

APPENDIX VI – 8

An Evaluation of the District Alternative Education Program or DAEP over Three Years, 2015-16 to 2017-18

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 well if they do not feel safe, if they do not feel 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 three years 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. Higher Ground's Grit Survey
- I. 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, becomes suspended, and subsequently goes through the long-term hearing process will be given the conventional consequence of long-term suspension at home or the alternative, to attend DAEP. To be eligible for DAEP, the long-term suspension must be 20 days or longer but no more than 45 days. Beginning January 2018, any days suspended per incident were counted in calculating the DAEP placement. When a student enrolls in DAEP, the suspension status will be reassigned from long-term and the student's time in DAEP will be recorded as a "DAEP" disposition in TUSD's student information system. If a student refuses to enroll in DAEP, s/he is recorded as a long-term suspension. The student may return to 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 be 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, underscore that their success matters, and address the constraints inhibiting their school success.

Students who enroll 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 each year 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 State Assessment calendar and assures that students complete the State Standardized AzMERIT or other mandated testing while enrolled in DAEP.

Staffing and Location of the Programs

Arizona has been struggling with a significant teacher shortage over the last five years or more 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 has also affected DAEP. Over the last three years, DAEP had several teacher and staff vacancies that went unfilled for the entire year including several high school positions. 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 over the last three years was to the ability to retain the Behavior Intervention Monitors (BIM) once they became trained through DAEP. Other opportunities in the District have attracted BIMs away from DAEP because of higher salaries.

DAEP sites are located throughout the district, with one on the east side, one central, and one on the west side. Some changes were made to the program staffing in 2017-18 and are noted below. The locations of the DAEP sites with the full time staffing allocations are:

Programs:

A. Middle School Programs

- Southwest Ed. Center - *was fully staffed but the teacher left in April and position remained vacant to end of year and 1 BIM*
- Magee, MS Portable 24 - *1 Teacher and 1 BIM – fully staffed all year*
- Doolen, MS One Classroom – *Started program in mid-Oct with hire of new teacher and BIM*

B. High School Program, DAEP

- Southwest Ed. Center, DAEP – 2 teachers, 1 BIM – fully staffed
- Project MORE, DAEP - 3 teachers, 1 BIM – fully staffed by October 2017

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 – Counts include total participation

- **2015-16:** 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).
- **2016-17:** A total of 365 students were referred to DAEP from grades 6 - 12, a 46% increase in referrals from the last year. Of those students, 266 enrolled into the program and 99 declined their enrollment. Not only did referrals increase in 2016-17, enrollment into DAEP showed with an increase of 69%. Middle School shows a slightly greater number of students who declined (N=52) when compared to high school (N=47).
- **2017-18:** A total of 397 students were referred to DAEP from grades 6 - 12, a 59% increase in referrals since 2015-16. Of those students, 286 enrolled into the program and 111 declined their enrollment. Not only did referrals increase in 2017-18, enrollment into DAEP showed with an increase of 8% from last year and 82% overall since 2015-16. Middle School shows a slightly lower number of students who declined (N=51) when compared to high school (N=60).

Over the last three years, African American students were more likely to decline DAEP enrollment proportionately 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 Enrollment Average.						
<i>A student is counted each time s/he is referred</i>						
USP Ethnicity	2015-16 (N=93)		2016-17 (N=99)		2017-18 (N=111)	
	Percent who declined	District Average (40 th Day)	Percent who declined	District Average (40 th Day)	Percent who declined	District Average (40 th Day)
White	19%	21%	13%	20%	21%	20%
African American	14%	9%	22%	9%	22%	9%
Hispanic	60%	61%	46%	62%	44%	62%
Native American	2%	4%	9%	4%	4%	4%
Asian-PI	2%	2%	0%	2%	0%	2%
Multi-Racial	2%	3%	7%	3%	8%	3%
Unknown	1%	0%	3%	0%	1%	0%

Students in grades 6 – 8 who chose to enroll in DAEP received services at Magee Middle School, Southwest Education Center, and Doolen Middle School. Additionally, Project MORE Alternative High School provided services to high school students. In 2017-18, enrollment increased at all sites except Southwest Alternative Middle School and Project More. Also, the Southwest Alternative High School was started in 2017-18 with the hiring of additional teachers, representing 15% of the total participation. Table 2 shows the distribution of students who enrolled in DAEP by site.

Table 2. Number and Percent of Students Enrolled in DAEP in TUSD						
<i>A student is counted each time s/he participates</i>						
DAEP Site	2015-16		2016-17		2017-18	
	N Size	Percent	N Size	Percent	N Size	Percent
Doolen	28	18%	13	5%	51	18%
Magee	35	22%	68	26%	74	26%
SW Alt MS	35	22%	44	16%	27	9%
SW Alt HS					44	15%
Project MORE	59	38%	141	53%	90	32%
Total	157	100%	266	100%	286	100%

The ethnic breakdown of students enrolled in DAEP reveal that over the past three years, African American students are somewhat over-represented when compared to the District's overall ethnic distribution. Additionally, students enrolled in DAEP revealed 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 did not appear to be dependent upon ethnic or racial identification. Also, African American student referrals

increased over the last 3 years, resulting in a higher disproportionality in both the declines to enroll as well as actual enrollment. Conversely, Hispanic student referrals decreased over the last 3 years, resulting in a lower proportionality in both the declines to enroll as well as actual enrollment.

Table 3. Number of Students Enrolled in DAEP by USP Ethnicity									
<i>A student who participates more than once is counted each time s/he participates</i>									
	2015-16			2016-17			2017-18		
USP Ethnicity	N Size	% (does not include Missing)	% District (40 th Day Count)	N Size	% (does not include Missing)	% District (40 th Day Count)	N Size	% (does not include Missing)	% District (40 th Day Count)
White	24	15%	21%	44	17%	20%	55	19%	20%
African American	21	14%	9%	44	17%	9%	53	19%	9%
Hispanic	92	59%	61%	147	55%	62%	147	52%	62%
Native American	10	7%	4%	17	6%	4%	13	5%	4%
Asian-PI	1	0%	2%	1	0%	2%	2	0%	2%
Multi-Racial	7	5%	3%	12	5%	3%	13	5%	3%
Total	156	100%	100%	265	100%	100%	283	100%	100%
Missing	1			1			3		

Students in Exceptional Education and with 504 plans were also over-represented in program participation. Across the District, ExEd students make up almost 17% of the District's total population.

