

**2011-2012  
JUVENILE COURT SERVICES  
SCHOOL LIAISON  
PROGRAM DATA**

**STATEWIDE  
ANNUAL REPORT**

**Report Compiled By**



A Division of the Iowa Department of Human Rights

**AUGUST 2012**

## 2011-2012 Juvenile Court School Liaison Program Data

This report includes statewide aggregated data collected by Juvenile Court Services School Liaison (JCSL) staff across Iowa. JCSLs\* have been providing services to youth since 1994 and have been reporting data to the Iowa Division of Criminal and Juvenile Justice Planning (CJJP) since 2000.

Data are provided to CJJP through statistical summary forms completed by JCSL staff. Because forms are completed only when meaningful contact between a student and a liaison takes place, only a portion of the total population served is reported. Meaningful contact is defined as having at least five contacts within a 60-day period (at any point during the academic year) regarding at least one of the referral reasons supplied on the form. Data are entered into a web-based application by the liaisons and retrieved electronically by CJJP via the internet. Service information is submitted and uploaded only at the end of the academic year.

Data regarding the youth served are reported annually by CJJP. Performance measures pertaining to attendance, trancies, tardies, suspensions, law violations, and grade point average are some of the key data collected and reported.

During the 2011-2012 school year, there were 103 school liaisons who reported on 3,901 students.

*\* Referred to as School-Based Interventionists in Judicial District 4*

## 2011-2012 Statewide JCSL Program Data

**Total Number of Records**      **3,901**

	<u>N</u>	<u>% of Total</u>		<u>N</u>	<u>% of Total</u>
<b>Records per District</b>			<b>Age</b>		
District 1	294	7.5%	<7	22	0.6%
District 2	637	16.3%	7-8	42	1.1%
District 3	402	10.3%	9-10	87	2.2%
District 4	421	10.8%	11-12	563	14.4%
District 5	1,053	27.0%	13-14	1,098	28.1%
District 6	408	10.5%	15-16	1,365	35.0%
District 7	519	13.3%	17-20	724	18.6%
District 8	167	4.3%			
<b>Gender</b>			<b>Median Age</b> 15.2 yrs		
Male	2,357	60.4%	<b>Grade</b> K	12	0.3%
Female	1,544	39.6%	1	19	0.5%
<b>Race</b>			2	15	0.4%
Caucasian	2,871	73.6%	3	27	0.7%
African-American	540	13.8%	4	39	1.0%
Hispanic	313	8.0%	5	81	2.1%
Native American	41	1.1%	6	246	6.3%
Asian/Pacific	28	0.7%	7	430	11.0%
Mixed/Other	108	2.8%	8	608	15.6%
<b>Parent/Guardian Relationship</b>			9	642	16.5%
Parent	2,774	71.1%	10	680	17.4%
Parent & Other	735	18.8%	11	599	15.4%
Foster Parent	56	1.4%	12	503	12.9%
Relative	243	6.2%	<b>Grade Level<sup>1</sup></b>		
Custodian	38	1.0%	Elementary	193	4.9%
Friend	39	1.0%	Middle	1,284	32.9%
Other	16	0.4%	High	2,424	62.1%
<b>Cases w/JCS-DHS Workers</b> 847    21.7%			<b>Referral Source</b>		
<b>Enrolled in Education Program</b>			School	1,923	49.3%
Yes	3,533	90.6%	JCS	1,111	28.5%
No	368	9.4%	School Liaison	288	7.4%
<b>Exited Before Year End</b>			Self Report	297	7.6%
Yes	204	5.2%	Family	183	4.7%
No	3,697	94.8%	DHS	26	0.7%
<b>Continued From Last Yr</b> 1,231    31.6%			Law Enforcement	46	1.2%
<b>Average Length of Service (Days)</b>			Other	27	0.7%
Overall Average	182.5		<b>Referral Reasons<sup>2</sup></b>		
Elementary	168.5		Attendance	1,008	25.8%
Middle	183.1		Disciplinary	1,484	38.0%
High	183.3		GPA/Academic	896	23.0%
			Law Violations	1,157	29.7%
			Mental Health	394	10.1%
			Tardiness	229	5.9%
			Truancy Issues	379	9.7%
			Other	744	19.1%

<sup>1</sup> Grade Level was determined by grade: (K-5=Elementary, 6-8=Middle, 9+=High)

<sup>2</sup> Referral Reasons will not add up to 100 percent since two responses are possible

## 2011-2012 SCHOOL LIAISON PROGRAM DATA STATEWIDE REFERRAL REASONS

There are eight referral reasons provided on the statistical summary data form. School liaisons are instructed that they are to select no more than two reasons that best indicate the purpose for the referral. Therefore, percentages in the tables below will not necessarily total 100 percent.

