

APPENDIX VI – 36

# An Evaluation of the Disciplinary Alternative Education Program or DAEP, 2015-16

## Overview

In 2013, as part of the Unitary Status Plan (USP), Tucson Unified School District agreed to monitor disciplinary data to ensure that school sites were not imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy. The District also agreed to revise its Guidelines for Student Rights and Responsibilities handbook and to strengthen its implementation of Restorative Practices and the Positive Behavior Interventions and Supports (PBIS) system. Restorative Practices and PBIS are strategies designed to reduce conflict and create supportive school environments. Along with these initiatives, two new programs were introduced in 2015-16, the Disciplinary Alternative Education Program or DAEP and the In School Intervention Program or ISI program.

As evidenced by these initiatives, the District is committed to reduce disparities wherever they exist in our schools. Achieving equity in student discipline is a cornerstone of the USP and a top TUSD priority. Students cannot learn if they do not feel safe, if they do not feel as if they belong, and if they do not attend school. TUSD's goal is to provide to all students fair, equitable, and successful educational experiences.

This evaluation will review the impact of DAEP during its first year of implementation by examining the following variables of the TUSD students who attended the program:

- A. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services, grade level
- B. Number of DAEP assignments
- C. Recidivism rates in discipline
- D. Reasons for DAEP assignments
- E. Attendance rates
- F. Pre- and Post-Tests in ELA and Math
- G. Social and Emotional Learning (SEL) Survey
- H. DAEP Exit Student Survey

## Program Design

DAEP provides students in grades 6-12 who have committed a level 4 or level 5 violation with an alternative to suspension so that they can continue their education. A level 4 or 5 violation occurs when a student commits an action that puts other students or staff in potential harm or worse. Some examples of a level 4 violation are:

- Assault: causing any physical injury to another person or the apprehension of imminent physical injury
- Alcohol, tobacco, and other drug violations – possession or use
- Arson of a structure or property
- Fire alarm misuse
- Sexual offenses including harassment with contact, indecency
- Theft such as burglary, robbery, or extortion
- Weapons possession such as billy club, brass knuckles, knives, etc.

Some examples of a level 5 violation are:

- Aggravated assault to cause serious physical injury to another
- Alcohol, tobacco, and other drug violations – sale or share
- Arson of an occupied structure
- School threat (bomb, chemical, etc.)
- Theft such as armed robbery, burglary with weapon
- Firearms such as handgun, pistol, revolver, rifle, etc.

With the introduction of DAEP, a student who commits a level 4 or 5 violation will be given the conventional consequence of long term suspension at home or be given a new option. Once the student is suspended and subsequently goes through the long term hearing process, s/he will be provided with the choice of being long-term suspended or attending DAEP. To be eligible for DAEP, the long term suspensions must be 20 days or longer but no more than 45 days. If a student enrolls in DAEP and successfully completes the program, the suspension status will be reassigned from long-term to short-term and the student's time in DAEP will be recoded as a "reassignment to another school" in TUSD's student information system. If a student refuses to enroll in DAEP, s/he is coded as a long term suspension. The student may re-enroll in their school after the allotted suspension period.

If a student chooses to attend DAEP, s/he will continue core courses in small structured environments with certified teachers to stay on track academically and to stay current with assignments, etc. when s/he returns to his/her home school. Please see Appendix 1 for the program criteria and Appendix 2 for the program mission and vision. A primary function of DAEP teachers is the academic articulation with the home school teachers to facilitate a smooth transition from the suspending school, to DAEP, and back to the home school after the suspension period. Additionally, a support team is provided to ensure that each student feels valued, that their success matters, and that the constraints to their school success are addressed.

Students who enrolled in DAEP receive additional benefits that are denied to students who declined enrollment such as:

- Continuation of services: Students with an IEP, 504 plan, or English Language Learner (ELL) status will continue to receive services during DAEP.
- No need to serve time in a detention center: About half of the enrolled students (N=77) were arrested because they committed Level 4 and 5 offenses and were placed on probation. Without DAEP, these students would be considered in violation of their probation and would need to serve time in a detention facility.
- AzMERIT: DAEP follows the Sate Assessment calendar and ensures that students complete the State Standardized AzMERIT while enrolled in DAEP.

## Staffing and Location of the Programs

Arizona has been struggling with a significant teacher shortage over the last couple of years and TUSD is no exception. Teacher vacancies have remained unfilled across the District, especially in core subjects such as science and math. This lack of certified teachers also affected DAEP. During the 2015-2016 school year, DAEP had several teacher vacancies that went unfilled for the entire year including three high school positions. Additionally, one middle school position was vacant for the second semester of the school year. To compensate for the lack of certified teachers, support staff, who normally offered wrap-around services, served as substitute teachers in these positions. The lack of certified teachers not only affected the ability to provide academically rigorous and aligned material to students, but may have also had the unintended effect of consigning the wrap-around support services to a lesser function.

Another staffing challenge in 2015-16 was to the ability to retain the Behavior Intervention Monitors (BIM) once they became trained through DAEP. For several BIMs, other opportunities in the District attracted them away from DAEP because of a higher salary.

DAEP sites were located throughout the district, with one on the east side, one central, and one on the west side. The locations of the DAEP sites with the full time staffing allocations are:

Programs:

A. Middle School Programs

- Southwest Ed. Center
- Magee, MS Portable 24
- Doolen, MS One Classroom

- B. High School Program, DAEP
  - Southwest Ed. Center, DAEP
  - Project More, DAEP

Staffing Totals:

- A. Middle School Programs
  - Three Teacher FTE
  - Three Behavior Intervention Monitors
- B. High School Programs
  - Southwest, 1 Teacher and 1 BIM
  - Project More DAEP, 4 Teachers and 1 BIM
  - One Counselor
- C. Support Staff
  - Life Skills Teacher/Sub and Administrative Designee
  - Coordinator and Counselor Specialist
  - Transition Specialist, Ex. Ed. Certified

## Results

Multiple variables were examined to assess the impact of DAEP on students who completed the program. This section is divided into demographics, attendance, academics and discipline.

### A. Student groups Served

2015-16 was the first year of DAEP. A total of 250 students were referred to DAEP from grades 6 -12. Of those students, 157 enrolled into the program and 93 declined their enrollment. Middle School shows a slightly greater number of students who declined (N=52) when compared to high school (N=41). African American students were more likely to decline DAEP enrollment when compared to the other ethnicities across the District. Please refer to Table 1 for the breakdown by ethnicity of students who declined enrollment into DAEP.