- **2015-16:** Students in DAEP 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% in 2015-16.
- **2016-17:** Students in DAEP requiring specialized services such as the ExEd/504 decreased to 21% and ELL students added another 2%. Students in ExEd or having a 504 were also more distributed across ethnicities than the year prior because Native American students, and to a lesser degree Multi-Racial students, showed a higher representation.
- **2017-18:** Students in DAEP requiring specialized services such as the ExEd/504 increased slightly from last year to 23% and ELL students added another 2%. Students in ExEd or having a 504 were distributed across all the ethnicities, although Hispanic students did reveal a decline over the last three years. Conversely, Native American ExEd/504 students showed an increase over three years. African American ExEd/504 students were relatively stable enrollment over the last years. Both Native American and African American students were overrepresented in comparison to the

district ethnic breakdowns. Finally White and Multi-Racial ExEd/504 students showed a gradual increase over the last three years.

Please refer to Table 4 to see the number and percent of students requiring specialized services by ethnicity. In terms of program participation over the last three years, the ethnic distribution of the students who receive specialized services is representative of the overall student DAEP enrollment with the exception of Native American students who were over-represented in 2016-17 and 2017-18.

Table 4. Number and Percent of DAEP Enrolled Exceptional Education Students, 504 Plan Students, and English Language Learner Students by USP Ethnicity									
<i>A student who participates more than once is counted each time s/he participates</i>									
USP Ethnicity	2015-16			2016-17			2017-18		
	N Size	ExEd and 504 Plans	ELL	N Size	ExEd and 504 Plans	ELL	N Size	ExEd and 504 Plans	ELL
White	9	15%		8	13%		16	19%	3%
African American	10	16%		7	10%	1%	11	15%	
Hispanic	39	57%	7%	34	51%	5%	30	36%	6%
Native American	2	3%		8	13%		8	11%	
Asian-Pacific Islander	0	0		0	0		1	1%	
Multi-Racial	1	2%		4	7%		5	7%	
Total	61			61			72		

When examining the home school from which the referrals originated, the five top referring schools in rank order were:

- **2015-16:** 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.
- **2016-17:** THMS, Pueblo, Palo Verde, Doolen and (tie) Secrist/Utterback. Grades 6 – 8 from the middle schools and K-8 schools made up 47% of participants while 53% of participants came from high schools.
- **2017-18:** Secrist, Doolen, Pueblo, Sahuaro and (tie) Santa Rita/THMS. Grades 6 – 8 from the middle schools and K-8 schools made up 53% of participants while 47% of participants came from the high schools.

This data indicates that the DAEP program established itself as a viable resource for suspended students across middle and high school by 2016-17 and has continued to be an important district service into 2017-18. All school levels (K-8, Middle, and High Schools) have taken advantage of the program over the last 3 years with an increase in referrals. Please see Table 5 for a breakdown of participation by school over three years.

Table 5. Number of Students Referred to DAEP by Home School by School							
<i>(ISI) = In School Intervention Program</i>							
<i>A student who participates more than once is counted each time s/he participates</i>							
Type	Referring School	2015-16		2016-17		2017-18	
		Students		Students		Students	
		Count	Percent	Count	Percent	Count	Percent
Middle School 2015-16 = (N=83) 2016-17 = (N=103) 2017-18 = (N=123)	Dodge					2	1%
	Doolen (ISI)	13	8%	21	8%	30	10%
	Gridley (ISI)	1	1%	9	4%	14	5%
	Magee (ISI)	5	3%	7	3%	10	3%
	Mansfeld (ISI)	3	2%	5	2%	1	0%
	Pistor (ISI)	7	4%	8	3%	10	3%
	Secrist (ISI)	4	3%	15	6%	30	10%
	Utterback (ISI)	29	18%	15	6%	3	1%
	Vail (ISI)	11	7%	9	3%	11	4%
	Valencia (ISI)	13	8%	14	5%	12	4%
K-8 School 2015-16 = (N=10) 2016-17 = (N=22) 2017-18 = (N=29)	Dietz (ISI)	4	3%			2	1%
	Fickett (ISI)	2	1%	8	3%	12	4%
	Hollinger (ISI)	1	1%	1	0%		
	M. Maxwell	1	1%				
	McCorkle					2	1%
	Robert-Naylor (ISI)			1	0%	7	2%
	Safford (ISI)	3	2%	12	4%	6	2%
High School 2015-16 = (N=54) 2016-17 = (N=141) 2017-18 = (N=134)	Catalina (ISI)	9	6%	12	4%	5	2%
	Cholla (ISI)	8	5%	13	5%	14	5%
	Palo Verde (ISI)	15	10%	22	8%	8	3%
	Project MORE			1	0%	2	1%
	Pueblo (ISI)	8	5%	28	11%	27	9%
	Rincon (ISI)	5	3%	12	4%	6	2%
	Sabino	6	4%	4	2%	11	4%
	Sahuaro (ISI)	4	3%	10	4%	19	7%
	Santa Rita (ISI)			7	3%	18	6%
	THMS (ISI)	3	2%	31	12%	18	6%
	University	0	0%	1	0%	5	2%
	Missing (UK)	2	1%			1	1%

Table 5 shows the distribution of referring schools and Tables 6a, 6b, and 6c show the same information by school and ethnicity. This information reveals that individual schools generally referred a low but consistent number of students from each ethnicity into DAEP with some exceptions:

- **2015-16:** Utterback, Valencia, and Pistor referred the largest group of Hispanic students and Palo Verde that referred the largest group of White students.
- **2016-17:** THMS, Pueblo, Palo Verde, and Utterback referred the largest group of Hispanic students. Doolen referred the largest group of African American students, and Secrist referred the largest group of White students.
- **2017-18:** Pueblo referred the largest group of Hispanic students. Secrist and Doolen referred the largest group of African American students, and Santa Rita and Sabino referred the largest group of White students.

In summary, even with the growth of the DAEP program over the last three years, the referrals to DAEP by school by ethnicity tended to be dispersed across the 27 schools in relatively low numbers (generally less than 6 or 7 by ethnicity). Over the last three years, pockets of schools referred higher numbers of Hispanics which may be a reflection of proportionally of their school representation, followed by one or two schools that referred higher numbers of African American and White students.

