA)/End of Course (EOC) Assessments: Students are typically enrolled at JDC for a short time; those at Lakeside typically exit the program after one semester or one year. Students may show improvement in GLA/EOC performance, but the improvement may not be sufficient to raise their scores to the next highest level. To show changes in group performance, the more sensitive Index Score is used. A review of GLA scores, showing both achievement levels and Index Scores, follows:

GLA/EOC Scores 2006 - 2010

Year	Content Area	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Index
2007	Communication Arts	58.82	41.18	0	0	641.18
2008	Communication Arts	34.88	53.49	11.63	0	676.75
2009	Communication Arts	8.33	83.33	8.33	0	699.93
2010	Communication Arts	14.29	52.38	33.33	0	719.04
2007	Math	83.33	16.67	0	0	616.67
2008	Math	65.12	25.58	9.30	0	644.18
2009	Math	45.45	45.45	9.09	0	663.57
2010	Math	42.31	46.15	3.85	7.69	676.92

The above data show that, GLA and EOC scores have improved each of the last four years in both content areas.

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Score Comparisons

One way to measure performance, consistent with Continuous Improvement methodology, is to compare performance with similar organizations. The following tables compare GLA/EOC scores for 2010 for students in SSD Courts Programs to those of students in other Detention Facilities in Missouri who reported those scores.

2010 GLA/EOC Score Comparisons

Mathematics

	Number Reportable	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Index Score
SSD Courts	26	42.31	46.15	3.85	7.69	676.92
Lee's Summit	14	42.86	57.14	0.00	0.00	657.14
Columbia	7	42.86	28.57	28.57	0.00	685.71
McCune School	11	45.45	54.55	0.00	0.00	654.55
Griscom School	13	53.85	46.15	0.00	0.00	646.15

2010 GLA/EOC Score Comparisons

Communication Arts

	Number Reportable	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Index Score
SSD Courts	21	14.29	52.38	33.33	0	719.04
Lee's Summit	22	45.45	54.55	0.00	0.00	654.55
Columbia	6	33.33	33.33	33.33	0.00	699.93
McCune School	2	50.00	50.00	0.00	0.00	650.00
Griscom	24	25.33	37.50	4.17	0.00	645.83

The above data show that the performance of students in SSD Courts programs compared favorably to all other programs in Communication Arts, and compared favorable to all programs except Columbia's in Mathematics. It should be noted that more than three times as many students in SSD Courts Programs took the Mathematics assessment as in Columbia.

After School Programming/Enrichment

A recommendation of the Court evaluation was to offer after school enrichment to students within the Courts program. This has gone through stages of development to achieve a workable solution. At both sites, school staff have structured the enrichment programs to meet the site needs as well as student needs given the parameters of meeting court requirements.

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Lakeside Enrichment

During the 2008 – 2009 school year, every student at Lakeside participated in after school enrichment programming. The desired process was for school staff and Lakeside Cottage staff to run activities together and give the residents opportunities to see adults across campus working together to offer positive alternatives to behaviors that brought them to Lakeside. Students participated in chess, recreation activities, art, PLATO, and a job training preparation program, collaboratively provided by the Urban League. Due to several staff issues, the program was not successful. These issues included (a) inconsistent behavior expectations among cottage and school staff (b) students being pulled out of activities with residential staff, causing student absences and teachers to left alone with large groups, and (c) ineffective programming provided by the Urban League staff member. In the best interest of our students, the program was drastically changed at the end of the first year.

In 2010-11, enrichment consisted of students two or more grade levels below their grade level in reading staying after school. These students worked on strengthening their skills in vocabulary, comprehension, and spelling. Teachers taught them strategies to increase the number of strategies upon which to call and to ensure they had full comprehension of those strategies to utilize in the classroom. There were 20 students in the program at any one time. This also helped students prioritize assignments, and manage time commitments.

