



Special School District Court Programs Evaluation

Joan Zavitsky, Chair

Board Approved: January 22, 2008



Court Programs

Standard Program Evaluation

Program Evaluation Question(s)

How effective is the educational program provided to students in SSD Court Programs? The following items will be reviewed to address this question:

- Historical and current trends in enrollment and attendance
- Student infractions and disciplinary actions
- Student performance on measures of academic achievement
- Course offerings and grades received
- Student, parent, SSD staff, and court facility staff perceptions
- Historical and current trends in staffing
- Historical and current trends in budgeting

I. Program/Service Information

1. Name of Program or Services:

SSD Court Programs

- a. Juvenile Detention Center (JDC): The educational program at JDC is a full-day program designed to meet the individual needs of students in both academic and behavioral areas of development. JDC provides instruction to students in a variety of curricular areas. Educational materials which parallel content instruction in the regular public school system are utilized to facilitate student transition into other educational settings. Students at JDC also receive reading instruction and supports from Title I services. Students receive grades on a quarterly basis and earn credit which is transferable to other educational settings.
- b. Lakeside Center: The educational program at Lakeside Center is a full-day program for students placed in residential treatment at the facility. The educational program focuses on academic and behavioral development and is considered a vital component of the overall treatment program. The educational curriculum at Lakeside Center provides for a variety of student needs and interests. Educational materials which parallel content instruction in the regular public school system are utilized to facilitate student transition into other educational settings. Students also receive reading instruction and supports from Title I services. Students receive grades on a quarterly basis and earn credit which is transferable to other educational settings.
- c. Project Learn / GED: Project Learn is a half-day educational program for youth involved with the Family Court of St. Louis County. Students enrolled at Project Learn attend a self-contained classroom for 3 hours daily Monday through Friday. Length of stay in the program is determined by program staff at the time of entry. Students are evaluated to determine individual strengths and needs so that individualized programs



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can be developed. The goal of individualized programs is to provide instruction in the academic skill areas needed by students to succeed in the educational program they will attend upon completion of the Project Learn program.

2. Personnel Responsible for Program:
Ms. Jane Ivol, Principal

3. Demographic Description of Program:
The SSD Court Programs consist of educational service delivery to students involved with the Family Courts of St. Louis County as outlined in RSMo 178.296. Educational services are provided at the St. Louis County Juvenile Detention Center (JDC), Lakeside Center, and Project Learn. SSD currently employs a total of 41 staff, of which 23 are teachers, in the court programs across all sites.

4. Date of Evaluation (Year/Duration):
November 2007

5. Goal/Objective of Program/Services:
The primary goal of the SSD Court Programs is to enhance student learning, achievement, and sense of self-worth within a safe and caring environment. In partnership with parents, staff, students, and community, the SSD Court Programs strive to maximize students' personal potential by assisting them to become independent, responsible, productive citizens.

6. Brief description of relationship between program goals, CSIP and MSIP Standards:
Information gathered will assist the district in: Maintaining effective instructional programs designed to meet the assessed needs of students (MSIP Standard 6.3, CSIP Area 1C); Maintaining a positive climate for learning with a focus on academic achievement (MSIP Standard 6.5, CSIP Area 1E); Ensuring safe and orderly schools (MSIP Standard 6.6, CSIP Area 1F); Promoting professional development as an integral part of the educational program (MSIP Standard 6.7, CSIP Area 1G); Promoting improvement in academic achievement (MSIP Standard 9.1); Promoting improved educational persistence/attendance (MSIP Standard 9.6).



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

Data collected for the present evaluation included the following:

- Student Enrollment (2005-2006, 2006-2007, 2007-2008)
- Student Attendance (2005-2006, 2006-2007)
- Discipline Infractions and Actions – PBIS (2006-2007)
- STAR Assessment (2006-2007)
- MAP Assessment (2005-2006, 2006-2007)
- Course Offerings and Grades (2006-2007)
- Perception Data (2007-2008: student, parent, SSD staff, court facility staff)
- Staffing (2005-2006, 2006-2007, 2007-2008)
- Budget (2005-2006, 2006-2007, 2007-2008)

III. Description of Stakeholders Engagement in Program Evaluation:

The program evaluation committee consisted of stakeholders from schools, court facilities, and the community. Committee members and their respective roles are reported below.

Name	Role	Name	Role
Bill Wolff	Director, Lakeside Center	Jane Ivoll	Principal, SSD
Rich Carver	Chief Finance Officer, SSD	Dan Ludwig	Lakeside Teacher, SSD
Chris Baldwin	Administrator, SSD	Kathy Mueller	JDC Teacher, SSD
Paul Bauer	Director, SSD	Karen Nahnsen	Instructional Facilitator, SSD
Sheila Bennett	Parent	Lana Newport	Lakeside Teacher, SSD
Sonja Burks	Lakeside Teacher Assistant, SSD	Jeff Osberg	Manager, Project LEARN
Cheryl Campbell	Director, Family Courts	Kip Seeley	Administrator, Family Courts
Amber Auslander	Effective Practice Specialist, SSD	John Snipes	Asst. Superintendent, Family Courts
John Cary	Superintendent, SSD	Wayne Weible	Therapist, Family Courts
Anna Funkhouser	JDC Teacher, SSD	Vicki Weir	Director, Ferguson-Florissant School District
John Higgins	Lakeside Teacher Assistant, SSD	Terry Weise	Commissioner, Family Courts
Deborah Woodside	Director, Family Courts	Kara Arndt	Cottage Manager, Lakeside Center
Joan Zavitsky	Associate Superintendent, SSD		

The program evaluation committee met four times during the 2007-2008 school year to discuss the court programs evaluation. Agenda items included (a) identifying data needs, (b) reviewing research, (c) discussing preliminary data results, and (d) determining strengths, areas for improvement, and recommendations.



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IV. Results

Data gathered for this evaluation included enrollment and attendance data, disciplinary infractions and actions (PBIS), STAR and MAP assessment results, student focus group results, survey data (Appendix 1), staffing information, and budget data.

Student Enrollment

Enrollment data was analyzed in accordance with procedures outlined by DESE and is based on the number of students enrolled on the last Wednesday of September (i.e., September Count). Enrollment counts and demographic information for the 05-06, 06-07, and 07-08 school years are reported in Table 1 (JDC), Table 2 (Lakeside), and Table 3 (Project Learn / GED).

Table 1. Juvenile Detention Center: September Enrollment

Variable		2005-2006 (n = 47)		2006-2007 (n = 42)		2007-2008 (n=46)	
		n	%	n	%	n	%
Gender	Male	38	80.9	32	85.7	43	93.5
	Female	9	19.1	10	14.3	3	6.5
IEP	Yes	26	55.3	24	57.1	20	43.5
	No	21	44.7	18	42.9	26	56.5
Ethnicity	Black	40	85.1	36	85.7	42	91.3
	White	7	14.9	6	14.3	4	8.7
Grade	6	1	2.1	1	2.4	0	0
	7	3	6.4	3	7.1	2	4.3
	8	14	29.8	5	11.9	4	8.7
	9	18	38.3	13	31.0	16	34.8
	10	10	21.3	11	26.2	11	23.9
	11	1	2.1	6	14.3	11	23.9
	12	0	0	3	7.1	2	4.3

Student enrollment at JDC has remained generally consistent during the past 3 years ranging from 42 to 47 students. Demographic data for students served at JDC has also been generally consistent. Students at JDC are predominantly black males enrolled in the 9th grade. During the 2005-2006 and 2006-2007, students with IEPs comprised a slight majority of the student population. However, September enrollment data for the 2007-2008 school year indicate the majority of students currently enrolled at JDC do not have IEPs.



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Table 2. Lakeside Center: September Enrollment

Variable		2005-2006 (n =40)		2006-2007 (n =45)		2007-2008 (n=42)	
		n	%	n	%	n	%
Gender	Male	27	67.5	31	68.9	33	78.6
	Female	13	32.5	14	31.1	9	21.4
IEP	Yes	18	45.0	27	60.0	20	47.6
	No	22	55.0	18	40.0	22	52.4
Ethnicity	Black	23	57.5	21	46.7	30	71.4
	White	17	42.5	23	51.1	12	28.6
	Hispanic	0	0	1	2.2	0	0
Grade	6	0	0	0	0	2	4.8
	7	1	2.5	1	2.2	4	9.5
	8	10	25.0	9	20.0	9	21.4
	9	17	42.5	19	42.2	14	33.3
	10	10	25.0	12	26.7	9	21.4
	11	2	5.0	3	6.7	3	7.1
	12	0	0	1	2.2	1	2.4

Student enrollment at Lakeside Center has remained generally consistent during the past 3 years ranging from 40 to 45 students. Demographic data for students served at Lakeside Center indicates a predominantly male student population enrolled most frequently at the 9th grade level. Ethnicity of the current student population at Lakeside Center is predominantly black. IEP status of students enrolled has fluctuated between 45 and 60 percent during the past three years.

Table 3. Project Learn / GED: September Enrollment

Variable		2005-2006 (n = 33)		2006-2007 (n = 34)		2007-2008 (n = 32)	
		n	%	n	%	n	%
Gender	Male	25	75.8	27	79.4	23	71.9
	Female	8	24.2	7	20.6	9	28.1
IEP	Yes	16	48.5	15	44.1	12	37.5
	No	17	51.5	19	55.9	20	62.5
Ethnicity	Black	30	90.9	23	67.6	24	75.0
	White	3	9.1	11	32.4	8	25.0
Grade	5	0	0	0	0	1	3.1
	6	3	9.1	9	26.5	1	3.1
	7	1	3.0	2	5.9	1	3.1
	8	4	12.1	1	2.9	4	12.5
	9	13	39.4	10	29.4	12	37.5
	10	7	21.2	9	26.5	9	28.1
	11	2	6.1	3	8.8	3	9.4
	12	3	9.1	0	0	1	3.1



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Student enrollment at Project Learn / GED has remained generally consistent during the past 3 years ranging from 32 to 34 students attending the half-day program. Demographic data for students served at Project Learn / GED has also been generally consistent. Students at Project Learn / GED are predominantly black males enrolled in the 9th grade. Data indicate the proportion of students with IEPs has declined in recent years.

Multiple Enrollments and Days Enrolled

In addition to initial enrollment and exit from an SSD court program, students may return and enroll multiple times during the school year. The number of separate enrollments for students and the average number of calendar days enrolled are reported in Table 4 (JDC), Table 5 (Lakeside Center) and Table 6 (Project Learn / GED).

Table 4. JDC Multiple Enrollments and Days Enrolled

Total Enrollments	2005-2006 (n = 522)			2006-2007 (n = 585)		
	n	%	Average Days Enrolled	n	%	Average Days Enrolled
1	436	83.5	20.31	482	82.4	17.28
2	65	12.5	48.42	81	13.8	47.63
3	18	3.4	74.17	17	2.9	53.29
4	2	0.4	120.50	4	0.7	77.50
5	1	0.2	89.00	1	0.2	97.00

Over 500 individual students were served by SSD at JDC during both the 2005-2006 and 2006-2007 school years. As indicated above, between 82 and 84 percent of these students were enrolled only one time during the school year. The average number of calendar days enrolled for this group of students was between 17 and 21 days. Approximately 16 to 18 percent of students at JDC exhibited a history of additional enrollments after initial discharge. The average number of cumulative calendar days spent at JDC for these students ranged from 48 to 120 days depending on total number of enrollments.

Table 5. Lakeside Multiple Enrollments and Days Enrolled

Total Enrollments	2005-2006 (n =102)			2006-2007 (n = 107)		
	n	%	Average Days Enrolled	n	%	Average Days Enrolled
1	91	89.2	122.38	94	87.9	125.20
2	9	8.8	125.67	13	12.1	158.70
3	1	1.0	31.00			
4	1	1.0	111.00			

As indicated in Table 5, SSD teachers at Lakeside Center served over 100 individual students during both the 2005-2006 and 2006-2007 school years. Approximately 87 to 89 percent of these students were enrolled only one time during the school year. The average number of



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calendar days enrolled for this group of students was between 122 and 126 days. Approximately 10 to 12 percent of students at Lakeside Center exhibited a history of additional enrollments. Additional enrollments at Lakeside Center were often the result of student elopement and/or discharge to the Juvenile Detention Center for infractions. Upon return to Lakeside Center, students are re-enrolled as a returning student. The average number of cumulative calendar days spent at Lakeside Center for these students ranged from 31 to 158 days depending on total number of enrollments.

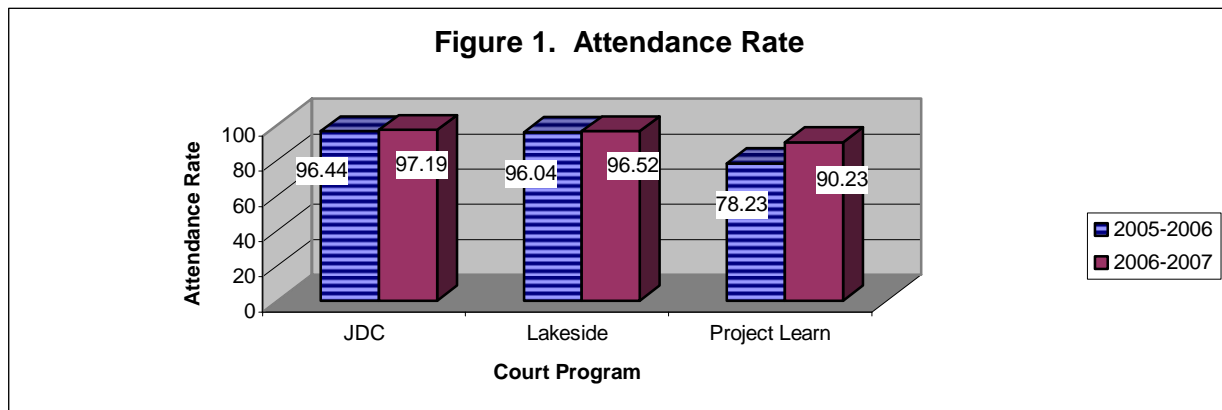
Table 6. Project Learn / GED Multiple Enrollments and Days Enrolled

Total Enrollments	2005-2006 (n = 91)			2006-2007 (n = 82)		
	n	%	Average Days Enrolled	n	%	Average Days Enrolled
1	83	91.2	105.29	78	95.1	176.86
2	8	8.8	153.25	4	4.9	204.50

Over 80 individual students were served by Project Learn / GED during both the 2005-2006 and 2006-2007 school years. As indicated in Table 6, between 91 and 96 percent of these students were enrolled only one time during the school year. The average number of calendar days enrolled for this group of students was between 105 and 176 days. Approximately 4 to 9 percent of students at Project Learn / GED exhibited a history of additional enrollments after initial exit from the program. The average number of cumulative calendar days enrolled for these students ranged from 153 to 204 days depending on total number of enrollments.

