



Coordinator

Name Wendi Pendergrass

Planning

Team Lori White, Randy Barnes, Walter Garrett

Program Description

Summary Description of Program

There are two Court programs: Juvenile Detention Center (JDC) and Lakeside. JDC is located at 501 South Brentwood Blvd, in Clayton; it is located in the Family Court Center. Students are detained at JDC due to crimes committed in the community. This population is very transient; students may be detained for one day or up to one year. Lakeside is a residential treatment center located in Maryland Heights, Missouri. Students are court-ordered into Lakeside and it takes a court order to remove them. The average stay is six months. The students range in age from 13-17.

At both sites, students receive academic instruction in core content areas as well as social skills training. Class sizes are small to provide individualized instruction. Teachers focus on student assets, have high expectations for all students and provide meaningful learning, including (a) PLATO™, computer assisted instructional software used to help students recover credits they failed to earn in previous classes, and (b) classes to progress towards graduation from middle or high school. Courts staff provide individual, group, and family therapy to students. SSD guidance counselors work with students to explore post school outcomes. The focus of the programs is to give students the skills they need to make a successful transition back to their home school and/or post school life after graduation.

Purpose or Mandate

Educate all students who are presented for educational services through JDC. Provide students with a skill even if the students are in the program for only one day. Provide credits for students to be on track for graduation.

Which specific CSIP/MSIP goals does this Program support?

CSIP Objective 1.1 Ensure achievement for all students.

Who are the Customers/Stakeholders?

[See Detail #4]

- | | | | |
|--|------------------------------------|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Parents | <input type="checkbox"/> Staff | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Board of Education | <input type="checkbox"/> Taxpayers | <input checked="" type="checkbox"/> Court system | |

What are the Customer/Stakeholder requirements?

All students must be educated
Students who stay for a reasonable period will earn credits.

What is this program expected to accomplish?

The JDC and Lakeside programs are expected to provide educational services to all students in the Juvenile Detention Center and sent to the Lakeside program. It is expected that students will show progress on formative testing and receive credits if they are in the program for an extended length of time.

Briefly describe how this Program works

Students enter the court system and are provided education as a legal mandate. During the time awaiting hearing or certification as an adult, the students work in classes similar to any school. If the students are successful in their studies, including credit recovery, and they are accepted back into their schools, they may be able to graduate and continue as other students.

Action Plan Summary

Previous Cycle Goals and Outcomes

<i>2012-2014 Overall Goals</i>	<i>2012-2014 Outcomes</i>
Goal 1.1: Students will earn High School credits each semester.	Met. Students at all sites recovered credits.
Goal 2.1: SSD staff will communicate with 100% of the court appointed guardians on a daily basis.	Met. At both JDC and Lakeside, there is daily communication with unit leaders and cottage staff-verbally when dropping off and picking up students, written forms and weekly reports on each student's academic and behavioral progress.
Goal 3.1: All students will participate in PBIS (Positive Behavior Interventions and Supports) and character education behavior improvement programs.	100% of students at Bridges and the Court programs have participated in PBIS and character education behavior improvement programs.
Goal 3.2: Overall discipline incidents for JDC will improve from year to year.	Not met.
Goal 4.1: Renaissance STAR math scores will improve from Pretest to Posttest.	Met. 68% improved.
Goal 4.2: Renaissance STAR Reading scores will improve from Pretest to Posttest.	Met 100% improved.

Current Cycle (2014-2015) Goals and Outcomes

<i>2014-2015 Overall Goals</i>	<i>Expected Measurable Outcomes</i>
Goal 1: Students will earn High School credits each semester.	1.1 15% of students enrolled at JDC for over twenty days will earn or recover academic credits. Target is low because this is the first year we have data so setting a trend was not possible. Earning credits in one month is more difficult than normal academic expectations. 1.2 15% of students enrolled at Lakeside for over twenty days will earn or recover academic credits.
Goal 2: Students attending 90 days will show improvement in Reading on STAR assessment.	2.1 45% of students at JDC taking STAR Reading will show an increase of one grade level. Target set from 3 year trend. 2.2 70% of students at Lakeside taking STAR Reading will show an increase of one grade level. Target set from 3 year trend.
Goal 3: Students attending 90 days will show improvement on Math STAR assessment.	3.1 48% of students at JDC taking STAR Math will show an increase of one grade level. Target set from 3 year trend. 3.2 41% of students at Lakeside taking STAR Math will show an increase of one grade level. Target set from 3 year trend.

