

## A. Washington County Department of Juvenile Justice Services

The SS/HS project funded two Juvenile Officers through the Washington County Juvenile Office beginning in March 2006. As of July 1, 2008 these positions are funded by the Washington County Juvenile Office and not the grant project. The two officers were active in a number of important ways. Each officer has taken a role with two high schools and two middle schools. Officers monitor juveniles on probation, assist with transitioning OYA youth back to the community, intervene with students of concern referred by school staff. One of the Juvenile Officers assisted with the development of CARE teams and shared this model with other schools. An officer also worked extensively on the Attendance Improvement sub-committee and on developing the Western Washington County Gang Intervention Team. Participation in the multi-disciplinary teams allowed Juvenile Officers to form partnerships with Mental Health Care Coordinators, School Resource Officers, and school staff.

In addition to work on partnerships and policy development, each Juvenile Officer had a specific student caseload. The Juvenile Officers caseload can be divided into three types of cases: 1) students within the Juvenile Justice system, 2) students referred by school staff or Hillsboro Police Department for truancy/violence reduction services, and 3) students receiving group skills training. Students referred by school personnel were identified as the Juvenile Officers developed relationships with school administrators. Through the SS/HS grant the Juvenile Office opened up its programs to students who are not within the Juvenile Office system, allowing their resources to be utilized by students before they committed an offense. This change allowed the Juvenile Officers to offer previously unavailable resources to students at risk of future offenses.

### Juvenile Officers: # of Students Served

Juvenile Officer caseloads were tracked in 2006-07 and 2007-08. The following table illustrates the cases by category of service. The two Juvenile Officers served 168 students during the 2006-07 school year and 239 students during the 2007-08 school year. Of these students, the majority were students outside of the Juvenile Justice system referred to the Juvenile Officers by school staff. The number of students within the Juvenile Justice system remained similar between the two school years.

Juvenile Officers also served 17 students with two Social Responsibility Training (SRT) groups at Brown Middle School and Century High School during the 2007-08 school year, and nine students in two groups during the summer of 2008. The officers continued facilitating SRT groups in 2008-09.

Table 2-1. Juvenile Officers Services Provided: 2006-07 and 2007-08 School-Year

Type of Juvenile Officer case	Total # in 06-07	Total # in 07-08
Students within the Juvenile Justice system	33	34
Students served who were referred by school staff or Hillsboro Police Department for truancy/violence reduction services	129	179
Students receiving group skills training (MRT)	6	0
Students participating in SRT groups	0	26
<b>TOTAL</b>	168 <sup>1</sup> students	239 <sup>2</sup>

<sup>1</sup> Numbers reflect duplicate students served across categories and years

<sup>2</sup> ibid

### Juvenile Officers: Student Outcomes

Each client within the Juvenile Justice system participates in a risk assessment approximately every six months, or at their exit from the system. Forty five students took part in two assessment screenings during the 2006-07 and 2007-08 school years. Of these 45 students, twenty-one improved at least one risk level, eighteen stayed the same, and six increased their risk level. The following table shows the frequency of low, medium, and high risk levels at the first and second assessments. The percentage of students with a “low” risk level increased from 16% at the first assessment to 40% at the second assessment.

Table 2-2. Juvenile Justice risk assessment results

Risk Level	% (#) of students at first risk assessment	% (#) of students at second risk assessment
LOW	15.6% (7)	40.0% (18)
MEDIUM	42.2% (19)	31.1% (14)
HIGH	42.2% (19)	28.9% (13)

### B. PLATO credit recovery system

During 2006-7 the Attendance teams at both Century and Glencoe identified the needs for alternative education resources for students with truancy issues. They requested that the SS/HS grant fund a trial set of PLATO licenses for the spring of 2007. PLATO is an online learning community that offers credit recovery and remedial education that is in line with state and national standards. The grant funded 15 licenses at both sites during the spring of 2007. The district approved funding for licenses for all five high schools and an FTE to support the credit recovery/remediation work in 2007-8. All five high schools used the program in 2007-08 and continued to use it in 2008-09. The program is being implemented at varying levels at the five sites.