Attendance Rate

Attendance data for the SSD court programs was calculated in accordance with the “hours of attendance” method outlined by DESE (i.e., Total Hours of Attendance ÷ Total Hours of Attendance + Total Hours of Absence). Attendance rates for JDC, Lakeside Center, and Project Learn / GED are reported in Figure 1.





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As indicated in Figure 1, data indicate relatively stable attendance rates (96-97%) for JDC and Lakeside Center across the 2005-2006 and 2006-2007 school years. However, attendance at Project Learn / GED was somewhat less stable. Although data reflect a significant improvement in attendance during the 2006-2007 school year, Project Learn / GED did not meet the MSIP standard of 93% as required by DESE.

Discipline

JDC and Lakeside Center currently incorporate School Wide Positive Behavior Supports (SWPBS) as a component of educational services. SWPBS is a systems approach to discipline that emphasizes prevention, instruction of social skills, and data-based decision-making to both reduce problem behavior and improve academic performance. As a component of SWPBS, data related to student infractions and disciplinary actions are collected. JDC implemented SWPBS and collected discipline data for the entire 2006-2007 school year. Lakeside Center implemented SWPBS mid-year (January, 2007) and thus collected discipline data for the second semester only. The frequency of various student infractions is reported in Table 7 (JDC) and Table 8 (Lakeside Center). The frequency of disciplinary actions is reported in Table 9 (JDC) and Table 10 (Lakeside Center). Finally, the frequency of infractions resulting in out-of-school suspension (OSS) is reported in Table 11 (JDC) and Table 12 (Lakeside Center).

Table 7. JDC Student Infractions 2006-2007 (Entire School Year)

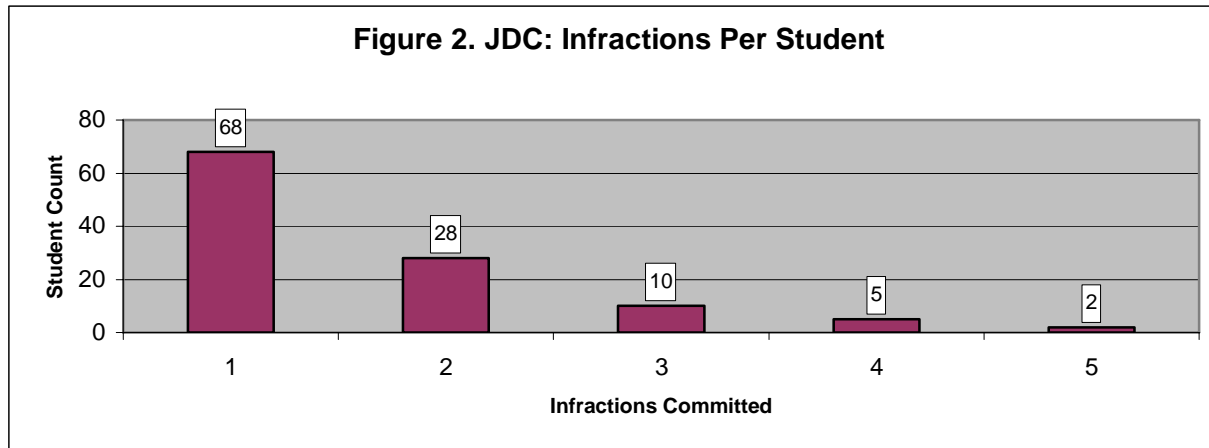
Infraction Type	Frequency	Percentage
Threatening/Discriminatory Behavior	38	20.7
Physical Aggression/Fighting	30	16.3
Disruption of Learning	20	10.9
Disrespect	18	9.8
Profanity	18	9.8
Out of Area	17	9.2
Defiance of Directive	15	8.2
Bullying – Physical or Verbal	12	6.5
Other	12	6.5
Destruction of Property	2	1.1
Theft	2	1.1
Total	184	100

The majority of infractions committed by students at JDC involved threatening/discriminatory behavior (20.7%). Physical aggression/fighting was also a prevalent student infraction (16.3%). Theft (1.1%) and destruction of property (1.1%) represented the least occurring infractions during the 2006-2007 school year. The 184 infractions at JDC were committed by a total of 113 students. Thus, many students had multiple infractions. Figure 2 illustrates the number of students committing single and multiple infractions.



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As indicated in Figure 2, sixty-eight of the 113 students (60%) committed a single infraction during their stay at JDC. Approximately 55 students (40%) had a history of 2 or more infractions while at JDC.

Table 8. Lakeside Student Infractions 2006-2007 (Second Semester)

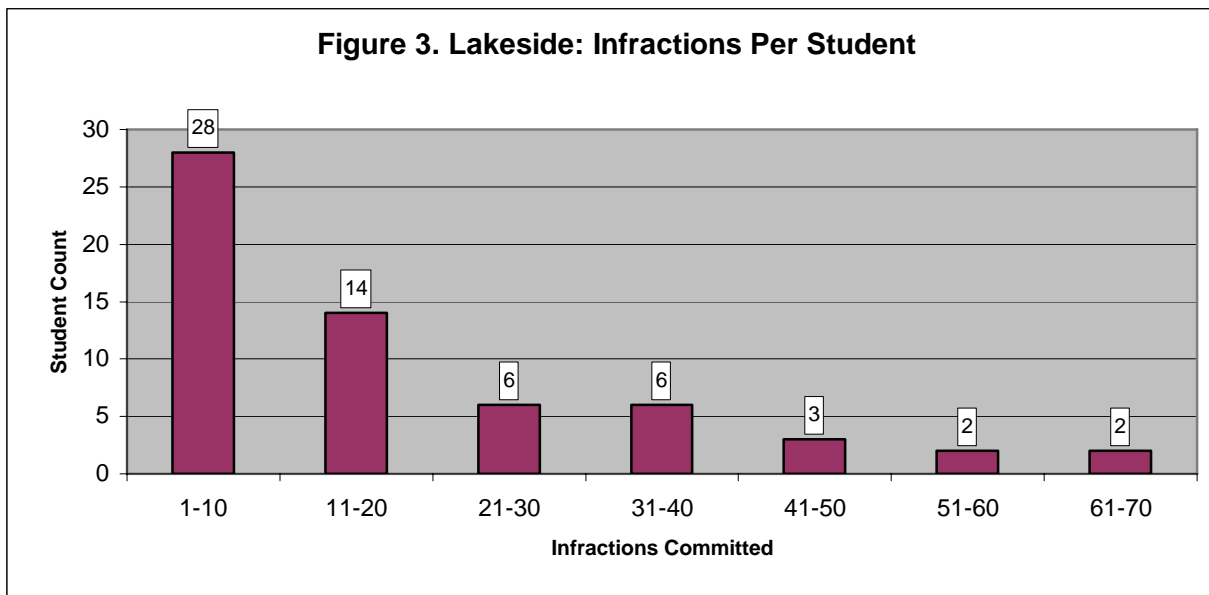
Infraction Type	Frequency	Percentage
Profanity	227	20.8
Disobeying School Rules	117	10.7
Disruption of Learning	109	10.0
Defiance of Directive	97	8.9
Physical Aggression	73	6.7
Out of Area	72	6.6
Put Downs	55	5.0
Argumentative	52	4.8
Off Task	45	4.1
Threats	42	3.8
Other	34	3.1
Hands on Others	28	2.6
Refusing Instruction	23	2.1
Destruction of Property	21	1.9
Disobeying Class Rules	20	1.8
Verbal Bullying	19	1.7
Sleeping	17	1.6
Lying/Cheating	15	1.4
Posturing	15	1.4
Assignments Not Turned in on Time	6	0.5
Blaming Others	6	0.5
Total	1093	100



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The majority of infractions committed by students at Lakeside Center involved profanity (20.8%). Disobeying school rules (10.7%) and disruption of learning (10.0%) were also prevalent infractions. Failure to turn in assignments (0.5%) and blaming others (0.5%) represented the least occurring infractions during the second semester of the 2006-2007 school year. The 1093 infractions at Lakeside Center were committed by a total of 61 students. Thus, many students had multiple infractions. Figure 3 illustrates the number of students committing infractions at Lakeside Center.



As indicated in Figure 3, twenty-eight of the 61 students (46%) committed between 1 and 10 infractions during their stay at Lakeside Center. Approximately 33 students (54%) had a history of 11 or more infractions while at Lakeside Center.

Table 9. JDC Disciplinary Actions 2006-2007 (Entire School Year)

Disciplinary Action	Frequency	Percentage
OSS-Room Restriction/Loss of Level	77	41.8
ISS-Unit H	52	28.3
Loss of Points	51	27.7
Support Room	2	1.1
Other	1	0.5
Return to Class	1	0.5
Total	184	100

Out-of-school suspension (OSS) was the most common disciplinary action at JDC (41.8%). Subsequent data analysis indicated that approximately 2% of OSS actions were less than 1 day in



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duration, 87% of OSS actions were 1 day in duration, and approximately 11% were 2 days in duration.

Table 10. Lakeside Disciplinary Actions 2006-2007 (Second Semester)

Disciplinary Action	Frequency	Percentage
Points Not Earned	574	52.5
Responsibility Room	184	16.8
OSS	135	12.4
Other	131	12
ISS	36	3.3
Documentation	24	2.2
Time in Cottage	9	0.8
Total	1093	100

Failure to earn points was the most common disciplinary action at Lakeside Center (52.5%) during the second semester of the 2006-2007 school year. Out-of-school suspension comprised approximately 12% of all disciplinary actions during this time. Subsequent data analysis indicated that approximately 75% of OSS actions were less than 1 day in duration, 16% of OSS actions were for 1 to 1.5 days in duration, and approximately 9% were 2 to 3 days in duration.

Table 11. JDC Infractions Resulting in Out-of-School Suspension (Entire School Year)

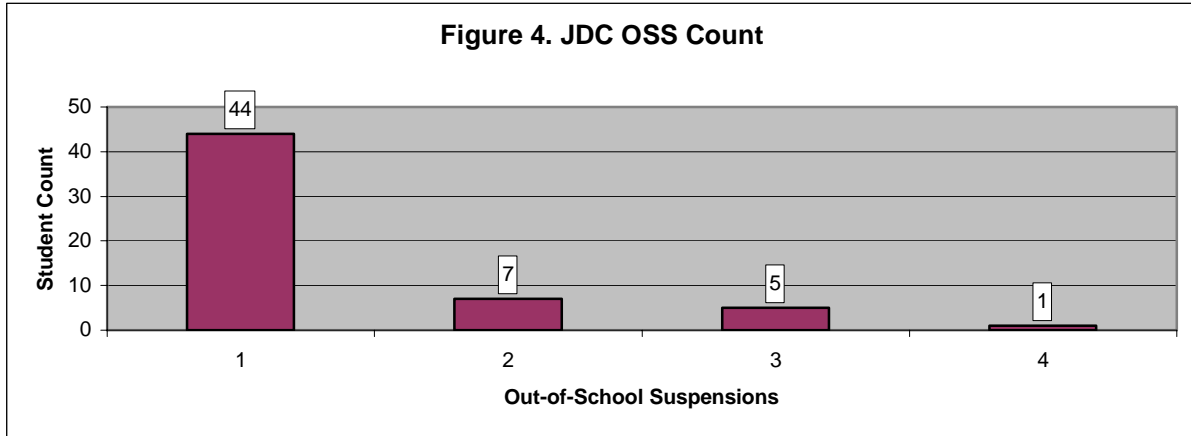
Infraction Resulting in OSS	Frequency	Percent
Physical Aggression/Fighting	23	29.9
Threatening/Discriminatory Behavior	17	22.1
Out of Area	10	13.0
Disrespect	6	7.8
Bullying – Physical or Verbal	5	6.5
Defiance of Directive	4	5.2
Disruption of Learning	4	5.2
Other	4	5.2
Profanity	2	2.6
Theft	2	2.6
Total	77	100

As indicated in Table 11, physical aggression/fighting was the most prevalent infraction resulting in OSS (29.9%) at JDC during the 2006-2007 school year. Theft (2.6%) and profanity (2.6%) were the least prevalent infractions resulting in OSS during this time. The 77 out-of-school suspensions at JDC were administered to 57 students. Thus, some students had multiple out-of-school suspensions. Figure 4 illustrates the number of students receiving single and multiple out-of-school suspensions at JDC.



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As indicated in Figure 4, forty-four students at JDC received one out-of-school suspension during their enrollment. Thirteen students received 2 or more out-of-school suspensions during their stay at JDC.

Table 12. Lakeside Infractions Resulting in Out-of-School Suspension (Second Semester)

Infraction Resulting in OSS	Frequency	Percent
Physical Aggression	44	32.6
Out of Area	19	14.1
Threats	15	11.1
Profanity	12	8.9
Defiance of Directive	8	5.9
Posturing	8	5.9
Other	7	5.2
Disobeying School Rules	4	3
Disruption of Learning	4	3
Hands on Others	4	3
Disobeying Class Rules	3	2.2
Put Downs	2	1.5
Verbal Bullying	2	1.5
Argumentative	1	0.7
Destruction of Property	1	0.7
Off Task	1	0.7
Total	135	100

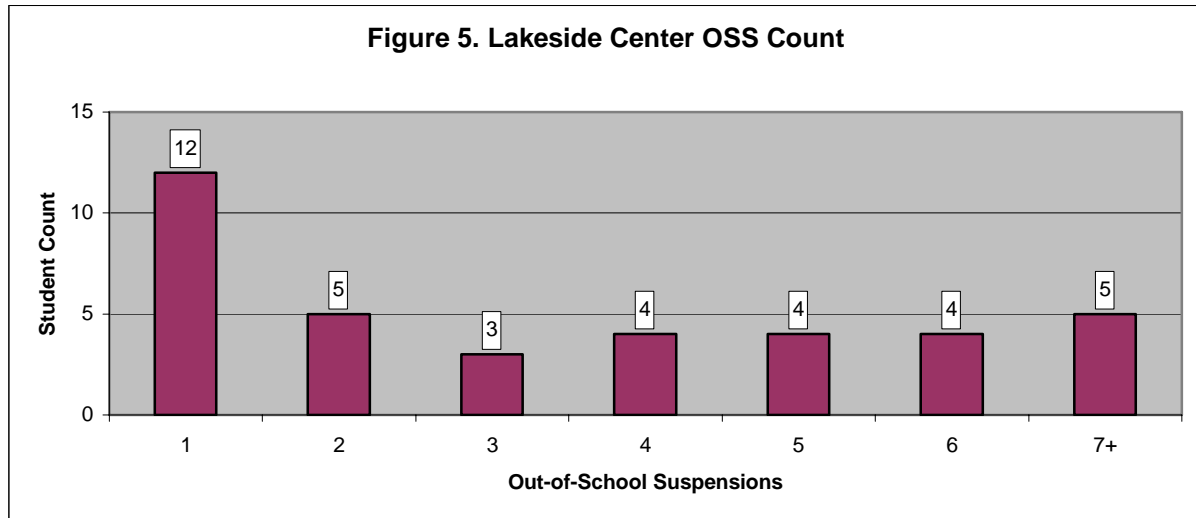
Similar to the pattern at JDC, physical aggression was the most prevalent infraction resulting in OSS (32.6%) at Lakeside Center during the second semester of the 2006-2007 school year. Destruction of property (0.7%) and off-task behavior (0.7%) were the least prevalent infractions resulting in OSS at Lakeside Center. The 135 out-of-school suspensions at Lakeside Center



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were administered to 37 students. Thus, some students had multiple out-of-school suspensions. Figure 5 illustrates the number of students receiving single and multiple out-of-school suspensions at Lakeside Center.