Table 1. USP Ethnic Breakdown of Students who Declined Enrollment into DAEP compared to the USP District Ethnicity Average. 2015-16 (N=93)		
USP Ethnicity	Percent	District Average 40 <sup>th</sup> Day
White	19%	21%
African American	14%	9%
Hispanic	60%	61%
Native American	2%	4%
Asian-PI	2%	2%
Multi-Racial	2%	3%
Unknown	1%	0%

For the 98 students in grades 6 – 8 who chose to enroll in DAEP, they received services at Magee Middle School, Southwest Education Center, and Doolen Middle School. Additionally, Project More Alternative High School provided services to 59 high school students. Table 2 shows the distribution of students who enrolled in DAEP by site.

Table 2. Number and Percent of Students Enrolled in DAEP 2015-16 in TUSD		
<i>DAEP Site</i>	<i>Students</i>	
	<i>N Size</i>	<i>Percent</i>
Doolen	28	18%
Magee	35	22%
SW Alt MS	35	22%
Project More	59	38%
Total	157	100%

The ethnic breakdown of students enrolled in DAEP reveal that African American students and Native American students are somewhat over represented when compared to the District's overall ethnic distribution. Additionally, students enrolled in DAEP reveals a similar profile as the students who did not enroll in DAEP in terms of ethnic affiliation. In other words, the decision to participate or not in DAEP does not appear to be dependent upon ethnic or racial identification.

USP Ethnicity	N Size	% (does not include Missing)	% District (40 <sup>th</sup> Day Count)
White	24	15%	21%
African American	21	14%	9%
Hispanic	92	59%	61%
Native American	10	7%	4%
Asian-PI	1	0%	2%
Multi-Racial	7	5%	3%
Total	156	100%	100%
<i>Missing</i>	<i>1</i>		

Students in Exceptional Education (N=50) and with 504 plans (N=9) were also overrepresented in program participation. In addition to the regular DAEP enrollment process, students with a disability under the Individuals with Disabilities Education Act (IDEA) could also be assigned to DAEP as part of an Interim Alternative Education Setting (IAES) in circumstances involving the use or possession of drugs, weapons, or serious bodily injury. These occurrences would follow the specific procedures outlined in the Exceptional Education Handbook for TUSD. ExEd students would be sent to DAEP as their alternative setting because a separate IAES program is not currently available. Across the District in 2015-16, ExEd students made up about 15% of the District's total population. In DAEP, however, students requiring specialized services such as the ExEd/504 students made up 36% of the total DAEP enrollment and ELL students added another 3%. Of these students, Hispanic and African American students made up the majority at 80%. Please refer to Table 4 to see the number and percent of these students by ethnicity. In terms of program participation, the ethnic distribution of the students who receive specialized services is representative of the overall student DAEP enrollment.

USP Ethnicity	N Size	ExEd/504 Plans	ELL
White	9	15%	
African American	10	16%	
Hispanic	39	57%	7%
Native American	2	3%	
Asian-Pacific Islander	0	0	
Multi-Racial	1	2%	
Total	61	100%	

When examining the home school from which the referrals originated, the five top referring schools in rank order were: Utterback, Palo Verde, Valencia, Doolen, and Vail. Grades 6 – 8 from the middle schools and K-8 schools made up 60% of participants while 40% of participants came from the high schools.

Additionally, different violations can receive a different number of suspended days. To be eligible to participate in DAEP, a student must be suspended for 20 days or more. Schools with the longest average suspensions in rank order were: Fickett and Doolen followed by Magee, Palo Verde, Sahuaro and THMS. This data exposes that students in grades 6 – 8 were not only the most frequently referred, but they were also suspended the longest average period of time. Please see Table 5 for a breakdown of participation by school and the average number of days suspended. Table 6 shows a breakdown of DAEP participation by school and ethnicity.

Table 5. Number of students Referred to DAEP by Home School and Average Number of Days Suspended by School (ISI) = In School Intervention Program				
Type	Referring School	Students		Av. # of Days Suspended
		Count	Percent	
Middle School (N=83)	Utterback (ISI)	29	18%	31
	Valencia (ISI)	13	8%	30
	Doolen (ISI)	13	8%	41
	Vail (ISI)	11	7%	34
	Pistor (ISI)	7	4%	31
	Secrist (ISI)	4	3%	29
	Magee (ISI)	5	3%	38
	Mansfeld (ISI)	3	2%	23
	Gridley (ISI)	1	1%	21
K-8 School (N=10)	Safford (ISI)	3	2%	34
	Dietz	4	3%	34
	Fickett (ISI)	2	1%	45
	Maxwell	1	1%	30
	Hollinger	1	1%	29
High School (N=54)	Palo Verde (ISI)	15	10%	38
	Catalina (ISI)	9	6%	34
	Pueblo (ISI)	8	5%	31
	Cholla (ISI)	8	5%	33
	Rincon (ISI)	5	3%	32
	Sabino	6	4%	34
	Sahuaro (ISI)	4	3%	38
	THMS (ISI)	3	2%	38
UK (N=2)	<i>Missing</i>	2	1%	



Table 5 presents the distribution of referring schools and Table 6 shows the same information broken out by ethnicity. This information displays that individual schools generally referred a low but fairly consistent number of students from each ethnicity into DAEP with the exception of Utterback, Valencia, and Pistor that referred the largest group of Hispanic students and Palo Verde that referred the largest group of White students. However, even with these pockets, the referrals do not over represent any ethnic group.

Table 6. Number of students referred to DAEP by USP ethnicity and home school							
Referring School	USP Ethnicity						Total
	White	African American	Hispanic	Native American	Asian P/I	Multi-Racial	
Utterback (ISI)	1	1	22	4	0	1	29
Pueblo (ISI)	0	2	4	1	0	0	7
Cholla (ISI)	1	1	4	1	0	0	7
Catalina (ISI)	0	4	5	0	0	0	9
Palo Verde (ISI)	6	3	5	1	0	0	15
Doolen (ISI)	3	3	4	1	1	0	12
Vail (ISI)	2	1	5	0	0	2	10
Valencia (ISI)	2	0	11	0	0	0	13
Rincon (ISI)	1	0	3	0	0	1	5
Maxwell	0	0	1	0	0	0	1
Pistor (ISI)	1	0	6	0	0	0	7
Sabino	2	1	2	0	0	0	5
Sahuaro (ISI)	1	0	3	0	0	0	4
Safford (ISI)	0	0	1	2	0	0	3
Secrist (ISI)	0	1	3	0	0	0	4
Magee (ISI)	1	1	2	0	0	0	4
Dietz	1	1	1	0	0	0	3
Fickett (ISI)	0	0	2	0	0	0	2
Gridley (ISI)	0	1	0	0	0	0	1
THMS (ISI)	1	0	0	0	0	1	2
Mansfeld (ISI)	0	0	2	0	0	1	3
Hollinger	0	0	1	0	0	0	1
All Schools	23	20	87	10	1	5	147
<i>Missing Data N=10</i>							

## B. Number of assignments

Of the 157 students who were assigned to DAEP, 89% successfully completed DAEP and 10% did not. Two students (or 1%) will continue their DAEP enrollment into the 2016-17 school year before returning to their home school. Additionally, 13 students or 8% were enrolled more than once to the program in 2015-16. Only 1 student from the 13 who were enrolled twice did not complete the program. Reasons for not completing the program were varied and complex. For example, some reasons included: parents withdrew student from program early, transportation issues, instability of housing (run away, group home, kicked out of parental home), drug use/rehab etc. Even with the added individualized support from DAEP, it appears that some students must contend with significant challenges both inside and outside of school and because of these challenges, they were not able to complete the program.