The PLATO credit recovery system was used by 443 students in 2007-08 and 915 students in 2008-09. In 2007-08 PLATO students earned 449 credits in 2007-08 and 776 credits in 2008-09. Eighty four percent (84%) of all students participating in credit recovery programs were PLATO users in 2008-09.

### C. Social Responsibility Training

Social Responsibility Therapy (SRT) was written into the grant as part of the truancy intervention. SRT is a group intervention model designed to support high risk students in setting personal goals and reaching them. SRT was offered on a very limited basis at one high school and one middle school. Two summer SRT classes were offered in 2008, and the program expanded for the 2008-09 school year to include all four high schools. Twelve district employees and Washington County Juvenile Department staff attended an SRT training in August 2008. A second training was conducted in January 2009 and a third occurred in August 2009 (see training report for details).

#### SRT: Number of Students Served

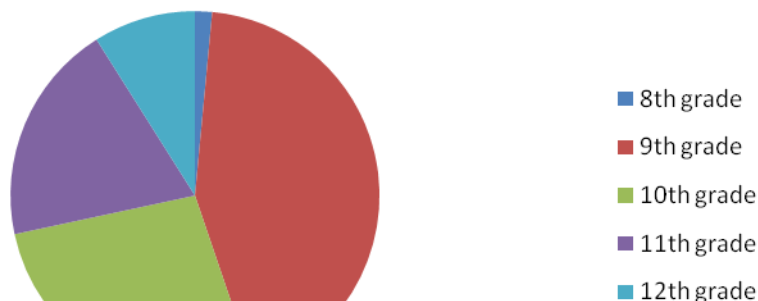
Almost one hundred students participated in SRT during the past two school years: 17 students participated in four SRT groups during the 2007-08 school year, 9 students participated in two summer groups, and 70 students participated in groups during the 2008-09 school year. The following table shows the number of students participating in SRT at each school during 2008-09.

Table 2-18. 2008-09 SRT Participation

School	# of Students 2008-09
Century HS	23
Glencoe HS	21
Liberty HS	16
Hillsboro HS	9
Evergreen MS	1
<b>TOTAL</b>	<b>70</b>

Almost half of all 2008-09 SRT participants were 9<sup>th</sup> graders and about one quarter of participants were in 10<sup>th</sup> grade. The remaining participants were in 11<sup>th</sup> or 12<sup>th</sup> grade, except for one 8<sup>th</sup> grader. Slightly more than half of the 2008-09 SRT participants were male (56%), and two thirds were Hispanic/Latino (66%). White SRT participants comprised 24% of total participants, and the remaining 10% of participants were other race/ethnicities.

Figure 2-5. 2008-09 SRT Participants by Grade



The majority of participants (58%) were referred to SRT by a school administrator. The remaining participants were referred by the Washington County Juvenile Department (12%), themselves (self-referred) (11%), more than one source (11%), their previous school (6%), or another source (3%)+.

The most common student behavioral issues noted at the time of the initial referral were “Not following school rules” and “Truancy.” The following table shows the frequency of each behavior at the time of the initial referral. More than one behavioral issue was noted in 94% of all cases, and four or more issues were noted in 49% of all cases.

Table 2-19. 2008-09 Behavioral Issues at Referral

Student Behavioral Issue	% of students at initial referral (n)
Not following school rules	65.2% (45)
Truancy	65.2% (45)
Lateness	59.4% (41)
Aggressive Behavior	44.9% (31)
Anger	40.6% (28)
Alcohol or drug use problem	23.2% (16)
Emotional or mental health problem	15.9% (11)
Gang involvement	13.0% (9)
Family issues	11.6% (8)

**SRT: Student Outcomes**

SRT coaches were asked to complete several data points about each participant, including an initial data sheet, an initial coach rating survey, a follow-up coach rating survey, and an end-of-semester/post data sheet. Students were also asked to complete a pre- and post- survey.