As indicated in Figure 5, twelve students at Lakeside Center received one out-of-school suspension during their enrollment. Twenty-five students received 2 or more out-of-school suspensions during their stay at Lakeside Center.

Student Achievement

Several measures of student achievement and progress were assessed as a component of the court programs evaluation. These measures included STAR reading and mathematics assessment for students at JDC and Lakeside, MAP results for all court program students, and course grades for all court program students.

STAR Reading and Math Assessment at Entry

Educational services at JDC and Lakeside Center involve Title I reading services. Upon entry to JDC and Lakeside Center, students are administered the STAR reading and math assessment as a component of Title I services. The STAR reading and math assessments yield performance results in terms of grade-level equivalents with a range of 0.0 to 12.9. STAR assessment results disaggregated by students' current grade of enrollment are reported in Table 13 (JDC) and Table 14 (Lakeside Center). Median STAR grade-level equivalents obtained by students are compared with grade-based expectations in Figure 6 (JDC) and Figure 7 (Lakeside Center).



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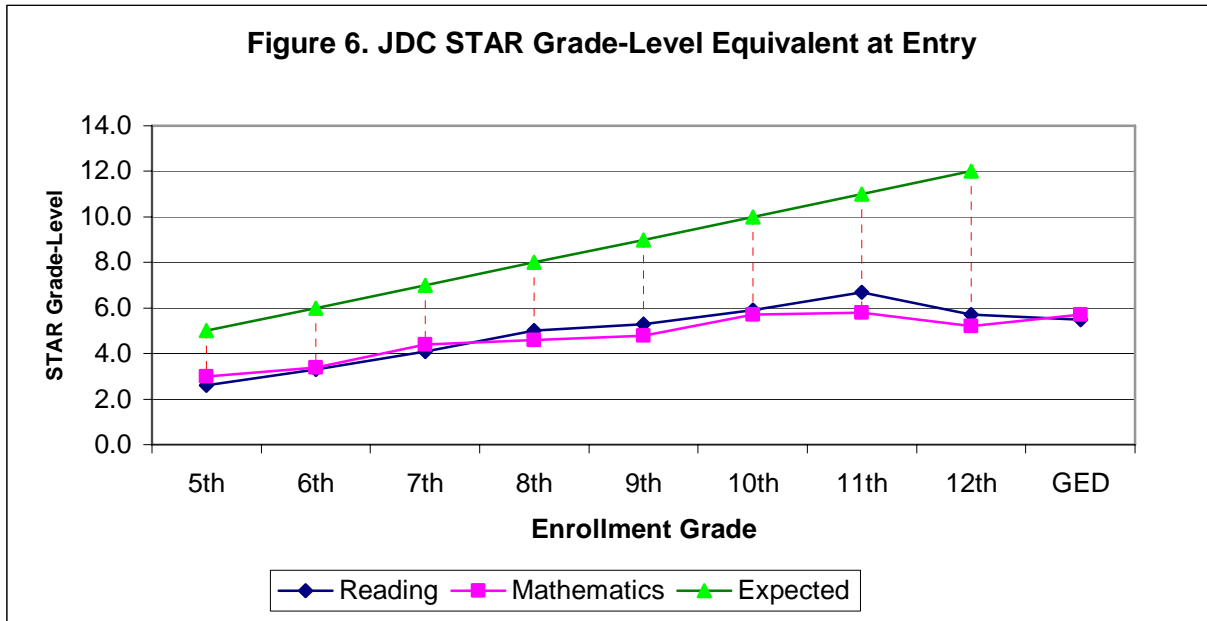
Table 13. JDC STAR Reading and Math Assessment at Entry (2006-2007)

Grade	Subject	STAR Grade-Level Equivalent			
		Frequency	Minimum	Maximum	Median
5	Reading	2	1.9	3.2	2.6
	Mathematics	2	2.5	3.5	3.0
6	Reading	11	1.5	10.0	3.3
	Mathematics	9	1.3	5.7	3.4
7	Reading	38	1.3	9.5	4.1
	Mathematics	38	.0	12.9	4.4
8	Reading	71	1.1	11.9	5.0
	Mathematics	71	1.7	11.3	4.6
9	Reading	125	.5	12.1	5.3
	Mathematics	124	.4	12.5	4.8
10	Reading	129	.5	12.9	5.9
	Mathematics	138	.0	12.9	5.7
11	Reading	64	2.3	12.4	6.7
	Mathematics	67	1.8	12.8	5.8
12	Reading	6	3.4	8.7	5.7
	Mathematics	7	4.1	8.2	5.2
GED	Reading	5	3.6	9.3	5.5
	Mathematics	5	3.2	7.6	5.7
(ALL)	Reading	452	.5	12.9	5.5
	Mathematics	462	.0	12.9	5.2

As indicated in Table 13, approximately 452 students were administered the STAR reading assessment and 462 students were administered the STAR math assessment upon entry to JDC during the 2006-2007 school year. The number of students assessed at some grade levels (e.g., 5th, 12th) was relatively small and should be considered when interpreting results. Inspection of the minimum and maximum grade-level equivalents obtained by students across all grades indicates significant variability within grade level on both the reading and mathematics assessments. However, as evidenced by the median grade-level equivalents computed, the majority of students enrolled tend to perform well below grade-based expectations. Figure 6 illustrates the relative gap between median STAR assessment results and grade-based expectations for students at JDC.



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As illustrated in Figure 6, students at JDC perform well below grade-based expectations on the STAR reading and math assessment given at entry. The relative gap between actual and expected performance widens as grade of enrollment increases.

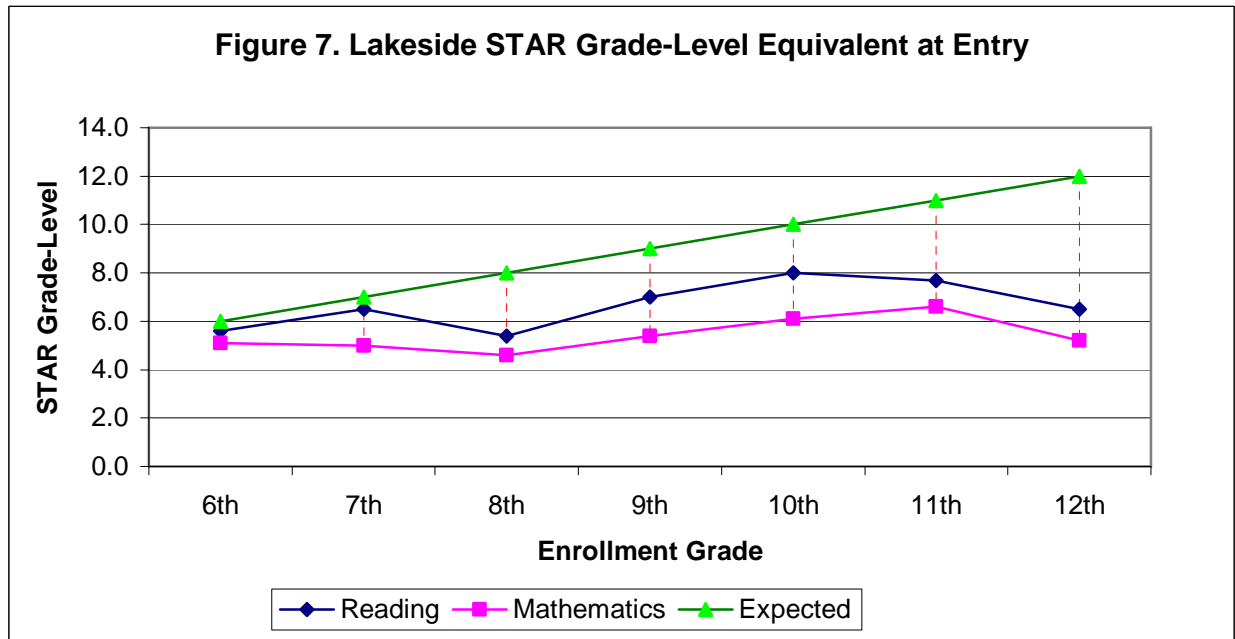
Table 14. Lakeside STAR Reading and Math Assessment at Entry (2006-2007)

Grade	Subject	STAR Grade-Level Equivalent			
		Frequency	Minimum	Maximum	Median
6	Reading	2	3.6	7.5	5.6
	Mathematics	2	3.7	6.5	5.1
7	Reading	10	2.8	9.5	6.5
	Mathematics	10	2.7	6.3	5.0
8	Reading	22	2.2	12.9	5.4
	Mathematics	22	2.8	11.9	4.6
9	Reading	43	3.2	12.9	7.0
	Mathematics	43	2.0	12.9	5.4
10	Reading	22	1.9	12.9	8.0
	Mathematics	22	1.8	12.9	6.1
11	Reading	7	5.3	12.4	7.7
	Mathematics	7	3.5	12.8	6.6
12	Reading	1	6.5	6.5	6.5
	Mathematics	1	5.2	5.2	5.2
6-12 (ALL)	Reading	107	1.9	12.9	6.7
	Mathematics	107	1.8	12.9	5.5



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As indicated in Table 14, approximately 107 students were administered the STAR reading and mathematics assessment upon entry to Lakeside Center during the 2006-2007 school year. The number of students assessed at some grade levels (e.g., 6th, 12th) was relatively small and should be considered when interpreting results. Inspection of the minimum and maximum grade-level equivalents obtained by students across all grades indicates significant variability within grade level on both the reading and mathematics assessments. However, as evidenced by the median grade-level equivalents computed, the majority of students enrolled tend to perform below grade-based expectations. Figure 7 illustrates the relative gap between median STAR assessment results and grade-based expectations for students at Lakeside Center.



As illustrated in Figure 7, students at Lakeside Center perform below grade-based expectations on the STAR reading and math assessment given at entry. The relative gap between actual and expected performance appears greater in the area of mathematics compared to reading.

STAR Reading and Math Assessment: Gains

In addition to the administration of the STAR assessment upon entry to JDC and Lakeside, a follow-up STAR assessment is given once a student has been enrolled for a specified period of time (e.g., 90 days). The follow-up STAR assessments and administration guidelines are a component of Title I accountability. Pre-test data, post-test data, and number of days enrolled are summarized in Table 15 (JDC) and Table 16 (Lakeside).



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Table 15. JDC Gains in STAR Grade-Level Equivalent Scores (2006-2007)

Grade	Subject	n	STAR Grade-Level Equivalent			Average Length of Stay (Days)
			Median Pre-Test	Median Post-Test	Median Gain	
6	Reading	1	2.40	4.30	1.90	125.00
	Mathematics	2	3.40	4.25	.85	88.00
7	Reading	8	5.00	5.50	.75	106.37
	Mathematics	7	4.50	5.90	1.40	130.14
8	Reading	14	4.85	5.35	1.30	86.29
	Mathematics	11	5.10	5.10	.30	90.55
9	Reading	11	4.55	5.65	1.10	80.18
	Mathematics	6	5.80	6.30	.25	76.33
10	Reading	13	6.00	6.70	1.40	61.54
	Mathematics	10	6.25	6.35	1.05	66.70
11	Reading	1	10.40	11.50	1.10	47.00
12	Reading	1	5.20	6.20	1.00	76.00
GED	Reading	1	6.60	8.50	1.90	159.00
	Mathematics	1	5.70	5.50	-.20	159.00
(ALL)	Reading	50	5.10	5.90	1.15	82.96
	Mathematics	37	5.10	6.00	.60	91.00

As indicated in Table 15, approximately 50 students at JDC were given an initial and follow-up STAR reading assessment, whereas 37 students were given an initial and follow-up STAR mathematics assessment. The number of students assessed at some grade levels was relatively small and should be considered when interpreting results. Across all grade levels, students at JDC demonstrated a median grade-level increase of 1.15 on the STAR reading assessment during an average enrollment period of approximately 82 calendar days. The median grade-level increase on the STAR mathematics assessment was .60 during an average enrollment period of approximately 91 calendar days. Subsequent analyses indicated no significant relationship between length of stay and grade-level equivalent gains in reading ($r_s = -.04, p > .05$) or mathematics ($r_s = .08, p > .05$). In addition, no significant relationship was noted between the number of student infractions and grade-level equivalent gains in reading ($r_s = -.09, p > .05$) or mathematics ($r_s = .21, p > .05$).



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Table 16. Lakeside Gains in STAR Grade-Level Equivalent Scores (2006-2007)

Grade	Subject	n	STAR Grade-Level Equivalent			Average Length of Stay (Days)
			Median Pre-Test	Median Post-Test	Median Gain	
6	Reading	1	3.60	6.20	2.60	92.00
	Mathematics	1	3.70	4.70	1.00	92.00
7	Reading	5	6.40	7.10	.90	143.60
	Mathematics	4	4.85	5.75	.70	158.25
8	Reading	14	5.40	5.55	.20	178.29
	Mathematics	14	4.40	5.65	1.05	178.29
9	Reading	23	6.90	7.70	.40	182.04
	Mathematics	21	4.50	6.60	.90	187.81
10	Reading	13	8.10	9.80	.40	174.23
	Mathematics	13	6.00	6.10	.40	174.23
11	Reading	4	7.90	7.90	.25	207.00
	Mathematics	4	6.50	6.20	.30	207.00
12	Reading	1	6.50	12.90	6.40	281.00
	Mathematics	1	5.20	6.40	1.20	281.00
6-12 (ALL)	Reading	61	6.60	7.10	.30	178.15
	Mathematics	58	5.20	5.95	.95	181.71

As indicated in Table 16, approximately 61 students at Lakeside Center were given an initial and follow-up STAR reading assessment, whereas 58 students were given an initial and follow-up STAR mathematics assessment. The number of students assessed at some grade levels was relatively small and should be considered when interpreting results. Across all grade levels, students at Lakeside Center demonstrated a median grade-level increase of .30 on the STAR reading assessment during an average enrollment period of approximately 178 calendar days. The median grade-level increase on the STAR mathematics assessment was .95 during an average enrollment period of approximately 181 calendar days. Subsequent analyses indicated no significant relationship between length of stay and grade-level equivalent gains in reading ($r_s = .01, p > .05$) or mathematics ($r_s = .11, p > .05$). In addition, no significant relationship was noted between the number of student infractions and grade-level equivalent gains in reading ($r_s = .09, p > .05$) or mathematics ($r_s = .02, p > .05$).



