



Special School District

**Special Education Services
Program Evaluation**

Lynne Midyett, Chair

Board Approved: April 13, 2010



Special Education Services Standard Program Evaluation

EXECUTIVE SUMMARY

As required by the Individuals with Disabilities Education Improvement Act of 2004, Missouri has developed a six-year State Performance Plan (SPP) for Special Education. The plan includes state targets for student performance and improvement activities to support districts in meeting the targets. The present program evaluation summarizes performance of each of the 23 partner districts relative to the SPP indicators as well as SSD overall countywide performance. The question posed by the committee addresses the following question: *Does SSD meet the State Performance Plan (SPP) targets designated for the provision of special education services in the state of Missouri?*

Results

Strengths

- Student participation rates in MAP assessments (Communication Arts and Mathematics) are very high and were 99.58% across St. Louis County for 2008-2009. All partner districts met the state target in this area.
- Compared to 2007-2008, the 2008-2009 proficiency rates in Communication Arts and Mathematics at the county level increased by 3-5 %. Twenty districts demonstrated an increase in Communication Arts proficiency and 15 districts demonstrated an increase in Mathematics proficiency.
- Compared to 2007-2008, the 2008-2009 data indicating the percent of students in regular class at least 80% of the day increased from 63.31% to 64.98%. In addition, 21 of 23 districts met the state target for 2008-2009 in comparison to 20 of 23 districts meeting the 2007-2008 target.
- Compared to 2007-2008, the 2008-2009 data indicating the percent of students in regular class less than 40% of the day decreased from 8.76% to 8.41%. In addition, 14 of 23 districts met the state target for 2008-2009 in comparison to 13 of 23 districts meeting the 2007-2008 target.
- Lower performing districts made significant progress in 2008-2009. For example, Hancock Place and Valley Park demonstrated over a 10% gain in the area of Communication Arts.



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Concerns

- Compared to 2007-2008, the graduation rate for students with disabilities declined from 85.02% to 83.17% in 2008-2009.
- Compared to 2007-2008, the dropout rate for students with disabilities in St. Louis County increased from 2.99% to 3.36% in 2008-2009.
- Follow-up information for previous graduates related to placement (e.g., employment, secondary education, etc.) declined from 74.20% in 2007-2008 to 67.45% in 2008-2009.
- Although countywide proficiency rates for Communication Arts and Mathematics increased, none of the 23 partner districts met the state target in either area.
- Compared to 2007-2008, the 2008-2009 percentage of students with disabilities served in separate settings in St. Louis County increased from 4.86% to 4.94%. This rate does not meet the state target for 2008-2009. With regard to the SPP profiles data, DESE reporting practices do not reflect SSD placements from partner districts. Thus, school level statistics are somewhat misleading with regard to placement in separate settings.

Recommendations

- With regard to improvement of student outcomes, the following are recommended:
 - Expand Data Teams to include all elementary schools in Partner Districts as requested.
 - Incorporate Data Teams into Continuous Improvement model.
 - Alignment with Region Continuous Improvement Plan.
- Continue communication with partner districts and establish key communicators to ensure that special education exit data affecting graduate and dropout rates are reported per state guidelines.
- Implement a bi-annual reporting schedule for improvement action plans that have been written in partner districts.
- Continue to implement recommendations from the Comprehensive Transition Committee.
- Explore additional opportunities for credit recovery leading to increased graduation rates.
- Use Continuous Improvement processes such as PDSA to review effective use of available supports to meet State Performance Plan targets.



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- Annually establish performance results goals for MAP, EOCs and MAP-A with scheduled reviews by Directors, Area Coordinators and District leadership.
- Develop a structure of communication for partner district to share successful strategies in the areas of transition, assessment and educational environment.
- Use SPP data in planning for professional development activities for both new teacher level staff and new administrators.
- Develop a data review process with partner districts to ensure students are receiving instruction in the least restrictive environment countywide.



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Program Evaluation Question(s)

Does SSD meet the State Performance Plan (SPP) targets designated for the provision of special education services in the state of Missouri?

I. Program/Service Information

1. Name of Program or Services: Special Education Services

2. Personnel Responsible for Evaluation and Program:
Lynne Midyett, Assistant Superintendent

3. Demographic Description of Program:

Location(s): More than 94 percent of students who receive special education services from SSD attend a school in the school district in which they live. This represents more than 21,000 students with special education services in 23 public school districts and 265 schools across the 510 square miles of St. Louis County.

Number of staff: 1,361 Teachers, 367 SLPs, 1,282 Paraprofessionals, 293 Related Service Staff.

Participants: Approximately 21,000 students with IEPs

Length of program/service: Special Education Profile reports are provided by the Missouri Department of Elementary and Secondary Education on an annual basis. A determination of whether a district met or did not meet the state target is made on an annual basis for most indicators. Other indicators are assessed at the time of the partner districts' MSIP reviews.

4. Date of Evaluation (Year/Duration): March 2009 – March 2010

5. Goal/Objective of Program/Services:
The goal of the special education department is to meet the needs of students served in various districts/buildings with regards to academic performance, placement in the least restrictive environment and transition.

6. Brief description of relationship between program goals, MSIP Standards and CSIP:
Information gathered will assist the district in meeting the special education program goal areas of:

- Academic achievement
- Placement in the least restrictive environment
- Transition



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Results of the program evaluation will assist the district in the following MSIP standards:

- Maintaining effective instructional programs designed to meet the assessed needs of students (MSIP Standard 6.3)
- Maintaining a positive climate for learning with a focus on academic achievement (MSIP Standard 6.5)
- Promoting professional development as an integral part of the educational program (MSIP Standard 6.7)
- Promoting improvement in academic achievement (MSIP Standard 9.1)
- Promoting improved educational persistence/attendance (MSIP Standard 9.6)

The evaluation will assist the district in meeting the following 2010-2014 CSIP/Rolling Plan goals and objectives:

- Goal Area 5: Governance - Govern the district in an efficient and effective manner providing leadership and representation to benefit students, staff and patrons of the District.
 - Objective 5.2: Improve satisfaction and results of services in partner districts.

