# Table of Contents

- **Introduction**...........................................................................................................................................3
- **Clinical Measures of Student Change** ........................................................................................................4
- **Results for Beck Youth Inventory (BYI-II)** .................................................................................................5
- **Academic Measures of Student Change** ......................................................................................................6
- **Parent Satisfaction Survey** ........................................................................................................................7
- **Student Satisfaction Survey** .......................................................................................................................7
- **Outcomes of Former Students** ..................................................................................................................8
- **Agency Survey** .........................................................................................................................................9
- **Interpretation and Conclusion** ..................................................................................................................10

Written by: Eileen Martelli, LCSW  
Last update: 5/18/20
Introduction

This Outcomes Report reflects data about students enrolled at Timber Ridge School during the 2017-2019 years.

- Standardized tests were used to measure student’s progress over time.
- Students, parents, and agencies completed satisfaction surveys.
- Follow up calls were made to discharged students to gather additional information.
Clinical Measures of Student Change

The Millon Adolescent Clinical Inventory (MACI) and Beck Youth Inventory (BYI) are administered after a student’s admission to Timber Ridge School (3-4 weeks) and again during the month prior to their planned discharge. Interpretation will be discussed in the last section of this report.

The MACI data shown below was evaluated by calculating the means of each subscale for testing time 1 and testing time 2 and then Paired Samples t-tests were used to assess the average change from Admission to Discharge for each of the MACI subscales.

Paired Samples t-tests were used to assess the average change from Admission to Discharge for each of the MACI subscales. The significance level was set at .05. The results are presented below. There was, on average, a statistically significant decrease from Admissions to Discharge for the 14 MACI subscales shown below. There was, on average, a statistically significant increase from Admissions to Discharge for the 7 MACI subscales shown below. On average, there was not statistically significant change (increase or decrease) from Admissions to Discharge for 9 MACI subscales shown below.

<table>
<thead>
<tr>
<th>Significant Increase</th>
<th>No Significant Change</th>
<th>Significant Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desirability</td>
<td>Inhibited</td>
<td>Disclosure</td>
</tr>
<tr>
<td>Submissive</td>
<td>Demeaning</td>
<td>Debasement</td>
</tr>
<tr>
<td>Dramatizing</td>
<td>Peer Insecurity</td>
<td>Introversive</td>
</tr>
<tr>
<td>Egotistic</td>
<td>Social Insensitivity</td>
<td>Doleful</td>
</tr>
<tr>
<td>Conforming</td>
<td>Family Discord</td>
<td>Unruly</td>
</tr>
<tr>
<td>Sexual Discomfort</td>
<td>Childhood Abuse</td>
<td>Forceful</td>
</tr>
<tr>
<td>Anxious Feeling</td>
<td>Eating Dysfunctions</td>
<td>Oppositional</td>
</tr>
<tr>
<td></td>
<td>Delinquent Predisposition</td>
<td>Borderline</td>
</tr>
<tr>
<td></td>
<td>Suicidal Tendency</td>
<td>Identity Diffusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Devaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body Disapproval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Substance Abuse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impulsive Propensity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Depressive Affect</td>
</tr>
</tbody>
</table>
Results for Beck Youth Inventory (BYI-II)

The **BYI-II** is a self-report inventory of symptoms and problem areas with five subscales; Self Concept (**BSCI**), Anxiety (**BAI**), Depression (**BDI**), Anger (**BANI**), and Disruptive Behavior (**BDBI**). For example, the Depression Scale allows for early identification of symptoms of depression. It includes items related the adolescent’s negative thoughts about self, life and the future, feelings of sadness and guilt, and sleep disturbance.

Paired samples t-test were used to assess the average change from Admissions to Discharge for the following inventories: BSCI, BAI, BDI, BANI, and BDBI. The significance level was set at .05. The results are presented in Table 2. **There was, on average, a statistically significant decrease from Admissions to Discharge for the BDI, BANI, and BDBI. On average, there was not statistically significant change (increase or decrease) from Admissions to Discharge for the BSCI and the BAI.**

<table>
<thead>
<tr>
<th>No Significant Change</th>
<th>Significant Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCI (Self Concept)</td>
<td>BDI (Depression)</td>
</tr>
<tr>
<td>BAI (Anxiety)</td>
<td>BANI (Anger)</td>
</tr>
<tr>
<td></td>
<td>BDBI (Disruptive Behavior)</td>
</tr>
</tbody>
</table>
Academic Measures of Student Change

Timber Ridge School offers a full middle school curriculum (grades 6-8) in addition to a traditional high school program of study meeting Virginia diploma requirements. Students who are interested in earning their GED or their TASC high school equivalency diplomas are supported through online offerings as well as through direct classroom instruction.