Evaluation Plan Summary

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?

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?

Quantitative Measures – Criteria for Evaluation

Measure to be used	2014-2015 Target
Percent of students attending over 20 days who earn or recover academic credit.	15%. Target is set at a low level because of the difficulty in earning credits in a 20 day period. There is no historical data for setting trend.
Percent of students taking pretest and posttest in STAR Reading who show 1 grade level of improvement.	45%. JDC target is set by extrapolating from 3 year trend. 70%. Lakeside target is set by extrapolating from 3 year trend.
Percent of students taking pretest and posttest in STAR Math who show 1 grade level of improvement.	48%. JDC target is set by extrapolating from 3 year trend. 41%. JDC target is set by extrapolating from 3 year trend.



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Evaluation Summary

Purpose or Mandate

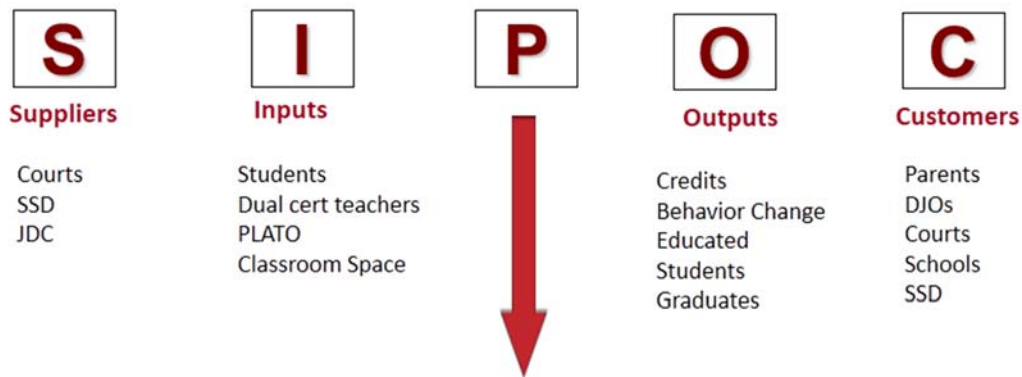
Educate all students who are presented for educational services through JDC and Lakeside. Provide students with a skill even if the students are in the program for only one day. Provide credits for students to be on track for graduation. Provide students with opportunities to learn new skills to become self-advocating, productive community members.

Program Description

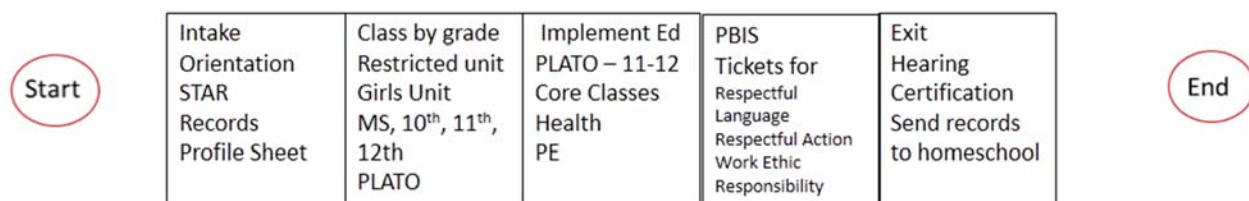
The Courts program has responsibility to several customer groups. The Courts, parents, home schools and the SSD have requirements for educating the student and providing educational benefits regardless of the amount of time the students are enrolled in the program.



Courts



High Level Process



There are two Court programs: Juvenile Detention Center (JDC) and Lakeside. JDC is located at 501 South Brentwood Blvd, in Clayton; it is located in the Family Court Center. Students are detained at JDC due to crimes committed in the community or because they are removed from their homes. This population is very transient; students may be detained for one day or up to one year. Lakeside is a residential treatment center located in Maryland Heights, Missouri. Students are court-ordered into Lakeside and it takes a court order to remove them. The average stay is six months. The students range in age from 13-17.