II. Evaluation Criteria for Programs/Services Offered

As required by the Individuals with Disabilities Education Improvement Act of 2004, Missouri has developed a six-year State Performance Plan (SPP) for Special Education. The plan includes state targets for student performance and improvement activities to support districts in meeting the targets. The state is required to publicly report on the performance of each district on each of the indicators included in the State Performance Plan. The Missouri Department of Elementary and Secondary Education (DESE) annually publish a Special Education District Profile which includes information about performance of the districts on the SPP Indicators. This report summarizes the performance of each of the 23 partner districts relative to the SPP indicators. Areas of focus for the present evaluation include the following SPP indicators:

Secondary Transition

- SPP 1: Graduation rate
- SPP 2: Dropout rate
- SPP 14: Graduate Follow-up

Assessment (Academic performance)

- SPP 3b: Participation rate on statewide assessment (MAP)
- SPP 3c: Proficiency rate on statewide assessment (MAP)

Educational Environment (Placement in the least restrictive environment)

- SPP 5a: Percent of children inside regular class at least 80% of the day
- SPP 5b: Percent of children inside regular class less than 40% of the day
- SPP 5c: Percent of children served in separate settings



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III. Description of Stakeholders' Engagement in Program Evaluation

The program evaluation process engaged numerous stakeholder groups to analyze the 2008-09 SPP data for strengths and weaknesses, review recommendations from the 2009 Program Evaluation and make recommendations for improvement. The Data Driven Dialogue protocol, adapted from Bruce Wellman & Laura Lipton, *Data Driven Dialogue: A Facilitator Guide to Collaborative Inquiry*, 2004, was consistently used with the various stakeholder groups including SSD Administrators, PDC Committee and Parent Stakeholder Group. Committee members are listed below.

Name	Role	Name	Role
Carla Addoh	SSD Administrator	Donald McCary	SSD Administrator
Erinn Aug	PDC Committee	Lindsay McCracken	PDC Committee
Helen Becker	PDC Committee	Vicki McNamara	SSD Administrator
Ginny Bender	SSD Administrator	Katy Meers	PDC Committee
Angie Bleich	PDC Committee	Zane Meirick	PDC Committee
Tracy Brangle	PDC Committee	Kim Meyers	PDC Committee
Marie Burke	SSD Administrator	Lynne Midyett	SSD Administrator
Dee Byrnes	SSD Administrator	Mary Monika	PDC Committee
Karen Carlson	PDC Committee	Marti Mueller	PDC Committee
MaryAnn Cooper	SSD Administrator	Beth Nesbit	PDC Committee
Kathy Diehl	PDC Committee	Debra Kiso	PDC Committee
Martha Disbennett	SSD Administrator	Shannon Koster	PDC Committee
Carrie Doll	PDC Committee	Terry Lancaster	PDC Committee
Cathy Dutcher	SSD Administrator	Joann Levering	SSD Administrator
Tim Eck	PDC Committee	Sandra Lindsey	PDC Committee
Maury Ellebrecht	PDC Committee	Melissa Lohrmann	PDC Committee
Ana Feit	PDC Committee	Alice Jensen	PDC Committee
Julia Geissler	PDC Committee	Jill Karr	SSD Administrator
Lee Goldstein	PDC Committee	Jennifer Stanfield	PDC Committee
Marsha Guilliams	SSD Administrator	MaryAnn Tietjens	SSD Administrator
Gina Hasty	PDC Committee	Tamara Timko	PDC Committee
Stephani Hudson	PDC Committee	Kim Toebe	PDC Committee
Eleanor Jenkins	Parent Stakeholder	James Schieffer	PDC Committee
Victoria Leach	Parent Stakeholder	Jeff Schneider	SSD Administrator
Brandie Martine	Parent Stakeholder	Pat VandeRiet	PDC Committee
Christina Niedringhaus	PDC Committee	Mary Vandever	PDC Committee
Christina Pappalardo	Parent Stakeholder	Ros VanHecke	SSD Administrator
Tina Payne	PDC Committee	Shantay Wakefield	PDC Committee
Barb Pfaff	Parent Stakeholder	Jacqueline Ward	PDC Committee
Anita Phillips	PDC Committee	Kris Weingaertner-Hartke	SSD Administrator
Lori Arnsman Schwartz	PDC Committee	Melissa Wobbe	PDC Committee



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IV. Results

A. Secondary Transition

DESE reports data annually on the following performance indicators for secondary transition: SPP 1-Graduation rate, SPP 2-Dropout rate and SPP 14-Graduate follow-up. Table 1 depicts the secondary transition results for each partner district showing whether or not they met the criteria.

Table 1. District Graduation Rates (SPP 1), Dropout Rates (SPP 2) and Graduate Follow-up (SPP 14)

District	Secondary Transition		
	SPP 1: Graduation Rate	SPP 2: Dropout Rate	SPP 14: Graduate Follow-up
Aftton	Met	Met	Not Met
Bayless	Met	Met	Not Met
Brentwood	Met	Met	Met
Clayton	Met	Met	Met
Ferguson-Florissant	Met	Met	Met
Hancock Place	Met	Not Met	Met
Hazelwood	Met	Met	Met
Jennings	Not Met	Not Met	Not Met
Kirkwood	Met	Met	Met
Ladue	Met	Met	Met
Lindbergh	Met	Met	Met
Mehlville	Met	Met	Met
Maplewood-Richmond Heights	Met	Met	Not Met
Normandy	Not Met	Not Met	Met
Parkway	Met	Met	Met
Pattonville	Met	Met	Met
Ritenour	Met	Met	Not Met
Riverview Gardens	Not Met	Not Met	Not Met
Rockwood	Met	Met	Not Met
University City	Not Met	Not Met	Not Met
Valley Park	Met	Met	Met
Webster Groves	Met	Met	Met
Wellston	Not Met	Met	Not Met

Source of information is 2009 Special Education District Profiles.



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SPP 1: Graduation Rate for Students with Disabilities

Table 2 indicates the graduation rate over a three-year period for students with disabilities for districts in St. Louis County. The 2008-09 SPP target for graduation rate was 74% or higher. Graduation rate is calculated according to the following formula: $\text{Number of Graduates} \div (\text{Number of Graduates} + \text{Total Dropouts}) \times 100$.