Table 6a. Number of students referred to DAEP by USP ethnicity and home school 2015-16							
<i>A student who participates more than once is counted each time s/he participates</i>							
Referring School	2015-16 USP Ethnicity						
	White	African American	Hispanic	Native American	Asian P/I	Multi-Racial	Total
Catalina (ISI)	0	4	5	0	0	0	9
Cholla (ISI)	1	1	4	1	0	0	7
Dietz	1	1	1	0	0	0	3
Doolen (ISI)	3	3	4	1	1	0	12
Fickett (ISI)	0	0	2	0	0	0	2
Gridley (ISI)	0	1	0	0	0	0	1
Hollinger	0	0	1	0	0	0	1
Magee (ISI)	1	1	2	0	0	0	4
Mansfeld (ISI)	0	0	2	0	0	1	3
Maxwell	0	0	1	0	0	0	1
Palo Verde (ISI)	6	3	5	1	0	0	15
Pistor (ISI)	1	0	6	0	0	0	7
Pueblo (ISI)	0	2	4	1	0	0	7
Rincon (ISI)	1	0	3	0	0	1	5
Sabino	2	1	2	0	0	0	5
Safford (ISI)	0	0	1	2	0	0	3
Sahuaro (ISI)	1	0	3	0	0	0	4

Secrist (ISI)	0	1	3	0	0	0	4
THMS (ISI)	1	0	0	0	0	1	2
Utterback (ISI)	1	1	22	4	0	1	29
Vail (ISI)	2	1	5	0	0	2	10
Valencia (ISI)	2	0	11	0	0	0	13
All Schools	23	20	87	10	1	5	147
<i>Missing Data N=10</i>							

Table 6b. Number of students referred to DAEP by USP ethnicity and home school 2016-17							
<i>A student who participates more than once is counted each time s/he participates</i>							
Referring School	2016-17 USP Ethnicity						
	White	African American	Hispanic	Native American	Asian P/I	Multi-Racial	Total
Catalina (ISI)	3	1	4	0	1	3	12
Cholla (ISI)	3	1	8	1	0	0	13
Doolen (ISI)	2	7	9	1	0	2	21
Fickett (ISI)	0	4	4	0	0	0	8
Gridley (ISI)	4	4	1	0	0	0	9
Hollinger (ISI)	0	0	1	0	0	0	1
Magee (ISI)	1	4	2	0	0	0	7
Mansfeld (ISI)	2	0	0	3	0	0	5
Naylor (ISI)	0	1	0	0	0	0	1
Palo Verde (ISI)	3	3	14	0	0	2	22
Pistor (ISI)	0	0	5	1	0	1	7
PMORE	0	1	0	0	0	0	1
Pueblo (ISI)	1	1	22	4	0	0	28
Rincon (ISI)	1	5	6	0	0	0	12
Sabino	3	0	1	0	0	0	4
Safford (ISI)	0	0	9	3	0	0	12
Sahuaro (ISI)	4	1	5	0	0	0	10
Santa Rita (ISI)	5	1	1	0	0	0	7
Secrist (ISI)	6	2	5	0	0	2	15
THMS (ISI)	2	4	23	0	0	2	31
University	1	0	0	0	0	0	1
Utterback (ISI)	0	0	14	1	0	0	15
Vail (ISI)	1	4	4	0	0	0	9
Valencia (ISI)	2	0	9	3	0	0	14
All Schools	44	44	147	17	1	12	265
<i>Missing Data N=1</i>							

Table 6c. Number of students referred to DAEP by USP ethnicity and home school 2017-18							
<i>A student who participates more than once is counted each time s/he participates</i>							
Referring School	2017-18 USP Ethnicity						
	White	African American	Hispanic	Native American	Asian P/I	Multi-Racial	Total
Catalina (ISI)	1	2	2	0	0	0	5
Cholla (ISI)	2	2	9	1	0	0	14
Dietz (ISI)	1	0	0	0	0	1	2
Dodge	0	0	1	1	0	0	2
Doolen (ISI)	5	8	12	3	0	2	30
Fickett (ISI)	2	3	6	0	0	1	12
Gridley (ISI)	4	3	7	0	0	0	14
Magee (ISI)	3	1	6	0	0	0	10
Mansfeld (ISI)	0	0	1	0	0	0	1
McCorkle	0	0	2	0	0	0	2
Naylor (ISI)	1	1	4	0	0	1	7
Palo Verde (ISI)	2	4	2	0	0	0	8
Pistor (ISI)	0	0	9	1	0	0	10
PMORE	1	0	1	0	0	0	2
Pueblo (ISI)	0	4	21	0	0	2	27
Rincon (ISI)	1	2	3	0	0	0	6
Sabino	7	2	2	0	0	0	11
Safford (ISI)	0	1	4	1	0	0	6
Sahuaro (ISI)	6	4	8	0	1	0	19
Santa Rita (ISI)	8	0	6	1	0	0	15
Secrist (ISI)	6	9	12	0	0	3	30
TAP	0	0	1	0	0	0	1
THMS (ISI)	0	2	12	1	0	2	17
University	1	1	2	0	0	1	5
Utterback (ISI)	0	0	3	0	0	0	3
Vail (ISI)	4	1	5	0	1	0	11
Valencia (ISI)	0	1	6	4	0	0	11
All Schools	55	53	147	13	2	13	283
Missing Data N=3							

B. Number of assignments

- 2015-16:** 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.

- **2016-17:** Of the 266 students who were assigned to DAEP, 87% successfully completed DAEP and 13% did not. One student continued their DAEP enrollment into the 2017-18 school year before returning to their home school. Additionally, 23 students or 9% were enrolled more than once to the program in 2016-17. Of those students, 9 did not complete the program largely because they broke the behavior contract that marshaled the program, or to a lesser degree did not show up to participate, withdrew, or became incarcerated.
- **2017-18:** Of the 286 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 2018-19 school year before returning to their home school. Additionally, 45 students or 16% were enrolled more than once to the program in 2017-18. Of those students, 5 did not complete the program largely because they broke the behavior contract that marshaled the program, or to a lesser degree did not show up to participate, withdrew, or became incarcerated.

Reasons for not completing the program were varied and complex. For example, some reasons included: student breaking the behavior contract, parent withdrawing 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, some students must contend with significant challenges both inside and outside of school. Because of these challenges, the students were not able to complete the program.

C. Recidivism rates in discipline

Students enrolled in DAEP had repeated discipline incidences throughout the school year which included both in-school consequences and out-of-school suspensions. This data reveals that:

- **2015-16:** 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 two times.
- **2016-17:** More than half (58%) 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 26% 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 15% of students repeatedly got into trouble 5 or more times and attended DAEP one or two times.
- **2017-18:** More than half (54%) 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 37% 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 9% of students repeatedly got into trouble 5 or more times and attended DAEP one or two times.

This data suggests that students who completed DAEP in 2017-18 were less likely to be involved in 4 or more incidents when compared to the two prior years. Table 7a shows the distribution of the total discipline (in school and out of school) of individual students enrolled in DAEP:

Table 7a. Percent of students who had one or more discipline incident (both in-school consequences and out-of-school suspensions)			
Number of Incidents by Student	2015-16	2016-17	2017-18
1 Incident	27%	35%	27%
2 Incidents	19%	23%	27%
3 Incidents	12%	16%	26%
4 Incidents	17%	10%	11%
5 or more Incidents	25%	16%	9%

This data suggests that about half of students who attended DAEP were infrequent offenders who got in trouble once or twice during the school year and went on to attend DAEP at least one time. The other half of students had a longer discipline incident history which included both in-school and out-of-school consequences including DAEP. Additionally, incident and suspension data of the most frequent offending DAEP students with 4 or more incidents and/or suspensions decreased from 42% in 2015-16 to 26% in 2016-17 to 20% in 2017-18. This data suggests that involvement in DAEP may help to reduce the number of discipline incidents of repeated offenders.