At both sites, students receive academic instruction in core content areas as well as social skills training. Class sizes are small to provide individualized instruction. Teachers focus on student assets, have high expectations for all students and provide meaningful learning, including (a) PLATO™, computer assisted instructional software used to help students recover credits they failed to earn in previous classes, and (b) classes to progress towards graduation from middle or high school. Courts staff provide individual, group, and family therapy to students. SSD guidance counselors work with students to explore post school outcomes. The focus of the programs is to give students the skills they need to make a successful transition back to their home school and/or post school life after graduation.

Work System: Courts Logic Model - Strategy

Inputs (Resources)	Outputs		Outcomes -- Impact		
	Activities	Participation	Short Term Objective	Medium Term Goal	Long range goal
General Education Staff	Orientation	All Students	Know Expectations	Success in JDC	Successful transition/ graduation
SPED Staff	Academic Instruction	All Students	Learn skills	Earn Credits	Graduation
Guidance Counsellor	PBIS – Guidance Curriculum and Character Ed	All Students	Behavioral Skills	Generalizing Skill to multiple situations	Well balanced, Law abiding citizen
Title Teacher				Decrease in referrals	
PLATO	PLATO study	11 th and 12 th grade	Credit for what they know, pretest	Course Credits	Graduation
Outside speakers, Community Colleges	Assemblies	Emotional insights	Life Skills	Healthy Lifestyle	Healthy Life
Military “Marshal the Dog”	Open Houses	Info on health	Career Plan	Transition to Post secondary placement	Productive citizen
	Awards Assembly	Career Orientation			
	Letters of recognition				

What were the major accomplishments or benefits of this program?

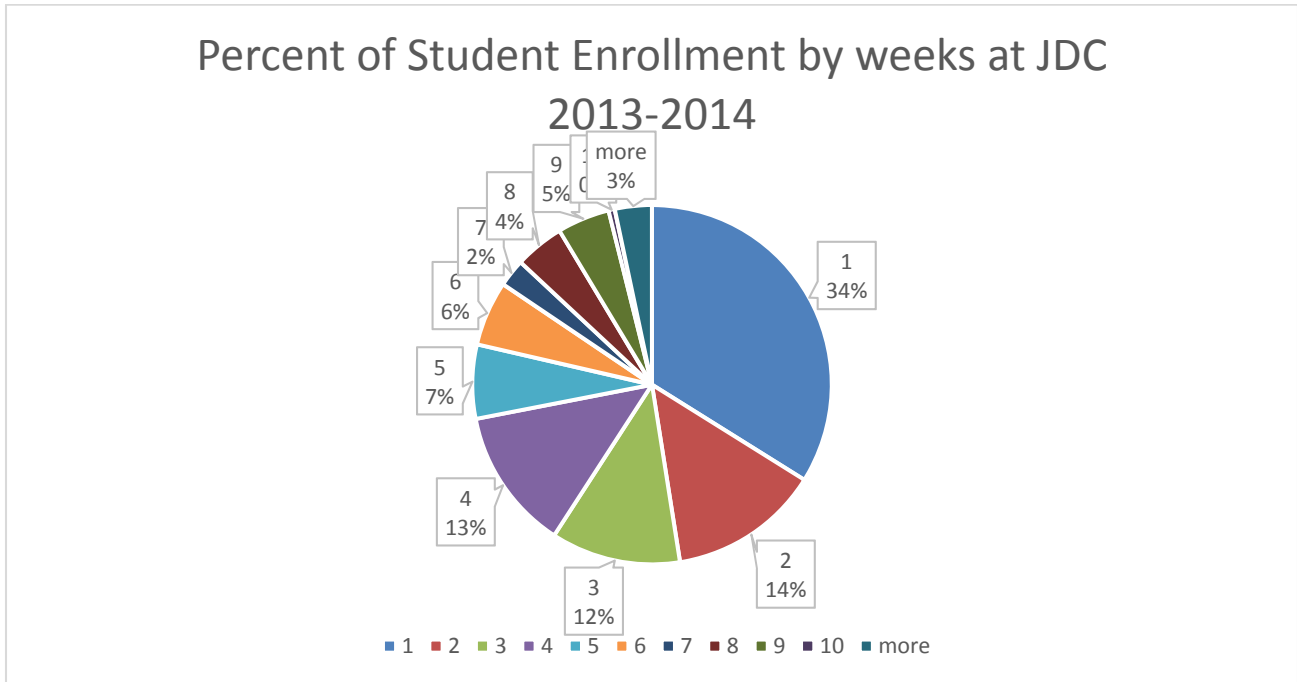
- New strategies to improve educational skills
- New strategies to improve social/emotional outcomes
- Some students finally earn 1st credit
- Some students finally read their first book/novel while here