A pre- and post- coach survey was received for 35 students. The coach survey included ten items related to the student’s plans and motivation to change their behaviors. Coaches were asked to rate each item from 1 to 10, with 1 being “Very little” and 10 was “Very much.” The following table summarizes the mean for each item in the pre- and post-surveys. Positive change was seen in all ten items, and the changes were statistically significant for nine of the ten items. The most dramatic improvement was seen for the item “Student is developing a positive support system.”

Table 2-20. SRT Coach Rating Results

Item (1=very little, 10=very much)	Pre-Survey Mean	Post-Survey Mean	Change in Mean
Student is developing a positive support system.	4.71	6.51	1.80*
Student takes constructive action to change.	4.38	6.15	1.77*
Student follows the rules of the School and Society.	4.43	6.11	1.69*
Student takes responsibility for his/her situation.	4.37	5.91	1.54*
Student shows positive social attitudes.	5.09	6.60	1.51*
Student maintains abstinence from alcohol/drug use.	4.44	5.94	1.50*
Student displays regret for past negative choices.	5.17	6.60	1.43*
Student participates constructively in assigned activities.	4.43	5.83	1.40*
Student makes realistic plans for the future.	4.97	6.23	1.26*
Student expresses motivation to change.	6.58	7.12	0.55

\*Indicates significant change between the pre- and post-surveys.

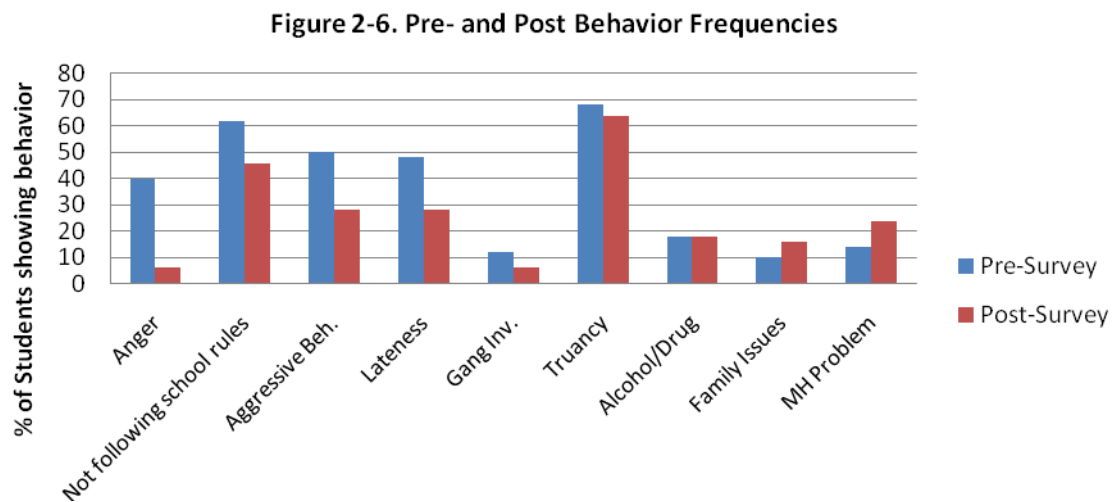
A pre- and post- data sheet was received for 50 students. Each of these data sheets contain a list of student behavioral issues that the coach is asked to check if present. At the time of the initial referral four or more issues were listed in 52% of the 50 matched cases. On the post-survey, 17% of the same students had four or more issues listed as problems. The following table shows the frequency of each behavior at pre- and post- for the 50 students with a matched data set. The means changed significantly between the pre- and post- survey for four behaviors. The most dramatic improvement was with the issue of anger: the % of students identified as having anger issues decreased from 44% at the pre-survey to 13% at the post-survey.