D. Reasons for DAEP assignment

To be invited to participate in DAEP, a student needed 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/Information/Resources/Student-Guidelines>

- **2015-16:** 6% of enrolled students had level 3 violations (disorderly conduct), 67% had level 4 violations, and 27% had level 5 violations.
- **2016-17:** 9% of enrolled students had level 3 violations (disorderly conduct), 62% had level 4 violations, and 29% had level 5 violations.
- **2017-18:** <1% of enrolled students had level 3 violations (vandalism), 62% had level 4 violations, and 37% had level 5 violations.

Table 8 shows the type and distribution of infractions that students were involved in. The data indicates that over the last three years, aggression was the most common violation followed by marijuana use and to a lesser degree, other drug use.

Table 8. Number of students by infraction <i>*Infractions listed are not exhaustive but are the most common ones</i>						
Infraction*	2015-16		2016-17		2017-18	
	Count	Percent	Count	Percent	Count	Percent
Aggression	59	38%	92	35%	126	44%
Drugs	11	7%	59	22%	20	7%
Marijuana	43	27%	67	25%	77	27%
Sexual Misconduct	5	3%	10	4%	14	5%
Arson	5	3%	6	2%	3	1%
Theft	1	1%	6	2%	3	1%
Weapons	5	3%	6	2%	11	4%
Fire Alarm	2	1%	4	2%		
<i>Other or Missing</i>	26	17%	16	6%	32	11%

When the infractions were broken down by site, some patterns were revealed and were consistent from year to year. For example in 2015-16, Utterback had the greatest problem with aggression, 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 schools 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 in 2015-16 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. Please see Table 9a for a breakdown of the number of students in 2015-16 by infraction and school.

Table 9a. 2015-16 Number of Individual 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	2015-16 Infraction*								
	Agressi on	Drugs	Mariju ana	Sexual	Arson	Theft	Weapo ns	Alarm	Totals
Catalina	4	2	0	0	0	0	2	0	8
Cholla	0	1	6	0	0	0	0	0	7
Dietz	2	0	1	0	0	0	0	0	3
Doolen	3	0	3	0	2	0	0	0	8
Fickett	0	0	2	0	0	0	0	0	2
Gridley	1	0	0	0	0	0	0	0	1
Hollinger	1	0	0	0	0	0	0	0	1
Magee	1	0	2	0	1	0	0	0	4
Mansfeld	0	1	2	0	0	0	0	0	3
Maxwell	0	1	0	0	0	0	0	0	1
Palo Verde	3	0	9	0	1	1	1	0	15
Pistor	6	0	0	0	0	0	0	0	6
Pueblo	0	1	5	0	0	0	0	0	6
Rincon	2	1	1	0	0	0	1	0	5
Sabino	1	2	0	1	0	0	1	0	5
Safford	0	0	3	0	0	0	0	0	3
Sahuaro	0	1	1	1	0	0	0	1	4
Secrist	3	0	1	0	0	0	0	0	4
THMS	1	0	0	0	1	0	0	0	2
Utterback	16	1	3	3	0	0	0	0	23
Vail	7	0	1	0	0	0	0	0	8
Valencia	8	0	3	0	0	0	0	1	12
All Schls	59	11	43	5	5	1	5	2	131

In 2016-17, Doolen had the greatest problem with assaults, followed by Vail. Similar to last year, this data suggests that middle schools need additional PBIS and other positive discipline policies to mediate aggression. Again, similar to last year, drugs and marijuana appear to be more evident at the high school level such as Pueblo and Tucson High. Drugs showed an increase from 2015-16 at 7% to 22% in 2016-17.

Table 9b. 2016-17 Number of Individual Students by Infraction and Home School										
ISI in Bold and Italicized										
<i>*Infractions listed are not exhaustive but are the most common ones</i>										
Referring School	2016-17 Infraction*									
	Aggression	Drugs	Marijuana	Sexual	Arson	Theft	Weapons	Alarm	Other	Totals
<i>Catalina</i>	6	0	5	0	0	0	1	0	0	12
<i>Cholla</i>	3	3	3	2	0	0	1	1	0	13
<i>Doolen</i>	11	1	4	0	3	0	1	0	1	21
<i>Fickett</i>	4	1	3	0	0	0	0	0	0	8
<i>Gridley</i>	4	2	0	0	0	0	1	1	1	9
<i>Hollinger</i>	0	1	0	0	0	0	0	0	0	1
<i>Magee</i>	3	0	1	1	0	1	1	0	0	7
<i>Mansfeld</i>	3	0	1	0	1	0	0	0	0	5
<i>Naylor</i>	0	0	0	1	0	0	0	0	0	1
<i>Palo Verde</i>	6	9	7	0	0	0	0	0	0	22
<i>Pistor</i>	6	0	1	0	0	0	0	0	1	8
PMORE	0	1	0	0	0	0	0	0	0	1
<i>Pueblo</i>	2	10	11	1	0	1	0	0	3	28
<i>Rincon</i>	4	4	1	1	0	0	1	0	1	12
Sabino	1	2	0	0	0	0	0	0	1	4
<i>Safford</i>	6	2	0	0	0	1	0	0	3	12
<i>Sahuaro</i>	2	1	4	1	0	1	0	0	1	10
<i>Santa Rita</i>	4	2	0	0	0	0	0	1	0	7
<i>Secrist</i>	6	3	2	2	1	0	0	0	1	15
<i>THMS</i>	4	7	16	1	1	2	0	0	0	31
University	0	0	0	0	0	0	0	0	1	1
<i>Utterback</i>	3	5	5	0	0	0	0	0	2	15
<i>Vail</i>	8	0	0	0	0	0	0	1	0	9
<i>Valencia</i>	6	5	3	0	0	0	0	0	0	14
All Schools	92	59	67	10	6	6	6	4	16	266

In 2017-18, Doolen continued to have the greatest problem with assaults, followed by Secrist. Similar to the data for all three years, this data suggests that middle schools need additional PBIS and other positive discipline policies to mediate aggression. Again, similar to the last three years, drugs and marijuana appear to be more evident at the high school level such as Pueblo and Tucson High. This data suggests that student engagement in high interest in-school and after-school supports and intervention 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 9c for a breakdown of the number of students in 2016-17 by infraction and school.