How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

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

Students enter the program as a result of encounter with court system. Educators are initially seen as part of a hostile system. Building trust takes time. Length of stay is uncertain making educational planning extremely difficult. A third of students are at JDC for one week or less. About half of all students leave within two weeks. 73% of students leave within four weeks.



Evaluation Results

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

Goal 1: Students will earn High School credits each semester.

Measurable Objective 1:	1.1 15% of students enrolled at JDC for over twenty days will earn or recover academic credits. Target is low because this is the first year we have data so setting a trend was not possible. Earning credits in one month is more difficult than normal academic expectations.
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Results: Met. 30.7% of students who were present at JDC for over twenty days earned or recovered academic credits.

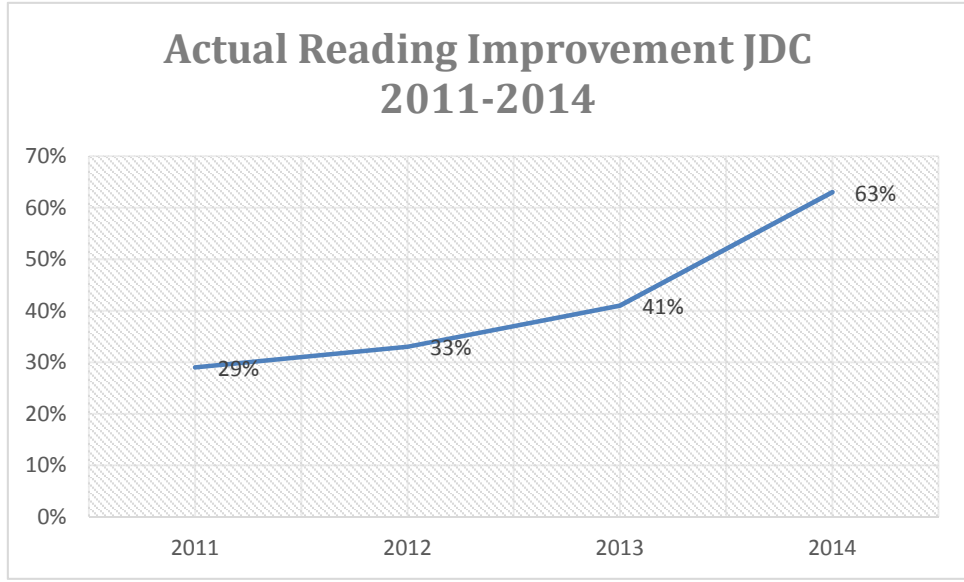
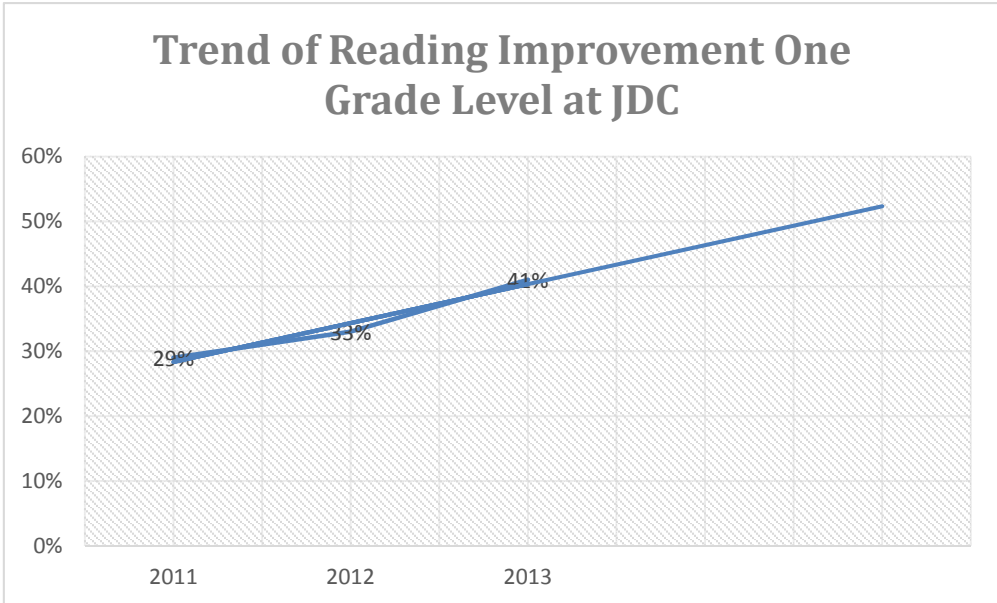
Measurable Objective 2:	1.2 15% of students enrolled at Lakeside for over twenty days will earn or recover academic credits.
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Results: Met. 54.6% of students who were present at Lakeside for over twenty days earned or recovered academic credits.