## C. Recidivism rates in discipline

Students enrolled in DAEP had repeated discipline incidences throughout the school year. A total of 487 discipline incidents were committed by these students which included both in-school consequences and out-of-school suspensions. This data reveals that almost half (46%) of students got in trouble just once or twice at their home school, attended DAEP and completed the year without any further discipline incidents. About 29% of students continued to get into trouble 3 or 4 times during the year at their home school resulting in both in school and out of school suspensions. Finally, about a quarter of students repeatedly got into trouble 5 or more times and attended DAEP one or sometimes two times. When broken out by individual students enrolled in DAEP, the distribution of the total discipline (in school and out of school) is:

- 1 total discipline incident = 27%
- 2 total discipline incidents = 19%
- 3 total discipline incidents = 12%
- 4 total discipline incidents = 17%
- 5 or more total discipline incidents = 25%

Additionally, 57% of these students were suspended (both short term and long term suspension) more than once during 2015-16. A total of 283 total suspensions were assigned for these students. The vast majority of these suspensions were classified as short-term suspensions lasting for a couple of days. When broken out by individual students, the distribution of suspensions is:

- 1 suspension only = 43%
- 2 suspensions = 26%
- 3 suspensions = 18%
- 4 suspensions = 8%
- 5 or more suspensions = 5%

This data suggests that almost half of students who attended DAEP were infrequent offenders who got in trouble a couple of times during the school year and went on to attend DAEP. The other half of students had a longer discipline incident history which included both in-school and out-of-school consequences including DAEP.

#### D. Reasons for DAEP assignment

To be invited to participate in DAEP, a student needs to have committed an offense that resulted in a long term suspension of 20 days or more. Most frequently, these offenses are considered a level 4 or 5 violation according to the Guidelines for Student Rights and Responsibilities (GSRR). Please refer this link to view the entire handbook: <http://www.tusd1.org/contents/distinfo/deseg/index.asp>. In 2015-16, 6% of enrolled students had level 3 violations (disorderly conduct), 67% had level 4 violations, and 27% had level 5 violations. Table 7 shows the type and distribution of infractions that students were involved in. The data indicates that assault was the most common violation followed by drug use (marijuana) and other drug use. Because 2015-16 was the first year of DAEP, the data collection system to track and monitor students was basic and consisted on tracking students on an excel sheet. It is expected that in 2016-17 that the data collection processes will be more established so that the program can account for all data points.

Table 7. Number of students by infraction <i>*Infractions listed are not exhaustive but are the most common ones</i>		
Infraction*	Students	
	Count	Percent
Assault	50	32%
Disorderly Conduct	9	6%
Drugs	11	7%
Marijuana	43	27%
Sexual Misconduct	5	3%
Arson	5	3%
Theft	1	1%
Weapons	5	3%
Fire Alarm	2	1%
<i>Other or Missing</i>	26	17%

When the infractions were broken down by site, some patterns were revealed. For example, Utterback had the greatest problem with assaults, followed by Valencia and Vail. This data suggests that middle schools need additional PBIS and other positive discipline policies to mediate aggression. This finding aligns to the findings from the *2015-16 Learning supports Coordinator (LSC) Annual Report* where only a quarter of middle school teachers felt that positive discipline strategies were effective in reducing conflict at their schools. These results suggest that middle schools may need additional training in restoratives and a wider set of complementary strategies to encourage positive student behavior.

On the other hand, drugs and marijuana appear to be more evident at the high school level such as Palo Verde, Cholla, and Pueblo suggesting that student engagement in high interest in-school and after-school activities are needed to provide alternatives to using drugs. Additionally, students with behavioral or emotional issues may need access to outside services as an additional support to what is provided in school. Please see Table 8 for a breakdown of the number of students by infraction and school.

Table 8. Number of students by Infraction and Home School										
<i>ISI in Bold and Italicized</i>										
<i>*Infractions listed are not exhaustive but are the most common ones</i>										
Referring School	Infraction*									
	Assault	Disord /Cond	Drugs	Marijuana	Sexual	Arson	Theft	Weap ons	Alarm	Totals
<b>Utterback</b>	14	2	1	3	3	0	0	0	0	23
<b>Pueblo</b>	0	0	1	5	0	0	0	0	0	6
<b>Cholla</b>	0	0	1	6	0	0	0	0	0	7
<b>Catalina</b>	3	1	2	0	0	0	0	2	0	8
<b>Palo Verde</b>	3	0	0	9	0	1	1	1	0	15
<b>Doolen</b>	2	1	0	3	0	2	0	0	0	8
<b>Vail</b>	7	0	0	1	0	0	0	0	0	8
<b>Valencia</b>	8	0	0	3	0	0	0	0	1	12
<b>Rincon</b>	2	0	1	1	0	0	0	1	0	5
Maxwell	0	0	1	0	0	0	0	0	0	1
<b>Pistor</b>	5	1	0	0	0	0	0	0	0	6
Sabino	0	1	2	0	1	0	0	1	0	5
<b>Sahuaro</b>	0	0	1	1	1	0	0	0	1	4
<b>Safford</b>	0	0	0	3	0	0	0	0	0	3
<b>Secrist</b>	2	1	0	1	0	0	0	0	0	4
<b>Magee</b>	0	1	0	2	0	1	0	0	0	4
Dietz	2	0	0	1	0	0	0	0	0	3
<b>Fickett</b>	0	0	0	2	0	0	0	0	0	2
<b>Gridley</b>	1	0	0	0	0	0	0	0	0	1
<b>THMS</b>	1	0	0	0	0	1	0	0	0	2
<b>Mansfeld</b>	0	0	1	2	0	0	0	0	0	3
Hollinger	0	1	0	0	0	0	0	0	0	1
<b>All Schls</b>	<b>50</b>	<b>9</b>	<b>11</b>	<b>43</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>131</b>

When the infractions were broken out by ethnicity, all subgroups were represented in assault and marijuana categories with the exception of Asian-PI students. This data shows that students across ethnicities were committing similar level 4 and level 5 violation infractions. Please see Table 9 for a view of the number of student by infraction and ethnicity.