Table 9c. 2017-18 Number of Individual Students by Infraction and Home School
ISI in Bold and Italicized

**Infractions listed are not exhaustive but are the most common ones*

Referring School	2017-18 Infraction*									
	Aggression	Drugs	Marijuana	Sexual	Arson	Theft	Weapons	Alarm	Other	Totals
<i>Catalina</i>	2	0	2	0	0	0	1	0	0	5
<i>Cholla</i>	6	0	3	1	0	0	0	1	1	12
<i>Dietz</i>	1	0	0	0	0	0	0	0	1	2
Dodge	1	0	1	0	0	0	0	0	0	2
<i>Doolen</i>	14	0	8	1	0	0	0	0	0	23
<i>Fickett</i>	1	0	3	0	0	0	0	2	3	9
<i>Gridley</i>	8	1	2	0	1	0	0	0	0	12
McCorkle	0	0	1	0	0	0	0	0	1	2
<i>Magee</i>	1	1	1	2	0	0	2	0	3	10
<i>Mansfeld</i>	0	0	0	0	0	0	0	1	0	1
<i>Naylor</i>	1	0	2	1	0	0	0	0	3	7
<i>Palo Verde</i>	3	0	1	0	1	0	0	0	0	5
<i>Pistor</i>	5	1	1	0	0	0	0	0	1	8
PMORE	0	1	0	0	0	0	0	0	0	1
<i>Pueblo</i>	0	4	13	1	0	1	2	0	3	24
<i>Rincon</i>	2	0	1	1	0	0	1	0	0	5
Sabino	1	0	7	0	0	0	0	0	1	9
<i>Safford</i>	1	0	4	0	0	0	0	1	0	6
<i>Sahuaro</i>	3	2	6	0	0	0	4	1	1	17
<i>Santa Rita</i>	6	3	4	0	0	0	0	0	1	14
<i>Secrist</i>	12	2	5	5	0	0	0	0	0	24
TAP	0	0	0	0	0	0	0	0	1	1
<i>THMS</i>	3	1	8	0	0	0	1	0	2	15
University	0	1	3	1	0	0	0	0	0	5
<i>Utterback</i>	1	1	1	0	0	0	0	0	0	3
<i>Vail</i>	5	0	1	1	0	0	0	0	2	9
<i>Valencia</i>	3	2	4	0	0	0	0	0	1	10
All Schools	80	20	82	14	2	1	11	6	25	241

When the infractions were broken out by ethnicity, all subgroups were represented in aggression and marijuana categories with the exception of Asian-Pacific Islander students across the last three years. This data shows that students across ethnicities were committing similar level 4 and level 5 violation infractions. Please see Table 10a (2015-16), Table 10b (2016-17), and Table 10c (2017-18) for a view of the number of student by infraction and ethnicity.

Table 10a. 2015-16 Number of Individual Students by Infraction and USP Ethnicity									
<i>*Infractions listed are not exhaustive</i>									
USP Ethnicity	2015-16 Infraction*								
	Aggression	Drugs	Marijuana	Sexual	Arson	Theft	Weapons	Alarm	Totals
White	7	1	10	1	0	0	2	0	21
	34%	5%	48%	5%	0%	0%	10%	0%	
Afr. Am	9	2	3	1	1	1	0	0	17
	53%	12%	18%	6%	6%	6%	0%	0%	
Hispanic	34	8	24	3	2	0	3	2	76
	45%	11%	32%	4%	3%	0%	4%	3%	
Nat. Am.	5	0	5	0	0	0	0	0	10
	50%	0%	50%	0%	0%	0%	0%	0%	
Asian-PI	0	0	0	0	1	0	0	0	1
	0%	0%	0%	0%	100%	0%	0%	0%	
MultiR	4	0	1	0	1	0	0	0	6
	67%	0%	17%	0%	17%	0%	0%	0%	
All	59	11	43	5	5	1	5	2	131

Table 10b. 2016-17 Number of Individual Students by Infraction and USP Ethnicity										
<i>*Infractions listed are not exhaustive</i>										
USP Ethnicity	2016-17 Infraction*									
	Aggression	Drugs	Marijuana	Sexual	Arson	Theft	Weapons	Alarm	Other	Totals
White	16	6	12	2	0	0	1	2	5	44
	36%	14%	27%	5%	0%	0%	2%	5%	11%	
Afr. Am	21	9	2	2	0	4	3	1	2	44
	48%	20%	5%	5%	0%	9%	7%	2%	5%	
Hispanic	43	39	44	6	4	2	2	1	3	147
	29%	27%	30%	4%	3%	1%	0%	1%	4%	
Nat. Am.	4	4	5	0	1	0	0	0	3	17
	24%	24%	29%	0%	5%	0%	0%	0%	18%	
Asian-PI	1	0	0	0	0	0	0	0	0	1
	100%	0%	0%	0%	0%	0%	0%	0%	0%	
MultiR	7	1	3	0	1	0	0	0	0	12
	58%	8%	25%	0%	8%	0%	0%	0%	0%	
All	92	59	66	10	6	6	6	4	16	265

Table 10c. 2017-18 Number of Individual Students by Infraction and USP Ethnicity										
<i>*Infractions listed are not exhaustive</i>										
USP Ethnicity	2017-18 Infraction*									
	Aggres sion	Drugs	Mariju ana	Sexual	Arson	Theft	Weapo ns	Alarm	Other	Totals
White	12	7	17	1	1	0	2	1	5	46
	26%	15%	37%	2%	2%	0%	4%	2%	11%	
Afr. Am	17	1	12	5	0	0	2	0	5	42
	40%	2%	29%	12%	0%	0%	5%	0%	12%	
Hispanic	41	8	47	6	1	1	7	5	13	129
	32%	6%	36%	5%	1%	1%	5%	4%	10%	
Nat. Am.	6	2	4	0	0	0	0	0	0	12
	50%	17%	33%	0%	0%	0%	0%	0%	0%	
Asian-PI	1	0	0	1	0	0	0	0	0	2
	50%	0%	0%	50%	0%	0%	0%	0%	0%	
MultiR	3	2	2	1	0	0	0	0	2	10
	30%	20%	20%	10%	0%	0%	0%	0%	20%	
All	80	20	82	14	2	1	11	6	25	241

E. Attendance rates

Table 11 shows that the attendance rate across the different DAEP campuses.

- 2015-16:** Attendance rates were 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.
- 2016-17:** Attendance rates showed more variability ranging from 79.67% (Magee) to 84.09% (Project MORE). Nonetheless, attendance improved this year with about a 5% increase. A possible reason for the increase in attendance might be the introduction of a new program called Higher Ground, a program that provided skills to students through engaging social-emotional learning activities.