### REFERRAL REASONS BY RACE

#### CAUCASIANS

(*N* = 2,871)

Referral Reason	N	%
<b>Attendance</b>	756	26.3%
<b>Disciplinary/Behavior</b>	1,009	35.1%
<b>GPA/Academic</b>	693	24.1%
<b>Law Violations</b>	779	27.1%
<b>Mental Health</b>	338	11.8%
<b>Tardiness</b>	138	4.8%
<b>Truancy</b>	251	8.7%
<b>Other</b>	604	21.0%

#### MINORITIES

(*N* = 1,030)

Referral Reason	N	%
<b>Attendance</b>	252	24.5%
<b>Disciplinary/Behavior</b>	475	46.1%
<b>GPA/Academic</b>	203	19.7%
<b>Law Violations</b>	378	36.7%
<b>Mental Health</b>	56	5.4%
<b>Tardiness</b>	91	8.8%
<b>Truancy</b>	128	12.4%
<b>Other</b>	140	13.6%

While both groups were referred most often for disciplinary/behavioral issues and law violations, rates in these categories were higher for minority youth.

## REFERRAL REASONS BY GENDER

### MALES

(N = 2,357)

Referral Reason	N	%
Attendance	564	23.9%
Disciplinary/Behavior	1,057	44.8%
GPA/Academic	583	24.7%
Law Violations	865	36.7%
Mental Health	168	7.1%
Tardiness	139	5.9%
Truancy	208	8.8%
Other	300	12.7%

### FEMALES

(N = 1,544)

Referral Reason	N	%
Attendance	444	28.8%
Disciplinary/Behavior	427	27.7%
GPA/Academic	313	20.3%
Law Violations	292	18.9%
Mental Health	226	14.6%
Tardiness	90	5.8%
Truancy	171	11.1%
Other	444	28.8%

Males were referred more frequently than females for disciplinary/behavioral issues and law violations. Females were more likely than males to be referred for mental health issues or placed in a group or program (signified by "Other").

**REFERRAL REASONS BY GRADE LEVEL****ELEMENTARY***(N = 193)*

Referral Reason	N	%
Attendance	51	26.4%
Disciplinary/Behavior	92	47.7%
GPA/Academic	7	3.6%
Law Violations	10	5.2%
Mental Health	30	15.5%
Tardiness	15	7.8%
Truancy	6	3.1%
Other	51	26.4%

**MIDDLE***(N = 1,284)*

Referral Reason	N	%
Attendance	296	23.1%
Disciplinary/Behavior	639	49.8%
GPA/Academic	234	18.2%
Law Violations	255	19.9%
Mental Health	138	10.7%
Tardiness	115	9.0%
Truancy	101	7.9%
Other	236	18.4%

**HIGH***(N = 2,424)*

Referral Reason	N	%
Attendance	661	27.3%
Disciplinary/Behavior	753	31.1%
GPA/Academic	655	27.0%
Law Violations	892	36.8%
Mental Health	226	9.3%
Tardiness	99	4.1%
Truancy	272	11.2%
Other	457	18.9%

High school students were much more likely to be referred for academic issues and law violations, while elementary and middle school youth were most often referred for disciplinary/behavioral issues.

## REFERRAL REASONS BY GUARDIAN

### BOTH PARENTS

(N = 2,774)

Referral Reason	N	%
Attendance	735	26.5%
Disciplinary/Behavior	1,042	37.6%
GPA/Academic	662	23.9%
Law Violations	827	29.8%
Mental Health	232	8.4%
Tardiness	173	6.2%
Truancy	240	8.7%
Other	550	19.8%

### ONE PARENT

(N = 735)

Referral Reason	N	%
Attendance	177	24.1%
Disciplinary/Behavior	293	39.9%
GPA/Academic	155	21.1%
Law Violations	206	28.0%
Mental Health	106	14.4%
Tardiness	41	5.6%
Truancy	96	13.1%
Other	110	15.0%

### NO PARENT

(N = 392)

Referral Reason	N	%
Attendance	96	24.5%
Disciplinary/Behavior	149	38.0%
GPA/Academic	79	20.2%
Law Violations	124	31.6%
Mental Health	56	14.3%
Tardiness	15	3.8%
Truancy	43	11.0%
Other	84	21.4%

Youth not living with any parent(s) had slightly higher referral rates for law violations and mental health issues compared to youth living with both parents. Youth living in a single-parent household had a slightly higher rate of referral for truancy.

## 2011-2012 SCHOOL LIAISON PROGRAM DATA STATEWIDE PERFORMANCE MEASURES

Performance measures are reported by the JCSL only if there were five meaningful contacts with a student within a 60-day period. Data are submitted only for youth who have reportable days/periods for the given construct. Youth with no reportable days/periods would be included under Not Applicable. For purposes of data collection *Pre-Performance* is defined as the term preceding or including the first contact date with a student and *Post-Performance* indicates the term including or following the last contact date with a student.

### 2011-2012 PERFORMANCE MEASURES

Measure	# of Students	%	Not Applicable	N/A %	Total # of Occurrences	Average Occurrence	High	Low
Attendance	3,288	84.3%	613	15.7%	48,374	14.7	185.5	0.5
Truancy	1,813	46.5%	2,088	53.5%	18,417	10.2	156.0	0.5
Suspensions	1,672	42.9%	2,229	57.1%	7,739	4.6	148.0	1.0
Tardies	2,811	72.1%	1,090	27.9%	50,006	17.8	233.0	1.0
Law Violations	1,499	38.4%	2,402	61.6%	2,176	1.5	9.0	1.0
GPA	3,225	82.7%	676	17.3%				

Notes -

1. Attendance/Truancy/Suspensions are measured in days, Tardies are measured by class periods and Law Violations count one per arrest report. GPA signifies grade point average.