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MAP Results

The 2005-2006 and 2006-2007 MAP results for students enrolled in SSD Court Programs were analyzed. Demographic information for students taking the MAP assessment is reported in Table 17 (JDC), Table 19 (Lakeside Center), and Table 21 (Project Learn/GED). MAP performance level results are reported in Table 18 (JDC), Table 20 (Lakeside), and Table 22 (Project Learn/JDC).

Table 17. JDC MAP Assessment - Demographic Data

Variable		MAP 2006				MAP 2007			
		Comm. Arts (n = 8)		Mathematics (n = 18)		Comm. Arts (n = 20)		Mathematics (n = 37)	
		n	%	n	%	n	%	n	%
Gender	Male	7	87.5	17	94.4	19	95.0	35	94.6
	Female	1	12.5	1	5.6	1	5.0	2	5.4
IEP	Yes	8	100	15	83.3	8	40.0	16	43.2
	No	0	0	3	16.7	12	60.0	21	56.8
Ethnicity	Black	7	87.5	15	83.3	20	100	33	89.2
	White	1	12.5	3	16.7	0	0	4	10.8
Grade	6	2	25.0	2	11.1	0	0	0	0
	7	2	25.0	2	11.1	7	35.0	7	18.9
	8	3	37.5	5	27.8	10	50.0	11	29.7
	10	0	0	9	50.0	0	0	19	51.4
	11	1	12.5	0	0	3	15.0	0	0

An increase in the number of students taking the MAP assessment was noted for the 2007 administration compared to the 2006 administration. Demographic data for MAP participants is generally reflective of enrollment trends noted previously in this report.

Table 18. JDC MAP Assessment - Performance Level Summary

Performance Level	MAP 2006				MAP 2007			
	Comm. Arts (n = 8)		Mathematics (n = 18)		Comm. Arts (n = 20)		Mathematics (n = 37)	
	n	%	n	%	n	%	n	%
Below Basic	4	50.0	15	83.3	10	50.0	31	83.8
Basic	3	37.5	3	16.7	10	50.0	5	13.5
Proficient	1	12.5	0	0	0	0	0	0
Advanced	0	0	0	0	0	0	0	0
Level Not Determined	0	0	0	0	0	0	1	2.7

As indicated in Table 18, all students obtaining a score on the 2007 MAP Communication Arts and Mathematics assessments fell at the Below Basic and Basic levels. A similar trend was



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noted for the 2006 MAP assessment.

Table 19. Lakeside MAP Assessment - Demographic Data

Variable		MAP 2006				MAP 2007			
		Comm. Arts (n = 11)		Mathematics (n = 12)		Comm. Arts (n = 23)		Mathematics (n = 27)	
		n	%	n	%	n	%	n	%
Gender	Male	10	87.5	11	91.7	18	78.3	22	81.5
	Female	1	12.5	1	8.3	5	21.7	5	18.5
IEP	Yes	11	100	12	100	14	60.9	14	51.9
	No	0	0	0	0	9	39.1	13	48.1
Ethnicity	Black	6	54.5	8	66.7	15	65.2	17	63.0
	White	5	45.5	4	33.3	8	34.8	9	33.3
	Other	0	0	0	0	0	0	1	3.7
Grade	6	0	0	0	0	1	4.3	0	0
	7	3	27.3	3	25.0	7	30.4	7	25.9
	8	6	54.5	6	50.0	12	52.2	12	44.4
	10	0	0	3	25.0	0	0	8	29.6
	11	2	18.2	0	0	3	13.0	0	0

An increase in the number of students taking the MAP assessment at Lakeside Center was noted for the 2007 administration compared to the 2006 administration. Demographic data for MAP participants is generally reflective of enrollment trends noted previously in this report.

Table 20. Lakeside MAP Assessment - Performance Level Summary

Performance Level	MAP 2006				MAP 2007			
	Comm. Arts (n = 11)		Mathematics (n = 12)		Comm. Arts (n = 23)		Mathematics (n = 27)	
	n	%	n	%	n	%	n	%
Below Basic	4	36.4	9	75.0	11	47.8	21	77.8
Basic	7	63.6	3	25.0	10	43.5	4	14.8
Proficient	0	0	0	0	2	8.7	2	7.4
Advanced	0	0	0	0	0	0	0	0

As indicated in Table 20, the majority of students taking the 2007 MAP Communication Arts and Mathematics assessments at Lakeside Center scored at the Below Basic and Basic levels. A similar trend was noted for the 2006 MAP results.



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Table 21. Project Learn / GED MAP Assessment - Demographic Data

Variable		MAP 2006				MAP 2007			
		Comm. Arts (n = 7)		Mathematics (n =13)		Comm. Arts (n =17)		Mathematics (n = 12)	
		n	%	n	%	n	%	n	%
Gender	Male	6	85.7	11	84.6	12	70.6	10	83.3
	Female	1	14.3	2	15.4	5	29.4	2	16.7
IEP	Yes	7	100	13	100	2	11.8	3	25.0
	No	0	0	0	0	15	88.2	9	75.0
Ethnicity	Black	6	85.7	10	76.9	9	52.9	8	66.7
	White	1	14.3	3	23.1	4	23.5	0	0
	Other	0	0	0	0	1	5.9	4	33.3
Grade	5	0	0	0	0	1	8.3	1	8.3
	6	0	0	0	0	0	0	0	0
	7	0	0	0	0	2	16.7	2	16.7
	8	6	85.7	6	46.2	8	66.7	8	66.7
	10	0	0	7	53.8	0	0	1	8.3
	11	1	14.3	0	0	6	35.3	0	0

An increase in the number of students taking the MAP assessment at Project Learn/GED was noted for the 2007 administration compared to the 2006 administration. Demographic data for MAP participants is generally reflective of enrollment trends noted previously in this report.

Table 22. Project Learn MAP Assessment - Performance Level Summary

Performance Level	MAP 2006				MAP 2007			
	Comm. Arts (n =7)		Mathematics (n = 13)		Comm. Arts (n = 17)		Mathematics (n =12)	
	n	%	n	%	n	%	n	%
Below Basic	4	57.1	11	84.6	6	35.3	9	75.0
Basic	3	42.9	1	7.7	7	41.2	2	16.7
Proficient	0	0	0	0	1	5.9	1	8.3
Advanced	0	0	0	0	0	0	0	0
Level Not Determined	0	0	1	7.7	3	17.6	0	0

As indicated in Table 22, the majority of students taking the 2007 MAP Communication Arts and Mathematics assessments at Project Learn/GED scored at the Below Basic and Basic levels. A similar trend was noted for the 2006 MAP results.

Report Card Grades

Course offerings and student grades were examined for JDC (Appendix 2), Lakeside Center (Appendix 3), and Project Learn/GED (Appendix 4). Examination of 2006-2007 JDC course



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offerings indicated that 24 courses were offered during Semester 1 with 20 courses offered during Semester 2. Examination of semester grade data indicated that grades of A or B were the most common marks given across the majority of courses offered at JDC. Examination of 2006-2007 course offerings at Lakeside Center indicated that 33 courses were offered during Semester 1 with 37 courses offered during Semester 2. Examination of semester grade data at Lakeside Center indicated that grades of A or B were the most common across the majority of courses offered. Project Learn/GED offered 22 courses during Semester 1 with 14 courses offered during Semester 2 of the 2006-2007 school year. Examination of semester grades at Project Learn/GED indicated that a grade of C was the most common mark given across the majority of courses.

Stakeholder Perceptions: Survey and Focus Group Data

A series of surveys were developed to assess stakeholder perceptions of the SSD Court Programs. Surveys were developed for students, parents, teachers, paraprofessionals, and court facility staff. Surveys were adapted from items on the MSIP 4th Cycle Advanced Questionnaire developed by DESE. Individual survey items were worded positively and rated on a 1-5 scale (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree). Individual items were aggregated and averaged according to the scale (e.g., Classroom Management, School Climate, etc.) they contributed to. Higher scale scores reflect more positive perceptions (i.e., agreement with scale items), whereas lower scale scores indicate poorer perceptions (i.e., disagreement with scale items). Survey items and corresponding scales are reported in Appendix 5.

Student Perceptions

Approximately 134 students enrolled in SSD court programs were surveyed with 110 participating (Return Rate = 82%). Student survey items contributed to three scales: Student Learning, Classroom Management, and School Climate. The Student Learning scale consists of various items related to effective instructional practices. Classroom Management reflects perceptions of the learning environment as fair, orderly and focused. Finally, School Climate reflects perceptions of the learning environment as a safe, responsive and caring place. Results of the student survey are reported in Table 23.

Table 23. Student Survey Results

Location	Scale	n	Average
JDC	Student Learning	43	3.55
	Classroom Management	43	3.62
	School Climate	43	3.00
Lakeside	Student Learning	45	3.23
	Classroom Management	45	2.97
	School Climate	45	2.70
Project Learn/GED	Student Learning	22	3.78
	Classroom Management	22	3.84
	School Climate	22	3.55



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As indicated in Table 23, perceptions of students at Project Learn/GED appeared most positive across all survey scales. Conversely, perceptions of students at Lakeside Center appeared to be the least positive across survey scales. An Analysis of Variance (ANOVA) with Bonferroni correction was conducted on scale scores to assess the significance of group differences among programs. Results of the ANOVA indicated statistically significant group differences on the Classroom Management scale, $F(2,107) = 7.40, p < .016$, as well as the School Climate scale, $F(2,107) = 6.06, p < .016$. Post hoc analyses using Hochberg's GT2 pairwise comparisons indicated that student perceptions of Classroom Management at Lakeside Center (Mean = 2.97) were significantly lower ($p < .01$) compared to student perceptions at both JDC (Mean = 3.62) and Project Learn/GED (Mean = 3.84). Student perceptions of School Climate at Lakeside Center (Mean = 2.70) were also significantly lower ($p < .01$) than student perceptions at Project Learn/GED (Mean = 3.55). In addition to the analysis of scales, student responses to individual survey scale items were also examined to better assess specific program strengths and concerns. Results of the student item analysis are reported in Appendix 6.

Student Focus Group: Lakeside Center

Three focus group sessions were conducted with students at Lakeside Center to further assess their perceptions of the school environment. A total of 22 students participated in the focus group discussions and provided feedback related to instruction, technology, safety, student supports, facilities, and other related items. In summary, students indicated generally positive information related to receiving feedback on their school work and instructional assistance as needed. However, some students indicated the classroom environment was not focused at times. Students also reported that many teachers do not assign homework due to rules regarding students taking books to the cottages. With regard to technology, the majority of students indicated that technology was not utilized to assist their learning and were unable to provide examples of effective technology integration. In the area of safety and behavior, students reported that they were aware of school rules and administrative expectations regarding behavior. However, the majority of students indicated that school rules were often enforced inconsistently. In addition, students were unable to identify any primary sources or activities in which social skills were targeted. With regards to student supports, students indicated they learn about careers from the guidance counselor and woodshop teacher. Some students indicated they had taken a survey with the guidance counselor regarding careers but had not discussed the results. Some concerns were noted in the area of facilities. Students expressed concerns regarding the cleanliness of bathrooms, as well as some classrooms. Student recommendations for desired changes most often involved facility improvement (e.g., additional air conditioner, addition of a Science lab, etc.) and facility/school guidelines (e.g., eliminate uniforms, modify bell schedule to resemble typical school setting, lower "level" needed for a home pass, etc.).

Teacher Perceptions

Approximately 25 SSD court program teachers were surveyed with 22 participating (Return Rate = 88%). Teacher survey items contributed to six scales: Classroom Management, Communication with Parents, Communication with Facility Staff, School Climate, Professional



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Development, and Safe and Orderly School. The Classroom Management scale consists of various items related to the establishment of clear rules and effective behavior management practices. Communication with Parents reflects perceptions regarding how effectively the school communicates with parents. Communication with Facility Staff reflects perceptions regarding how effectively the school communicates with court facility staff. School Climate reflects perceptions regarding the school as a responsive, respectful environment. The Professional Development scale reflects perceptions regarding the effectiveness and value of district professional development activities. The Safe and Orderly Schools scale consists of items related to the establishment and enforcement of rules and practices that promote safety and positive behavior. Results of the teacher survey are reported in Table 24. Due to the fact that only three teachers are employed at Project Learn/GED, results are not reported below in the interest of anonymity.

Table 24. Teacher Survey Results

Location	Scale	n	Average
JDC	Classroom Management	11	4.38
	Communication with Parents	11	3.36
	Communication with Facility Staff	11	3.70
	School Climate	11	4.18
	Professional Development	11	3.79
	Safe and Orderly School	10	4.17
Lakeside	Classroom Management	8	3.72
	Communication with Parents	8	3.38
	Communication with Facility Staff	8	3.72
	School Climate	8	3.59
	Professional Development	8	3.71
	Safe and Orderly School	8	3.25

As indicated in Table 24, perceptions of teachers at JDC appeared more positive across the majority of survey scales compared to teacher perceptions at Lakeside Center. An Analysis of Variance (ANOVA) with Bonferroni correction was conducted on scale scores to assess the significance of group differences among programs. Results of the ANOVA indicated statistically significant group differences on the Safe and Orderly School scale only, $F(1,18) = 17.93, p < .008$. Teacher perceptions of a Safe and Orderly School at Lakeside Center (Mean = 3.59) were significantly lower compared to teacher perceptions at JDC (Mean = 4.17). In addition to the analysis of scales, teacher responses to individual survey scale items were also examined to better assess specific program strengths and concerns. Results of the teacher item analysis are reported in Appendix 7.

Parent Perceptions

Approximately 78 parents of students at Lakeside Center and Project Learn/GED were surveyed with 11 providing responses (Return Rate = 14%). Parent survey items contributed to four



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scales: School Climate, Teacher Efficacy and Expectations, Communication with Parents, and Parent Involvement and Efficacy. The School Climate scale reflects perceptions related to the school as a fair, respectful, and enjoyable environment for students. Teacher Efficacy and Expectations reflects perceptions regarding the effectiveness of teachers and their expectations for students. Communication with Parents reflects perceptions regarding how effectively the school staff communicates with parents. The Parent Involvement and Efficacy scale reflects perceptions regarding the degree of parent collaboration and involvement in the education of students. Results of the parent survey are reported in Table 25.