- **2017-18:** Attendance rates have steadily improved each year. This year showed variability ranging from 78.85% (Southwest Alternative High School) to 89.19% (Southwest Alternative Middle School). Nonetheless, attendance improved this year with almost a 2% increase from the year prior and 6% increase over the last three years. Higher Ground, a program that provides skills to students through engaging social-emotional learning activities was offered again in 2017-18 and it continued to be a desired activity for many DAEP students.

Table 11. Attendance Rates by DAEP site						
DAEP Site	2015-16 Attendance		2016-17 Attendance		2017-18 Attendance	
	Means	N	Means	N	Means	N
Doolen	78.79%	28	80.31%	13	84.43%	51
Magee	78.52%	31	79.67%	64	86.79%	71
Project MORE	78.40%	53	84.09%	138	82.84%	82
SW Alt MS	76.91%	34	81.86%	44	89.19%	27
SW Alt HS					78.85%	40
All Sites	78.15%	146	82.43%	259	84.22%	271

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 5th 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 number of students who did not attend regularly during their final week of DAEP enrollment, the matched results represented a little more than half of participants each year:

- **2015-16:** 62% of students in ELA and 57% of students in math had pre-post results
- **2016-17:** 49% of students in ELA and 49% of students in math had pre-post results
- **2017-18:** 41% of students in ELA and 40% of students in math had pre-post results

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 4th quarter year-end on-line assessment in ELA and math as the pre-post assessment for all grades in the spring 2016 and into 2016-17. The results were:

- **2015-16:** 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 with an average increase of 6 questions from pre to post test. Please see Table 12a for the mean pre and post test score for ELA by DAEP site.

Table 12a. 2015-16 DAEP Pretest – Posttest results by site for ELA (matched students)						
DAEP Site	ELA Pre-test		ELA Post-test		ELA Gain	
	Means	N	Means	N	Means	N
Doolen	54.24	21	60.48	21	6.238	21
Magee	73.16	19	74.00	19	.842	19
Project MORE	67.80	30	66.90	30	-.900	30
SW Alt MS	75.86	28	76.07	28	.214	28
All Sites	68.23	98	69.52	98	1.286	98

- **2016-17:** Matched results from DAEP's end of quarter on-line assessment in ELA assessments showed that DAEP students did demonstrate measurable change in their pre-post test scores at Magee, Project MORE, and Southwest Alternative Middle School. Also at the Magee site, students exhibited a significant gain with an average increase of 19 questions from pre to post test. Please see Table 12b for the mean pre and post test score for ELA by DAEP site.

Table 12b. 2016-17 DAEP Pretest – Posttest results by site for ELA (matched students)						
DAEP Site	ELA Pre test		ELA Post test		ELA Gain	
	Means	N	Means	N	Means	N
Doolen	15.60	1		0		0
Magee	30.43	46	50.78	41	19.38	41
Project MORE	34.84	112	40.97	73	5.63	72
SW Alt MS	23.49	28	30.81	18	6.27	18
All Sites	31.95	187	42.63	132	10.02	131

- **2017-18:** Matched results from the DAEP's end of quarter assessment in ELA assessments showed that DAEP students did demonstrate measurable change in their pre-post test scores at Doolen, Magee, Project MORE, and Southwest Alternative Middle School. The only school that did not show an increase was Southwest Alternative High School. Also at the Magee site, students exhibited a significant gain with an average increase of 23 questions from pre to post test. Please see Table 12c for the mean pre and post test score for ELA by DAEP site.

Table 12c. 2017-18 DAEP Pretest – Posttest results by site for ELA (matched students)

DAEP Site	ELA Pre test		ELA Post test		ELA Gain	
	Means	N	Means	N	Means	N
Doolen	30.33%	15	36.33%	15	6.00%	15
Magee	30.58%	32	51.82%	32	22.53%	32
Project MORE	41.07%	42	51.67%	42	10.60%	42
SW Alt MS	25.00%	6	29.17%	6	5.00%	6
SW Alt HS	37.43%	21	35.14%	21	-2.29%	21
All Sites	35.00%	116	45.62%	116	10.67%	116

2015-16: In math, the matched gains were more substantial than in ELA. All sites except Southwest Alternative Middle School showed significant gains 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 impressive with about a 9 point increase.

Table 13a. 2015-16 DAEP Pretest – Posttest results by site for Math (matched students)

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

2016-17: In math, the matched gains were equivalent to ELA. At Southwest Alternative Middle School students gained about 7 points, at Project MORE students showed about a 3 point increase, and at Magee, an impressive gain of about 22 points was achieved.

Table 13b. 2016-17 DAEP Pretest – Posttest results by site for Math (matched students)

DAEP Site	Math Pre test		Math Post test		Math Gain	
	Means	N	Means	N	Means	N
Doolen	21.90	1		0		0
Magee	26.78	46	48.56	40	21.87	40
Project MORE	22.07	106	25.77	72	2.95	68
SW Alt MS	23.66	31	30.12	22	6.52	22
All Sites	23.51	184	33.28	134	9.38	130

2017-18: In math, the matched gains were equivalent to ELA. At Southwest Alternative Middle School students gained about 17 points, at Project MORE students showed about a 6 point increase, and at Magee, similar to last year, an impressive gain of about 25 points was achieved.

Table 13c. 2017-18 DAEP Pretest – Posttest results by site for Math (matched students)						
DAEP Site	Math Pre test		Math Post test		Math Gain	
	Means	N	Means	N	Means	N
Doolen	24.00%	13	23.08%	13	-0.38%	13
Magee	29.97%	32	53.79%	32	24.88%	32
Project MORE	28.05%	41	33.69%	41	5.73%	41
SW Alt MS	27.22%	8	42.50%	8	16.88%	8
SW Alt HS	25.25%	20	25.48%	20	0.50	20
All Sites	27.51%	114	37.31%	114	10.27%	114

This academic pre-post data is evidence that students who completed DAEP demonstrated tangible gains in math and ELA, especially after the data collection was streamlined through the use of quarterly benchmarks. Benchmark gains were higher in general throughout the program in 2017-18 than the prior years with Magee showing the greatest increase in academic proficiency. The incremental improvement each year indicates that the DAEP program has refined its processes and protocols in targeted academic support to students. The model of small structured academic environments appears to have had a beneficial academic impact on DAEP students.

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.

- **2015-16:** The results from this assessment were slight and showed only a gain or loss of about a point at all sites except for Magee that showed a reduced perception of control. Project MORE and Doolen were the only two program sites that displayed a small increase in an internal locus of control. Please see Table 14a for a summary by DAEP site of the pre-post test results.

