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Program Description

Summary Description of Program

A student "at-risk" is currently enrolled in school, identified as a potential dropout and experiencing difficulty with: academics, discipline, social conditions, economic conditions, or other areas that relate to a student's ability to become a productive member of the workforce after graduation. Students are put at-risk either by their own actions or by circumstances beyond their control.

All of the students attending the Special Education schools meet the definition of at-risk. The focus of this report will be on the Bridges program.

Purpose or Mandate

Bridges is a short-term placement option for student's ages 13 to 21 years with challenging social, emotional and behavioral issues. These students are placed at Bridges in order to provide a more structured environment where the staff is able to work intensively with small groups of students. The half-day program offers a morning or afternoon session for students.

Which specific CSIP/MSIP goals does this Program support?

CSIP strategy 1.1.4 Develop, implement and sustain a systematic multi-tiered process to support student behavioral/social success.

Who are the Customers/Stakeholders?

Students, Parents, Home Schools, SSD Partner schools and Court Programs are customers.

What are the Customer/Stakeholder requirements?

Customers require that students acquire behavioral coping skills that are generalized to the Least Restrictive Environment. The conditions and challenges that led the IEP team to recommend placement in the Bridges program must be addressed successfully in order for the IEP team to recommend placement in a less restrictive environment.

What is this program expected to accomplish?

The Bridges program is expected to modify the behavior of students with the most extreme social, emotional and behavioral challenges. It instructs them in academics and coping skills which enables them to return to a less restrictive environment.

Briefly describe how this Program works

Students arrive at Bridges with severe behavioral challenges. Behavior is monitored using a four level system in which each student begins at 0 and must achieve level 4 in order to demonstrate a readiness to return to a less restrictive environment. In addition to behavioral coaching, students receive academic instruction in regular classes and in PLATO, a computer assisted instructional program. Through participation in the academic instruction and behavioral coaching, students should be able to be placed in a less restrictive environment and use the skills they have learned to be successful.

What resources (type and quantity) are required to execute this plan?

For the purpose of this evaluation we are only including personnel cost.

Action Plan Summary

Previous Cycle Goals and Outcomes

<i>2010-2012 Overall Goals</i>	<i>2010-2012 Outcomes</i>
Goal 1: Provide a means to recover lost credit for students at risk of failure to graduate	Obj. 1.1 Students will earn High School credits each semester. [Met: Students at Bridges recovered 29 credits.]
Goal 2: Establish positive relationships with parent for collaboration in students' education.	Obj. 2.1 Staff will communicate with 100% of parents in Bridges program on a daily basis. [Met. Staff communicates with 100% of the parents on a daily basis through point sheets and/or phone calls.] Obj. 2.2 50% of parents will attend the annual BBQ. [Not met. 7 of 15 (46.7%) families attended the BBQ.] Obj. 2.3 50% of parents will attend open house at Bridges. [Not met: 46.7% of parents attended.]
Goal 3: Provide effective pro-social learning opportunities to improve social and emotional skills.	Obj. 3.1 All students will participate in PBIS* and character education behavior improvement programs. [Met: 100% of students have participated in PBIS and character education behavior improvement programs.] * Positive Behavior Interventions and Supports Obj. 3.2 Overall discipline incidents for each school will improve from year to year. [Met: 45 incidents (2010-11) declined to 44 (2011-12).]
Goal 4: Improve students' academic skills.	Obj. 4.1 Renaissance STAR Math scores will improve from Pretest to Posttest. [Met: 100% improved.] Obj. 4.2 Renaissance STAR Reading scores will improve from Pretest to Posttest. [Met: 100% improved.]

Current Cycle (2014-2015) Goals and Outcomes

2014-2015 Overall Goals	Expected Measurable Outcomes
Goal 1: CSIP strategy 1.1.4 Develop, implement and sustain a systematic multi-tiered process to support student behavioral/social success.	1.1 Percent of students with Social Emotional IEP Goals Met. 1.2 Percent of students with Social Emotional IEP Goals Making Progress. 1.3 Percent of students reaching Level 4 behavioral status. 1.4 Percent of students) accessing Tier 3 behavioral supports.
Goal 2: Provide supports for students to succeed in the Least Restrictive Environment.	2.1 Percent of students (active and withdrawn) returning to LRE. 2.2 Average number of credits earned for students accessing PLATO (active and withdrawn).