Table 25: Parent Survey Results

Location	Scale	n	Average
Lakeside	School Climate	6	3.67
	Teacher Efficacy / Expectations	6	3.92
	Communication with Parents	6	3.42
	Parent Efficacy / Involvement	6	3.70
Project Learn / GED	School Climate	5	4.05
	Teacher Efficacy / Expectations	5	4.00
	Communication with Parents	5	3.60
	Parent Efficacy / Involvement	5	3.60

Results of the parent survey indicate slightly more positive perceptions of School Climate, Teacher Efficacy / Expectations, and Communication for parents of Project Learn/GED students as compared to parents of students at Lakeside Center. Conversely, perceptions of Parent Efficacy / Involvement were slightly higher for parents of students at Lakeside Center. Results of an Analysis of Variance (ANOVA) with Bonferroni correction failed to indicate statistically significant differences among programs on any of the scales examined. In addition to the analysis of scales, parent responses to individual survey scale items were also examined to better assess specific program strengths and concerns. Results of the parent item analysis are reported in Appendix 8.

Paraprofessional Perceptions

Approximately 14 SSD court program paraprofessionals were surveyed with 14 participating (Return Rate = 100%). Paraprofessional survey items contributed to three scales: School Climate, Professional Development, and Safe and Orderly School. The School Climate scale consists of items related to the school as a fair, responsive, and respectful environment. The Professional Development scale reflects perceptions regarding the effectiveness and value of district professional development activities. The Safe and Orderly School scale reflects perceptions regarding the school as a safe and adequately maintained facility. Results of the paraprofessional survey are reported in Table 26. Due to the fact that only one paraprofessional is employed at Project Learn/GED, results are not reported below in the interest of anonymity.



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Table 26. Paraprofessional Survey Results

Location	Scale	n	Average
JDC	School Climate	7	4.05
	Professional Development	7	3.90
	Safe and Orderly School	7	4.11
Lakeside	School Climate	6	3.90
	Professional Development	6	4.06
	Safe and Orderly School	6	3.96

Results of the paraprofessional survey indicate slightly more positive perceptions of School Climate and a Safe and Orderly School at JDC as compared to Lakeside Center. Conversely, perceptions of paraprofessionals at Lakeside Center appeared more positive with regard to Professional Development. Results of an Analysis of Variance (ANOVA) with Bonferroni correction failed to indicate statistically significant differences among programs on any of the scales examined. In addition to the analysis of scales, paraprofessional responses to individual survey scale items were also examined to better assess specific program strengths and concerns. Results of the paraprofessional item analysis are reported in Appendix 9.

Court Facility Staff Perceptions

Approximately 60 non-SSD court facility staff were surveyed with 59 participating (Return Rate = 98%). Facility staff survey items contributed to four scales: School Climate, Teacher Efficacy and Expectations, Communication with School Staff, and Facility Staff Involvement and Efficacy. The School Climate scale reflects perceptions related to the school as a fair, respectful, and enjoyable environment for students. Teacher Efficacy and Expectations reflects perceptions regarding the effectiveness of teachers and their expectations for students. Communication with School Staff reflects perceptions regarding how effectively the school staff communicates with facility staff. The Facility Staff Involvement and Efficacy scale reflects perceptions regarding the degree of facility staff collaboration and involvement in the education of students. Results of the facility staff survey are reported in Table 27. Due to the number of facility staff present at Project Learn/GED (n=2), their results are not reported below in the interest of anonymity.

Table 27. Court Facility Staff Survey Results

Location	Scale	n	Average
JDC	School Climate	25	3.51
	Teacher Efficacy / Expectations	25	3.81
	Communication with Staff	25	3.48
	Staff Efficacy / Involvement	25	3.14
Lakeside	School Climate	29	2.96
	Teacher Efficacy / Expectations	29	3.43
	Communication with Staff	29	3.18
	Staff Efficacy / Involvement	29	3.06



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As indicated in Table 27, perceptions of facility staff at JDC appeared most positive across all survey scales compared to Lakeside Center. An Analysis of Variance (ANOVA) with Bonferroni correction was conducted on scale scores to assess the significance of group differences among programs. Results of the ANOVA indicated statistically significant group differences on the School Climate scale, $F(1,52) = 7.70, p < .013$. Facility staff perceptions of School Climate at Lakeside Center (Mean = 2.96) were significantly lower compared to facility staff perceptions at JDC (Mean = 3.51). In addition to the analysis of scales, facility staff responses to individual survey scale items were also examined to better assess specific program strengths and concerns. Results of the facility staff item analysis are reported in Appendix 10.

Staffing

SSD currently employs 41 staff across all court programs. Table 28 provides a historical account of the staffing pattern at JDC, Lakeside Center, and Project Learn/GED.

Table 28. Staffing for Court Programs

Program	Position	2005-2006	2006-2007	2007-2008
All Programs	Principal	1	1	1
	Secretary	1	1	1
	Social Worker	0	0	1
JDC	Teacher (BD/LD)	11	11	11
	Teacher (Title I)	1	1	1
	Assistant/Aide	7	8	8
Lakeside	Teacher (BD/LD)	9	9	9
	Teacher (Title I)	1	1	1
	Assistant/Aide	5	6	6
Project Learn	Teacher (BD/LD)	1	1	1
	Assistant/Aide	1	1	1

The number of staff employed in the SSD court programs has remained generally stable over the past three years. The addition of an Assistant/Aide at JDC and Lakeside Center in 2005-2006, as well as a Social Worker in 2007-2008 were the only staff additions noted.

Budget

Funding for the SSD court programs includes revenues from the state aid formula, public placement fund, and IDEA as appropriate. Total revenues for all SSD court programs for the 2006-2007 school year were estimated at approximately 1,571,000 dollars. Budget and expenditure information for the 2005-2006, 2006-2007, and 2007-2008 school years for SSD court programs are disaggregated and reported in Table 29 (JDC), Table 30 (Lakeside Center) and Table 31 (Project Learn/GED). Budget and expenditure information reported below applies to the 10 month school year and does not include extended school year costs.



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Table 29. JDC Budget Data

Area	FY06 Actual	FY07 Actual	FY08 Budget
STAFF SALARY/BENEFITS (includes Title I)	986,378	1,087,820	1,167,433
REPAIRS AND MAINTENANCE	30	50	900
RENTAL EQUIPMENT	46	0	0
COPIER RENTAL	3,732	327	0
LOCAL MILEAGE ALLOWANCE	3,076	2,677	3,000
CONVENTIONS/SEMINARS	0	791	1,500
FORMS - ADMINISTRATIVE	0	0	200
HEALTH PRECAUTION SUPPLIES	30	321	500
GENERAL SUPPLIES	4,270	8,028	3,750
TEXTBOOKS	3,207	6,825	12,000
INSTRUCTIONAL MATERIAL	4,878	6,137	8,000
INSTRUCTIONAL SOFTWARE	0	857	600
SUBSCRIPTIONS/PUBLICATIONS	0	623	650
NON-CAPITAL ASSETS>750<1000	2,054	2,679	5,000
EQUIPMENT-ORIGINAL PURCHASE	0	2,327	3,000
TOTAL	1,017,700	1,119,460	1,206,533

As indicated in Table 29, salary and benefits constitute the majority of the JDC budget. With regard to total budget, an increase of approximately 10% was noted from FY06 to FY07 with an 8% increase noted from FY07 to FY08.

Table 30. Lakeside Budget Data

AREA	FY06 Actual	FY07 Actual	FY08 Budget
STAFF SALARY/BENEFITS (includes Title I)	936,922	1,043,206	1,149,389
PROF/TECHNICAL SERVICES	7,500	11,000	0
REPAIRS AND MAINTENANCE	542	1,934	2,100
EQUIPMENT RENTAL	0	0	600
LOCAL MILEAGE ALLOWANCE	0	0	69
CONVENTIONS/SEMINARS	0	519	2,000
PRINTING AND BINDING	0	0	25
HEALTH PRECAUTION SUPPLIES	0	0	300
GENERAL SUPPLIES	4,024	5,966	7,600
TEXTBOOKS	5,147	7,990	12,000
INSTRUCTIONAL MATERIAL	9,399	9,477	11,314
INSTRUCTIONAL SOFTWARE	874	130	600
SUBSCRIPTIONS/PUBLICATIONS	0	0	700
NON-CAPITAL ASSETS>750<1000	1,551	974	2,500
EQUIP-ORIGINAL PURCHASE	0	4,288	3,000
TOTAL	965,960	1,085,484	1,192,197



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As indicated in Table 30, salary and benefits constitute the majority of the Lakeside Center budget. With regard to total budget, an increase of approximately 12% was noted from FY06 to FY07 with a 10% increase noted from FY07 to FY08.

Table 31. Project Learn Budget Data

AREA	FY06 Actual	FY07 Actual	FY08 Budget
STAFF SALARY / BENEFITS (ALL STAFF)	99,756	105,605	114,639
REPAIRS AND MAINTENANCE	0	550	0
CONTRACT PUPIL TRANSPORTATION	195	200	400
TAXES/LICENSES/PERMITS-BUS	1,760	1,760	2,200
HEALTH PRECAUTION SUPPLIES	0	0	250
GENERAL SUPPLIES	532	604	500
TEXTBOOKS	0	529	1,000
INSTRUCTIONAL MATERIAL	877	365	1,000
NON-CAPITAL ASSETS	0	400	2,000
EQUIPMENT-ORIGINAL PURCHASE	0	0	3,000
TOTAL	103,119	110,013	124,989

As indicated in Table 31, salary and benefits constitute the majority of the Project Learn/GED budget. With regard to total budget, an increase of approximately 7% was noted from FY06 to FY07 with an approximate 14% increase noted from FY07 to FY08.

Strengths

- The goal and mission of the SSD court programs highlights the importance of student learning, self-worth, maximizing personal potential, and facilitating students' ability to become responsible and productive citizens.
- Student attendance at JDC and Lakeside Center was generally stable (96-97%) over the past two school years and exceeded the DESE MSIP standard of 93%.
- School Wide Positive Behavior Supports as a systems approach to reducing problem behavior and improving academic performance is being implemented at JDC and Lakeside Center.
- Although the majority of students enter JDC and Lakeside Center well below expectations in reading and mathematics as indicated by the STAR assessment, improvement is noted during the time students are enrolled. For students at JDC, the level of improvement is notable considering the average length of stay at the facility.
- Teacher responses to individual survey items suggested perceived strengths in some areas. Strengths were defined as at least 90% agreement among the respondents with the positively worded survey item. Responses on the Classroom Management scale for teachers at JDC suggested perceived strengths on 4 of 5 scale items. Teacher responses at JDC also suggested strengths in various areas related to the School Climate scale (3 of 4 items), Professional Development scale (1 of 6 items), and Safe and Orderly School



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scale (3 of 6 items). Teacher responses at Lakeside Center suggested a perceived strength on 1 of 4 items on the School Climate scale.

- Parent responses to individual survey items suggested perceived strengths in some areas for the parents of students attending Project Learn/GED. Strengths were defined as at least 90% agreement among the respondents with the positively worded survey item. Responses on the School Climate scale suggested perceived strengths on 4 of 4 scale items. Responses also suggested strengths in various areas related to the Teacher Efficacy and Expectations scale (3 of 4 items), Communication with Parents scale (2 of 4 items), and the Parent Involvement and Efficacy Scale (1 of 5 items).
- Paraprofessional survey responses suggested perceived strengths on some areas. Strengths were defined as at least 90% agreement among the respondents with the positively worded survey item. Responses on the School Climate scale for paraprofessionals at JDC and Lakeside Center suggested perceived strengths on 2 of 8 scale items. Paraprofessional responses at Lakeside Center also suggested strengths in some areas related to the Professional Development Scale (1 of 3 items) and the Safe and Orderly School Scale (1 of 3 items).
- Court facility staff responses suggested perceived strengths on 1 of 4 items on the Teacher Efficacy and Expectations scale. Strengths were defined as at least 90% agreement among the respondents with the positively worded survey item.

Areas for Improvement

- Student attendance at Project Learn/GED was somewhat unstable over the past two school years and below the DESE MSIP requirement of 93%.
- Physical aggression and other infractions resulting in out-of-school (OSS) suspensions at JDC and Lakeside Center result in lost instructional time for students.
- The majority of students at JDC and Lakeside Center are performing significantly below grade level expectations in reading and mathematics at entry to the program.
- The majority of students in SSD court programs perform at the Below Basic and Basic level on the MAP Communication Arts and Mathematics assessment.
- The number of different courses in which students are enrolled may be problematic considering the basic skill deficits that students demonstrate at entry to the program. The often short-term length of stay for students at JDC is an additional concern with regards to appropriate programming to maximize basic skills for those that perform two or more grade levels below expectations at entry.
- The assignment of homework or other assignments outside the regular school day was inconsistent across programs.
- A systematic process for following up on students after discharge/exit was not in place.
- Student survey responses on the Student Learning scale indicated varying degrees of concern with regard to effective instructional practices in the classroom. Items of concern were defined by less than 50% agreement among the respondents with the survey item noted. Concerns were noted on 1 of 6 Student Learning items for students at Project Learn/GED and JDC, whereas responses of students at Lakeside Center indicated



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concern with 3 of 6 Student Learning items. Student responses on the Classroom Management scale indicated significant concerns on behalf of students at Lakeside Center. Only 31-37% of the Lakeside Center students surveyed indicated agreement with Classroom Management items related to the fair enforcement of rules, being treated with respect by teachers, and the maintenance of a focused learning environment. Student survey responses on the School Climate scale indicated varying degrees of concern with regard to the school setting as a safe, caring, and responsive environment. Concerns were noted on 2 of 6 School Climate items for students at Project Learn/GED, 3 of 6 items for students at JDC, and 6 of 6 items for students at Lakeside Center.

- Teacher survey responses on the Communication with Parents scale indicated varying degrees of concern on behalf of teachers at Lakeside Center and JDC. Concerns were noted on 2 of 4 Communication with Parents scale items for teachers at Lakeside Center, whereas responses for teachers at JDC indicated concern on 4 of 4 scale items. Teacher responses on the Communication with Facility Staff scale indicated concern on 1 of 4 items for teachers at JDC. Teacher responses on the School Climate scale indicated concern with 1 of 4 items for teachers at Lakeside Center. Teacher responses on the Professional Development scale indicated similar concerns on behalf of teachers at Lakeside Center and JDC. Teachers at both locations demonstrated less than 50% agreement that the professional development they receive improves student achievement. Teacher responses on the Safe and Orderly School scale indicated concerns on behalf of teachers at Lakeside Center. Teachers demonstrated relatively low agreement (25-37%) on 4 of 6 items related to the school as a safe and orderly setting.
- Parent survey responses on the Communication with Parents scale indicated some degree of concern on behalf of parents of students at Lakeside Center and Project Learn/GED. Concerns were noted on 1 of 4 Communication with Parents scale items for parents of Lakeside Center students, whereas responses for parents of students at Project Learn/GED suggested concerns on 2 of 4 scale items. Parents of students at Project Learn/GED also demonstrated relatively low agreement (40%) on 3 of 5 items on the Parent Involvement and Efficacy scale.
- Court facility staff survey responses on the School Climate scale suggested concerns on behalf of staff at JDC and Lakeside Center. Concerns were noted on 2 of 4 School Climate scale items for court staff at JDC, whereas the responses of staff at Lakeside Center suggested concerns on 3 of 4 scale items. Court facility staff responses on the Communication with Facility Staff scale also indicated concerns at JDC (3 of 4 items) and Lakeside Center (2 of 4 items). Common to both locations was the perceived lack of information sharing and provision of suggestions to assist students in their learning. Responses to the Facility Staff Involvement and Efficacy scale items were somewhat similar and suggested concerns for both JDC (4 of 6 items) and Lakeside Center (3 of 6 items). Common concerns for both locations related to the perceived lack of partnership between school staff and court facility staff. Survey responses on the Teacher Efficacy and Expectations scale for court facility staff at Lakeside Center also suggested concerns (2 of 4 items) related to teacher expectations for students.