Table 2-21. Behavioral Issues at Referral and Post-Survey

Student Behavioral Issue	% of students at PRE	% of students at POST	+/-Change
Anger*	40.0% (20)	6.0% (3)	-34%
Not following school rules*	62.0% (31)	46.0% (23)	-16%
Aggressive Behavior*	50.0% (25)	28.0% (14)	-12%
Lateness*	48.0% (24)	28.0% (14)	-20%
Gang involvement	12.0% (6)	6.0% (3)	-6%
Truancy	68.0% (34)	64.0% (32)	-4%
Alcohol or drug use problem	18.0% (9)	18.0% (9)	Same
Family issues	10.0% (5)	16.0% (8)	+6%
Emotional or mental health problem	14.0% (7)	24.0% (12)	+10%

\*Indicates a significant change in the mean from pre-survey to post-survey

The following figure shows the change in the frequency of each behavior between the pre- and post-data sheets.



### SRT Facilitator Survey

Two SRT facilitators, both at Liberty High School, took part in on-line survey for SRT facilitators. Both respondents agreed that “SRT is an effective program for the students it serves,” that “I was adequately trained to facilitate SRT,” and “We should continue to use SRT at this school.” When asked about the greatest strength of the SRT program, respondents answered “It helps to connect with High Risk Students” and “It facilitates a students' ability to examine their behaviors allowing them to work on their weakness and build on their strengths.” When asked what could be improved about the implementation of the SRT program at their school, respondents commented “Since we only work with the students for one semester, there should be some kind of year long follow up. These kids are very high risk and easily slip back into old behaviors” and “Both a girls and boys group could be offered and multiple staff trained to run SRT would be of great benefit.” One respondent also made a general comment about the program: “It is my hope SRT continues to stay a part of the curriculum because although it targets a relatively small section of the student body population its effect permeates into all areas of the school as well as community.”

### Social Responsibility Training

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A pre- and post- coach survey was received for 35 students. The coach survey included ten items related to the student’s plans and motivation to change their behaviors. Coaches were asked to rate each item

from 1 to 10, with 1 being “Very little” and 10 was “Very much.” The following table summarizes the mean for each item in the pre- and post-surveys. **Positive change was seen in all ten items, and the changes were statistically significant for nine of the ten items. The most dramatic improvement was seen for the item “Student is developing a positive support system.”**

Table 2-39. SRT Coach Rating Results

Item (1=very little, 10=very much)	Pre-Survey Mean	Post-Survey Mean	Change in Mean
Student is developing a positive support system.	4.71	6.51	1.80*
Student takes constructive action to change.	4.38	6.15	1.77*
Student follows the rules of the School and Society.	4.43	6.11	1.69*
Student takes responsibility for his/her situation.	4.37	5.91	1.54*
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Table 2-40. Behavioral Issues at Referral and Post-Survey

Student Behavioral Issue	% of students at PRE	% of students at POST	+/-Change
Anger*	40.0% (20)	6.0% (3)	-34%
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Lateness*	48.0% (24)	28.0% (14)	-20%
Gang involvement	12.0% (6)	6.0% (3)	-6%
Truancy	68.0% (34)	64.0% (32)	-4%
Alcohol or drug use problem	18.0% (9)	18.0% (9)	Same
Family issues	10.0% (5)	16.0% (8)	+6%
Emotional or mental health problem	14.0% (7)	24.0% (12)	+10%

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### 3. Element Two Objectives Reporting Summary

The following section summaries each of the project-level objectives for Element Two.

**Objective 2a: Decrease the number of violent incidents by 2%, 5%, and 10% in Years 1, 2, and 3.**

#### Violence-Related Suspensions

The 2005-06 school year served as baseline for the measure of violence-related suspensions. **Violence-related suspensions increased in 2006-07 but decreased during the last two years of the grant, for an 8% total decrease from their peak in 2006-07.**

Table 2-36. Violence-Related Suspensions by School Year

Suspension Type	School Year				Total
	2005-06	2006-07	2007-08	2008-09	
In-school suspension	214 (-27%)	250 (+17%)	220 (-12%)	281 (+28%)	1320
Out-of-school suspension	652 (+1%)	803 (+23%)	818 (+2%)	690 (-16%)	4127
<b>Total</b>	<b>866 (-8%)</b>	<b>1053 (+22%)</b>	<b>1038 (-1%)</b>	<b>971 (-6%)</b>	<b>5447</b>

( ) indicates the % change from the previous year

The following figures show violence-related suspensions by year, by suspension reason, and by school level. The most dramatic decreases in violence-related suspensions were seen among middle school students in 2008-09, and for fighting suspensions in 2008-09.