Table 2. District Graduation Rates (SPP 1)

School Year	06-07	07-08	08-09	School Year	06-07	07-08	08-09
State Target	74.00	75.00	74.00	State Results	75.62	76.66	75.25
Affton	96.43	77.50	84.85	Mehlville	100	85.71	80.80
Bayless	90.00	93.75	94.12	Normandy	54.55	94.87	56.06
Brentwood	60.00	91.67	92.86	Parkway	86.49	85.39	91.93
Clayton	96.43	100	94.87	Pattonville	79.63	78.18	88.24
Ferg-Flor.	79.70	93.06	82.49	Ritenour	50.51	75.79	86.89
Hancock Place	55.00	50.00	80.00	Riverview	66.99	100	67.09
Hazelwood	82.54	93.33	86.97	Rockwood	98.39	85.77	87.83
Jennings	81.25	79.41	47.54	University City	97.06	70.59	71.43
Kirkwood	95.24	90.32	91.46	Valley Park	100	85.71	100
Ladue	93.94	97.78	100	Webster Groves	91.18	94.34	88.24
Lindbergh	87.04	85.48	84.31	Wellston	71.43	46.67	60.00
Map-Rich. Hgts.	82.14	83.33	82.35	STL Countywide	86.38	85.02	83.17

The overall graduation rate for students with disabilities in St. Louis County is 83.17%. This rate exceeds the state target of 74.0% and the state results of 75.25%. Of the 23 partner districts, 18 met the state target for 2008-09 and 5 did not meet the target. This is a decrease of 2 districts meeting the target compared to 2007-2008.



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SPP 2: Dropout Rate for Students with Disabilities

Table 3 indicates the dropout rate for students with disabilities for districts in St. Louis County. The 2008-09 SPP target for dropout rate was 5.00% or lower. The dropout rate for students with disabilities is calculated according to the following formula: $(Total\ Dropouts \div Total\ Child\ Count\ for\ Ages\ 14-22) \times 100$.

Table 3. District Dropout Rates

School Year	06-07	07-08	08-09	School Year	06-07	07-08	08-09
State Target	4.50	4.30	5.00	State Results	4.66	4.45	5.40
Affton	0.60	5.29	2.99	Mehlville	0	2.53	3.76
Bayless	1.72	1.30	1.28	Normandy	3.09	0.62	10.55
Brentwood	2.11	1.37	1.92	Parkway	3.22	2.89	1.61
Clayton	0.85	0	1.60	Pattonville	3.24	3.54	2.51
Ferg-Flor.	3.24	1.13	3.89	Ritenour	12.01	5.26	2.30
Hancock Place	4.21	8.82	5.10	Riverview	7.01	0	6.52
Hazelwood	1.71	0.76	2.69	Rockwood	0.50	2.94	2.60
Jennings	2.68	2.98	13.79	University City	0.43	5.77	7.62
Kirkwood	1.08	1.66	1.82	Valley Park	0	2.94	0
Ladue	1.11	0.49	0	Webster Groves	2.04	1.00	2.70
Lindbergh	2.39	3.03	2.85	Wellston	4.65	16.67	5.00
Map-Rich. Hgts.	5.56	3.95	4.23	STL Countywide	2.41	2.56	3.36

Although, as a group, St. Louis County met the 2008-09 drop out target of less than 5.00%, a slight increase in the percentage of dropouts was noted compared to 2007-08. Of the 23 districts, 18 met the state target of less than or equal to 5.00%. Four of the five districts that did not meet the drop-out rate target are the same as the districts that did not meet the graduation target.



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SPP 14: Follow-up to Previous Year's Graduates

Table 4 depicts follow-up to the previous year's graduates. The 2008-09 SPP target for graduate follow-up was 74.50% or higher. The percent of youth who are no longer in school who are employed, enrolled in post secondary school or both within one year of leaving school is calculated according to the following formula: *(Total Students with IEPs who are no longer in secondary school and who have been competitively employed, enrolled in postsecondary school or both within one year of leaving high school ÷ Total Child Count for Students with IEPs No Longer in School) x 100.*

Table 4. Follow-up to Previous Year's Graduates (SPP 14)

School Year	06-07	07-08	08-09	School Year	06-07	07-08	08-09
State Target*	N/A	>74.00	>74.50	State Results*	73.5	74.6	72.71
Affton	73.33	62.96	74.19	Mehlville	98.90	93.39	85.29
Bayless	100	77.78	73.33	Normandy	88.46	91.67	100
Brentwood	100	66.67	100	Parkway	95.48	91.63	96.28
Clayton	96.15	92.31	96.55	Pattonville	66.67	74.42	79.41
Ferg-Flor.	85.71	75.47	93.28	Ritenour	52.63	95.92	42.86
Hancock Place	0.00	66.67	100	Riverview	135.59**	0.00	35.42
Hazelwood	45.67	100	99.28	Rockwood	85.12	83.64	13.45
Jennings	70.37	38.46	55.56	University City	70.97	81.82	60.00
Kirkwood	90.16	91.25	85.19	Valley Park	100	88.89	100
Ladue	100	100	97.44	Webster Groves	87.04	86.89	96.00
Lindbergh	87.88	91.49	83.67	Wellston	87.50	40.00	57.14
Map-Rich. Hgts.	81.82	82.61	73.33	STL Countywide	87.45	74.20	67.45

*Table reflects follow up to previous years graduates

The 2008-09 the overall graduate follow-up placement rate for students with disabilities in St. Louis County declined (i.e., 74.20% vs. 67.45%) compared to 2007-08 and failed to meet the state target of 74.50. In addition, the St. Louis Countywide results trailed the state results of 72.71.

It should be noted that the Missouri Department of Elementary and Secondary Education revised the calculation for this indicator starting in the 2008-09 reporting year. This change was prompted by the U.S. Department of Education, Office of Special Education Programs (OSEP) revision. This revision requires more detailed follow-up contact information for students dropping out and graduating. The definition of follow-up data now includes length of enrollment/employment. These new requirements may have contributed to the less favorable results in this area.



