



Coordinator Name

Marsha Myers

Planning Team

Randy Barnes
Marsha Myers
Wendi Pendergrass
Lori White

Description of the Program (2010-2012)

According to the DESE Career Education Center, a student "at-risk" is currently enrolled in school, identified as a potential dropout and experiencing difficulty with: academics, discipline, social conditions, economic conditions and 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 and Court Programs meet the definition of at-risk. The focus of this report will be on the Court Programs and Bridges.

Description of How the Program's Services are Developed and Delivered

The Bridges program is for students in grades 7-12. Bridges is located on the campus of South Technical School. Students are placed in the Bridges program through a two-step process: First, the IEP team determines that a student's special education placement should be in a "Public Separate School." After that IEP placement decision, assignment to Bridges is an administrative determination based on serious and repeated behavior incidents including bullying, fighting, insubordination, physical aggression, truancy, threats to harm self or others, Safe Schools violations and verbal assaults/threats. Students participate in either a morning or afternoon session of 900 minutes of academic and behavior supports.

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 all three 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.

Key Program Stakeholder Groups

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input checked="" type="checkbox"/> Parents | <input type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (30T) |
| <input type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

The program provides services and supports for students at risk of failure.

Overall Goals of the Program

Expected Measurable Outcomes

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.
Goal 2: Establish positive relationships with parent for collaboration in students' education.	Obj. 2.1 Staff will communicate with 100% of parents in Bridges South program on a daily basis. Obj. 2.2 50% of parents will attend the annual BBQ at Bridges. Obj. 2.3 50% of parents will attend open house at Bridges and Lakeside. Obj. 2.4 SSD staff will communicate with 100% of the court appointed guardians at Lakeside on a daily basis.
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. Obj. 3.2 Overall discipline incidents for each school will improve from year to year. * Positive Behavior Interventions and Supports
Goal 4. Improve students' academic skills.	Obj. 4.1 Renaissance STAR Math scores will improve from Pretest to Posttest. Obj. 4.2 Renaissance STAR Reading scores will improve from Pretest to Posttest.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)

At-Risk Special Education and the Courts

2012-2013 Program Evaluation Report

Special School District



Evaluation Results

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

Goal 1: Provide a means to recover lost credit for students at risk of failure to graduate.

Measurable Objective 1.1:	Students will earn High School credits each semester.														
Results:	Met. Students at all sites recovered credits.														
	<table border="1"><thead><tr><th>Site</th><th>Credits Recovered</th><th>Status</th></tr></thead><tbody><tr><td>Bridges</td><td>29</td><td>Met</td></tr><tr><td>JDC</td><td>239</td><td>Met</td></tr><tr><td>Lakeside</td><td>213</td><td>Met</td></tr></tbody></table>	Site	Credits Recovered	Status	Bridges	29	Met	JDC	239	Met	Lakeside	213	Met		
Site	Credits Recovered	Status													
Bridges	29	Met													
JDC	239	Met													
Lakeside	213	Met													

Goal 2: Establish positive relationships with parents for collaboration in student's education.

Measurable Objective 2.1:	Staff will communicate with 100% of parents in the Bridges South program on a daily basis.
Results:	Met. Staff at Bridges communicates with 100% of the parents on a daily basis through point sheets and/or phone calls.

Measurable Objective 2.2:	50% of parents will attend the annual BBQ at Bridges.
Results:	Not met. 7 of 15 (46.7%) families attended the BBQ.

Measurable Objective 2.3:	50% of parents will attend Open House at Bridges and Lakeside.
Results:	Not Met Bridges: 46.7% of parents attended Open House. Not Met Lakeside: 41% of parents attended Open House.

Measurable Objective 2.4:	SSD staff will communicate with 100% of the court appointed guardians on a daily basis.
Results:	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: Provide effective pro-social learning opportunities to improve social and emotional skills.

Measurable Objective 3.1:	All students will participate in PBIS (Positive Behavior Interventions and Supports) and character education behavior improvement programs.
Results: 100% of students at Bridges and the Court programs have participated in PBIS and character education behavior improvement programs.	

Measurable Objective 3.2:	Overall discipline incidents for each school will improve from year to year.			
Results: Two sites reduced the number of discipline incidents from 2010-11 to 2011-12.				
	Site	2010-11 Incidents	2011-12 Incidents	Status
	Bridges	45	44	Met
	JDC	89	90	Not Met
	Lakeside	124	57	Met

Goal 4: Improve students' academic skills.

Measurable Objective 4.1:	Renaissance STAR math scores will improve from Pretest to Posttest.		
Results: Met			
	Site	Percent of Students improved.	Status
	Bridges	100%	Met
	JDC	68%	Met*
	Lakeside	60%	Met*
* At JDC and Lakeside, only those students who were enrolled for at least 90 days were tested.			

Measurable Objective 4.2:	Renaissance STAR Reading scores will improve from Pretest to Posttest.		
Results: Met.			
	Site	Percent of Students improved.	Status
	Bridges	100%	Met
	JDC	100%	Met *
	Lakeside	72.7%	Met *
* At JDC and Lakeside, only those students who were enrolled for at least 90 days were tested.			

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

<p>Strengths</p> <ul style="list-style-type: none"> • <i>Students report that they are excited about earning credits toward graduation.</i> • <i>Parents/guardians have opportunities for daily communication with the school about their child.</i> • <i>Students continue to make progress in the area of reading and math.</i>
--

Opportunities/Weaknesses

- *The Bridges program is a half-day program which decreases the time available for some students to recover credits.*
- *An opportunity exists to decrease the number of discipline incidents that occur at Bridges and the Court programs.*
- *Less than half of the parents attend Open House at Bridges and Lakeside.*

How well aligned are the program’s priorities and processes with the goals of the program?

The program’s priorities and processes are well aligned with the goals of the program.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

Should priorities be changed to put more focus on achieving the goals? Yes No

Should goals be changed, added or removed? Yes No

Evaluation Implications

General Recommendation Resulting from the 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

1. Explore options for length of school day and instructional time for students in Bridges program.
2. Investigate the possibility of implementing the RENEW program with targeted students to decrease the number of discipline incidents. RENEW is a program acquired through PBIS to support students in the Tier three, most severe, area. Using data including attendance, grades, and discipline we identify students and use RENEW to reconnect them and their parent with the school and program. It is students driven, finding out what they feel they need in order to be successful in the school.
3. Parents/guardians of Bridges and Lakeside students will be surveyed for voice of the customer input about how to best involve parents.

Cost and Funding Source

No additional funding is required at this time.

Recommendations From Previous Program Evaluation

- Expand use of PLATO software for students in all grades
PLATO is available for students at grades 7-12.
- Investigate use of targeted remedial Reading and Math instruction to improve student performance.
Struggling students have been identified and are receiving targeted remedial instruction through research-based strategies.
- Investigate creative scheduling, outside supports to families and students, and other ways to improve student attendance.
Students are assigned to Bridges at a time during the day that supports their learning (afternoon vs. morning classes).
- Investigate the use of other approaches to improving student behavior to decrease incidents of out-of-school suspension.
This recommendation continues to be an opportunity for improvement.