The academic growth of students at Timber Ridge is measured through three forms of data:

- Analysis of pre- and post-testing results from the WRAT-4, a standardized achievement test
- Analysis of the results of the scores achieved on the Virginia Standards of Learning assessments taken
- Analysis and review of the graduation rates in each school year

Students are assessed using the WRAT-4 at enrollment and discharge. Test scores are analyzed monthly by the director and the administrative team of the school, and the data is used to support instruction for the student while they are attending and for curriculum development for the program as a whole. Generally, the students who completed the pre and post testing are equally split in terms of their gains and losses. Improvement is seen most significantly in the area of spelling.

SOL testing is completed in coordination with the student’s local education agency (LEA). Online testing is available in addition to paper and pencil tests if required by the student’s Individualized Education Plan (IEP). In the 2018-19 school year, 32 SOL tests were administered to Timber Ridge School students through the online process with 10 passing test scores.

The graduation/completer rate for Timber Ridge School for the 2018-19 school year was 100% with four students earning their high school equivalency test and one student earning his standard diploma.
Parent Satisfaction Survey

Timber Ridge School surveyed the opinions of parents of current and former students. Responses were received from 20 parents although there were 131 surveys requested by email; 14 parents were satisfied with most aspects of Timber Ridge School. All parents rated staff as polite and respectful. There was satisfaction noted with academics, counseling services, treatment plans, and health services. The main suggested improvement was in discharge planning and 15% of parents would like to see more changes in their son.

Student Satisfaction Survey

Thirty-two current Timber Ridge School students completed a survey in early 2020. Most of the students had been at Timber Ridge School for at least 3 months. The survey asked students to rate safety, staff relationships, the quality of educational services, the quality of clinical counseling services, nursing services, and bullying.

- 88% of students replied that they felt safe at Timber Ridge School.
- 92% of students responded that their communication has improved and “their counselor helps them with their problems.”
- 93% of the students agreed that teachers use Smart Boards and other technology.
- 80% of the students replied that school work is appropriate and that teachers are helpful.
- All of the students agree that nurses talk to them about their health.
- All, but two students, agreed that there are regular student staff meetings to discuss unit and treatment issues.
- General satisfaction was noted about participating in “gym time” and fishing and the opportunity to play sports or work on campus.
- Dissatisfaction was noted in the frequency and variety of activities offered on and off campus.
- Students suggest more activities and more family contact. They would also like more food choices and other sports teams.
- Many students stated that they would like to talk more about family issues and how to deal with their emotions.
- 42% of students noted that bullying is a problem.
Outcomes of Former Students

Timber Ridge School Clinical Counselors contacted 100 former students by phone using a questionnaire to rate the student’s adjustment. The scheduled time intervals for follow up contacts are two months, six months, and one year.
Agency Survey

Timber Ridge School surveyed referring agency worker opinions; 46 responses were obtained from the 278 email requests. The agency workers were administrators, juvenile court service personnel, DSS/DHHR workers, and educators.

Overall, agencies were quite satisfied with the efficiency of admissions; the quality of clinical services, and academic services, and health services and regular contact with our staff. Each of these areas was rated as **Outstanding or Good**. Four agencies rated academics and clinical services as **Fair**. 95% of agencies rated family involvement as **Outstanding or Good**.

Suggested improvements included: having clear criteria for completion of the program; using natural resources around the facility; better communication between Case Managers and agencies and specifically at team meetings; and to consider pressing legal charges for court involved youth.

Areas of Satisfaction
Interpretation and Conclusion

There is no single variable that indicates success for students. We consider satisfaction surveys and clinical measures of change a measure of outcomes. For interpretation, the MACI scales can have multiple meanings and different significance. For example, the Self-Devaluation Scale can address issues of self-esteem/self-image, but aspects of these constructs are included in a number of other MACI Scales.

Some possible conclusions from the MACI results could be: students matured to become more cooperative with authority compared to when they were first admitted; they learned, at minimum, to suppress their negative behaviors; their overall mood improved; their self-confidence increased and they improved in managing their impulses. Their need for new and short-term forms of excitement decreased. Their emotional expressiveness decreased, while their tolerance for boredom increased.

On another note, peer insecurity or feelings of rejection by peers did not change. Students’ sexual discomfort increased, meaning they might consider sexual thoughts and feelings confusing or disagreeable. Their anxious feeling increased and they expressed more apprehensive about a variety of matters.

Many of these findings are similar to previous data results from many other years. Having replicated these clinical findings over the years makes the findings appear reliable.

Students may display positive change within the controlled environment of a residential setting, but change needs to be sustained when they return to the “real world.” Follow up calls provide some measure about real world success.

Timber Ridge School will utilize the information from this report to continue our mission to SHAPE the lives of the young men enrolled in our program in a trauma informed manner.