Goal 2: Students attending 90 days will show improvement in Reading on STAR assessment.

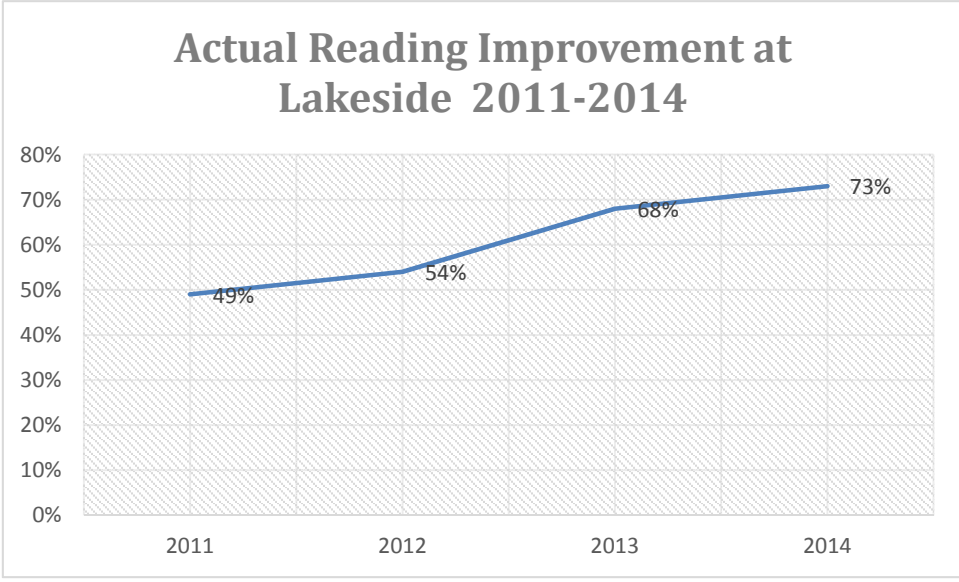
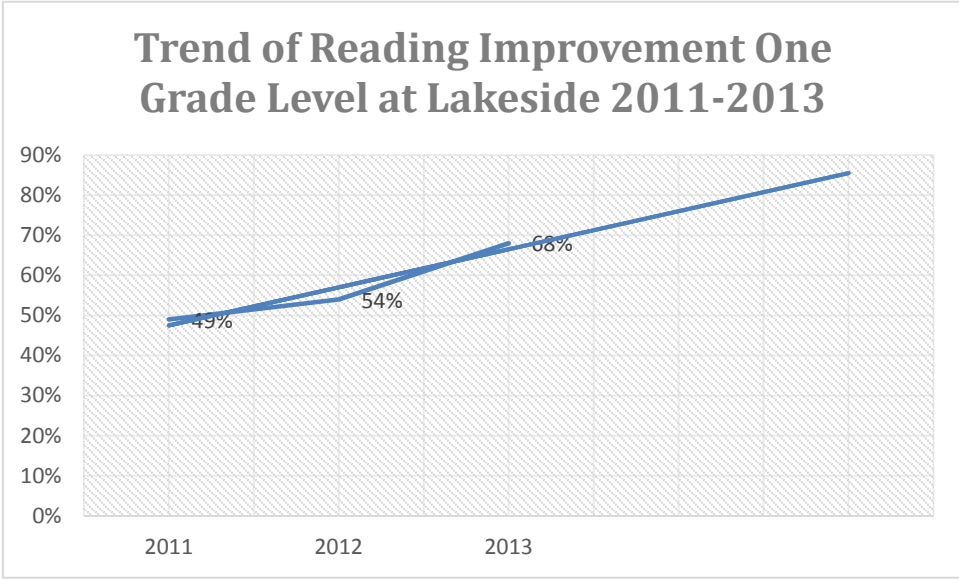
Measurable Objective 1:	2.1 46% of students at JDC taking STAR Reading will show an increase of one grade level. Target set from 3 year trend.
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Results: Met. The trend over three years, from 2011 through 2013 indicated a progression to 45%. The actual percent of students showing an increase of at least one grade level was 63%.