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B. Assessment

DESE reports data annually on the following performance indicators for Assessment: SPP 3b- Participation rate on statewide assessment for Communication Arts and Mathematics and SPP 3c-Proficiency rate for children with IEPs on statewide assessments. Table 5 depicts the assessment results for each partner district showing whether or not they met participation and performance criteria for Communication Arts and Mathematics.

Table 5. MAP Participation Rates (SPP 3b) and Performance (SPP 3c) in Communication Arts and Mathematics

District	Achievement			
	SPP 3b: Participation Rates		SPP 3c: Performance	
	Com Arts	Math	Com Arts	Math
Affton	Met	Met	Not Met	Not Met
Bayless	Met	Met	Not Met	Not Met
Brentwood	Met	Met	Not Met	Not Met
Clayton	Met	Met	Not Met	Not Met
Ferguson-Florissant	Met	Met	Not Met	Not Met
Hancock Place	Met	Met	Not Met	Not Met
Hazelwood	Met	Met	Not Met	Not Met
Jennings	Met	Met	Not Met	Not Met
Kirkwood	Met	Met	Not Met	Not Met
Ladue	Met	Met	Not Met	Not Met
Lindbergh	Met	Met	Not Met	Not Met
Mehlville	Met	Met	Not Met	Not Met
Maplewood-Richmond Heights	Met	Met	Not Met	Not Met
Normandy	Met	Met	Not Met	Not Met
Parkway	Met	Met	Not Met	Not Met
Pattonville	Met	Met	Not Met	Not Met
Ritenour	Met	Met	Not Met	Not Met
Riverview Gardens	Met	Met	Not Met	Not Met
Rockwood	Met	Met	Not Met	Not Met
University City	Met	Met	Not Met	Not Met
Valley Park	Met	Met	Not Met	Not Met
Webster Groves	Met	Met	Not Met	Not Met
Wellston	Met	Met	Not Met	Not Met

Source of information is 2009 Special Education District Profiles, Spring 2009 MAP data.



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SPP 3b: Participation Rates for Children with IEPs on Statewide Assessments for Communication Arts

Table 6 depicts the MAP Communication Arts participation rate over a three year period for students with IEPs for districts in St. Louis County. Table 7 indicates the MAP Mathematics participation rate for students with IEPs. The 2008-09 SPP target for MAP Communication Arts and Mathematics participation rate was 95.00% or higher. The participation rate (i.e., MAP and MAP-A) is calculated according to the following formula: *(Students Reportable ÷ Students Accountable) x 100*.

Table 6. District MAP Communication Arts Participation Rates

School Year	06-07	07-08	08-09	School Year	06-07	07-08	08-09
State Target	95.00	95.00	95.00	State Results	98.64	99.64	99.64
Affton	96.06	98.92	100	Mehlville	97.87	99.59	99.70
Bayless	100	100	100	Normandy	95.50	98.42	99.37
Brentwood	100	100	100	Parkway	98.32	99.74	99.65
Clayton	97.18	100	100	Pattonville	98.31	99.61	99.60
Ferg-Flor.	98.03	99.13	99.47	Ritenour	92.87	99.60	99.38
Hancock Place	99.32	99.28	100	Riverview	94.57	100	99.21
Hazelwood	96.82	99.51	99.17	Rockwood	98.82	99.74	99.85
Jennings	94.27	98.47	99.04	University City	98.75	99.65	99.56
Kirkwood	98.34	99.61	100	Valley Park	93.27	100	99.05
Ladue	95.02	99.67	100	Webster Groves	99.29	99.52	99.48
Lindbergh	99.33	100	99.76	Wellston	98.21	100	100
Map-Rich. Hgts.	97.17	100	100	STL Countywide	97.08	99.57	99.58

The state target for MAP Communication Arts participation rate for students with disabilities continued at 95%. All districts met the target. The St. Louis County rate has been generally consistent for the past 3 years. This rate exceeds the state participation rate target by 4.58%.



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SPP 3b: Participation Rates for Children with IEPs on Statewide Assessments for Mathematics

Table 7 depicts the MAP Mathematics participation rate over a three year period for students with IEPs for districts in St. Louis County. The 2008-09 SPP target for MAP Mathematics participation rate was 95.00% or higher. The participation rate (i.e., MAP and MAP-A) is calculated according to the following formula: $(Students\ Reportable \div Students\ Accountable) \times 100$.

Table 7. District MAP Mathematics Participation Rates

School Year	06-07	07-08	08-09	School Year	06-07	07-08	08-09
State Target	95.00	95.00	95.00	State Results	97.31	99.57	99.60
Affton	98.93	99.66	100	Mehlville	99.42	99.80	99.89
Bayless	100	100	100	Normandy	97.85	99.47	99.02
Brentwood	100	100	100	Parkway	98.62	99.79	99.85
Clayton	99.11	100	100	Pattonville	98.91	99.24	99.80
Ferg-Flor.	98.5	99.13	99.20	Ritenour	99.34	99.63	99.57
Hancock Place	97.01	100	100	Riverview	97.97	98.73	98.99
Hazelwood	97.74	99.40	99.31	Rockwood	98.79	99.60	99.90
Jennings	98.92	97.65	99.68	University City	98.22	99.33	99.55
Kirkwood	99.47	99.63	99.79	Valley Park	98.99	100	98.98
Ladue	98.56	99.68	100	Webster Groves	99.77	99.77	98.93
Lindbergh	99.34	100	99.75	Wellston	100	100	100
Map-Rich. Hgts.	99.07	100	100	STL Countywide	98.40	99.57	99.62

As indicated above, the 2008-09 overall MAP Mathematics participation rates for students with disabilities in St. Louis County was 99.62% which exceeds the state criteria of 95%. This demonstrates a slight increase over the previous two years. Each of the 23 districts met or exceeded the state participation target.



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SPP 3c: Proficiency rate for children with IEPs on statewide assessment (MAP) for Communication Arts

Table 8 depicts the MAP Communication Arts proficiency rate over a three year period for students with disabilities for districts in St. Louis County. The 2008-09 SPP target for Communication Arts proficiency rate was 59.20%. The proficiency rate on statewide MAP assessments (i.e., MAP, Endo of Course Exams and MAP-A) is calculated according to the following formula: $[(Students\ Proficient + Students\ Advanced) \div Students\ Reportable] \times 100$.