Evaluation Plan Summary

Program Evaluation Authority

The program evaluation for At-Risk is mandated by the Board of Education policy IM.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?
- Additional (if any)

Quantitative Measures - Evaluation questions to be used

- What is the status of the program's progress toward achieving its goals?
- What are the actual costs of this program, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this program?



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Evaluation Summary

Purpose or Mandate

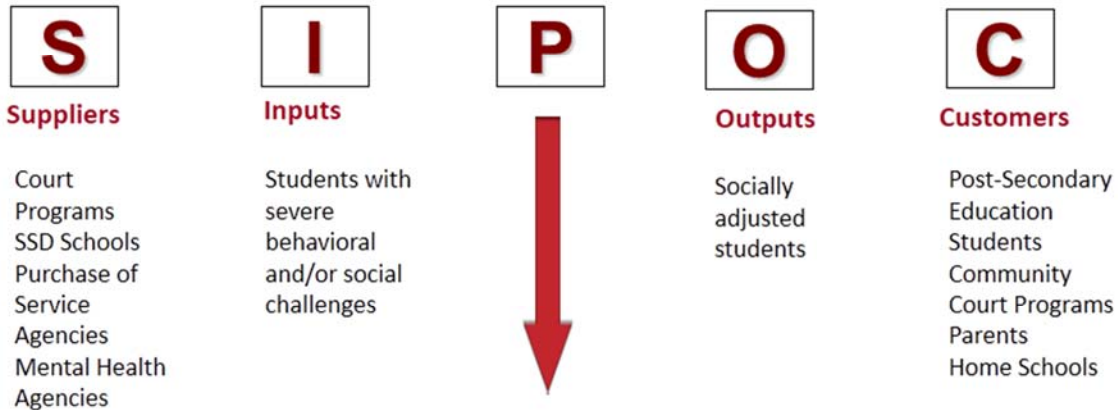
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Program Description

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At-Risk



High Level Process

Start	Step 1 Intake IEP Meeting Orientation Begin Building Relationships	Step 2 Behavioral Coaching 4 Level system	Step 3 Academics Class Instruction Plato	Step 4 Relationship Building Establish Trust Home Visits Home School	Step 5 Transition to LRE Continue Supports	End
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Work System: At-Risk (Bridges) Logic Model

Inputs - Resources	Outputs		Outcomes -- Impact		
	Activities	Participation	Short Term Objective	Medium	Long range goal
Staff Classrooms at SCT Students	Relationship Building	Students	Trust of Adults	Students will Access Services	Independent use of supports/ Self Advocacy
		Parents	Accept Structure of School Environment	Re-integrate in LRE	Success in structures of society
		Partner District	Trust School Accept School Structure	Parental Involvement in School	Student Success
	Behavior Coaching	Students	Trust of Bridges process	Relationship with Students and Parents	Student Graduation
		Family	Participation in 4 level system/ Understanding structure of environment	Generalizing Skills 4 Level success	Successful transition to LRE
	Academics (PLATO)	Students	Parents learn skills	Parents support students	Student Success
			Evaluation and Assessment	Monitoring and achieving credits	Graduation

Assumptions

Building relationships with students and families can lead students to accept structures to which they have been resistant. Behavioral coaching can be generalized so that students can re-integrate into school environment.

External Factors

Students have extreme challenges to be admitted to Bridges and these challenges can be extremely difficult to overcome for behavioral and educational success.

Logic Narrative. What is supposed to happen?

Students who are admitted to Bridges are introduced to the staff and the system of behavioral monitoring, the four level system. As the students learn to trust the staff and accept the structures of the Bridges environment they also accept behavioral coaching to learn skills for coping with emotions and frustrations. These skill can be generalized to more complex environments so, ideally, the student would be able to transition back to the home school, succeed and have a balanced healthy life.

What were the major accomplishments or benefits of this program?

One of the goals of the Bridges program is to provide social behavioral skills and coping mechanisms that allow the student to return to the Least Restrictive Environment (LRE) 37% of Bridges students returned to LRE or graduated during 2013-2014. The IEP is the student’s main plan for addressing special needs. Over half, 56.3%, of students made progress or met Social Emotional IEP Goals.