Table 9. Number of students by Infraction and USP Ethnicity										
<i>*Infractions listed are not exhaustive</i>										
USP Ethnicity	Infraction*									
	Assault	Disord erly Cond	Drugs	Mariju ana	Sexual	Arson	Theft	Weapo ns	Alarm	Totals
White	6	1	1	10	1	0	0	2	0	21
	29%	5%	5%	48%	5%	0%	0%	10%	0%	
Afr. Am	8	1	2	3	1	1	1	0	0	17
	47%	6%	12%	18%	6%	6%	6%	0%	0%	
Hispanic	27	7	8	24	3	2	0	3	2	76
	36%	9%	11%	32%	4%	3%	0%	4%	3%	
Nat. Am.	5	0	0	5	0	0	0	0	0	10
	50%	0%	0%	50%	0%	0%	0%	0%	0%	
Asian-PI	0	0	0	0	0	1	0	0	0	1
	0%	0%	0%	0%	0%	100%	0%	0%	0%	
MultiR	4	0	0	1	0	1	0	0	0	6
	67%	0%	0%	17%	0%	17%	0%	0%	0%	
All	50	9	11	43	5	5	1	5	2	131

#### E. Attendance rates

Attendance rates are often used as a measure of student engagement in school. However, these rates provide generalized information. For example, in Table 10, the attendance rate in DAEP was higher than when the students attended their home school. This data suggests that students may have been more invested in DAEP than they were in their home school. Nonetheless, at both DAEP and their home schools, the average attendance rate was low. These students missed, on average, almost a quarter of school which is a significant barrier to academic success.

Table 10. Attendance rates for DAEP vs. Home School					
Attendance	Valid N	Mean	Minimum	Maximum	Std.Dev.
Home School	146	76.88	26.00	100.00	15.83
DAEP	146	78.15	8.00	100.00	22.48

Table 11 shows that the attendance rate across the different DAEP campuses were fairly consistent with all sites showing an average of 78.5% except for SW Alternative Middle School with was slightly lower at 76.91%. Regardless if the student attended middle school or high school, the average attendance overall was low. Although DAEP already required both students and parents to sign a contract agreeing to report absences and not to be tardy, students tended to accumulate consecutive absences more frequently at the end of their allotted time, according to DAEP personnel. Please refer to Appendix 4 to review a copy of the Middle School Contract.

Table 11. Attendance Rates by DAEP site		
DAEP Site	Attendance	
	Means	N
Magee	78.52%	31
Project MOre	78.40%	53
SW Alt MS	76.91%	34
Doolen	78.79%	28
All Sites	78.15%	146

#### F. Pre- and post-assessment results

Students enrolled in DAEP were graded in four core areas: Math, English Language Arts, Social Studies, Science. In addition, a 5<sup>th</sup> class elective was scheduled. DAEP reported student attendance and grades to their home school. Credit was issued only by the home school utilizing grades sent by DAEP teachers. At the high school level, credit recovery was also offered.

Upon enrolling into DAEP, students were given a grade level pre-test in English Language Arts (ELA) and Math. The same assessment was given as a posttest when they completed their time. These pre-post tests were intended to measure academic growth of students while enrolled in DAEP. Because of the the number of students who did not attend regularly during their final week of DAEP enrollment, the matched results represent only 62% of students in ELA and 57% of students in math.

In the fall 2015, the math pre-post test for grades 6 – 9 was made up of a TUSD math inventory assessment that covered grade level standards. For grades 10-12, DAEP teachers developed an in-house assessment that covered high school grade level math standards. The ELA pre-post for grades 6-8 was a combination

of the McDougal-Little grade level placement test and a reading fluency passage that tracked words read and errors made. The ELA pre-post test for grades 9 – 12 was a placement test from Touchstone Applied Science Associates. To streamline these different assessments, all the DAEP sites transitioned to the District’s 4<sup>th</sup> quarter year-end on-line assessment in ELA and math as the pre-post assessment for all grades in the spring 2016.

Matched results from the various ELA assessments showed that students did not demonstrate change greater than 1 point more or less than their pre-test scores at Magee, Project More, Southwest Alternative Middle School. However, at the Doolen site, students exhibited a significant gain on the 27 item test with an average increase of 6 questions from pre to post test. Please see Table 12 for the mean pre and post test score for ELA by DAEP site.

DAEP Site	ELA Pre-test		ELA Post-test		ELA Gain	
	Means	N	Means	N	Means	N
Magee	73.16	19	74.00	19	.842	19
Project More	67.80	30	66.90	30	-.900	30
SW Alt M	75.86	28	76.07	28	.214	28
Doolen	54.24	21	60.48	21	6.238	21
<b>All Sites</b>	<b>68.23</b>	<b>98</b>	<b>69.52</b>	<b>98</b>	<b>1.286</b>	<b>98</b>

In math, the matched gains were more substantial than in ELA. All sites except Southwest Alternative Middle School showed significant gains on the 27 item test from pre to post test. At Magee, the students gained, on average about 7 points, at Doolen, the gain was, on average, about 6 points, and at Project More, the gain was very impressive with about a 9-point increase. This data is evidence that students who completed DAEP demonstrated tangible gains in math and some gains in ELA. The model of small structured academic environments appeared to have had a beneficial academic impact on DAEP students.

DAEP Site	Math Pre-test		Math Post-test		Math Gain	
	Means	N	Means	N	Means	N
Magee	35.91	11	43.45	11	7.545	11
Project More	44.09	32	52.88	32	8.781	32
SW Alt M	36.56	25	36.12	25	-.440	25
Doolen	35.64	22	41.77	22	6.136	22
<b>All Sites</b>	<b>38.93</b>	<b>90</b>	<b>44.36</b>	<b>90</b>	<b>5.422</b>	<b>90</b>

### G. Social and Emotional Learning (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The SEL curriculum at DAEP provided a dedicated time during the school day when the SEL skills were taught. At the Middle School sites, the lessons were taught a minimum of 2 days per week; at the High School level they were taught daily. DAEP leadership selected a 40-item Locus of Control (N-SLOC) assessment for adults and youth. (Nowicki, S. & Strickland, B. (1973) "A locus of control scale for children", *Journal of Consulting and Clinical Psychological* 40(1), 148-154). Please refer to Appendix 5 to review the survey questions. Those students with a high internal locus of control exhibit better control of their behavior than those with a high external locus of control. Because of the scoring methodology, a gain in internal locus of control requires a reduction in the mean value from pre to posttest.