Table 8. District MAP Communication Arts Proficiency Rates

School	06-07	07-08	08-09	School	06-07	07-08	08-09
State Target	42.90	51.00	59.20	State Results	17.63	19.03	23.59
Affton	22.01	23.64	31.88	Mehlville	20.50	21.07	25.08
Bayless	8.13	13.01	22.33	Normandy	5.35	5.35	10.16
Brentwood	24.64	33.33	42.62	Parkway	25.85	28.57	35.94
Clayton	34.30	37.02	42.68	Pattonville	22.90	23.54	29.88
Ferg-Flor.	14.91	14.62	17.20	Ritenour	9.14	10.95	19.08
Hancock Place	16.33	10.14	25.00	Riverview	4.83	2.47	3.78
Hazelwood	12.51	12.31	14.85	Rockwood	31.28	35.36	41.53
Jennings	6.08	5.61	10.93	University City	11.39	15.28	19.47
Kirkwood	41.84	40.50	43.42	Valley Park	21.65	26.92	37.50
Ladue	30.77	36.12	44.72	Webster Groves	33.81	36.39	36.01
Lindbergh	27.42	40.36	38.93	Wellston	3.64	4.00	4.17
Map-Rich. Hgts.	18.45	28.00	22.62	STL Countywide	21.62	24.65	29.31

As indicated above, the 2008-09 overall Communication Arts proficiency rates for students with disabilities is 29.31% which does not meet the state criteria of 59.2% but exceeds the statewide performance rate of 23.59% for students with disabilities. While none of the 23 districts met the state target, 20 districts demonstrated an increase in scores. The remaining 3 districts Lindbergh, Webster Groves and Maplewood-Richmond Heights, demonstrated a decrease. It is interesting to note that Webster Groves and Lindbergh's Communication Arts MAP Proficiency Rates were in the top 5 highest performing districts St. Louis County for 2007-08. Although none of the districts met the state target, 13 demonstrated an increase of 5% or more. Hancock Place and Valley Park demonstrated an increase over 10%. A graph depicting the performance in Communication for all districts over the last three years is included in Appendix 1.



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SPP 3c: Proficiency rate on statewide assessment (MAP)

Mathematics

Table 9 depicts the MAP Mathematics proficiency rate over a three year period for students with disabilities for districts in St. Louis County. The 2008-09 SPP target for Mathematics proficiency rate was 54.10%. The proficiency rate on statewide MAP assessments (i.e., MAP, End of Course Exams and MAP-A) is calculated according to the following formula: $[(Students\ Proficient + Students\ Advanced) \div Students\ Reportable] \times 100$.

Table 9. District MAP Mathematics Proficiency Rates

School	06-07	07-08	08-09	School	06-07	07-08	08-09
State Target	35.80	45.00	54.10	State Results	20.89	22.64	26.01
Affton	26.26	30.48	32.92	Mehlville	24.18	27.30	31.09
Bayless	11.48	11.86	22.55	Normandy	6.00	4.00	8.88
Brentwood	34.33	35.00	36.51	Parkway	28.26	31.78	36.72
Clayton	39.64	51.16	46.00	Pattonville	28.26	30.29	32.08
Ferg-Flor.	14.31	13.78	13.78	Ritenour	12.21	13.91	21.89
Hancock Place	16.43	19.69	26.85	Riverview	6.08	8.97	2.44
Hazelwood	13.08	13.92	13.13	Rockwood	34.35	36.69	42.17
Jennings	6.27	5.42	12.14	University City	14.50	13.47	20.18
Kirkwood	40.99	42.48	46.65	Valley Park	23.47	26.96	35.05
Ladue	33.33	39.16	45.99	Webster Groves	33.26	38.82	37.13
Lindbergh	38.89	48.34	42.75	Wellston	3.77	5.36	0
Map-Rich. Hgts.	22.64	23.36	22.35	STL Countywide	23.87	27.41	30.14

As indicated above, the 2008-09 overall Mathematics proficiency rates for students with disabilities is 30.14% which does not meet the state criteria of 54.10% but exceeds the statewide performance rate of 26.01% for students with disabilities. None of the district met the state target. This is a decrease from 2007-08 when 2 districts met the state target. Fifteen districts increased proficiency rates from the previous year, one district remained the same and seven districts decreased. Six districts (Hancock, Ladue, Rockwood, University City, Valley Park and Jennings) demonstrated a 5 % or more increase. Bayless demonstrated a 10.69% gain. A graph depicting the performance in Mathematics for all districts over the last three years is included in Appendix 2.



Special Education Services Standard Program Evaluation

Educational Environment

DESE reports data annually on the following performance indicators for Educational Environment: SPP 5a- Percent of children inside regular class at least 80% of the day, SPP 5b- Percent of children inside regular class less than 40% of the day and SPP 5c-Percent of children served in separate settings

DESE reports placement data for the Special Education Profile for each of the partner districts by attending district. A separate Special Education Profile is reported for SSD which includes the Separate Schools, Court Programs, Career Training, Purchase of Service, Deaf/Hard of Hearing, ECSE and SNAP. All students from partner districts who are placed in separate settings are reflected in the SSD Special Education Profile. Therefore, placement data reported publicly for each partner district does not reflect all students served in separate settings. For purposes of this evaluation, the committee cautions that the countywide Special Education Profile is more reflective of placement information than the separate partner district reports.