2. Total # of Occurrences indicates the total number of days missed, periods tardy, or arrest reports for all records submitted. Average Occurrence = Total # of Occurrences/# of Students

### PERFORMANCE MEASURES: PRE-PERFORMANCE TO POST-PERFORMANCE

The table below indicates whether or not performance improved, declined, or remained the same between the pre-performance and post-performance reporting periods. If performance is labeled as "Worse" this indicates that absences, truancies, suspensions, tardies, or law violations increased and/or that grade point average decreased between performance periods.

Measure	Student Performance		
	Worse	Same	Improved
Attendance	42.6%	8.0%	49.4%
Truancy	48.7%	8.4%	42.9%
Suspensions	40.3%	9.6%	50.1%
Tardies	40.8%	9.1%	50.1%
Law Violations	17.4%	11.3%	71.3%
GPA	42.2%	11.3%	46.5%

The above table indicates a considerable improvement in the reduction of law violations. Of the 1,299 youth with law violations during the pre-performance period, 1,019 (78%) of them had no new violations during the post-performance period.

## STATEWIDE PERFORMANCE MEASURES

For all of the following tables, *N* indicates the number of students for which performance was reported for the corresponding measure.

### STUDENT PERFORMANCE BY RACE

#### CAUCASIANS

(*N* = 2,871)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
Attendance	2,401	41.1%	8.3%	50.6%
Truancy	1,231	49.0%	9.3%	41.7%
Suspensions	1,123	40.8%	10.1%	49.2%
Tardies	1,950	39.9%	9.7%	50.3%
Law Violations	1,018	16.7%	11.6%	71.7%
GPA	2,363	40.5%	10.8%	48.6%

#### MINORITIES

(*N* = 1,030)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
Attendance	887	46.7%	7.2%	46.1%
Truancy	582	48.1%	6.5%	45.4%
Suspensions	549	39.2%	8.7%	52.1%
Tardies	861	42.9%	7.5%	49.6%
Law Violations	481	18.9%	10.6%	70.5%
GPA	862	46.9%	12.4%	40.7%

Performance for both populations improved at nearly the same rate with the exception of GPA and attendance. GPA improved for 41% of the minority population, while Caucasian youth saw a 49% improvement. Excused absences increased (indicating performance became worse) during the post-performance period for 41% of Caucasian youth and increased nearly 47% for minority youth.

## STUDENT PERFORMANCE BY GENDER

### MALES

(N = 2,357)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	1,982	42.7%	8.1%	49.2%
<b>Truancy</b>	1,119	49.0%	8.5%	42.5%
<b>Suspensions</b>	1,171	40.4%	10.1%	49.5%
<b>Tardies</b>	1,744	40.5%	9.9%	49.6%
<b>Law Violations</b>	1,097	18.0%	11.6%	70.4%
<b>GPA</b>	1,974	42.5%	12.4%	45.2%

### FEMALES

(N = 1,544)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	1,306	42.6%	7.9%	49.5%
<b>Truancy</b>	694	48.3%	8.4%	43.4%
<b>Suspensions</b>	501	39.9%	8.6%	51.5%
<b>Tardies</b>	1,067	41.3%	7.8%	50.9%
<b>Law Violations</b>	402	15.7%	10.4%	73.9%
<b>GPA</b>	1,251	41.9%	9.5%	48.6%

When reviewing performance by gender, there were few differences. Females saw a slightly higher improvement in grade point average and a greater reduction in law violations.

## STUDENT PERFORMANCE BY GRADE LEVEL

### ELEMENTARY

(N = 193)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	179	38.5%	6.1%	55.3%
<b>Truancy</b>	33	30.3%	6.1%	63.6%
<b>Suspensions</b>	25	44.0%	12.0%	44.0%
<b>Tardies</b>	105	41.0%	11.4%	47.6%
<b>Law Violations</b>	16	12.5%	6.3%	81.3%
<b>GPA</b>	62	33.9%	11.3%	54.8%

### MIDDLE

(N = 1,284)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	1,055	43.5%	8.0%	48.5%
<b>Truancy</b>	498	53.2%	9.0%	37.8%
<b>Suspensions</b>	612	44.8%	10.0%	45.3%
<b>Tardies</b>	924	44.6%	8.2%	47.2%
<b>Law Violations</b>	364	26.4%	9.1%	64.6%
<b>GPA</b>	995	48.8%	8.6%	42.5%

### HIGH

(N = 2,424)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	2,054	42.6%	8.2%	49.3%
<b>Truancy</b>	1,282	47.4%	8.3%	44.3%
<b>Suspensions</b>	1,035	37.5%	9.4%	53.1%
<b>Tardies</b>	1,782	38.9%	9.4%	51.7%
<b>Law Violations</b>	1,119	14.6%	12.1%	73.4%
<b>GPA</b>	2,168	39.4%	12.5%	48.1%

There were considerable differences in performance between middle school and high school students. For high school youth, performance improved at a higher rate for every measure, with a considerably higher reduction in law violations.