The results from this assessment were slight and showed only a gain or loss of about a point at all sites except for Magee which showed a reduced perception of control. Project More and Southwest Alternative Middle School were the only two program sites that displayed a small increase in an internal locus of control. One reason that this data shows inconclusive results may be that DAEP enrollment was not long enough in duration to alter a student's state of mind. Other reasons may be that they actually did not have much control over their lives at this juncture. Please see Table 14 for a summary by DAEP site of the pre-post test results.

DAEP Site	SEL Pre-test		SEL Post-test		SEL Gain	
	Means	N	Means	N	Means	N
Magee	59.78	18	63.50	18	3.722	18
Project	69.37	40	69.23	40	-.150	40
SW Alt M	64.54	26	65.62	26	1.077	26
Doolen	62.27	22	62.09	22	-.182	22
<b>All Sites</b>	<b>65.08</b>	<b>106</b>	<b>65.89</b>	<b>106</b>	<b>.802</b>	<b>106</b>

### H. DAEP Student Survey Results 2015-16

When students completed DAEP, they were asked to fill out a survey about their experiences. A Total of 62 students filled out the survey in 2015-16. Please see Appendix 6 for a question by question breakdown of student responses. The results from this survey overall revealed that the best place for these students to be enrolled is in school with a structured and supportive environment.



The survey revealed that if students did not have the option to enroll in DAEP, the majority of them would just hang out at home or with friends (82%). The remaining students would leave the district altogether either to a charter school (16%) or simply drop out of school (2%). Students felt that they benefitted from the DAEP experience and that the life skills that they were exposed to would help them to avoid future suspensions. Additionally, 84% of students agreed that they found their experience in DAEP to be either satisfying or outstanding. The remaining 16% were more ambivalent about their experiences, with their responses ranging from somewhat unsatisfied to somewhat satisfied.

When asked about the program, students appreciated most the respect from the staff (84%), the small class sizes (83%), and the information about college and career options (80%). For some of these students, it may have been the first time in a while that an adult spent time with them to discuss their future in a positive framework. Additionally, because these students may have a reputation at their home school for being troublesome, the opportunity to develop a respectful relationship with an adult and feel a sense of belongingness was a powerful outcome of the program, and one that is challenging to measure with conventional evaluation tools.

Students were mixed about enrolling in a transition program before returning their home school. About half of students (54%) felt ready to go back to their home school and their old routines. The other half of students (46%) were open to the idea because they felt successful in DAEP with the smaller class sizes and responsive teachers. Finally, the majority of students (86%) felt that their experiences in DAEP would help them avoid further suspensions.

## Discussion

Students enrolled into DAEP for 20, 30, or 45 days. About half of the enrolled students (N=77) were arrested because they committed Level 4 and 5 offenses and were subsequently placed on probation. Without DAEP, these students would be in violation of their probation and would need to serve time in a detention facility. DAEP, therefore, served as a safe haven for troubled students who otherwise would spend the time at home, in a detention facility, or out on the streets.

The student profile at DAEP revealed a population in need of full academic support and wrap-around behavioral services. Student needs were both varied and complex: some were deep-rooted from exposure to trauma or instability, some contended with mental or behavior health issues that have been neglected or underserved, some suffered from chemical dependency, some had language and/or cultural barriers, and some did not fit comfortably into the structure of mainstream schooling. Because of these issues, most DAEP students had substantial academic learning gaps. Of the 157 students who enrolled in DAEP, 89% successfully completed the program and the rest either terminated early (10%) or became continuing students (1%) into the 2016-17 school year. Student demographics from DAEP included:

- **Ethnicity:** The USP ethnic breakdown of students referred to DAEP (regardless if they chose to enroll or decline enrollment) revealed that African American students (14%) were somewhat over-represented when compared to the District's overall ethnic distribution (9%). The other ethnic groups were representational of the larger District average.
- **Attendance:** The average attendance rate in the program was about 78.15% which translated into program attendance ranging between 16 to 35 days. The program exposure was therefore relatively limited which challenged the program to be able to show sustained change in student behavior. For example, the Social and Emotional Learning Scale (SEL) provided inconclusive results from pre to post test. Altering student's perception of how much control they felt could be exerted over their environment may require more time and services than what DAEP could offer.
- **Grade Levels:**
  - Middle School: 62% of students came from middle schools where aggression (assault, disorderly conduct) was the most common violation. This data suggests that middle schools may need additional training in restoratives and a wider set of complementary strategies to encourage positive student behavior to mediate aggression, a finding that also emerged from the *2015-16 Learning Support Coordinator (LSC) Annual Report*.
  - High Schools: 42% of students came from high schools where drugs and marijuana were more evident suggesting that student engagement in high interest in-school and after-school activities are needed to provide alternatives to using drugs. Additionally, increased collaboration with outside behavioral service agencies and TUSD high schools may be desirable to provide strategies to students at-risk to decrease drug dependency.
- **Students with Specialized Needs:** More than a third of students (39%) were classified as ExEd, had a 504 plan, or were English Language Learners. Without enrollment into DAEP, these students would not have received the appropriate school-based services that they and their families rely upon.

Students enrolled in DAEP fell into 3 broad categories in terms of their discipline history: about half (47%) of students got in trouble just once or twice at their home school, attended DAEP and completed the year without any further discipline incidents; about 29% of students had a longer history of trouble, amounting to 3 or 4 incidents during the year at their home school which resulted in both in-school and out-of-school suspensions; and about a quarter (24%) of students repeatedly got into trouble 5 or more times and attended DAEP one or sometimes two times.

In summary, despite the challenges of unfilled certified teacher vacancies and the turnover of the Behavior Intervention Monitors, DAEP provided essential services to high-risk students who otherwise would languish at home or might even drop out of school altogether. Students were largely satisfied with their experience and felt that they received needed support in a respectful environment. Most students (84%) concurred that their experience in DAEP will also help them avoid further suspensions. Academically, the students who completed the program showed growth, especially in math. The smaller learning environments with more individualized attention appear to have improved their learning capabilities. Almost half of students (46%) requested an extension to DAEP ostensibly because they felt successful in

the smaller environment. The results of this evaluation revealed that DAEP was successful in supporting long-term suspended students both academically and behaviorally until they were able to return to their home school.