Measurable Objective 2: 2.2 70% of students at Lakeside taking STAR Reading will show an increase of one grade level. Target set from 3 year trend.

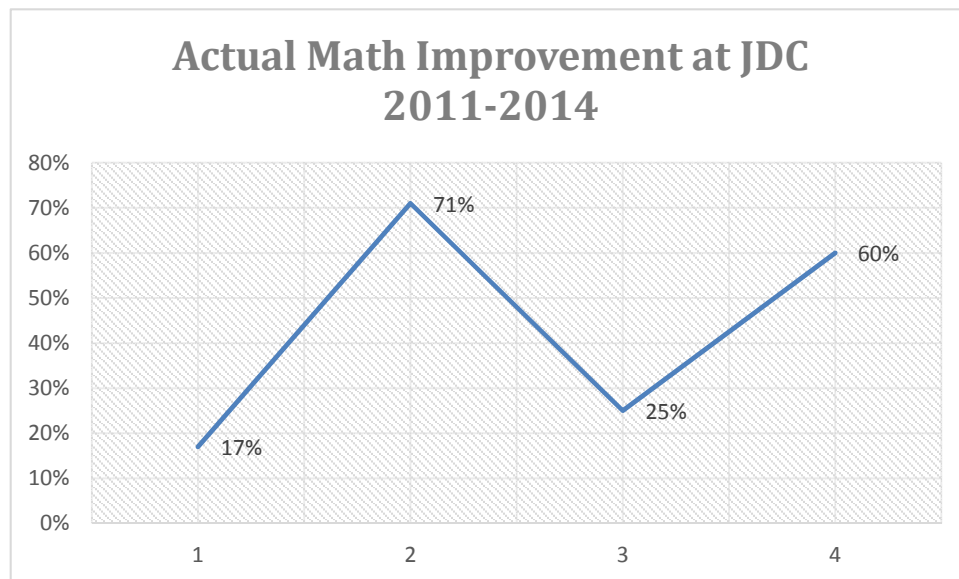
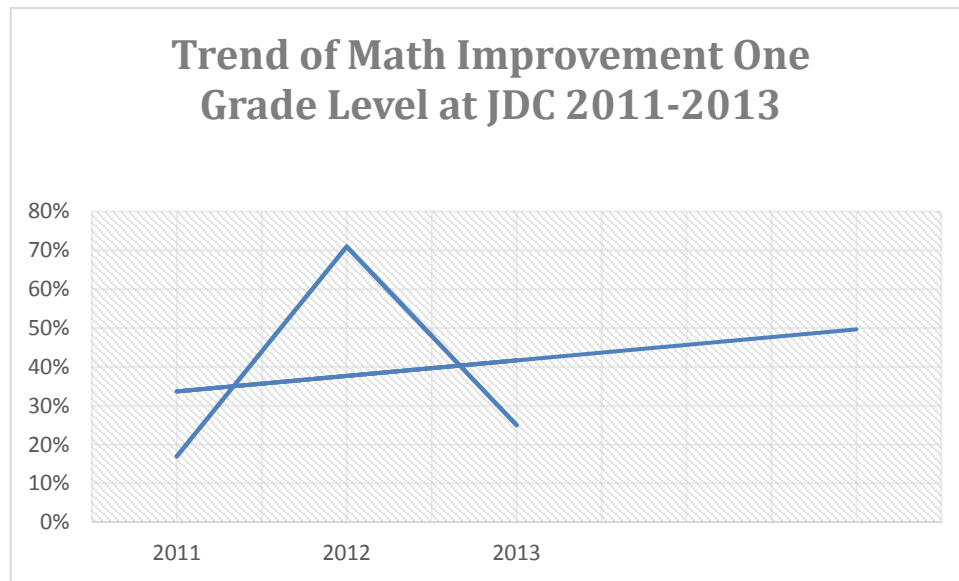
Results: Not Met. The historical trend from 2011 to 2013 predicted that 76% of students would increase at least one grade level. In 2014 the actual percent was 73%.