## STUDENT PERFORMANCE BY GUARDIAN

### BOTH PARENTS

(N = 2,774)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	2,314	43.5%	8.4%	48.1%
<b>Truancy</b>	1,264	47.4%	9.3%	43.4%
<b>Suspensions</b>	1,148	40.5%	10.2%	49.3%
<b>Tardies</b>	1,944	41.3%	9.5%	49.2%
<b>Law Violations</b>	1,092	17.8%	10.6%	71.6%
<b>GPA</b>	2,280	42.5%	11.3%	46.1%

### ONE PARENT

(N = 735)

Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	656	41.5%	7.0%	51.5%
<b>Truancy</b>	356	55.6%	6.5%	37.9%
<b>Suspensions</b>	355	39.4%	7.9%	52.7%
<b>Tardies</b>	584	40.9%	8.4%	50.7%
<b>Law Violations</b>	256	17.6%	12.9%	69.5%
<b>GPA</b>	625	45.0%	9.4%	45.6%

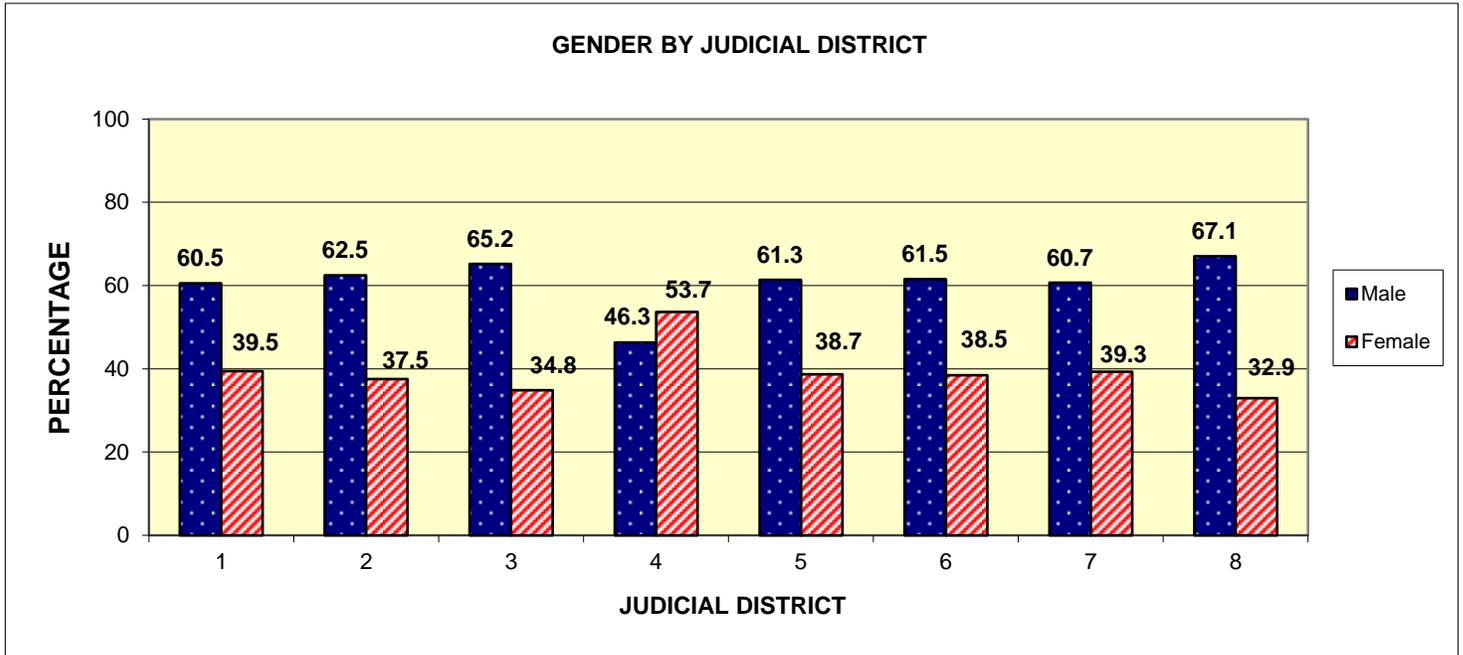
### NO PARENT

(N = 392)