Figure 2-7. Violence-Related Suspensions by School Year

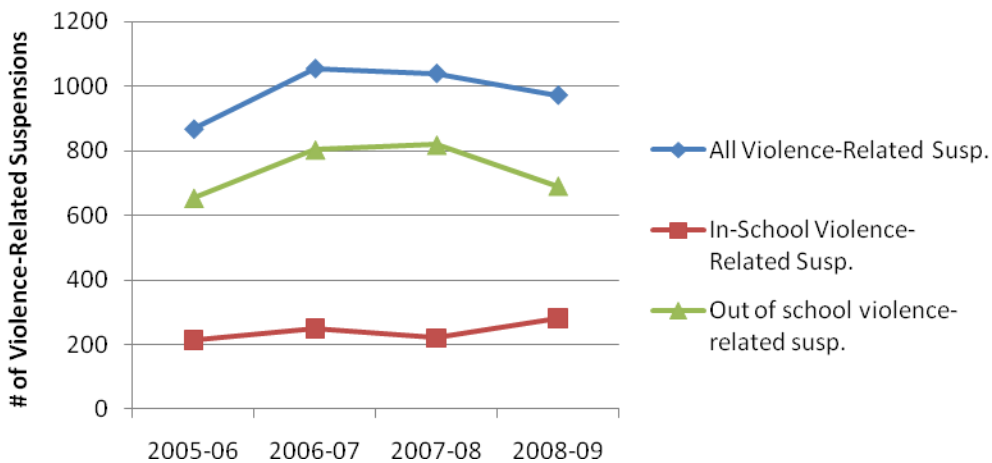
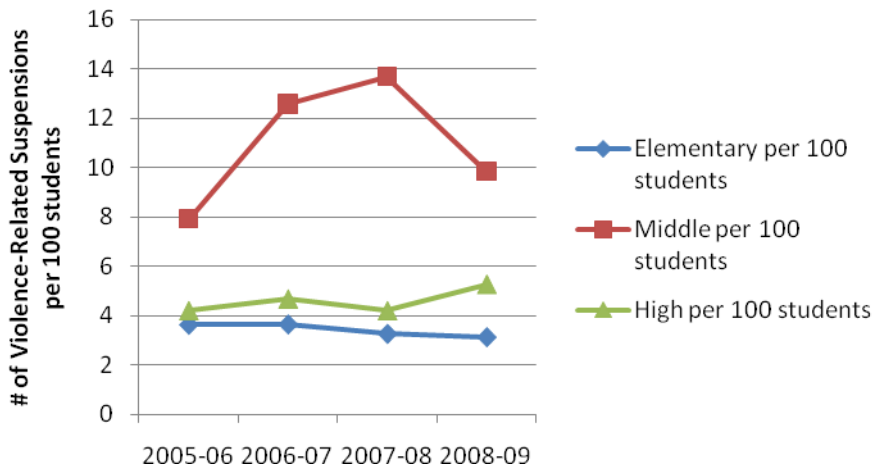


Figure 2-8. Violence-Related Suspensions by School Level per 100 students



### Violence-Related Expulsions

The 2005-06 school year served as baseline for the measure of violence-related expulsions. **Violence-related expulsions decreased by 43% during the grant period, from 35 violence-related expulsions in 2005-06 to 20 in 2008-09.**

Table 2-37. Violence Related Expulsions: 2005-06 through 2008-09

Year	Violence-Related Expulsions (% change from previous year)
2005-06	35 (NA)
2006-07	23 (-34%)
2007-08	18 (-22%)
2008-09	20 (+11%)

***Objective 2b: Increase by 10% the protective factors and decrease by 10% the risk factors of students served by the First Step to Success program, SRT classes, and/or a multidisciplinary team by the end of the respective program.***

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