## Recommendations

### 1. Staffing:

- a. **Certified Teachers:** Similar to other high profile programs in TUSD such as magnet programs or other 'hard to fill' positions in TUSD's at-risk schools, DAEP should receive hiring priorities and/or hiring incentives to recruit and retain teachers.
  - b. **Behavior Intervention Monitor (BIM):** Review and modify the job description of the BIM to align more closely with the Student Support Specialist position. Currently, a BIM is a Grade 6 position although they perform similar duties Student Success Specialists (Grade 13) in other TUSD departments.
2. **Alignment to TUSD's infrastructure:** Currently, DAEP must problem solve how to participate and comply with district initiatives and infrastructure designed for mainstream schools. Consideration of TUSD's Alternative Schools fluid student enrollment should be included into the planning of District initiatives including 301 monies, Teacher Evaluation, School City assessments, transportation, professional development, Teacher Surveys, text books, attendance criteria, AZMerit, Synergy, etc.
  3. **Professional Development:** PD for all staff in DAEP should reflect the needs of the student population. Differentiated professional development is recommended during the summer months to prepare DAEP staff for the upcoming school year.
  4. **DAEP data in Synergy:** Create a flag within Synergy to track students that have enrolled in the program and once for students who have completed DAEP with dates. This tracking system would support DAEP staff to be able to examine the number of incidents a student had prior to DAEP versus the number of incidents a student had after they completed DAEP.
  5. **Measurable outcomes of DAEP:** All stakeholders should agree on what specific criteria will be used to measure the impact of DEAP. The average attendance rate in the program was about 78.15% which translated into program attendance ranging between 16 to 35 days. Additionally, the Department of Justice will not currently allow DAEP to extend students' time in the program. Using longer term measures such as increased attendance rates, increased performance on the AzMERIT test, increased graduation rates, or decreased drop-out rates may not be appropriate to assess DAEP's impact.
  6. **Follow up support for students who complete DAEP:** Communication between DAEP and the home school should be institutionalized and documented. For example, in preparation for a returning student who has completed DAEP, middle and high schools need a plan in place with recommendations from the DAEP staff. This plan would help to reintegrate the student and provide continued academic and behavioral support.

## Appendix 1

Program criteria are:

- A student is eligible for DAEP if they commit a level 4 or level 5 offense and found to be in violation.
  - The long-term hearing officer would assign the student into DAEP for a total of 20, 30 or 45 days depending on the severity of the offense.
  - A student who chooses to participate in DAEP would be required to attend an orientation with their parents, and sign a contract agreeing to the rules, adhere to a dress code and the attendance requirements of the program.
  - A total of 75 seats for grades 9-12 students in Project More DAEP
- A. A student who violates their contract by committing GSR infractions while enrolled at DAEP will be held accountable.
- If the violation is deemed minor, level one, two or three, there may be an extension of their assignment at DAEP. If there are repeated violations of level one, two or three, the principal at DAEP may petition to raise the violation to a level 4.
  - If the violation is a level 4 violation, a long term hearing may be held which may disqualify the student from DAEP and they would then serve the concurrent suspensions at home.
  - A student may only be assigned to DAEP no more than twice per school year.
- B. Students in DAEP for a level 4 violation who adhere to the rules, thrive, and demonstrate model student behaviors will be rewarded as follows:
- A student who exceeds behavioral and curriculum expectations may have their suspension reduced and returned to their home school. This determination would be made by DAEP principal and staff recommendation.
  - A model student shall have their Mojave record reflect they were excellent students.
- C. Students assigned to DAEP will have an opportunity to participate in a counseling program. Each student, with the aid of the counselor, will develop:
- A responsible behavior plan to facilitate success at school.
  - Decision-making, goal setting, behavioral skills, anger management, peer interaction compliance, authority figure coping
  - May provide some drug and alcohol education. The counselor, in conjunction with staff and parents, may help determine the need for any additional referrals.

Services Available are:

- A. Juvenile Court:
  - DAEP representative meets with Education Consultant Coordinator (court representative).
  - When appropriate Education Consultant Coordinator will schedule a meeting with judge.
- B. Support for child/teen trauma, homeless support, drug/ substance abuse or Medicaid:
  - DAEP Social Worker or counselor in collaboration with TUSD Student Services will make contact/recommend appropriate social service agency.
- C. Identify Mentor Networks:
  - DAEP Social Worker or Counselor works with Drop Out Prevention staff to identify and assign mentors.
- D. Transportation:
  - Bus passes will be available for students who qualify.
  - Ex Ed services will be provided as they would normally.

## Appendix 2

Our mission is to provide a Fair, Equitable, and Successful Educational Experience to long-term suspended middle and high school students throughout the district.

### DAEP Vision

Every student matters in TUSD. We have an obligation to reduce disparities wherever they exist in our District. Achieving equity in matters of student discipline is our District's moral calling. TUSD's culture and climate must be rooted in effective and positive relationships with each student. Students cannot learn if they are not in school. Providing students a continuing education is in line with our vision and values. We can and must work with every student to ensure a fair, equitable and successful educational experience.

### DAEP Values/Collective Commitments:

Because we, educators and support staff, VALUE equitable access to education for all students, we make a COLLECTIVE COMMITMENT to:

1. Ensure that each student and parent/guardian feels valued in TUSD.
2. Encourage each student to recognize and achieve his/her potential.
3. Address the constraints to each student's home school success.
4. Uphold professional standards.
5. Be loyal to our purpose.
6. Provide consistent supervision of our students to ensure appropriate behavior in and out of the classroom.
7. Deliver a rigorous curriculum, build relationships with students, and give emotional and academic support.
8. Keep open lines of communication between student, parent, home school, and outside agencies.
9. Implement the Wrap Around Concept with follow-up on our part.
10. Apply PBIS and Restorative Practices toward redirection of student behavior and choices.

### DAEP Goals

Our goals are below for each student who attends the DAEP Program. Because the students attending the Program are on an individual timeline, the steps toward each goal will be implemented throughout the course of each student's timeline.

- ❖ We ensure that each student and parent/guardian feels valued in TUSD.
  1. Daily implementation of Point Sheets as a communication tool, with a 100% return rate.
  2. Weekly parent/guardian contact regarding student success/concerns.
- ❖ We support each student in recognizing and achieving his/her potential.
  1. Administration of pre- and post-tests to help guide instruction.
  2. Communication with the home school to coordinate educational standards/materials.
  3. Daily tailored instruction with adherence to IEP's and support for diverse learners in the classroom.
  4. Weekly presentation of "Smart Moves 4 Life" or similar Life Skills Curriculum.
  5. As needed, providing access to support programs, such as counseling.
- ❖ We strive to address the constraints to each student's home school success.
  1. Emailed "heads-up" to home school teachers, LSC, Counselor, etc. 3 days prior to student's return.
  2. Completion/email of Academic and Behavioral MTSS plans to LSC within 1 day of student's return to home school.
  3. Emailed exit reports to home school teachers within 1 day of student's return to home school.
  4. Re-entry meeting at home school prior to student's return.
  5. Transition day in home school ISI program
  6. Follow-up with home school and student within 2 weeks of student's return.