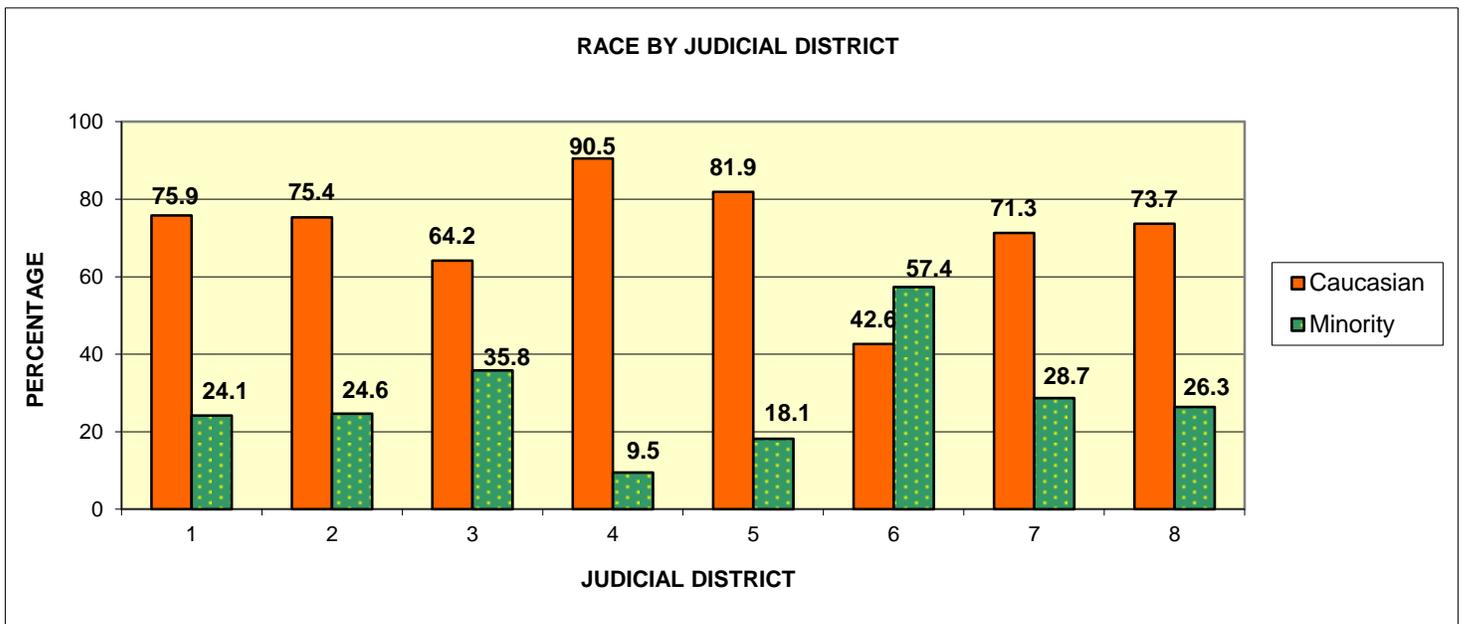
Measure	N	Student Performance		
		<i>Worse</i>	<i>Same</i>	<i>Improved</i>
<b>Attendance</b>	318	39.0%	6.9%	54.1%
<b>Truancy</b>	193	44.6%	6.7%	48.7%
<b>Suspensions</b>	169	40.2%	9.5%	50.3%
<b>Tardies</b>	283	37.5%	7.8%	54.8%
<b>Law Violations</b>	151	14.6%	13.2%	72.2%
<b>GPA</b>	320	34.7%	14.4%	50.9%

Youth not living with any parent(s) outperformed youth living with both parents or within a single-parent household. Since the majority of these youth are living with a relative or in foster care, their higher performance numbers may be attributable to a higher level of other services.