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Recommendations

The process for determining recommendations involved several steps. Prior to the final meeting of the committee, each member was given an assignment to (a) concisely describe and submit in writing what a world class program for juveniles would look like at each of the three programs and (b) develop recommendations and strategies for improvement in areas identified as a result of data. The assignment was to be completed by reviewing and discussing data presented at prior committee meetings, as well as referencing literature and research articles which had been provided at prior committee meetings. Committee member responses to the assignment were returned and compiled prior to the final meeting. During the final meeting of the committee, members divided into three groups composed of a mix of SSD and court facility staff and reviewed the feedback received in response to the assignment described above. Each group first reviewed and reached consensus on characteristics of world-class instructional programs for each of the three programs (Appendix 11). The groups then reviewed various areas of concern for each of the three court programs along with a variety of recommendations submitted by committee members. Each group then reached consensus and prioritized their top recommendations for the identified areas in need of improvement. The recommendations that were identified as priorities by more than one group are listed below.

Academics/Instructional Programming

- Incorporate support of a Reading Specialist across all programs to address reading skill deficits and facilitate student growth in basic skills.
- Differentiate the instructional program across all court programs so to better serve students with diverse academic needs. Programs would consist of (a) an Essential Skills program for students who are 2-3 grade levels below expectations, (b) a GED Options program for older students who were significantly behind in credits, and (c) a High School Diploma Bound program. In addition, programming at JDC would be differentiated based on the student's projected length of stay.
- Ensure student assessment upon entry and periodic follow-up assessments (i.e., monthly) across all programs to more effectively plan instructional programming, monitor basic skill acquisition, and adjust instruction as indicated
- Due to extended enrollment of students at Lakeside Center and Project Learn/GED, develop a process to ensure that academic work completed results in credit transferable to other educational settings.
- Incorporate vocational classes into programming for students at Lakeside Center to better prepare them for work-related roles in the community.
- Ensure clear expectation for all stakeholders with regard to assigning, structuring, and completing homework so that all individuals can support students as needed at JDC and Lakeside Center.
- Arrange study time after school in an appropriate learning environment and provide teachers to assist students in homework and/or remediation of basic skill deficits.
- Develop a student incentive/motivational system for completion of homework.



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- Develop a systematic process for conducting student follow-up after discharge/exit at intervals of 30 days, 60 days and 1 year.

Discipline

- Continue implementation of School Wide Positive Behavior Supports program at JDC and Lakeside Center and consult with PBIS Facilitator to address issues related to implementation.
- Review the in-school suspension process at JDC and Lakeside Center and address concerns through social skills training and/or therapeutic approach.
- Collect and analyze data to determine effectiveness of current system (points) in changing student behavior at Lakeside Center and make changes as indicated by data.
- Each student at JDC should develop personal goals upon starting the program and meet regularly with case manager to discuss his/her progress toward those goals.
- Provide social skills training and character development to facilitate positive behavior.

Student Learning and Perceptions

- Solicit input from the PBIS Facilitator and PBIS team at JDC and Lakeside Center concerning recommendations at the systems level that could address areas of concern related to classroom management and school climate.
- All graded work is to be returned to student by the second school day. Tests will be given after graded work has been returned to the student and missed items have been reviewed across all court programs.
- Research strategies and/or programs used by other court programs to create positive classroom environment.
- Start a student council or student committee at Lakeside Center to address specific student concerns and make recommendations for action. Staff should receive training in how to facilitate these meetings so students feel their opinions are being considered.
- Select model students based on set criteria to welcome and orient new students to the program at Lakeside Center.
- Group students according to age or grade level at Lakeside Center to minimize issues related to bullying and harassment.

Stakeholder Communication and Involvement

- A monthly newsletter regarding activities and education services within the school should be published and circulated to all stakeholders (e.g., residential/unit staff, parents, etc.).
- Replace Open House at Lakeside Center with true parent/teacher meetings and work systematically in trying to improve parent involvement. Lakeside Center will also continue to hold parent-teacher conferences each semester.
- Schedule regular “problem-solving” meetings between SSD staff and court facility staff. Meetings should have a set agenda and be for the purpose of resolving specific problems that arise in communication or issues with students. Meetings should be between and led



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by direct service staff from both SSD and the court facility. Staff supervisors from SSD and the court facility should also attend.

- Explore opportunities for court facility staff to have a greater presence in the school program at Lakeside Center clarifying roles and expectations as appropriate.
- Initiate opportunities for court facility staff at Lakeside Center to observe classroom instruction so to facilitate collaboration and awareness teacher expectations.
- The Lakeside Center Safety Committee including SSD staff should meet regularly to address issues related to maintaining and improving the safety and security of the learning environment.

Professional Development

- Develop a common SSD/Court Facility staff development day to be held once each semester for the purpose of celebrating successes, solving problems, and building competencies.
- Each year develop a plan to address professional development needs at the building level concerning student achievement. Use data to drive professional development and implementation of improvement strategies.

Person responsible to champion action plan:
Jane Ivol, Principal

Timeframe for reporting updates to Board of Education:
April 2008

_____ Date: _____
Signature of Administrator Responsible for Chairing Evaluation



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Appendix 1

**Surveys for Students, Teachers,
Paraprofessionals, Parents, and Court Facility Staff**

SSD Court Programs Student Survey 2007

The purpose of this survey is to assess your perceptions about your school program. The results of this survey will help Special School District to improve educational services. Your input is very important to the success of this evaluation. If you have any questions about this survey, please contact Dr. Chris A. Baldwin at 314.989.8523 or email to cabaldwin@ssd.k12.mo.us.

Demographics

1. What is your sex?
 Male Female
2. Which best describes you?
 American Indian African American Asian Hispanic White (not Hispanic)
3. I am in:
 6th Grade 7th Grade 8th Grade 9th Grade 10th Grade 11th Grade
 12th Grade GED Other _____
4. I am a student at:
 Juvenile Detention Center Lakeside Learning Center Project Learn/GED

Please indicate how often you experience the following in most of your classes by darkening one of the circles below:

Response Definition: N=Never R=Rarely O=Occasionally OF=Often RE=Regularly

	N	R	O	OF	RE
5. I am given opportunities to work on my own long-term projects.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am asked to relate what I already know to new material.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My graded assignments are returned to me before I am tested on the information.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Teachers enforce the rules fairly.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate how much you agree or disagree with each statement by darkening one of the circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

	SD	D	N	A	SA
9. My opinion is valued by teachers and administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teachers let me know when I am doing a good job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. During our classes we stay focused on learning and don't waste time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teachers help me understand my mistakes on assignments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Most of my teachers tell me how I am doing in their class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. There is a feeling of belonging at my school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Teachers in my school really care about me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel safe at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I like going to this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. If a student has a problem there are teachers who will listen and help.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Teachers treat me with respect.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SSD Court Programs Student Survey 2007



20. Comments: *(Please note any additional comments you would like to share with us that might help us improve the educational services for students who reside in this facility.)*





SSD Court Programs Teacher Survey 2007



The purpose of this survey is to assess staff perceptions of the services provided by Special School District. If you have any questions about this survey, please contact Dr. Chris A. Baldwin at 314.989.8523 or email to cabaldwin@ssd.k12.mo.us.

Demographics

1. Record the type of assignment which best reflects your primary assignment.
 Classroom Teacher Other _____
2. I have been in the position indicated above for:
 0-1 year 2-3 years 4-5 years 6-10 years 11 years or more
3. I work at this location: *(mark all that apply)*
 Juvenile Detention Center Lakeside Learning Center Project Learn/GED

Indicate how much you agree or disagree with each statement by darkening one of the circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

	SD	D	N	A	SA
4. Our principal uses classroom management as part of our evaluation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Clear rules regarding behavior have been established in my classroom.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Educators in our school use effective practices to promote positive behavior.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers in our school use effective practices to keep all students actively engaged in learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Educators in our school respond to inappropriate behaviors quickly and effectively.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Effective vehicles are in place for parents and community to communicate with the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Effective vehicles are in place for facility staff to communicate with the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. In our school we communicate effectively with parents and the community.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. In our school we communicate effectively with facility staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Parents are encouraged to discuss their child's educational needs with the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Facility staff are encouraged to discuss a child's educational needs with the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My school provides suggestions to parents on ways to assist at home with their child's learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My school provides suggestions to facility staff on ways to assist a child's learning when not in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students opinions are valued by teachers and administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Our school promotes an environment of mutual respect among students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. This school makes students feel they belong.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. If students in this school have a problem, teachers will listen and help.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. There is adequate professional development for teachers working with special education students in our school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Our professional development improves student achievement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I have received adequate training in using computers and other technology to support my work with students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The professional development activities I attend are related to my district's Comprehensive School Improvement Plan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





SSD Court Programs Teacher Survey 2007



Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

- | | SD | D | N | A | SA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 25. I have received professional development on differentiating instruction for learners..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. My professional development has improved the way I teach..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Clear rules that promote good behavior are enforced in our school..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Our school teaches and reinforces student self-discipline and responsibility..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Students who are prone to violence are systematically identified..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. I have received violence prevention training..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. I feel safe at this school..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Overall, my school is in good condition..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Comments: <i>(Please note any additional comments you would like to share with us that might help us improve the educational services for students who reside in this facility.)</i> | | | | | |





SSD Court Programs Paraprofessional Survey 2007



The purpose of this survey is to assess staff perceptions of the services provided by Special School District. If you have any questions about this survey, please contact Dr. Chris A. Baldwin at 314.989.8523 or email to cabaldwin@ssd.k12.mo.us.

Demographics

1. Record the type of assignment which best reflects your primary assignment.
 Assistant/Aide Other _____
2. I have been in the position indicated above for:
 0-1 year 2-3 years 4-5 years 6-10 years 11 years or more
3. I work at this location: *(mark all that apply)*
 Juvenile Detention Center Lakeside Learning Center Project Learn/GED

Indicate how much you agree or disagree with each statement by darkening one of the circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

	SD	D	N	A	SA
4. Students like this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This school makes children feel they belong.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. If students in this school have a problem, teachers will listen and help.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Teachers in this school treat students with respect.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Discipline is handled fairly in this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students are treated fairly in this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Our school promotes an environment of mutual respect among students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Learning is the most important thing in this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The district has provided me with specific inservice training related to my job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The inservice training activities I have attended have helped me do a better job.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I have received violence prevention training.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Students are safe in this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel safe at this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Overall, my school building is in good repair.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Comments: <i>(Please note any additional comments you would like to share with us that might help us improve the educational services for students who reside in this facility.)</i>					



SSD Court Programs Agency Staff Survey 2007 (Non-SSD Employee)

The purpose of this survey is to assess staff perceptions of the services provided by Special School District. If you have any questions about this survey, please contact Dr. Chris A. Baldwin at 314.989.8523 or email to cabaldwin@ssd.k12.mo.us.

Demographics

1. Indicate your place of employment below:

- Juvenile Detention Center
 Lakeside Learning Center
 Project Learn/GED

2. I have worked in the facility indicated above for:

- 0-1 year
 2-3 years
 4-5 years
 6-10 years
 11 years or more

Indicate how much you agree or disagree with each statement by darkening one of the circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

	SD	D	N	A	SA
3. Students opinions are valued by school staff (e.g., teachers, assistants, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school promotes an environment of mutual respect among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students like attending this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Discipline in the students' school is handled fairly.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The school recognizes the accomplishments of the students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I know what the students' teachers expect in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The students' teachers are good teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The students' teachers expect very good work from the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can talk with the students' teacher or principal whenever I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I know how well students are doing in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I receive information about the educational services available to students at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The school offers suggestions about how I can help students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My involvement with the students' education has improved their achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am asked for input about school decisions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Effective assistance is provided for children having difficulty in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The school encourages staff working at this court facility to be involved.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am a partner with the school in the students' education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Questions

20. On average, how much time does the typical child at your facility spend on homework each day?

- Homework is not assigned
 10 - 29 minutes
 30 minutes - 59 minutes
 1 - 2 hours
 More than 2 hours

21. On average, how much time per day does the typical child at your facility spend reading when not in school?

- No time at all
 10 - 29 minutes
 30 minutes - 59 minutes
 1 - 2 hours
 More than 2 hours

SSD Court Programs
Agency Staff Survey 2007
(Non-SSD Employee)

22. Comments: *(Please note any additional comments you would like to share with us that might help us improve the educational services for students who reside in this facility.)*



SSD Court Programs Parent Survey 2007 (Lakeside Center)



The purpose of this survey is to assess your thoughts about the educational services at Lakeside Center. Please contact Dr. Chris A. Baldwin at 314.989.8523 (or email cabaldwin@ssd.k12.mo.us.) if you have questions about this survey. Please return by November 12, 2007 in the enclosed envelope to Maria Moore, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131.

Demographics

1. In what grade is your child?

- K-5th grade 6th grade 7th grade 8th grade
 9th grade 10th grade 11th grade 12th grade
 GED Other _____

2. My child is a:

- Male Female

3. What is your relationship to the child?

- Parent Guardian Other _____

4. How long has your child been at Lakeside Center?

- 0-2 months 3-6 months 7-9 months 10-12 months 1 year or more

Indicate how much you agree or disagree with each statement by darkening one of the circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

	SD	D	N	A	SA
5. My child's opinions are valued by teachers and administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child's school promotes an environment of mutual respect among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child likes attending this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Discipline in my child's school is handled fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The school recognizes the accomplishments of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know what my child's teachers expect in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My child's teachers are good teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My child's teachers expect very good work from my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I can talk with my child's teachers or principal whenever I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I know how well my child is doing in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I receive information about the educational services available to my child at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The school offers suggestions about how I can help my child learn at home.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My involvement in my child's education has improved his/her achievement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Parents are asked for input about school decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Effective assistance is provided for children having difficulty in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The school encourages parents to be involved.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am a partner with the school in my child's education.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





SSD Court Programs Parent Survey 2007 (Lakeside Center)



Please indicate below how often during the past 12 months you have done each of the following things:

22. Talked to your child's teacher.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

23. Attended an open house at school.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

24. Attended parent/teacher meetings.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

25. Visited the school on your own.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

26. Helped with school activities.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

27. Other **(List):** _____

- Never 1-2 times 3-5 times 6-10 times More than 10 times

28. Comments: *(Please note any additional comments you would like to share with us that might help us improve the educational services for students who reside in this facility.)*



SSD Court Programs Parent Survey 2007 (Project Learn/GED)

The purpose of this survey is to assess your thoughts about the educational services at Project Learn/GED. Please contact Dr. Chris A. Baldwin at 314.989.8523 (or email cabaldwin@ssd.k12.mo.us.) if you have questions about this survey. Please return by November 12, 2007 in the enclosed envelope to Maria Moore, Program Evaluation, Special School District, 12110 Clayton Road, Town & Country, MO 63131.