How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

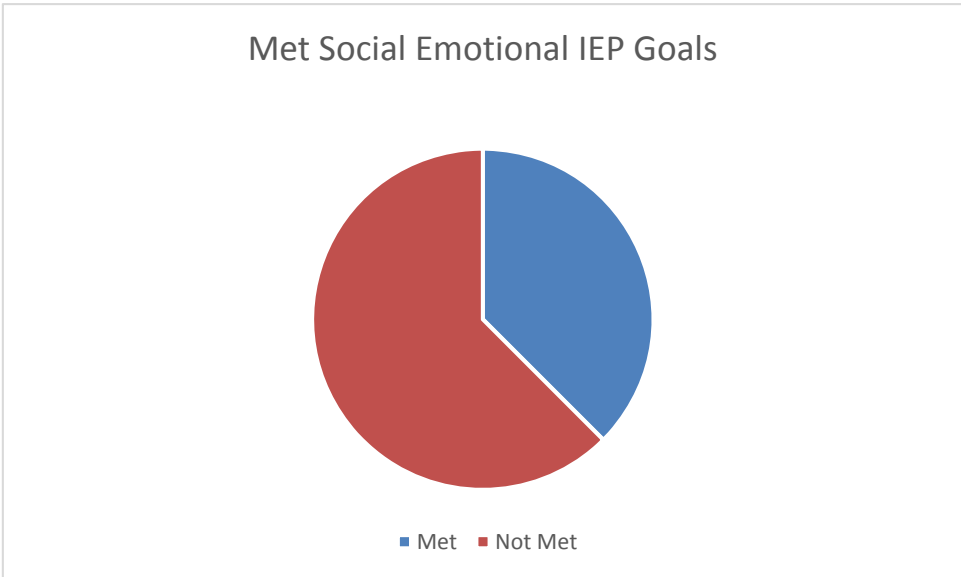
What factors made essential contributions (+/-) to this rating?

Some students benefit from a shortened day schedule, however student struggle to earn enough credits to stay on track. Electronic learning allows some students the option of acquiring credits while at home. Families and students for the first time feel they are cared about.

Evaluation Results

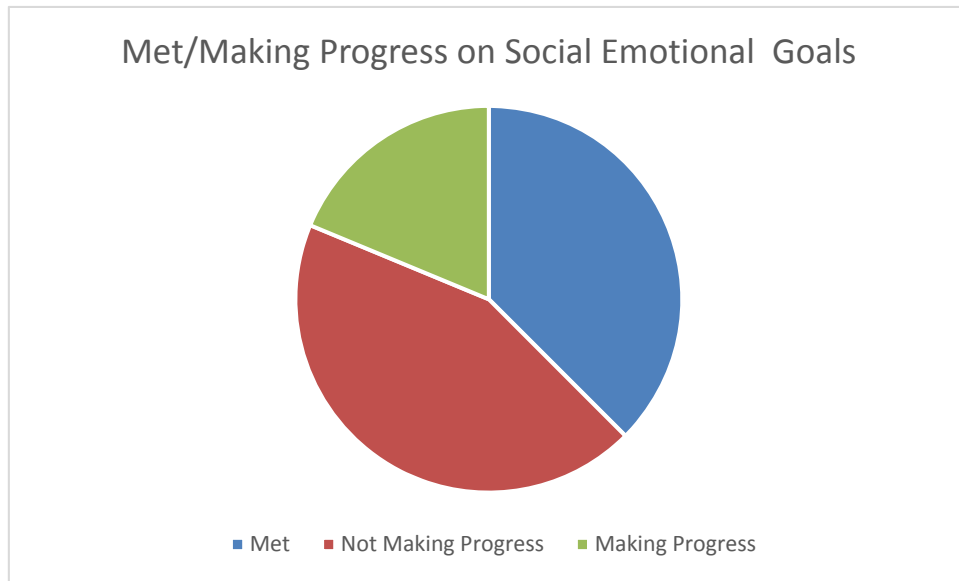
What is the status of the program’s progress toward achieving its goals?

Goal 1: CSIP strategy 1.1.4 Develop, implement and sustain a systematic multi-tiered process to support student behavioral/social success.