## JUVENILE COURT SCHOOL LIAISON PROGRAM DATA 2011-2012 STATEWIDE AGGREGATED DATA BY JUDICIAL DISTRICT

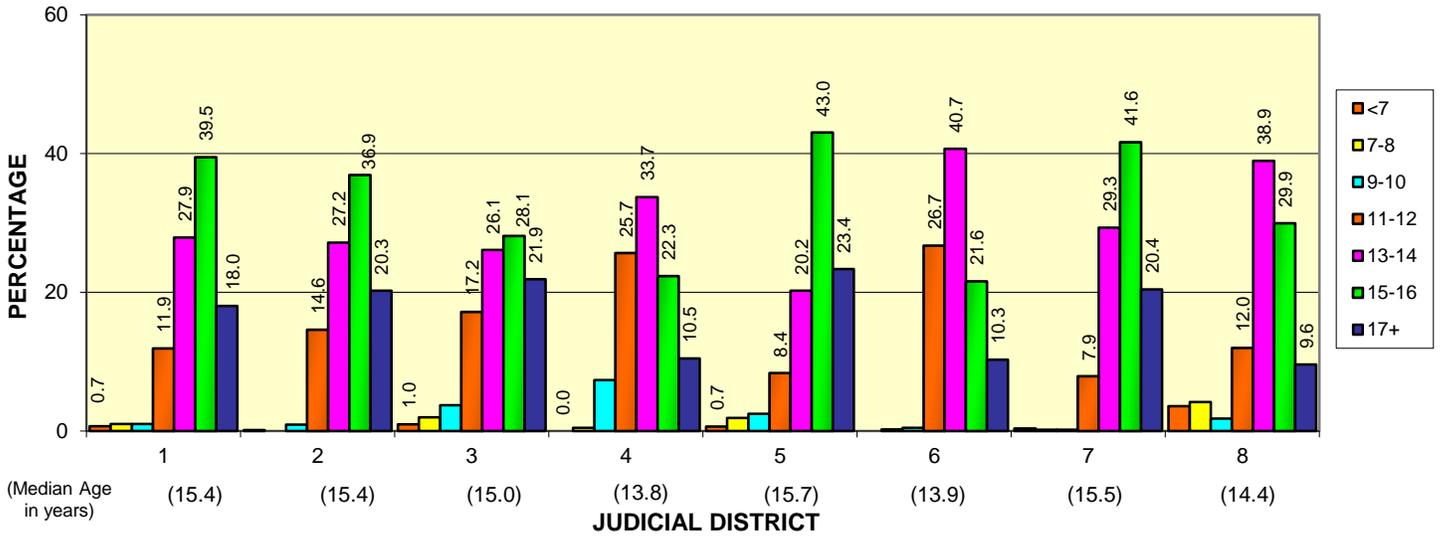


Gender	N	MALE	FEMALE
Statewide %	3,901	60.4%	39.6%



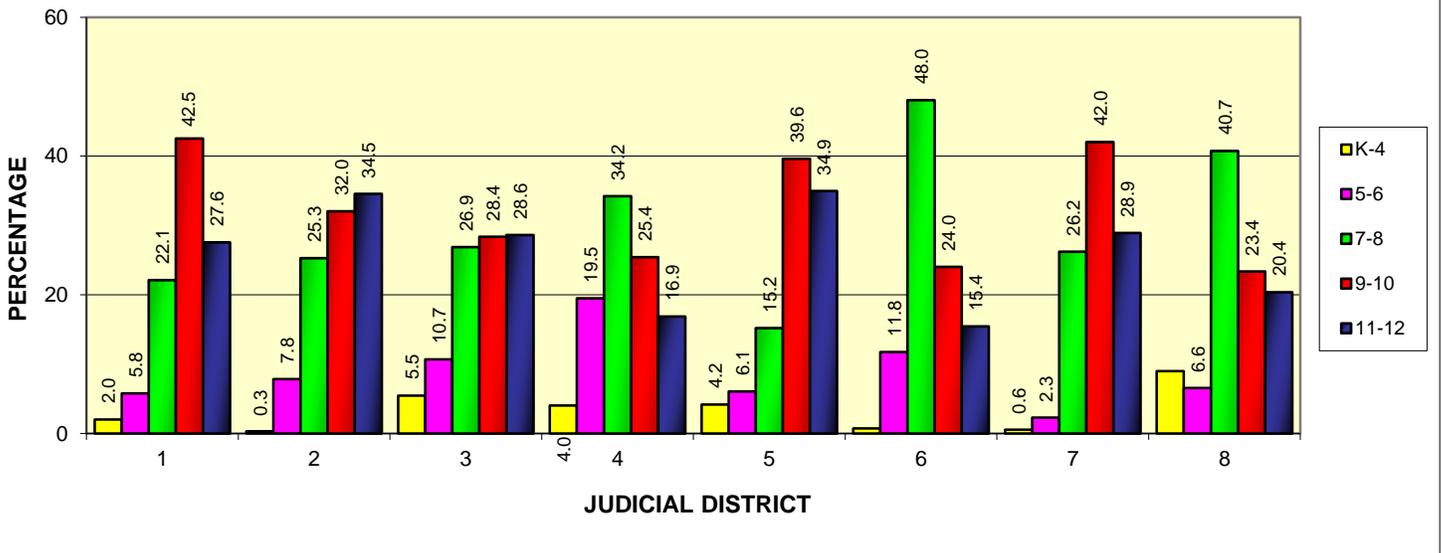
RACE	N	CAUCASIAN	AFRICAN-AMERICAN	HISPANIC	NATIVE AMERICAN	ASIAN/PACIFIC ISLANDER	MIXED/OTHER
Statewide %	3,901	73.6%	13.8%	8.0%	1.1%	0.7%	2.8%

### AGE BY JUDICIAL DISTRICT



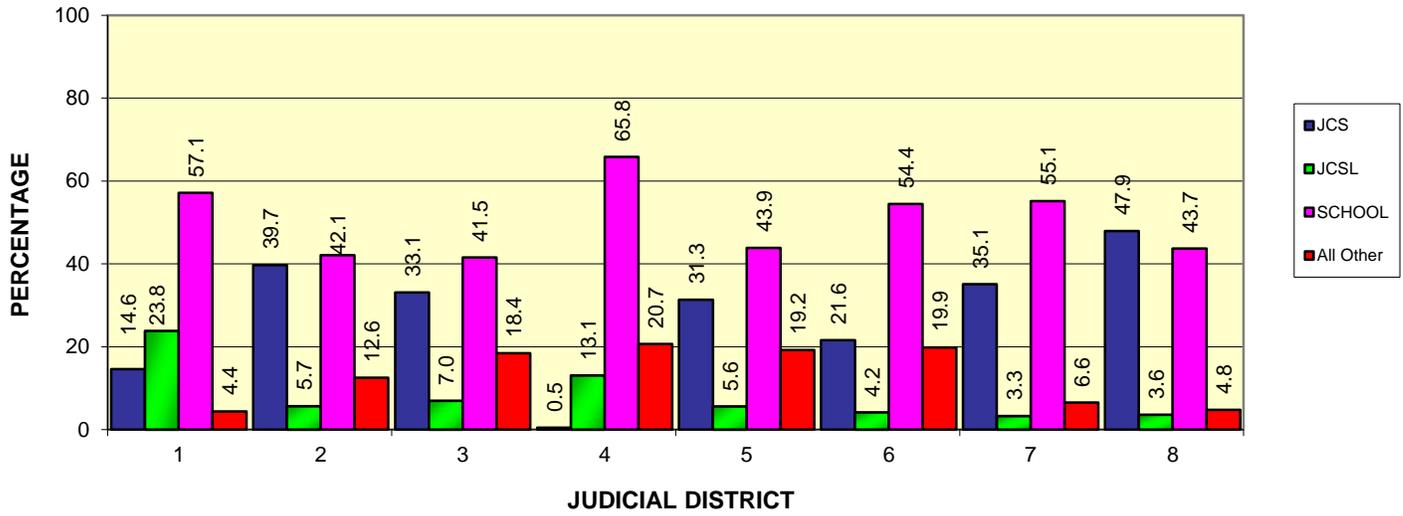
AGE	N	<7	7-8	9-10	11-12	13-14	15-16
Statewide %	3,901	0.6%	1.1%	2.2%	14.4%	28.1%	35.0%
		17+					
		18.6%					