Table 10. Educational Environment

District	Educational Environment		
	SPP 5a: Placement >80%	SPP 5b: Placement <40%	SPP 5c: Separate School
Affton	Met	Met	Met
Bayless	Met	Met	Met
Brentwood	Met	Met	Met
Clayton	Met	Met	Met
Ferguson-Florissant	Met	Not Met	Met
Hancock Place	Met	Not Met	Met
Hazelwood	Met	Not Met	Met
Jennings	Met	Not Met	Met
Kirkwood	Met	Met	Met
Ladue	Met	Met	Met
Lindbergh	Met	Met	Met
Mehlville	Met	Met	Met
Maplewood-Richmond Heights	Met	Met	Met
Normandy	Not Met	Not Met	Met
Parkway	Met	Met	Met
Pattonville	Met	Met	Met
Ritenour	Met	Not Met	Met
Riverview Gardens	Met	Not Met	Met
Rockwood	Met	Met	Met
University City	Not Met	Met	Met
Valley Park	Met	Not Met	Met
Webster Groves	Met	Met	Met
Wellston	Met	Not Met	Met



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SPP 5a: Percent of children inside regular class at least 80% of the day

Table 11 depicts the percent of students in regular classes at least 80% of the day over a three year period for districts in St. Louis County. The 2008-09 SPP target for the percent of children in regular classes at least 80% of the day was 58.50% or greater. The percent of children inside regular class at least 80% of the day is calculated according to the following formula: *(Number of Students with IEPs in Regular Class at least 80% of Day ÷ Total Number of Students with IEPs ages 6 -21) x 100.*

Table 11. Percent of Students in Regular Class at Least 80% of the Day

School	06-07	07-08	08-09	School	06-07	07-08	08-09
State Target	>60.00	>59.00	>58.50	State Results	57.23	58.39	59.28
Affton	72.37	75.79	78.62	Mehlville	75.53	74.47	74.41
Bayless	58.82	61.26	73.08	Normandy	48.86	46.83	52.68
Brentwood	71.96	78.03	81.03	Parkway	75.39	73.28	77.34
Clayton	93.04	89.81	89.00	Pattonville	68.34	70.25	70.28
Ferg-Flor.	55.12	58.08	64.08	Ritenour	62.24	64.41	62.12
Hancock Place	60.98	65.60	70.83	Riverview	62.57	68.53	69.91
Hazelwood	65.62	67.24	68.45	Rockwood	79.34	79.04	79.17
Jennings	58.70	60.27	63.16	University City	64.53	61.73	56.92
Kirkwood	79.87	78.82	81.67	Valley Park	66.67	70.16	71.60
Ladue	76.18	75.73	77.98	Webster Groves	79.15	79.19	78.05
Lindbergh	80.28	80.76	79.43	Wellston	45.56	58.33	62.92
Map-Rich. Hgts.	63.59	67.24	65.41	STL Countywide	62.96	63.31	64.98

As indicated above, the overall countywide 2007-08 placement in regular education for at least 80% of the day for students with disabilities is 64.98% which meets the state target of greater than 58.50% and exceeds the statewide rate of 59.28%. Twenty-one districts met the state proficiency target. Ferguson-Florissant and Wellston did not meet the state target in 2007-08 but met the target for 2008-09. Normandy again did not meet the target for 2008-2009 but posted a 5.85% gain. University City met the target for 2007-08, but demonstrated a decrease in 2008-09 and failed to meet the state target.



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SPP 5b: Percent of children inside regular class less than 40% of the day

Table 12 indicates the percent of students in regular classes less than 40% of the day over a three-year period for districts in St. Louis County. The 2008-09 SPP target for the percent of children in regular classes less than 40% of the day was 10.40% or less. The percent of children inside regular class less than 40% of the day is calculated according to the following formula:
(Number of Students with IEPs in Regular Class <40% of Day ÷ Total Number of Students with IEPs ages 6 -21) x 100.

Table 12. Percent of Students in Regular Class Less Than 40% of the Day

School	06-07	07-08	08-09	School	06-07	07-08	08-09
State Target	<10.90	<10.80	<10.40	State Results	10.51	9.99	9.81
Affton	4.57	4.98	5.65	Mehlville	3.25	4.11	5.41
Bayless	23.04	18.47	10.10	Normandy	22.89	21.80	18.62
Brentwood	5.29	1.52	4.31	Parkway	6.26	5.09	5.41
Clayton	0.87	0	0.69	Pattonville	10.12	8.27	7.81
Ferg-Flor.	17.24	13.22	12.37	Ritenour	13.08	12.16	13.65
Hancock Place	16.29	14.40	12.50	Riverview	15.68	12.21	11.62
Hazelwood	14.21	14.61	14.39	Rockwood	8.43	8.75	8.22
Jennings	21.91	22.56	16.33	University City	11.70	7.58	7.26
Kirkwood	5.11	4.71	5.12	Valley Park	16.67	13.09	10.49
Ladue	1.23	0.98	1.44	Webster Groves	4.12	5.14	4.25
Lindbergh	5.34	6.59	7.66	Wellston	21.11	11.46	17.98
Map-Rich. Hgts.	6.67	6.32	8.81	STL Countywide	9.44	8.76	8.41

As indicated above, the overall 2008-09 percentage of student with disabilities in regular class less than 40% of the day is 8.41% which meets the state target of <10.40% and compares favorably to the statewide rate of 9.89%. The St. Louis Countywide percentage of 8.41% is an improvement from 2007-08. For 2008-09, 14 districts met the state target compared to 13 in 2007-08. With the exception of the Bayless School District, all 2008-09 districts not meeting the standard in this placement category were the same as 2007-08.



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SPP 5c: Percent of children served in separate settings

Table 13 depicts the percent of children served in separate settings. The 2008-09 SPP target for the percent of children served in separate settings was 3.60% or less. The percent of children served in separate settings (i.e., public/private separate facilities, residential placements, homebound/hospital placements) is calculated according to the following formula: *(Number of Students with IEPs in Separate Settings ÷ Total Number of Students with IEPs ages 6 -21) x 100*.

Table 13. Percent of Students Served in Separate Settings

School	06-07	07-08	08-09	School	06-07	07-08	08-09
State Target	<3.45	<3.40	<3.60	State Results	3.70	3.70	3.72
Affton	0.23	0.23	0	Mehlville	0.17	0.23	0
Bayless	0	0.45	0	Normandy	0.54	0.29	0
Brentwood	1.06	0.76	0	Parkway	0.38	0.52	0.58
Clayton	0	0.32	0	Pattonville	0.33	0.32	0.58
Ferg-Flor.	1.17	2.53	0	Ritenour	0.88	0.30	0
Hancock Place	0	0.40	0	Riverview	0.39	0.43	0.50
Hazelwood	0.51	0.70	0	Rockwood	0.26	0.23	0.06
Jennings	0.33	0.17	0	University City	0.55	1.23	1.81
Kirkwood	0.33	0.35	0.36	Valley Park	0	0	0
Ladue	0	0.20	0	Webster Groves	0.27	0.14	0
Lindbergh	0	0.40	0	Wellston	1.11	1.04	0
Map-Rich. Hgts.	0.51	2.30	0.63	STL County wide	4.83	4.86	4.94

Due to the fact that data is reported by attending district, the results reported by individual districts do not reflect students that reside in the district unless they also are attending the district. Consequently, the individual district results do not include students who are receiving their services fulltime in SSD’s special education schools, purchase of service, court programs, career training program or centralized programs for Deaf/Hard of Hearing. Therefore, the “St. Louis Countywide” Special Education Profile, which reflects all students residing in St. Louis County and being served by SSD, is more reflective of overall placement information than are the separate partner district reports. Internal SSD analysis of partner district students served in our schools or programs is provided in Appendix 3.