Measurable Objective 1:	1.1 Percent of students with Social Emotional IEP Goals Met.
Results: Baseline year. 12 students out of 32 (37.5%) met Social Emotional IEP Goals.	
<div style="text-align: center;"> <p>Met Social Emotional IEP Goals</p>  <p>■ Met ■ Not Met</p> </div>	

Measurable Objective 2:	1.2 Percent of students with Social Emotional IEP Goals Making Progress.
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Results: Baseline year. 6 out of 32 (18.8%) students achieved "Making Progress" on Social Emotional IEP goals. However, since students who met goals also made progress towards those goals we can assert that 56.3% of students made progress or met Social Emotional IEP Goals.

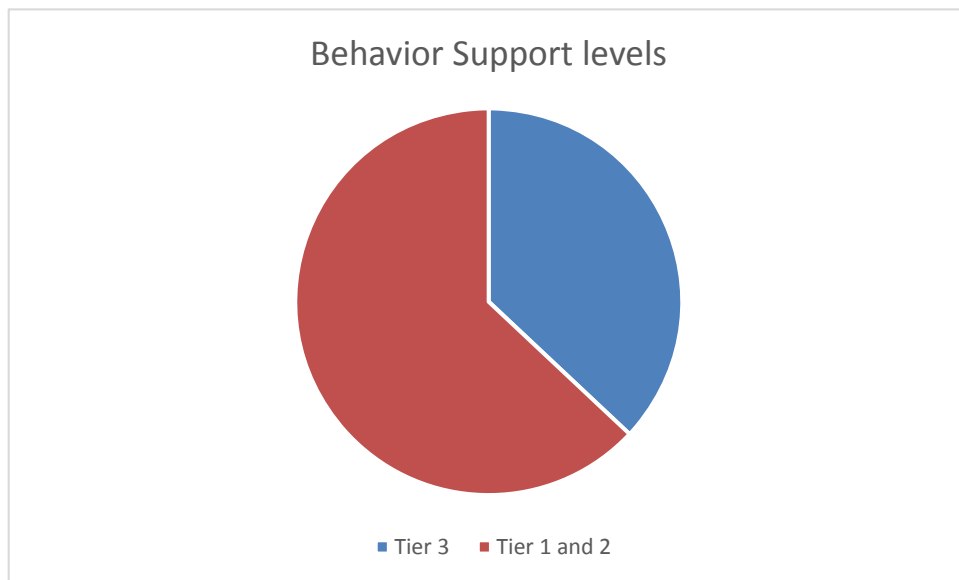


Measurable Objective 2:	1.3 Percent of students reaching Level 4 behavioral status.*
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Results: Baseline year. 44% of students reached Level 4 behavioral status.

Measurable Objective 2:	1.4 Percent of students) accessing Tier 3 behavioral supports.*
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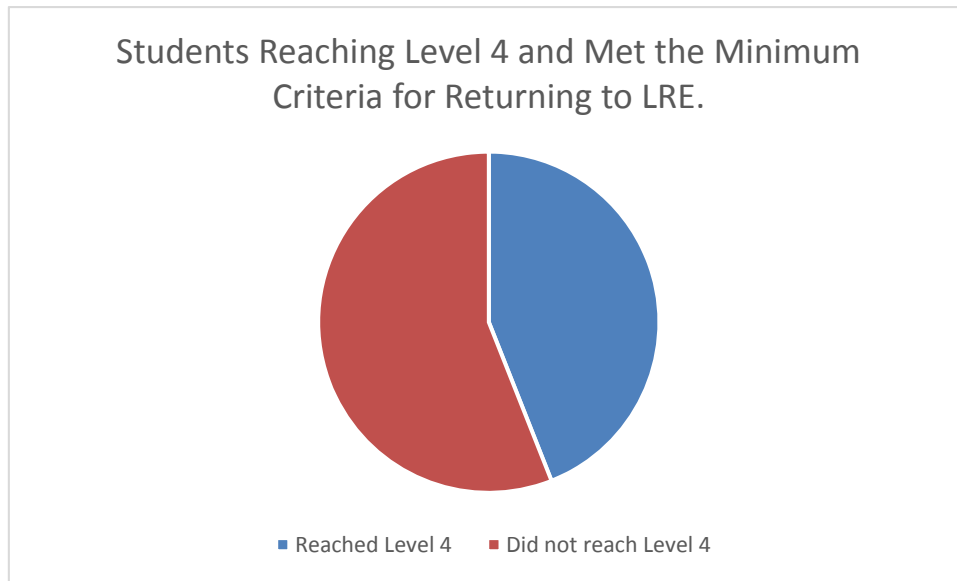
Results: Baseline year. 37% of students accessed Tier 3. This measure is descriptive only since the only target is that the students get the appropriate level of support.