Table 14a. 2015-16 DAEP Pretest – Posttest results by site for SEL (matched students)						
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 MORE	69.37	40	69.23	40	-.150	40
SW Alt MS	64.54	26	65.62	26	1.077	26
Doolen	62.27	22	62.09	22	-.182	22
All Sites	65.08	106	65.89	106	.802	106

- 2016-17:** The results from this assessment were slight and showed only a gain or loss of about a point at all sites except for Magee that showed a reduced perception of control. These results are similar to 2015-16. Southwest Alternative Middle School was the only program site that displayed an increase in an internal locus of control in the last two years. Please see Table 14b for a summary by DAEP site of the pre-post test results.

Table 14b. 2016-17 DAEP Pretest – Posttest results by site for SEL (matched students)						
DAEP Site	SEL Pre test		SEL Post test		SEL Gain	
	Means	N	Means	N	Means	N
Magee	61.27	48	64.38	44	4.30	44
Project MORE	66.55	119	69.37	79	1.09	78
SW Alt MS	45.83	9	39.58	6	-5.00	6
Doolen	59.81	13	65.50	5	-.50	5
All Sites	63.76	189	66.25	134	1.82	133

- 2017-18:** The results from this assessment were negative and showed only a loss of about 4 points at all sites. Magee showed strong feelings of reduced perception of control with a loss of almost 7 points. Please see Table 14c for a summary by DAEP site of the pre-post test results.

Table 14c. 2017-18 DAEP Pretest – Posttest results by site for SEL (matched students)						
DAEP Site	SEL Pre test		SEL Post test		SEL Gain	
	Means	N	Means	N	Means	N
Doolen	40.60	15	35.33	15	-0.69	15
Magee	36.22	37	28.46	37	-6.58	37
Project MORE	34.00	42	31.93	42	-0.29	42
SW Alt MS	30.44	9	28.56	9	-2.83	9
SW Alt HS	33.10	21	23.24	21	-7.84	21
All Sites	35.05	125	29.59	125	-3.74	125

One reason that this data has consistently shown inconclusive or negative results may be that DAEP enrollment is not long enough in duration to alter a student's state of mind. Other reasons may be that students actually do not have much control over their lives at this juncture. New to 2017-18, the days that students spend waiting for a hearing are now counted as part of the overall suspension time. This change to the program structure effectively reduces the number of days that many students participate in DAEP. The SEL survey may no longer be relevant to the shortened services provided by DAEP. The Grit Survey administered by Higher Ground will replace the SEL altogether in 2018-19.

H. Higher Ground's Grit Survey and Behavioral Self-Assessment Survey

Higher Ground administered two pre-post surveys each semester, a Grit Survey and a behavioral self-assessment survey. The Grit survey is based on research by Dr. Angela Lee Duckworth and measures perceptions of success. The behavioral self-assessment survey (source: Goldstein et al, 1980. Skill Streaming the Adolescent) assesses interpersonal conflict and self-control.

Higher Ground provided 32 sessions at Magee and Southwest, 15 sessions at Doolen and 29 sessions at Project More during the fall semester. Of the 81 students who participated in DAEP with an exit date of 12/19/17 or before, 45 students participated. Students did not participate because they either left the program or were not enrolled long enough to complete the program (N=36). Results from the survey revealed that:

- 53% improved grit score
- 60% improved their behavioral self-assessment scores
- 98% attended a minimum of 4 sessions

Higher Ground provided 35 sessions at Magee and Southwest, 32 sessions at Doolen and Project More during the spring semester. Of the 177 students who participated in DAEP with an exit date of 5/18/18 or before, 99 students participated. Students did not participate because they either left the program or were not enrolled long enough to complete the program (N=78). Results from the survey revealed that:

- 51% improved grit score
- 58% improved their behavioral self-assessment scores
- 100% attended a minimum of 4 sessions

Higher Ground supported students to reflect and to write about their own behaviors and decision-making. For example, Higher Ground modeled how behaviors can be replaced by thinking about actions before acting. Students reported that strategies such as walking away, talking to a trusted adult or finding an outlet like art and sports (Judo/basketball) are positive alternatives. As one student stated after being involved in the program, 'I have [become] more of a critical thinker and I have been thinking more rationally, but it's hard'.

I. DAEP Student Survey Results

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, 110 students in 2016-17 and 110 in 2017-18. 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 consistent results over the last three years. When students were asked, if they did not have the option to enroll in DAEP, what would they do; the majority stated that they would just hang out at home or with friends (2015-16 = 82%, 2016-17 = 84%, 2017-18 = 82%). The remaining students would leave the district altogether either to a charter school (2015-16 = 16%, 2016-17 = 15%, 2017-18 = 16%) or simply drop out of school (2015-16 = 2%, 2016-17 = 1%, 2017-18 = 4%). 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% in 2015-16, 70% in 2016-17, and 71% in 2017-18 of students agreed that they found their experience in DAEP to be either satisfying or outstanding. The remaining 16%, 30%, and 29% respectively were more ambivalent about their experiences, with their responses ranging from somewhat satisfied to unsatisfied.

When asked about the program, students appreciated most the respect from the staff (2015-16 = 84%, 2016-17 = 72%, 2017-18 = 61%), the small class sizes (2015-16 = 83%, 2016-17 = 83%, 2017-18 = 73%), and the information about college and career options/guest speakers (2015-16 = 80%, 2016-17 = 45%, 2017-18 = 57%). 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.

Student responses were mixed about enrolling in a transition program before returning their home school. About half of students in 2015-16 (54%) and more than two-thirds in 2016-17 (67%) and 2017-18 (73%) felt ready to go back to their home school and their old routines. The remaining students (2015-16 = 46%, 2016-17 = 33%, 2017-18 = 27%) were open to the idea because they felt successful in DAEP with the smaller class sizes and responsive teachers. Finally, the majority of students (2015-16 = 86%, 2016-17 = 66%, 2017-18 = 85%) felt that their experiences in DAEP would help them avoid further suspensions.

Discussion

Students are reassigned to DAEP for 20, 30, or 45 days. About half of the enrolled students (N=77 in 2015-16, N=121 in 2016-17 and N=160 in 2018-19) were most likely arrested because they committed Level 4 and 5 offenses including drug use, sexual offenses, aggravated assault, etc. 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 results of data from the DAEP evaluation over the last three years has been very consistent even though program referrals showed a 59% increase between the first and third year of operation. This increase was, in large part, because all the school levels (K-8, middle, and high) referred more students. The higher number of referrals may have been influenced by a district wide effort over the last two years to address the frequency of fighting. That DAEP maintained the high level of student attendance and completion rates with the increased participation suggests that the model is successful as an alternative to suspension. The results of data have demonstrated that the profile of students who attended DAEP, the services they received, and the benefits of participation were very similar from 2015-16 to 2017-18.