Demographics

1. In what grade is your child?

- K-5th grade 6th grade 7th grade 8th grade
 9th grade 10th grade 11th grade 12th grade
 GED Other _____

2. My child is a:

- Male Female

3. What is your relationship to the child?

- Parent Guardian Other _____

4. How long has your child been at Project Learn/GED?

- 0-2 months 3-6 months 7-9 months 10-12 months 1 year or more

Indicate how much you agree or disagree with each statement by darkening one of the circles.

Response Definition: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

	SD	D	N	A	SA
5. My child's opinions are valued by teachers and administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child's school promotes an environment of mutual respect among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child likes attending this school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Discipline in my child's school is handled fairly.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The school recognizes the accomplishments of my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I know what my child's teachers expect in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My child's teachers are good teachers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My child's teachers expect very good work from my child.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I can talk with my child's teachers or principal whenever I need.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I know how well my child is doing in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I receive information about the educational services available to my child at school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The school offers suggestions about how I can help my child learn at home.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My involvement in my child's education has improved his/her achievement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Parents are asked for input about school decisions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Effective assistance is provided for children having difficulty in school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The school encourages parents to be involved.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I am a partner with the school in my child's education.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SSD Court Programs
Parent Survey 2007
(Project Learn/GED)

Please indicate below how often during the past 12 months you have done each of the following things:

22. Talked to your child's teacher.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

23. Attended an open house at school.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

24. Attended parent/teacher meetings.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

25. Visited the school on your own.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

26. Helped with school activities.

- Never 1-2 times 3-5 times 6-10 times More than 10 times

27. Other **(List):** _____

- Never 1-2 times 3-5 times 6-10 times More than 10 times

28. Comments: *(Please note any additional comments you would like to share with us that might help us improve the educational services for students at Project Learn/GED.)*



Court Programs Standard Program Evaluation

Appendix 2

JDC Semester Courses and Student Grades: 2006-2007

JDC Course and Grade Information by Semester

Note: Tables reflect Semester data only. Students without a Semester grade (i.e., missing 1st Quarter or 2nd Quarter) are not included.

JDC Semester 1 Course Grades: 2006-2007

Semester 1 Course	Enrollment Grade (n)							Semester 1 Course	Course Grade (n)			
	7	8	9	10	11	12	Total		A / B	C	D	Total
Algebra			4	3	3	1	11	Algebra	9	2		11
Art	2	4	7	9	4	1	27	Art	25	2		27
Biology				9	1		10	Biology	10			10
Careers	2	4	6	8	4	2	26	Careers	15	11		26
Dev Reading	1						1	Dev Reading		1		1
Earth Sci/Ecology					3	1	4	Earth Sci/Ecology	4			4
English Comp 9			7				7	English Comp 9		7		7
English Lit	1	4			1		6	English Lit	1	5		6
English Lit 10				9			9	English Lit 10	3	6		9
English Lit 11					3		3	English Lit 11	2	1		3
English Lit 12						1	1	English Lit 12	1			1
General Sci	2	4					6	General Sci	3	3		6
Geometry				1	1		2	Geometry	2			2
Health	2	4	7	10	3	1	27	Health	24	3		27
Language Arts	1						1	Language Arts		1		1
Literature Comp	1	4	3	5	3	1	17	Literature Comp	14	3		17
PE	2	4	7	10	3	1	27	PE	24	3		27
Personal Fin			1				1	Personal Fin		1		1
Physical Sci			7	1			8	Physical Sci	7	1		8
Pre-Algebra	2	2					4	Pre-Algebra	1	2	1	4
Social Skills	2	4	5	8	4	2	25	Social Skills	14	11		25
U S History		2	1		1		4	U S History	1	3		4
World History				1			1	World History	1			1
Writing Lit			3	3			6	Writing Lit	6			6

JDC Course and Grade Information by Semester

JDC Semester 2 Course Grades: 2006-2007

Semester 2 Course	Enrollment Grade (n)							Semester 2 Course	Course Grade (n)		
	7	8	9	10	11	Other	Total		A / B	C	Total
Algebra	1	3	9	4			17	Algebra	17		17
Art	3	7	11	8	4	1	34	Art	30	4	34
Biology		1	2	8	1		12	Biology	12		12
Careers		4	3		1		8	Careers	3	5	8
Earth Sci/Ecology	2	1			3	1	7	Earth Sci/Ecology	6	1	7
English Comp 9			11				11	English Comp 9	4	7	11
English Lit 10				7			7	English Lit 10	3	4	7
English Lit 11					4		4	English Lit 11	1	3	4
English Lit GED						1	1	English Lit GED		1	1
General Sci	1	5					6	General Sci	5	1	6
Geography			1			1	2	Geography	2		2
Geometry				1	2		3	Geometry	3		3
Health	3	7	11	8	4	1	34	Health	33	1	34
Language Arts	3	7					10	Language Arts	6	4	10
PE	3	7	11	8	4	1	34	PE	32	2	34
Personal Fin	3	3	8	8	3	1	26	Personal Fin	18	8	26
Physical Sci			9				9	Physical Sci	8	1	9
Pre-Algebra	2	3	1				6	Pre-Algebra	5	1	6
Social Skills	3	7	11	8	4	1	34	Social Skills	27	7	34
Writing Lit	3	6	10	6	4	1	30	Writing Lit	28	2	30



Court Programs Standard Program Evaluation

Appendix 3

Lakeside Center Semester Courses and Student Grades: 2006-2007

Lakeside Course and Grade Information by Semester

Note: Tables reflect Semester data only. Students without a Semester grade (i.e., missing 1st Quarter or 2nd Quarter) are not included.

Lakeside Center Semester 1 Course Grades: 2006-2007

Semester 1 Course	Enrollment Grade (n)						Semester 1 Course	Course Grade (n)			
	8	9	10	11	12	Total		A / B	C	D	Total
Advanced Art					1	1	Advanced Art	1			1
Algebra		7	3	1		11	Algebra	5	6		11
Algebraic Concepts		5				5	Algebraic Concepts	3	2		5
American Gov't		2				2	American Gov't	1	1		2
American History	2	6	1			9	American History	6	3		9
Art	2	10	2	1		15	Art	14	1		15
Biology		4	1			5	Biology	5			5
Clothing Construction		1	2		1	4	Clothing Construction	2	2		4
Dev Reading		2				2	Dev Reading	2			2
English	2	2				4	English	4			4
English 10			3			3	English 10		1	2	3
English 11				1		1	English 11		1		1
English 12					1	1	English 12	1			1
English 9		11				11	English 9	3	8		11
Envir/Earth Sci		2	2	1	1	6	Envir/Earth Sci	5		1	6
Food & Nutrition	1	4	1		1	7	Food & Nutrition	6	1		7
Geometry					1	1	Geometry		1		1
Health Ed	1	13	3	2		19	Health Ed	14	5		19
Instructional Tech	2	4				6	Instructional Tech	1	5		6
Life Science	2	2				4	Life Science	4			4
Math	1	1				2	Math	1	1		2
Math/Algebra		1				1	Math/Algebra		1		1
Multicultural Lit		1				1	Multicultural Lit	1			1
PE	1	13	3	2		19	PE	19			19
Personal Fin					1	1	Personal Fin		1		1
Physical Science		4			1	5	Physical Science	5			5
Pre-Algebra	1					1	Pre-Algebra		1		1
Social Skills	2	8	3	1		14	Social Skills	13	1		14
Technology		1				1	Technology		1		1
US History		1				1	US History		1		1
Woodworking		4	1			5	Woodworking	2	3		5
World Geography		1				1	World Geography	1			1
World History		5	2			7	World History	6	1		7

Lakeside Course and Grade Information by Semester

Lakeside Center Semester 2 Course Grades: 2006-2007

Semester 2 Course	Enrollment Grade (n)								Semester 2 Course	Course Grade (n)			
	6	7	8	9	10	11	12	Total		A / B	C	D	Total
Advanced Art							1	1	Advanced Art	1			1
Algebra				8	2	2		12	Algebra	6	6		12
Algebra 3			1					1	Algebra 3	1			1
Algebraic Concepts				6	3			9	Algebraic Concepts	2	5	2	9
American Gov't				6	1			7	American Gov't	3	4		7
American History	1	5	9	5		1		21	American History	9	9	3	21
Art	1	4	7	15	6	3		36	Art	32	3	1	36
Biology				9	3			12	Biology	8	4		12
Careers		1						1	Careers	1			1
Clothing Construction			1	2	1		1	5	Clothing Construction	2	3		5
Dev Reading		1	2	1				4	Dev Reading	4			4
English	1	4	8	1				14	English	3	8	3	14
English 10					7			7	English 10	2	5		7
English 11						3		3	English 11	2	1		3
English 12							1	1	English 12		1		1
English 9			1	16				17	English 9	7	5	5	17
Envir/Earth Sci				4	2	2		8	Envir/Earth Sci	8			8
Food & Nutrition		2	2	6	2	1	1	14	Food & Nutrition	6	6	2	14
General Sci		1						1	General Sci	1			1
Geography			1	1	1			3	Geography	2		1	3
Geometry				1	2	1	1	5	Geometry	4	1		5
Government				1				1	Government		1		1
Health Ed	1	4	10	17	7	2		41	Health Ed	29	12		41
Instructional Tech			2	1				3	Instructional Tech	1	2		3
Language Arts		1	2					3	Language Arts	2	1		3
Life Science	1	4	11	1	1			18	Life Science	13	5		18
Multicultural Lit				1				1	Multicultural Lit		1		1
PE	1	4	10	16	7	2		40	PE	39	1		40
Personal Fin					1	2		3	Personal Fin	2	1		3
Physical Science				5	1	1	1	8	Physical Science	6	1	1	8
Pre-Algebra	1	5	10	3				19	Pre-Algebra	4	9	6	19
Social Skills	1	3	7	11	4	2		28	Social Skills	21	7		28
Social Skills VP			1					1	Social Skills VP		1		1
Technology		3	2	2	2			9	Technology	2	7		9
Woodworking	1		4	6	3	3		17	Woodworking	5	10	2	17
World Geography			1					1	World Geography		1		1
World History				4	4			8	World History	5	3		8



Court Programs Standard Program Evaluation

Appendix 4

Project Learn / GED Semester Courses and Student Grades: 2006-2007

Project Learn Course and Grade Information by Semester

Note: Tables reflect Semester data only. Students without a Semester grade (i.e., missing 1st Quarter or 2nd Quarter) are not included.

Project Learn Semester 1 Course Grades: 2006-2007

Semester 1 Course	Enrollment Grade (n)						Semester 1 Course	Course Grade (n)			
	3	7	8	9	10	Total		A / B	C	D	Total
Algebra I				2		2	Algebra I	1	1		2
Amer History			1	2		3	Amer History		3		3
Basic English		1	1			2	Basic English		1	1	2
Basic Math			1	2		3	Basic Math		3		3
Character Ed		2	3	4	1	10	Character Ed	1	9		10
English				1		1	English		1		1
General Sci		2				2	General Sci	1	1		2
History		1				1	History		1		1
Informal Geometry					1	1	Informal Geometry		1		1
Language Arts	1		1	2		4	Language Arts	1	3		4
Literature				1		1	Literature	1			1
Math	1					1	Math	1			1
Personal Fin		2	3	4	1	10	Personal Fin		8	2	10
Power Writing		1				1	Power Writing	1			1
Pre-Algebra		2	2			4	Pre-Algebra		3	1	4
Reading				1		1	Reading		1		1
Science	1		1			2	Science	1		1	2
Social Studies	1					1	Social Studies	1			1
U S Government			1	1		2	U S Government		2		2
Vocabulary			1	1		2	Vocabulary		2		2
World History		1	1	1		3	World History	2	1		3
Writing w/Purpose				1	1	2	Writing w/Purpose		2		2

Project Learn Course and Grade Information by Semester

Project Learn Semester 2 Course Grades: 2006-2007

Semester 2 Course	Enrollment Grade (n)					Semester 2 Course	Course Grade (n)			
	5	7	8	9	Total		A / B	C	D	Total
Algebra I				2	2	Algebra I	1	1		2
Amer History	1	1	1	1	4	Amer History		3	1	4
Basic English			1	1	2	Basic English		2		2
Basic Math	1	1	1	1	4	Basic Math		3	1	4
Character Ed	1	1	3	4	9	Character Ed	1	7	1	9
General Sci			1		1	General Sci		1		1
Language Arts	1	1	2	3	7	Language Arts		6	1	7
Literature				1	1	Literature	1			1
Personal Fin	1	1	3	4	9	Personal Fin		8	1	9
Pre-Algebra			2	1	3	Pre-Algebra		3		3
U S Government			1	1	2	U S Government		2		2
U S History			1	1	2	U S History		2		2
Vocabulary			1		1	Vocabulary		1		1
World History				1	1	World History	1			1



Court Programs Standard Program Evaluation

Appendix 5

Survey Items and Corresponding Scales

Student Survey Items and Scales

Survey Scale	Survey Item
Student Learning	I am given opportunities to work on my own long-term projects.
	I am asked to relate what I already know to new material.
	My graded assignments are returned to me before I am tested on the information.
	My teachers let me know when I am doing a good job.
	My teachers help me understand my mistakes on assignments.
	Most of my teachers tell me how I am doing in their class.
Classroom Management	Teachers enforce the rules fairly.
	During our classes we stay focused on learning and don't waste time.
	Teachers treat me with respect.
School Climate	My opinion is valued by teachers and administrators.
	There is a feeling of belonging at my school.
	Teachers in my school really care about me.
	I feel safe at school.
	I like going to this school.
	If a student has a problem there are teachers who will listen and help.