JDC

Enrichment at JDC was vastly different than at Lakeside. Due to staff work issues, the administration at JDC never intended all students to participate. At JDC, participation in the enrichment program has always been limited to student three or more years below grade level in reading or math. In addition, JDC has restrictions about the number of students on the school floor per number of staff due to safety concerns. Because not all SSD staff work in the enrichment program, the number of students allowed to participate is limited. In addition to students below grade level, other students have volunteered to participate in order to work on credits instead of sitting in a unit, with the understanding they are only allowed to stay if there is space. By utilizing this strategy staff have been able to help student get back on track for credits to complete graduation requirements.

Post-Discharge Follow-Up

The following pages show summaries of the status of students after leaving JDC and Lakeside, as of May 2011. As of that date, 618 students had been discharged from JDC during the school year; 132 had been discharged from Lakeside. The following points should be noted:

1. For students who left JDC, 233 were enrolled in a comprehensive high school, 78 were earning credits through a DYS program, 60 were at Lakeside, and 68 were earning credits in some other educational setting.
2. Three had earned a high school diploma and one had earned a GED
4. Five were incarcerated as an adult in an adult correctional facility.
5. Fifteen were serving a long-term suspension from their local public school
6. Eighty-eight students could not be located.

For students leaving Lakeside,

1. Thirty-four were enrolled in a comprehensive high school, 6 in a DYS program, and 4 were earning credits in some other educational setting.
2. Twenty-six had returned to JDC
3. Seven had earned a high school diploma

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4. One had been certified as an adult and was incarcerated in an adult correctional facility.
5. Twelve students could not be located.

Student Leaving Juvenile Detention Center	n=579	%
Enrolled in:		
Regular School	233	40.24
Alternative School	30	5.18
Division of Youth Services (DYS) Program	78	13.47
Lakeside Center	60	10.36
Project LEARN	3	0.52
Purchase of Services (POS)	2	0.35
City Detention Center	30	5.18
Homebound	3	.052
Earned High School Diploma	3	0.52
Earned Graduate Equivalency Diploma (G.E.D.)	1	0.17
Serving long term suspension from local school	15	2.59
Certified as adult/moved to adult correctional facility	5	0.86
Hospitalized	0	0
Moved Out of State	2	0.35
Employed: Full-Time	0	0
Employed: Part-Time	0	0
Whereabouts Not Verified	26	4.19
Whereabouts Unknown	88	15.19
Total	579	100

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Students Leaving Lakeside Center	n=91	%
Enrolled in:		
Regular School	34	34.36
Alternative School	3	3.30
Division of Youth Services (DYS)	6	6.59
Juvenile Detention Center	26	28.57
Project LEARN	1	1.10
Purchase of Service (POS)	0	0.00
City Detention Center	0	0.00
Homebound	0	0.00
Earned High School Diploma	7	7.69
Earned Graduate Equivalency Diploma (G.E.D.)	0	0.00
Serving long term suspension from local school	0	0.00
Certified as an Adult/Moved to Adult Correctional Facility	1	1.10
Hospitalized	1	1.10
Moved Out of State	0	0.00
Employed: Full Time	0	0.00
Employed: Part Time	0	0.00
Whereabouts Not verified	0	0.00
Whereabouts Unknown	12	13.19
Total	91	100

Strengths

- Performance on state assessments is improving each year and is among the highest in comparison with other juvenile detention centers in Missouri.
- The number of out-of-school suspensions has dropped, and attendance continues to be high.
- The number of students recovering or earning high school credits via PLATO has increased each year.

Opportunities for Improvement

- Student movement from Court placements, and lack of communication about that movement, presents challenges to pre- and post-testing.
- Almost 3% of students leaving JDC complete long-term suspensions rather than returning to some educational program.
- There are no follow-up data for about 15% of students leaving JDC and about 13% of students leaving Lakeside.

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Recommendations

- Expand use of PLATO software for students in all grades
- Investigate use of targeted remedial Reading and Math instruction to improve student performance
- Investigate outside supports to families and students and other ways to improve student transitions to life outside of JDC or Lakeside.
- Share data about student performance while in Court settings and student status after leaving each of the programs with judges and other administrators of Courts programs.
- Use quality tools such as the PDSA process to clarify issues and develop possible solutions about student performance and status after leaving programs.

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