### GRADE BY JUDICIAL DISTRICT



GRADE	N	K-2	3-4	5-6	7-8	9-10	11-12
Statewide %	3,901	1.2%	1.7%	8.4%	26.6%	33.9%	28.2%

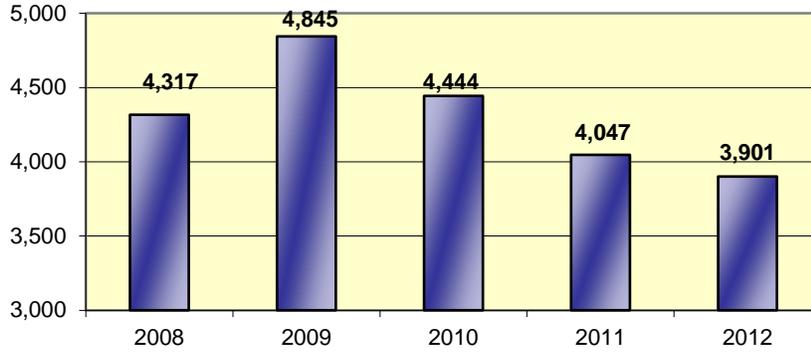
REFERRAL SOURCE BY JUDICIAL DISTRICT



REFERRAL SOURCE	N	JCS	JCSL	SCHOOL	DHS/LawEnf	Family/Self	OTHER
Statewide %	3,901	28.5%	7.4%	49.3%	1.8%	12.3%	0.7%

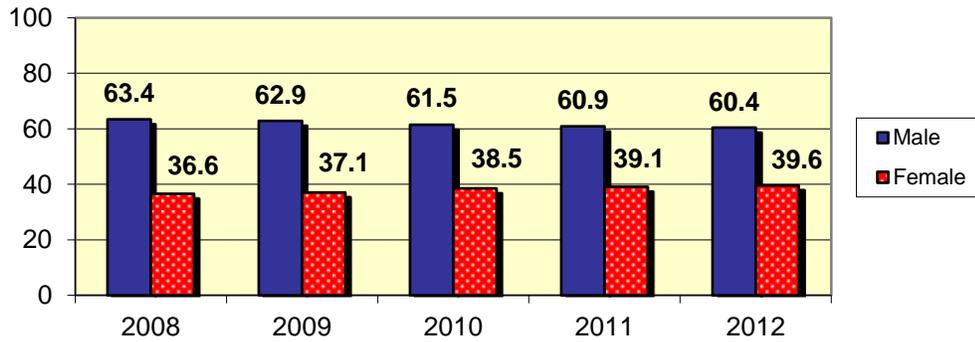
## STATEWIDE TRENDS 2008-2012

### Number of Records-Statewide

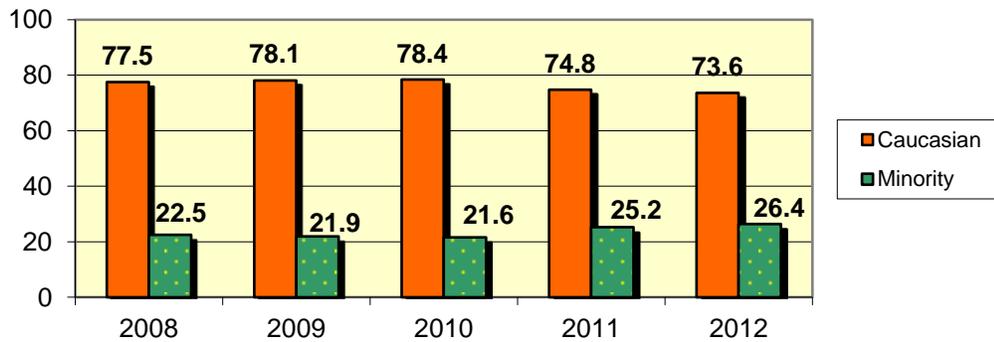


#Liaisons                      125                      122                      106                      98                      103