Teacher Survey Items and Scales

Survey Scale	Survey Item
Classroom Management	Our principal uses classroom management as part of our evaluation.
	Clear rules regarding behavior have been established in my classroom.
	Educators in our school use effective practices to promote positive behavior.
	Teachers in our school use effective practices to keep all students actively engaged in learning.
	Educators in our school respond to inappropriate behaviors quickly and effectively.
Communication with Parents	Effective vehicles are in place for parents and community to communicate with the school.
	In our school we communicate effectively with parents and the community.
	Parents are encouraged to discuss their child's educational needs with the school.
	My school provides suggestions to parents on ways to assist at home with their child's learning.
Communication with Facility Staff	Effective vehicles are in place for facility staff to communicate with the school.
	In our school we communicate effectively with facility staff.
	Facility staff are encouraged to discuss a child's educational needs with the school.
	My school provides suggestions to facility staff on ways to assist a child's learning when not in school.
School Climate	Students opinions are valued by teachers and administrators.
	Our school promotes an environment of mutual respect among students.
	This school makes students feel they belong.
	If students in this school have a problem, teachers will listen and help.
Professional Development	There is adequate professional development for teachers working with special education students in our school.
	Our professional development improves student achievement.
	I have received adequate training in using computers and other technology to support my work with students.
	The professional development activities I attend are related to my district's Comprehensive School Improvement Plan.
	I have received professional development on differentiating instruction for learners.
	My professional development has improved the way I teach.
Safe and Orderly School	Clear rules that promote good behavior are enforced in our school.
	Our school teaches and reinforces student self-discipline and responsibility.
	Students who are prone to violence are systematically identified.
	I have received violence prevention training.
	I feel safe at this school.
	Overall, my school is in good condition.

Paraprofessional Survey Items and Scales

Survey Scale	Survey Item
School Climate	Students like this school.
	This school makes children feel they belong.
	If students in this school have a problem, teachers will listen and help.
	Teachers in this school treat students with respect.
	Discipline is handled fairly in this school.
	Students are treated fairly in this school.
	Our school promotes an environment of mutual respect among students.
	Learning is the most important thing in this school.
Professional Development	The district has provided me with specific inservice training related to my job.
	The inservice training activities I have attended have helped me do a better job.
	I have received violence prevention training.
Safe and Orderly School	Students are safe in this school.
	I feel safe at this school.
	Overall, my school building is in good repair.

Court Facility Staff Survey Items and Scales

Survey Scale	Survey Item
School Climate	Students opinions are valued by school staff (e.g., teachers, assistants, etc.).
	The school promotes an environment of mutual respect among students.
	Students like attending this school.
	Discipline in the students' school is handled fairly.
Teacher Efficacy and Expectations	The school recognizes the accomplishments of the students.
	I know what the students' teachers expect in school.
	The students' teachers are good teachers.
	The students' teachers expect very good work from the students.
Communication with Facility Staff	I can talk with the students' teacher or principal whenever I need.
	I know how well students are doing in class.
	I receive information about the educational services available to students at school.
	The school offers suggestions about how I can help students learn.
Facility Staff Involvement and Efficacy	My involvement with the students' education has improved their achievement.
	I am asked for input about school decisions.
	Effective assistance is provided for children having difficulty in school.
	The school encourages staff working at this court facility to be involved.
	I am a partner with the school in the students' education.

Parent Survey Items and Scales

Survey Scale	Survey Item
School Climate	My child's opinions are valued by school staff (e.g., teachers, assistants, etc.).
	My child's school promotes an environment of mutual respect among students.
	My child likes attending this school.
	Discipline in my child's school is handled fairly.
Teacher Efficacy and Expectations	The school recognizes the accomplishments of my child.
	I know what my child's teachers expect in school.
	My child's teachers are good teachers.
	My child's teachers expect very good work from my child.
Communication with Parents	I can talk with my child's teacher or principal whenever I need.
	I know how well my child is doing in class.
	I receive information about the educational services available to my child at school.
	The school offers suggestions about how I can help my child learn at home.
Parent Involvement and Efficacy	My involvement in my child's education has improved his/her achievement.
	Parents are asked for input about school decisions.
	Effective assistance is provided for children having difficulty in school.
	The school encourages parents to be involved.
	I am a partner with the school in my child's education.



Court Programs Standard Program Evaluation

Appendix 6

Student Survey Item Analysis

Student Survey Item Responses: Court Program Evaluation

		JDC (n=43)	Lakeside (n=45)	Project Learn (n=22)
Scale	Survey Item	% Often or Regularly	% Often or Regularly	% Often or Regularly
Student Learning	I am given opportunities to work on my own long-term projects.	51.16	37.78	45.00
	I am asked to relate what I already know to new material.	62.79	31.11	63.64
	My graded assignments are returned to me before I am tested on the information.	46.51	55.56	72.73
Classroom Management	Teachers enforce the rules fairly.	62.79	33.33	68.18
Scale	Survey Item	% Agree or Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree
Student Learning (continued)	My teachers let me know when I am doing a good job.	76.74	46.67	86.36
	My teachers help me understand my mistakes on assignments.	67.44	50.00	81.82
	Most of my teachers tell me how I am doing in their class.	69.77	50.00	85.71
Classroom Management (continued)	During our classes we stay focused on learning and don't waste time.	53.49	37.78	52.38
	Teachers treat me with respect.	62.79	31.11	77.27
School Climate	There is a feeling of belonging at my school.	28.57	18.60	47.62
	Teachers in my school really care about me.	51.22	28.89	45.45
	I feel safe at school.	51.16	37.78	73.68
	I like going to this school.	32.56	20.00	54.55
	If a student has a problem there are teachers who will listen and help.	55.81	33.33	81.82
	My opinion is valued by teachers and administrators.	39.02	24.44	50.00



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Appendix 7

Teacher Survey Item Analysis

Teacher Survey Item Responses: Court Program Evaluation

		JDC (n=11)	Lakeside (n=8)
Scale	Survey Item	% Agree or Strongly Agree	% Agree or Strongly Agree
Classroom Management	Our principal uses classroom management as part of our evaluation.	72.73	62.50
	Clear rules regarding behavior have been established in my classroom.	100.00	85.71
	Educators in our school use effective practices to promote positive behavior.	90.91	75.00
	Teachers in our school use effective practices to keep all students actively engaged in learning.	90.91	87.50
	Educators in our school respond to inappropriate behaviors quickly and effectively.	90.91	50.00
Comm. with Parents	Effective vehicles are in place for parents and community to communicate with the school.	36.36	62.50
	In our school we communicate effectively with parents and the community.	36.36	37.50
	Parents are encouraged to discuss their child's educational needs with the school.	45.45	62.50
	My school provides suggestions to parents on ways to assist at home with their child's learning.	36.36	37.50
Comm. with Fac. Staff	Effective vehicles are in place for facility staff to communicate with the school.	54.55	62.50
	In our school we communicate effectively with facility staff.	81.82	62.50
	Facility staff are encouraged to discuss a child's educational needs with the school.	54.55	75.00
	My school provides suggestions to facility staff on ways to assist a child's learning when not in school.	36.36	62.50
School Climate	Students opinions are valued by teachers and administrators.	63.64	62.50
	Our school promotes an environment of mutual respect among students.	100.00	37.50
	This school makes students feel they belong.	100.00	50.00
	If students in this school have a problem, teachers will listen and help.	100.00	100.00
Professional Development	There is adequate professional development for teachers working with special education students in our school.	72.73	62.50
	Our professional development improves student achievement.	45.45	37.50
	I have received adequate training in using computers and other technology to support my work with students.	72.73	50.00
	The professional development activities I attend are related to my district's Comprehensive School Improvement Plan.	90.91	75.00
	I have received professional development on differentiating instruction for learners.	70.00	75.00
	My professional development has improved the way I teach.	70.00	62.50
Safe and Orderly School	Clear rules that promote good behavior are enforced in our school.	100.00	37.50
	Our school teaches and reinforces student self-discipline and responsibility.	90.00	37.50
	Students who are prone to violence are systematically identified.	60.00	37.50
	I have received violence prevention training.	100.00	87.50
	I feel safe at this school.	80.00	62.50
	Overall, my school is in good condition.	70.00	25.00

Note: Data for Project Learn/GED is not reported due to small sample size (n=3).



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Appendix 8

Parent Survey Item Analysis

Parent Survey Item Responses: Court Program Evaluation

Scale	Survey Item	Lakeside (n=6)	Proj. Learn (n=5)
		% Agree or Strongly Agree	% Agree or Strongly Agree
School Climate	My child's opinions are valued by school staff (e.g., teachers, assistants, etc.).	66.70	100.00
	My child's school promotes an environment of mutual respect among students.	83.30	100.00
	My child likes attending this school.	66.70	100.00
	Discipline in my child's school is handled fairly.	83.30	100.00
Teacher Efficacy and Expectations	The school recognizes the accomplishments of my child.	66.70	100.00
	I know what my child's teachers expect in school.	66.70	80.00
	My child's teachers are good teachers.	83.30	100.00
	My child's teachers expect very good work from my child.	83.30	100.00
Communication with Parents	I can talk with my child's teacher or principal whenever I need.	83.30	100.00
	I know how well my child is doing in class.	80.00	100.00
	I receive information about the educational services available to my child at school.	50.00	40.00
	The school offers suggestions about how I can help my child learn at home.	33.30	40.00
Parent Involvement and Efficacy	My involvement in my child's education has improved his/her achievement.	83.30	100.00
	Parents are asked for input about school decisions.	50.00	40.00
	Effective assistance is provided for children having difficulty in school.	66.70	80.00
	The school encourages parents to be involved.	83.30	40.00
	I am a partner with the school in my child's education.	50.00	40.00



Court Programs Standard Program Evaluation

Appendix 9

Paraprofessional Survey Item Analysis

Paraprofessional Survey Item Responses: Court Program Evaluation

Scale	Survey Item	JDC (n=7)	Lakeside (n=6)
		% Agree or Strongly Agree	% Agree or Strongly Agree
School Climate	Students like this school.	57.14	33.33
	This school makes children feel they belong.	71.43	66.67
	If students in this school have a problem, teachers will listen and help.	100.00	100.00
	Teachers in this school treat students with respect.	100.00	83.33
	Discipline is handled fairly in this school.	71.43	100.00
	Students are treated fairly in this school.	71.43	83.33
	Our school promotes an environment of mutual respect among students.	85.71	83.33
Professional Development	Learning is the most important thing in this school.	85.71	66.67
	The district has provided me with specific inservice training related to my job.	85.71	83.33
	The inservice training activities I have attended have helped me do a better job.	57.14	100.00
Safe and Orderly School	I have received violence prevention training.	85.71	66.67
	Students are safe in this school.	85.71	66.67
	I feel safe at this school.	85.71	83.33
	Overall, my school building is in good repair.	85.71	100.00

Note: Data for Project Learn/GED is not reported due to small sample size (n=1).



Court Programs Standard Program Evaluation

Appendix 10

Court Facility Staff Survey Item Analysis

Court Facility Staff Survey Item Responses: Court Program Evaluation

Scale	Survey Item	JDC (n=25)	Lakeside (n=29)
		% Agree or Strongly Agree	% Agree or Strongly Agree
School Climate	Students opinions are valued by school staff (e.g., teachers, assistants, etc.).	68.00	34.48
	The school promotes an environment of mutual respect among students.	72.00	55.17
	Students like attending this school.	48.00	41.38
	Discipline in the students' school is handled fairly.	45.83	20.69
Teacher Efficacy and Expectations	The school recognizes the accomplishments of the students.	92.00	93.10
	I know what the students' teachers expect in school.	60.00	48.28
	The students' teachers are good teachers.	75.00	62.07
	The students' teachers expect very good work from the students.	72.00	41.38
Communication with Facility Staff	I can talk with the students' teacher or principal whenever I need.	72.00	72.41
	I know how well students are doing in class.	36.00	57.14
	I receive information about the educational services available to students at school.	48.00	34.48
	The school offers suggestions about how I can help students learn.	40.00	14.29
Facility Staff Involvement and Efficacy	My involvement with the students' education has improved their achievement.	28.00	53.57
	I am asked for input about school decisions.	28.00	13.79
	Effective assistance is provided for children having difficulty in school.	64.00	27.59
	The school encourages staff working at this court facility to be involved.	44.00	57.14
	I am a partner with the school in the students' education.	40.00	42.86

Note: Data for Project Learn/GED is not reported due to small sample size (n=2).



Court Programs Standard Program Evaluation

Appendix 11

Summary of Committee Consensus on World Class Programs

As a component of the court programs evaluation, the following items were agreed upon as characteristics of world class programs for juveniles at JDC, Lakeside Center, and Project Learn/GED.

World Class - JDC

Academics:

Assessment upon entry core academic skills
STAR Assessment every 30 days to monitor progress
Intensive Instruction (student functioning 2 years or more below academically):
 Communication Arts [to be determined]
 Math [to be determined]
 Decrease minutes in subject areas other than reading and math until students are on grade level
Physical Education/Health
After school tutoring in reading (contact local universities for practicum students)
Active engagement strategies would be evident in classroom instruction

Social:

PBIS would be operating as exemplar
Psychological Counseling/Individual Counseling [individual emergency issues]
Group Therapy
Positive Moral & Performance Character Traits, direct instruction in social skills and practice utilization of skills
Self-monitoring taught to students

Other:

*Challenge on the student attending 7 days or less [focus reading & math]
 20 days or less
 30 days or less
Follow-up after exit - 30 days
 90 days
 1 year [to be determined but probably SSD guidance counselor but may work out details with DJO]
Job training (see article MERS/Goodwill Industry)
Develop incentives for reading and math gains
Redeploy staff and hire reading specialist

World Class - Lakeside

Academics:

Assessment upon entry core academic skills

STAR Assessment every 30 days to monitor progress

Differentiated]

High School Diploma (ascertain the number of credits and shortfall)

GED (due to the shortfall of credits and age of student) [GED Options]

Essential Skills/Remediation (students reading and math 2-3 years below their age/grade)

Vocational Component including transitional planning

Develop partnership with Technical Schools as well as Job Corps

Contact Goodwill/MERS about vocational program with Family Court (see article)

Computer Training

Art

Social:

PBIS

Universal supports

Social Skills jointly taught by School and Residential Staff

Wrap-Around Services

Psychological Counseling/Individual

Group Therapy

Other:

Tutoring for struggling students especially in reading after normal school hours (look at local universities for students in reading programs)

Quarterly meetings with residential and school staff

Follow-up after exit – 30 and 60 days then 6 month and 1 year [noted to be determined but probably SSD guidance counselor]

Develop a positive, respectful atmosphere

Develop an integrated operation between school and residential facility

Student Council

Celebrate outstanding work by students and staff (use a rubric)

World Class - Project Learn/GED

Academics:

Assessment upon entry in core academics

STAR Assessment every 30 days to monitor progress

Differentiated

Essential Skills Program (students' 2-3 grade levels below age/grade)

GED [plus TABE for GED]

Credit Recovery/ Plato if returning to typical school setting

Additional Reading Support for students 3 grade level below their age

Library Accessible (suggestion use electronic library)

Vocational/Transitional Planning

Social:

Individual Counseling – [Court unless on IEP]

Other:

Follow-up after exit – 30 and 60 days then 6 month and 1 year [noted to be determined but probably SSD guidance counselor]

Contact Goodwill/MERS about vocational program with Family Court (see article)