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.

Despite these challenges, the majority of students complete their DAEP assignment. Of the 157 students who enrolled in DAEP in 2015-16, 89% successfully completed the program and the rest either terminated early (10%) or became continuing students (1%) into the 2016-17 school year. In 2016-17, DAEP expanded its program to 266 participants. Of those students, 87% successfully completed DAEP and 13% did not. One student continued their DAEP enrollment into the 2017-18 school year before returning to their home school. In 2017-18, DAEP expanded its program again to 286 participants. Of those students, 89% successfully completed DAEP and 10% did not. Two students (or 1%) will continue their DAEP enrollment into the 2018-19 school year. Additionally, 45 students or 16% were enrolled more than once to the program in 2017-18. Of those students, 5 did not complete the program largely because they broke the behavior contract that marshaled the program, or to a lesser degree did not show up to participate, withdrew, or became incarcerated.

This data underscores that students were invested in completing the program to be able to return to their home school as smoothly as possible. Student demographics from DAEP included:

- Ethnicity:** The USP ethnic breakdown of students enrolled in DAEP revealed that African American students were consistently over-represented and increasing each year (14% in 2015-16, 17% in 2016-17, and 19% in 2017-18) when compared to the District's overall ethnic distribution (9%). Conversely, Hispanic students were under-represented and decreasing each year (59% in 2015-

16, 55% in 2016-17, and 52% in 2017-18) when compared to the District's overall ethnic distribution (62%). The other ethnic groups were representational of the larger District average.

- **Attendance:** The average attendance rate in the program was about 78.15% in 2015-16, 82.43% in 2016-17, and 84.22% in 2017-18 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 largely inconclusive results from pre to post-test each year. 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 is able to offer.
- **Grade Levels:**
 - Middle School: Aggression (assault, disorderly conduct) was the most common violation over the last three years. 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.
 - High Schools: Drugs and marijuana were the most common violation over the last three years 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 in 2015-16. During 2016-17 and 2017-18, students who were classified as ExEd, had a 504 plan, or were English Language Learners decreased to about a quarter (23% and 25%, respectively) of the participants. Without enrollment into DAEP, these students would not have received the school-based services that they and their families rely upon.
- **ELA and Math Pre-Post Assessment Results:** Assessment protocol was formalized in 2016-17 by using grade level comprehensive year-end on-line district benchmark assessment as a pre-post-test. In 2017-18, these assessments were further refined to reflect quarterly academic priorities. Results indicated that students showed measurable growth in both ELA and math. This growth serves as evidence that students were supported academically in ELA and math during their time at DAEP, especially at the middle school level. Thus, the model of small structured academic environments has had a beneficial academic impact on DAEP students, especially in the last two years.

Students enrolled in DAEP fell into 3 broad categories in terms of their discipline history across the last three years: (1) about half of students got in trouble just once or twice at their home school, attended DAEP and completed the year without any further discipline incidents; (2) about a quarter 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 possibility being referred to DAEP more than once; and (3) the remaining students repeatedly got into trouble 5 or more times and attended DAEP one or two times. Additionally, when the three years are compared, incident and suspension data of DAEP students in 2017-18 showed almost a 22% overall reduction among students with 4 or more incidents and/or suspensions.

In summary, despite the challenges of unfilled certified teacher vacancies and the turnover of the Behavior Intervention Monitors each year, 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 (2015-16 = 86%, 2016-17 = 66%, 2017-18 = 85%) concurred that their experience in DAEP will also help them avoid further suspensions. Academically, the students who completed the program showed growth, especially in middle school (Magee). The smaller learning environments with more individualized attention appear to have improved their learning capabilities. Over the last three years, about a third of students (2015-16 = 46%, 2016-17 = 33%, 2017-18 = 27%) 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

These recommendations were initially provided in the 2015-16 report and are still relevant to the 2017-18 report. Small inroads have been made in areas such as synchronizing data and alignment to TUSD's infrastructure, but are not complete enough to be removed from this list. The remaining recommendations call for increased resources, planning, training for DAEP and a more structured system of support for DAEP students.

Staffing: Certified Teachers and BIMs: 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.

Alignment to TUSD's infrastructure: In the past three years, most infrastructure issues have been resolved. Addressing academic articulation and grading will be the focus during the 2018-19 school year.

Professional Development: PD for all staff in DAEP should reflect the specific needs of the student population. Funded differentiated professional development is recommended during the summer months to prepare DAEP staff for the upcoming school year.

DAEP data in Synergy: Create a flag system within Synergy to facility district departments' abilities to analyze short term and longitudinal trends regarding DAEP students.

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% in 2015-16, 82.43% in 2016-17, and 84.22% in 2017-18 which is translated into program attendance ranging between 16 to 35 days. Using longer term measures such as increased attendance rates, increased performance on the standardized test, increased graduation rates, or decreased drop-out rates may not be appropriate to assess DAEP's impact.

Remove surveys from the evaluation that are not designed to measure behavioral change within a short time period: The Social-Emotional Learning Survey does not appear to be sensitive enough to show change within a time period of about 16 to 35 days. The survey measure changes in a sense of control, self-efficacy, and persistence among other factors. These perspectives may be habitual and resistant to rapid changes. Similar to the recommendation above, student surveys used for DAEP may need to be more attitudinal or knowledge based rather than longer term behaviors.

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. Schools should be highly encouraged to assist Higher Ground with follow up and check-in processes for students who have transitioned from DAEP back to their respective school. Returning students should be included in their schools MTSS processes.

Training of DAEP services to TUSD personnel: Training school personnel regarding DAEP services at the beginning of each school year needs to be prioritized and provided on a continual bases. Training will impact the speed at which referrals and parent orientations are processed. Training and collaboration with MTSS (Multi-Tier System of Supports) Facilitators at the schools need to be emphasized to align academic articulation efforts of DAEP students.

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. Twice per week SEL focused curriculum provided by Higher Ground. 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, MTSS Facilitator, 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 is provided by Higher Ground who visit each site twice per week to deliver their curriculum and emphasize their key concepts of Honor and Respect. These concepts incorporate the CASEL competencies of Self-Awareness and Self-Management. The focus on these two competencies is to develop young people's abilities to be self-aware, to handle both positive and challenging emotions, and to develop the capacity to take action, sustain motivation, and persevere through challenges and work toward an identified goal.

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:** _____



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. **Search Policy.** As per TUSD Policy, searches occur only if there is reasonable suspicion to believe that the student is under the influence of an unknown substance or that he/she may have something they should not have. Searches by the program Director 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? |

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| 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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