As indicated, the overall 2008-09 percentage of students in separate settings in St. Louis Countywide is 4.94% which did not meet the state target of <3.60%. Separate school placement rates were also above the State results of 3.72% for this indicator.



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Summary

Based on a review of the data reported, the following strengths, concerns and recommendations are noted.

Strengths

- Student participation rates in MAP assessments (Communication Arts and Mathematics) are very high and were 99.58% across St. Louis County for 2008-2009. All partner districts met the state target in this area.
- Compared to 2007-2008, the 2008-2009 proficiency rates in Communication Arts and Mathematics at the county level increased by 3-5 %. Twenty districts demonstrated an increase in Communication Arts proficiency and 15 districts demonstrated an increase in Mathematics proficiency.
- Compared to 2007-2008, the 2008-2009 data indicating the percent of students in regular class at least 80% of the day increased from 63.31% to 64.98%. In addition, 21 of 23 districts met the state target for 2008-2009 in comparison to 20 of 23 districts meeting the 2007-2008 target.
- Compared to 2007-2008, the 2008-2009 data indicating the percent of students in regular class less than 40% of the day decreased from 8.76% to 8.41%. In addition, 14 of 23 districts met the state target for 2008-2009 in comparison to 13 of 23 districts meeting the 2007-2008 target.
- Lower performing districts made significant progress in 2008-2009. For example, Hancock Place and Valley Park demonstrated over a 10% gain in the area of Communication Arts.

Concerns

- Compared to 2007-2008, the graduation rate for students with disabilities declined from 85.02% to 83.17% in 2008-2009.
- Compared to 2007-2008, the dropout rate for students with disabilities in St. Louis County increased from 2.99% to 3.36% in 2008-2009.
- Follow-up information for previous graduates related to placement (e.g., employment, secondary education, etc.) declined from 74.20% in 2007-2008 to 67.45% in 2008-2009.



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- Although countywide proficiency rates for Communication Arts and Mathematics increased, none of the 23 partner districts met the state target in either area.
- Compared to 2007-2008, the 2008-2009 percentage of students with disabilities served in separate settings in St. Louis County increased from 4.86% to 4.94%. This rate does not meet the state target for 2008-2009. With regard to the SPP profiles data, DESE reporting practices do not reflect SSD placements from partner districts. Thus, school level statistics are somewhat misleading with regard to placement in separate settings.

Recommendations

Follow-up to recommendations made in the 2009 program evaluation are provided following this summary of current recommendations.

- With regard to improvement of student outcomes, the following are recommended:
 - Expand Data Teams to include all elementary schools in Partner Districts as requested.
 - Incorporate Data Teams into Continuous Improvement model.
 - Alignment with Region Continuous Improvement Plan.
- Continue communication with partner districts and establish key communicators to ensure that special education exit data affecting graduate and dropout rates are reported per state guidelines.
- Implement a bi-annual reporting schedule for improvement action plans that have been written in partner districts.
- Continue to implement recommendations from the Comprehensive Transition Committee.
- Explore additional opportunities for credit recovery leading to increased graduation rates.
- Use Continuous Improvement processes such as PDSA to review effective use of available supports to meet State Performance Plan targets.
- Annually establish performance results goals for MAP, EOCs and MAP-A with scheduled reviews by Directors, Area Coordinators and District leadership.
- Develop a structure of communication for partner district to share successful strategies in the areas of transition, assessment and educational environment.



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- Use SPP data in planning for professional development activities for both new teacher level staff and new administrators.
- Develop a data review process with partner districts to ensure students are receiving instruction in the least restrictive environment countywide.