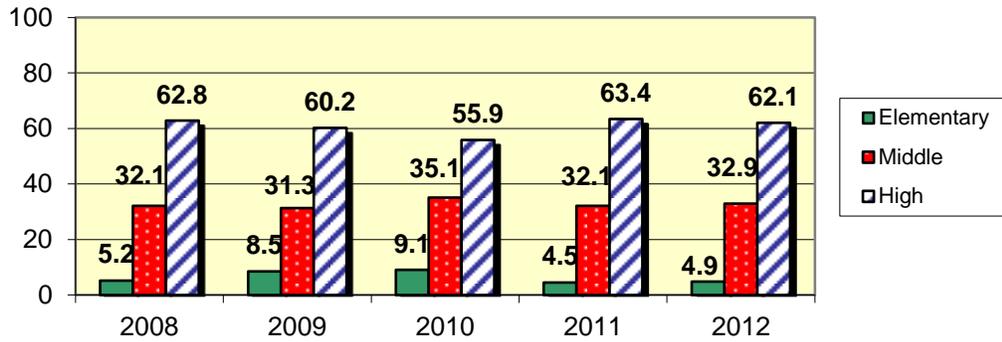
### Gender-Statewide



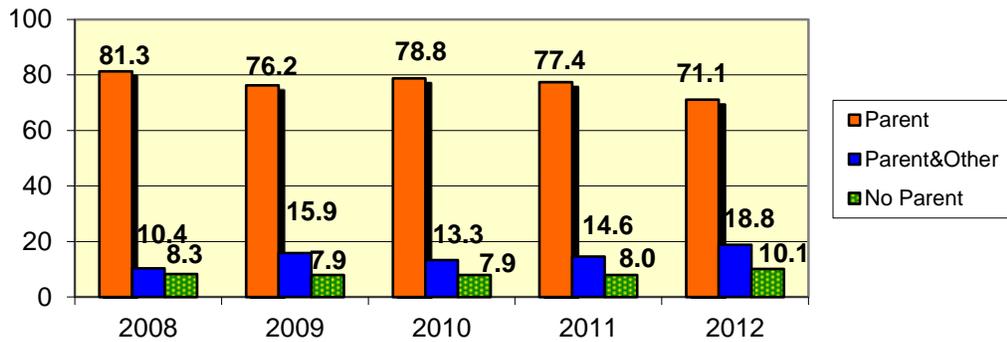
### Race - Statewide



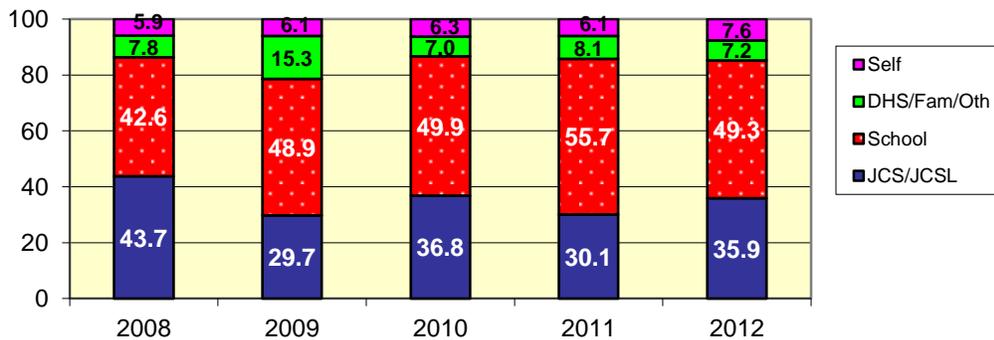
### Grade Level - Statewide



### Parent/Guardian-Statewide

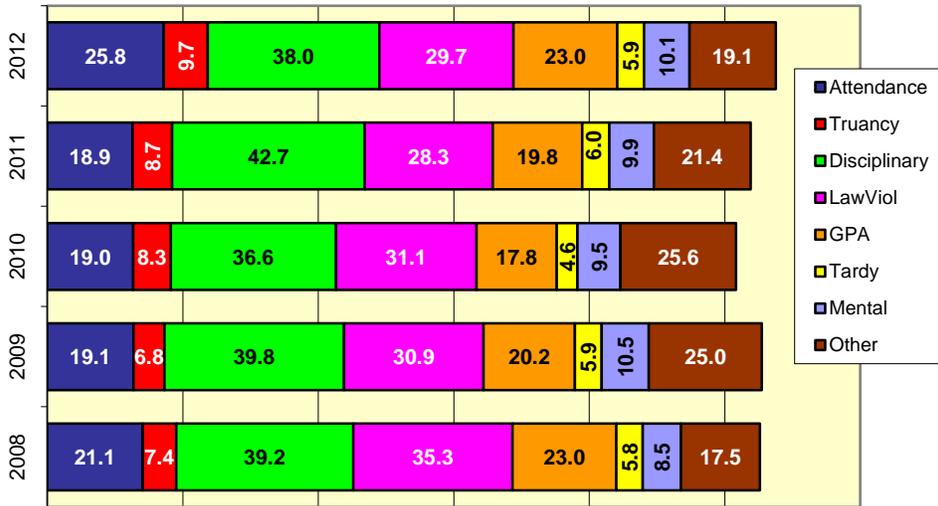


### Referral Source - Statewide



(School Liaison referrals are counted under JCS)

### Referral Reasons - Statewide



(Percentages in this chart will not add up to 100 as up to two responses are allowed)