## Appendix 3

### Addressing the Social Emotional Learning Needs of DAEP Students

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The SEL curriculum at the District Alternative Education Program (DAEP) sites utilizes a variety of sources, and is delivered using an explicit implementation model as well as incorporating, addressing and reinforcing the skills across the curriculum. The explicit model means that there is a dedicated time during the school day when the SEL skills are targeted and taught. At the Middle School sites the lessons are taught a minimum of 2 days per week; at the High School level they are taught daily.

The DAEP SEL curriculum blends lessons, ideas, and strategies from the following sources:

#### **SMART MOVES 4 LIFE**

Smart Moves 4 Life is a straight talk program designed to build self awareness, resiliency, compassion, empowerment and inner peace in adolescents. The lessons are designed to be motivating, relevant and life changing even to the most discouraged and challenging teens. Smart Moves 4 Life uses interactive presentations, motivational videos, and written exercises to help teens develop a deeper understanding of the inner world.

#### **EVIDENCE BASED FEATURES/ CROSSWALK OF SMART MOVES 4 LIFE and CASEL CORE COMPETENCIES**

1. Teaching character and core values helps lead to good decision making. (CASEL core competency 1, 5)
2. Learning to overcome fear and limiting beliefs enables students to tap into their capabilities. (CASEL core competency 1,2)
3. Discovering passion and purpose in life gives a clear sense of direction. (CASEL core competency 1,2,5)
4. Learning to hold ourselves accountable removes a victim's mentality.(CASEL core competency 2)
5. Providing encouragement, support and acknowledging positive behavior helps decrease aggression, vandalism, truancy and dropping out. (CASEL core competency 4)
6. Defining and teaching positive social expectations helps create a positive school climate. (CASEL core competency 3,4,5)
7. Connecting goals to practices increases the likelihood of long term personal growth. Smart Moves 4 Life takes students through a 30 Day personal growth program. (CASEL core competency 2)
8. Having healthy relationships is crucial to personal growth and happiness. (CASEL core competency 1,2,4)
9. The willingness to overcome obstacles will be a defining factor in one's success. (CASEL core competency 1,2)
10. One must become self aware before they can begin the journey to self improvement and personal growth. (CASEL core competency 1)



**STUDENT SUCCESS SKILLS** a Collaborative for Academic, Social Emotional Learning (CASEL) endorsed curriculum

Student Success Skills is a skills promotion program that uses teaching practices and free-standing SEL lessons to support social and emotional learning. It is designed to be implemented in a regular class where the teacher delivers five lessons that provide students with strategies for (1) setting goals, monitoring progress, and sharing success; (2) building a caring, supportive, and encouraging environment; (3) developing and practicing memory and cognitive skills; (4) calming anxiety and managing emotions; and (5) developing healthy optimism. The stress reduction techniques include mindfulness strategies such as muscle relaxation. The dosage is one lesson per week with three booster sessions, one for each of the following months. After completing the five lessons teachers are expected to cue and coach students to apply the appropriate skills and strategies during academic lessons throughout the year to master the curriculum and develop a healthy and supportive classroom climate.

**DECISIONS FOR HEALTH** district adopted health textbook published by Holt, ISBN# 0-03-067522-7

Key topics covered are: Understanding the primary aspects of health and wellness; Successful decision making/choices; Setting goals, and the key that long term goals are made up of short term goals; Learning about self-concept; How to express and manage a variety of emotions and stressors; Importance of healthy relationships and steps to mediate conflicts and avoid violence.

**THE WHY TRY JOURNAL** a tool designed to help make positive changes in one's life

## Appendix 4



**District Alternative Education Program (MS)**

Welcome to the District Alternative Education Program! This program will provide you with an opportunity to continue your education and reflect on the behaviors and circumstances that brought you here. We will assist you in learning appropriate behaviors, and making better choices so that when you return to your home school you can be a successful student.

Our teachers have chosen to work with students who have had difficulty in traditional school programs and are excited to be helping improve student's academic and social success.

Students are graded in five core areas: Math, English Language Arts, Social Studies, Science, and Reading. In addition, we offer a grade in Health. We do not offer elective credits. DAEP will report each student's attendance and grades to their home school. Final grades will be issued only by the home school utilizing grades sent by DAEP teachers. At the high school level, credit recovery may be offered.

Some of our science and social studies classes may take place in the community, as this allows the students to experience real-life applications to the study of these subjects. An example of this is the study of Orienteering, Riparian habitats, and Ecosystems at Agua Caliente Park. Additionally, we may invite guest speakers to address students about a particular skill or hobby they possess, but also to speak about real experiences they have had with violence, crime, drugs, or difficulty in school.

Please be aware of the TUSD retention policy. According to Board Policy IKE-R1: your child must receive a final passing grade in LA, Math, either Science OR Social Studies, AND receive final passing grades in at least four subjects.

**We ask that you:**

- Come to school with a positive attitude.
- Be here every day, and on time.
- Complete all assigned work without argument.
- Wear appropriate clothing: no hats, gang or drug related apparel, sunglasses, etc.
- Be respectful at all times to, the teachers, guests and other students.
- Behave appropriately when out in the community with the class.
- Respect and be responsible for our electronic equipment.
- Refrain from using profanity or any type of disrespectful behavior.
- Follow TUSD and site rules and policies.

**We will provide you with:**

- An opportunity to continue your education in a positive environment.
- Curriculum that may be adapted to meet your particular educational needs.
- School Counseling services with an emphasis on goal setting, problem solving, anger management, and life skills.
- An awareness and appreciation of other cultures.
- Open and ongoing communication with your parents/guardians, PO's when applicable via daily behavior point sheets and weekly telephone calls. Parents/guardians may contact the teacher with any concerns they may have.
- Food services will provide breakfast (where scheduling allows) and lunch on a daily basis. Free and reduced lunch status will be honored. No outside food or drink is allowed. Arrangements may be made for students who bring sack lunches.