Goal 3: Students attending 90 days will show improvement on Math STAR assessment.

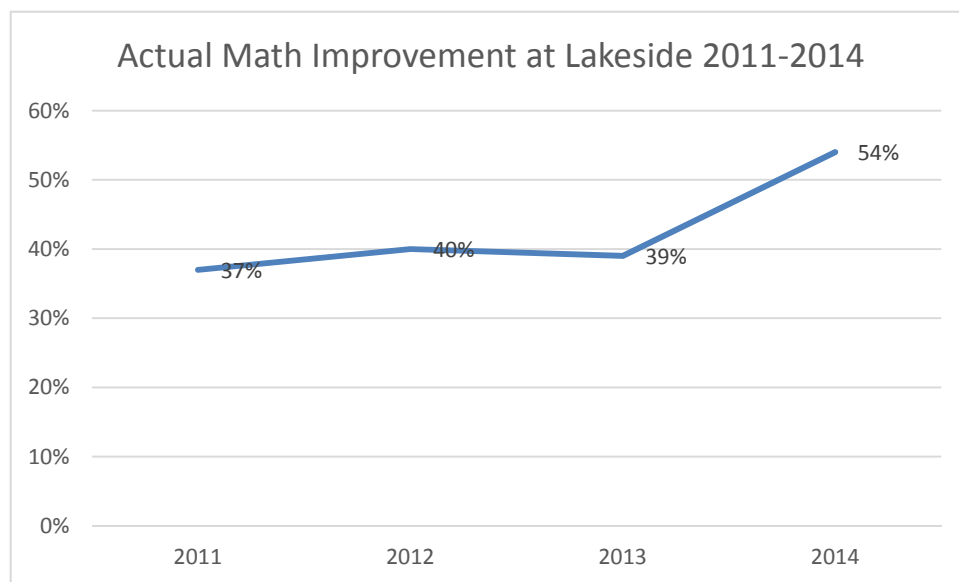
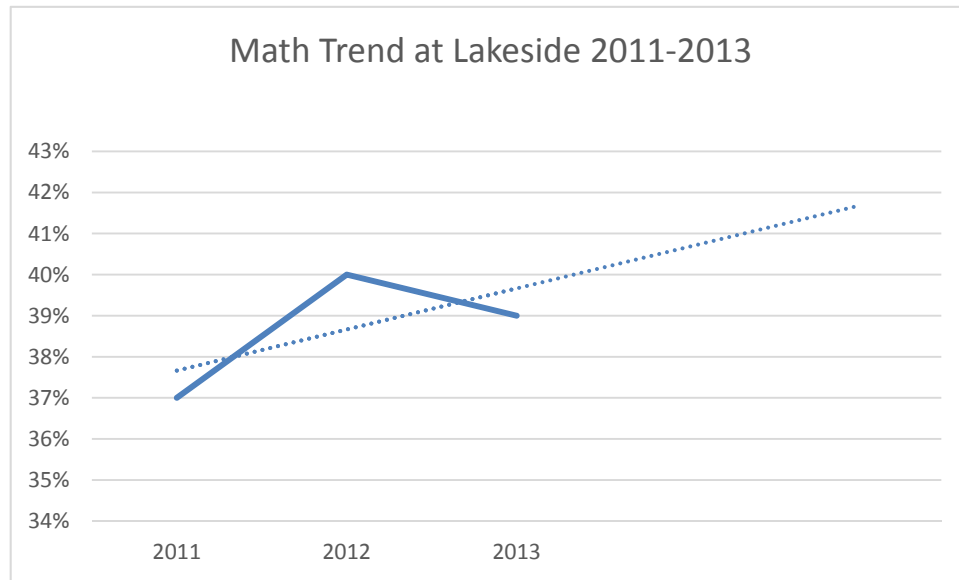
Measurable Objective 1:	3.1 48% of students at JDC taking STAR Math will show an increase of one grade level. Target set from 3 year trend.
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Results: Met. Although the three year trend demonstrated wide variation from year to year, the historical trend predicted a 46% percent level for students showing at least one grade level of progress on the Math assessment. The actual level was 60%.