Goal 2: Provide supports for students to succeed in the Least Restrictive Environment

Measurable Objective 1:	2.1 Percent of students (active and withdrawn) returning to LRE.
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Results: Baseline year. 37% of students returned to LRE half time, full time or graduated.



Measurable Objective 2:

2.2 Average number of credits earned for students accessing PLATO (active and withdrawn).

Results: Baseline year. An average of 0.85 credits were earned per student accessing PLATO.

What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- 56.3% of students made progress or met Social Emotional IEP Goals
- 37% of students returned to LRE half time, full time or graduated.

Opportunities/Weaknesses

- We need to establish targets for the students returning to LRE.
- We need comparative data to set targets for the percent of students meeting or making progress on social emotional IEP goals.
- We need a way to assess student behavior in addition to the 4-Level system

How well aligned are the program's processes with the goals of the program?

The program's processes are well aligned with the goals of the program.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Should resources be changed to improve this program?

Yes No

Should goals be changed, added or removed?

Yes No

Evaluation Implications

What are the actual costs of this program, and how do they compare to budgeted costs?

Total Annual Personnel Costs*:	\$671,954.84
Staff	\$629,948.86
Security officer	\$42,005.98

* For this report Facilities and Transportation costs were not included.

Source(s) of Funds

General Funds

How many customers (students) are served by this program? **32**

What is this program's cost per student? **\$20,998.59**

Total students Full Time Equivalent (FTE) **7.49**

Total cost per FTE **\$89,683.45**

Expected Cost-Effectiveness Comparison

Intense Management Needs INM) program of Capital Region (BOCES) serving Albany, Schoharie, Schenectady and Saratoga, New York. \$36,095.00

http://www.capitalregionboces.org/ProgramsServices/oldstuff/SrvcGd1213_web.pdf

It is not clear from the description of the INM program if it is full or half day or whether the costs are active students or Full Time Equivalents.

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

Explanation

The Bridges program requires a high staff to student ratio in order to address the severe behavioral challenges of the students.

General Recommendation Resulting from this Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Action Plans

What specific actions are needed?

Short-term (within the next school year)

- Create a working group to set targets for the percent of students returning to a less restrictive environment.
- Identify sources of comparative data to set targets for the percent of students meeting or making progress on social emotional IEP goals.
- Identify an instrument to assess student behavior in addition to the 4-Level system.
- Establish alternative options for student attendance

Medium-term (1-2 years)

- Establish targets for the percent of students returning to a less restrictive environment.
- Establish targets for percent of student meeting or making progress on social emotional IEP goals.
- Measure student behavior with new instrument
- Analyze students' transition plans who have been successful when returning to LRE.
- Explore the possibility of adding modifies schedules with the opportunity for longer sessions for younger students
- Explore the facility to secure more space for classrooms and support rooms

Long-term (3 years and more)

- Monitor performance against targets for students returning to less restrictive environment and for making progress on social emotional IEP goals.
- Analyze trends in student behavior.

Operational Definitions:

Level 4 status refers to students who have met and maintained behavioral standards to meet the minimum criteria for returning to a less restrictive environment (LRE).

Tier 3 behavioral supports refers to the third level in a three level pyramid of interventions, that is, for the students with the most extreme behavioral challenges who are not responding to other behavioral supports. Since all Bridges students have severe behavioral challenges, this level of support includes the most focused attention for finding solutions. If students do not improve with this level of interventions the next placement setting would be a purchase of service agency or homebound. Tier 3 interventions include increased attempts to involve the parents in the solution, working closely with the Deputy Juvenile Officer if there is one, restructuring the student's schedule during the school day to include more Social Worker counselling or any other intervention that might lead to a positive change in behavior.