Teacher's name(s) and School Phone Number: \_\_\_\_\_

The best time to call: \_\_\_\_\_

**School Hours: Monday, Tuesday, Thursday, Friday: \_\_\_\_\_ Wednesday: \_\_\_\_\_**

# TUSD

## District Alternative Education Program

Student Name \_\_\_\_\_ Date of  
Registration \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_ Date of Birth:  
\_\_\_\_\_ Home School \_\_\_\_\_

Home Phone: \_\_\_\_\_ Special Education? \_\_\_\_\_

### Parent Permission

My son/daughter, \_\_\_\_\_, has my permission to participate in the following school activities and/or services:

- School sponsored trips to include TUSD vehicle and/or staff vehicles
- Talk with school counselor, Transition Specialist, and other support staff
- Attend scheduled academic classes and activities in the community
- Guest speaker events that may be of a mildly graphic nature (i.e. straight talk about drugs and violence)
- I hereby give permission for DAEP staff to contact my student's Probation Officer: \_\_\_\_\_ (parent initials)

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### Student Contract

Student Contract For: \_\_\_\_\_

1. I agree that I must attend school daily and on time. My school hours are: Monday, Tuesday, Thursday, and Friday from \_\_\_\_\_ to \_\_\_\_\_, and Wednesday from \_\_\_\_\_ to \_\_\_\_\_. I understand that there is a tardy policy in place, which may require me to stay after school to make-up time/work missed. Parents will be notified by student or staff.
2. If for any reason, I will be absent or tardy, my parent or legal guardian will call the teacher by \_\_\_\_ a.m.
3. I understand that the DAEP follows all **TUSD's policies** in regard to appropriate behavior, language, attire, and destruction of school property. Violation of these policies may result in **removal from the program**.
4. The DAEP program does not allow **backpacks**. If a student brings a backpack to school, it will be confiscated, searched and returned at the end of the day. Repeat occurrences will result in discipline consequences.
5. **We strongly discourage students bringing any electronic devices** to school. We will **not be responsible for loss or theft** of these items, even if staff confiscates them or stores them. Girls are only allowed to bring a small, wallet-sized purse and it will be checked daily.
6. I will come to school with a positive attitude and make every effort to complete all assignments in a timely manner to the best of my ability.
7. I recognize that my parent/guardian and/or **probation officer** will be notified immediately if I fail to make progress; am excessively tardy and/or absent. They will also be notified when I am making good progress and following all the rules. Excessive tardiness may lead to removal from the program.
8. We have a **Random Search Policy**. Your child's/site may be randomly selected for this search. Students will be asked to empty their pockets; remove shoes, and be searched by the program administrator or designee. \_\_\_\_ Parent Initials

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 5

## Nowicki-Strickland Locus of Control: SCORING DOCUMENT

The Nowicki-Strickland is considered an excellent assessment of locus of control for adults and youth. Research has shown those with a high internal locus of control have better control of their behavior than those with a high external locus of control. To score the N-SLOC, add up the number of "correct" answers, which are highlighted in red below. **Higher scores reflect a more external locus of control.** Compare pre and post scores to measure improvement.

- |     |    |  |
|-----|----|--|
| Yes | No | 1. Do you believe that most problems will solve themselves if you just don't fool with them?                         |
| Yes | No | 2. Do you believe that you can stop yourself from catching a cold?   |
| Yes | No | 3. Are some kids just born lucky?  |
| Yes | No | 4. Most of the time, do you feel that getting good grades means a great deal to you?                                 |
| Yes | No | 5. Are you often blamed for things that just aren't your fault?  |
| Yes | No | 6. Do you believe that if somebody studies hard enough, he or she can pass any subject?                              |
| Yes | No | 7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?          |
| Yes | No | 8. Do you feel that if things start out well in the morning, that it's going to be a good day no matter what you do? |
| Yes | No | 9. Do you feel that most of the time parents/caregivers listen to what their children have to say?                   |
| Yes | No | 10. Do you believe that wishing can make good things happen?   |
| Yes | No | 11. When you get punished, does it usually seem it's for no good reason at all?                                      |
| Yes | No | 12. Most of the time, do you find it hard to change a friend's (mind) opinion?                                       |
| Yes | No | 13. Do you think that cheering more than luck helps a team to win?   |
| Yes | No | 14. Do you feel that it's nearly impossible to change your parent's/caregiver's mind about anything?                 |

- Yes No 15. Do you believe that your parents/caregivers should allow you to make most of your own decisions?
- Yes No 16. Do you feel that when you do something wrong there's very little you can do to make it right?
- Yes No 17. Do you believe that most kids are just born good at sports?
- Yes No 18. Are most of the other kids your age stronger than you are?
- Yes No 19. Do you feel that one of the best ways to handle most problems is just not to think about them?
- Yes No 20. Do you feel that you have a lot of choice in deciding who your friends are?
- Yes No 21. If you find a four leaf clover, do you believe that it might bring you good luck?
- Yes No 22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?
- Yes No 23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?
- Yes No 24. Have you ever had a good luck charm?
- Yes No 25. Do you believe that whether or not people like you depends on how you act?
- Yes No 26. Will your parents/caregivers usually help you if you ask them to?
- Yes No 27. Have you felt that when people were mean to you it was usually for no reason at all?
- Yes No 28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?
- Yes No 29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?
- Yes No 30. Do you think that kids can get their own way if they just keep trying?
- Yes No 31. Most of the time, do you find it useless to try to get your own way at home?
- Yes No 32. Do you feel that when good things happen they happen because of hard work?

- Yes No 33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?
- Yes No 34. Do you feel that it's easy to get friends to do what you want them to?
- Yes No 35. Do you usually feel that you have little to say about what you get to eat at home?
- Yes No 36. Do you feel that when someone doesn't like you there's little you can do about it?
- Yes No 37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?
- Yes No 38. Are you the kind of person who believes that planning ahead makes things turn out better?
- Yes No 39. Most of the time, do you feel that you have little to say about what your family decides to do?
- Yes No 40. Do you think it's better to be smart than to be lucky?

Nowicki, S. & Strickland, B. (1973). "A locus of control scale for children", *Journal of Consulting and Clinical Psychology* **40(1)**, 148-154

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## Appendix 6

## District Alternative Education program

## Student Survey Results (N=62)

1. If this suspension program was not available, where would you have spent the school days?

Alternative to DAEP	Count	Percent
Stay at home alone	25	44.643
Stay with family or friends	21	37.500
Enroll in a charter school	9	16.071
Dropout	1	1.786

2. Please indicate your experience in the DAEP site you are attending

Your Experience	Count	Percent
Unsatisfied	0	0.000
Somewhat Unsatisfied	1	1.613
Somewhat Satisfied	9	14.516
Satisfied	26	41.935
Outstanding	26	41.935

3. Please indicate the areas you liked about the program. You may choose more than one.

Things You Liked about DAEP	Count	Percent
Small class size	53	82.81
Tutorial opportunities	22	34.38
Respect from staff	54	84.38
Career and College information	51	79.69
Guest speakers	9	14.06
Other factors	1	1.56
Alignment of DAEP with home school	20	31.25
City bus passes	22	34.38

4. Would you find it valuable to enroll in a transition program before returning to the traditional school? The transition program would be for a fixed period of time and the setting would be similar to the DAEP Program.

Response	Count	Percent
Yes	28	45.902
No	33	54.098

5. Do you believe that being in the DAEP Program will help you avoid further suspensions?

Response	Count	Percent
Yes	51	86.441
No	8	13.559