Measurable Objective 2:	3.2 46% of students at Lakeside taking STAR Math will show an increase of one grade level. Target set from 3 year trend.
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Results: Met. Although the three year trend demonstrated wide variation from year to year, the historical trend predicted a 46% percent level for students showing at least one grade level of progress on the Math assessment. The actual level was 54%%.



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

Strengths <ul style="list-style-type: none">• <i>At both JDC and Lakeside students are earning academic credits toward graduation.</i>• <i>The percent of students at JDC increasing at least one grade level on Reading and Math scores on STAR assessments improved more than the three year trend predicted.</i>• <i>The percent of students at Lakeside increasing at least one grade level on Math scores on STAR assessments improved more than the three year trend predicted.</i>
Opportunities/Weaknesses <ul style="list-style-type: none">• <i>The percent of students at Lakeside increasing at least one grade level on Reading scores on STAR assessments did not meet the extrapolation of the three year trend. However, at 73% the level was the highest for any of the reading or math improvement levels at JDC and Lakeside. It may be that expected growth will flatten out as higher percentages are met.</i>

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?

JDC

Total Annual Staff Costs JDC: \$1,111,018.37

Total Students Active or Withdrawn 360

This number represents all of the students who were enrolled at any point during the year.

Cost per student Active or Withdrawn \$3,086.16

Total Student FTE 31.1

This number represents the Full Time Equivalent of all of the enrollments during the year. The total hours of enrollment were divided by the total hours that a student enrolled all year would be enrolled, 1082.83.

Cost per Student FTE \$35,759.73

Lakeside

Total Annual Staff Costs Lakeside: \$895,834.66

Total Students Active or Withdrawn 99

Cost per student Active or Withdrawn \$9048.73

Total Student FTE 21.13

Cost per Student FTE \$42,391.00

Comparative Data

The 2009 report from the Justice Policy Institute stated that the average cost for students in state-funded, post-adjudicated residential facilities was \$240.99 per day. Adjusted for inflation, the average daily cost would be \$267 per youth per day in 2014 dollars. If we calculate the cost of a 180 day school year, then the comparable cost per student would be \$48,060.00.

Cost per Student National Average \$48,060.00.

Other Comparative Data

Comparison of JDC and Lakeside to National Average Title I D Programs			
Measure	National Average Title I D institutions	JDC	Lakeside
All youth participate in educational services.	65%	100%	100%
Percent of youth who spend at least six hours in educational programming.	45%	100%	100%
Percent of youth who showed improvement in Reading.	68%	63%	73%
Percent of youth who showed improvement in Mathematics.	69%	60%	54%

Note: The national averages report any student who made any progress. The JDC and Lakeside figures reflect those students who made at least one grade level of improvement.

Seiter, L., Seidel, D., & Lampron, S. (2013). Annual performance report for school year 2010–11: Program for the education of children and youth who are neglected, delinquent, or at risk of educational failure. Washington, DC: National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk.

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 students of the Courts program have some of the greatest needs of any group of students. The Courts program is mandated by the legislature and the costs are required to meet educational guidelines. In the eyes of the legislature the benefits of the program outweigh the costs.

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)

- Examine cases at Lakeside where students did not improve one grade level in Reading.
- Identify measures of performance that go beyond STAR assessments for each location.
- Identify impact of students at Courts programs on SSD MSIP scores.
- Host "open houses" inviting all registrars, a building principal, and counselor to visit both JDC and Lakeside to build capacity of understanding for the process when students enter JDC/Lakeside
- Develop a process to ensure the IEP's are completed and services delivered as needed for the students in their transient stages.

Medium-term (1-2 years)

- Identify targets for measures beyond STAR assessments.
- Host a mini conference/meeting with the other circuits to compare processes, programming and opportunities for students. Also to gather comparative data and have it make sense.
- *Make contacts within the other circuits within the state to get comparison data.

Long-term (3 years and more)

- Monitor measures for continuous improvement.
- Facilitate a smooth transition process for students leaving JDC/Lakeside for the next educational step.