Action Plan for Recommendation as a result of Program Evaluation

Person responsible to champion action plan: Lynne Midyett

Timeframe for reporting updates to the Board of Education: Annually

_____ Date _____

Signature of Administrator Responsible for Chairing Evaluation

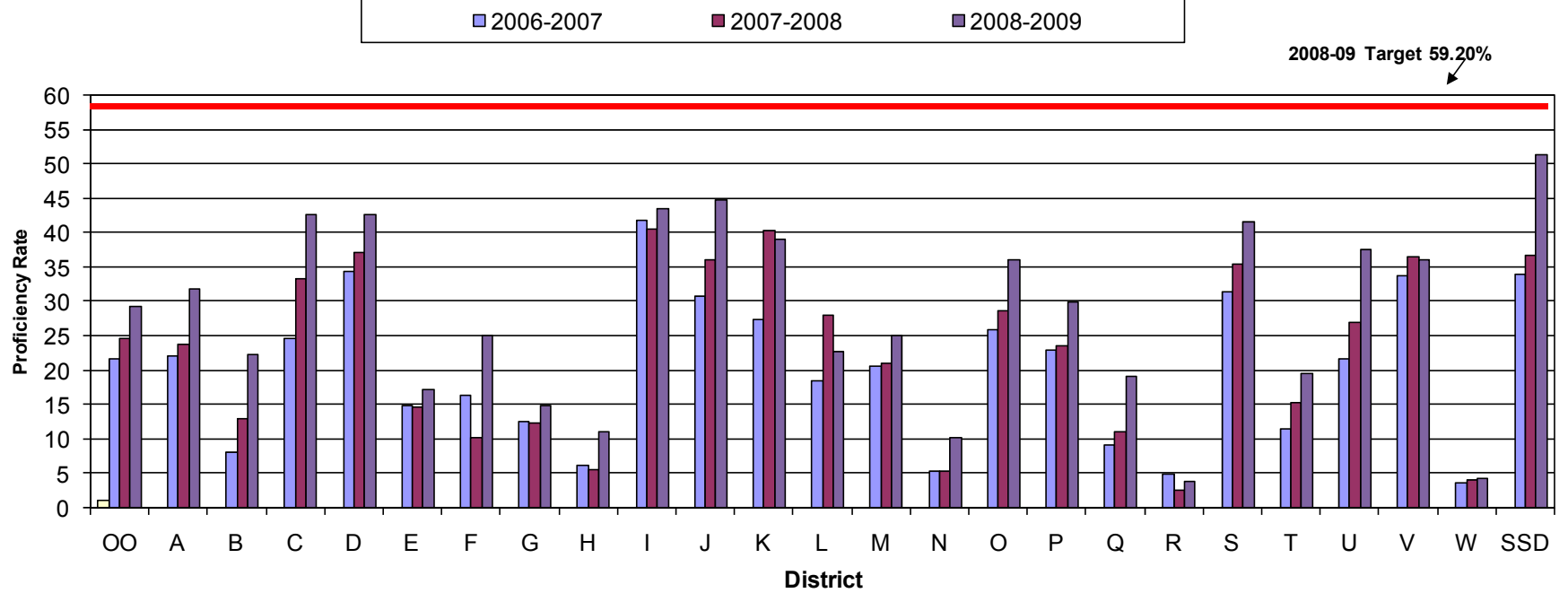


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	March 2009 Recommendations	Progress
1.	Expand implementation of a three year plan for improvement of student outcomes to include: <ul style="list-style-type: none"> • Continued implementation and expansion of the progress monitoring initiative. • Continued implementation and expansion of data teams for the purpose of instructional decision making focusing on communication arts and mathematics. • Identification and implementation of research-based strategies for students with disabilities using a three-tiered intervention framework. 	Sixty one schools participated in the Elementary Data Team Grant project during 09-10 school year. This is an increase of forty schools. Literacy handbooks provided to Data Teams with companion training
2.	Follow-up with partner districts to ensure that special education exit data affecting graduate and dropout rates are reported per state guidelines.	Partner Districts receive communication concerning data reporting requirements and periodic meetings have been held with partner districts' data managers and liaisons.
3.	Implement improvement action plans that have been written.	Seven partner districts have mandated improvement plans for special education and have increased proficiency in CA and/or Math.
4.	Implement recommendations of the comprehensive transition committee.	Comprehensive Transition Committee Report was completed and presented to the SSD BOE on 1/26/2010.
5.	Analyze the use of available supports (facilitators, effective practice specialists and available professional learning opportunities) in districts that do not meet state targets for special education placement and inform staff of available resources as appropriate.	On-going process

Appendix 1

SPP 3c: Proficiency Rate for Children with IEPs on Statewide Assessments - Communication Arts

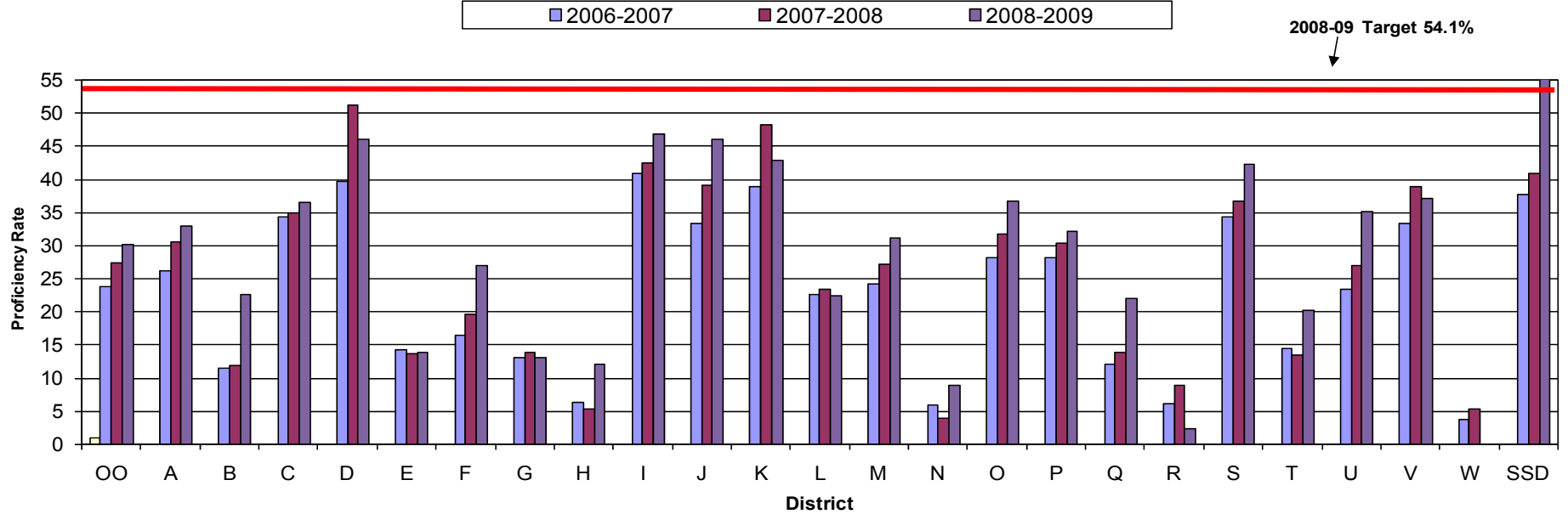


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|-------------------------------|-------------------|----------------------|---------------------|--------------------|
| OO= *Overall St. Louis County | F = Hancock Place | K = Lindbergh | P = Pattonville | U = Valley Park |
| A = Affton | G = Hazelwood | L = Map/Rich Heights | Q = Ritenour | V = Webster Groves |
| B = Bayless | H = Jennings | M = Mehlville | R = Riverview | W = Wellston |
| C = Brentwood | I = Kirkwood | N = Normandy | S = Rockwood | |
| D = Clayton | J = Ladue | O = Parkway | T = University City | |
| E = Ferg/Flor | | | | |

State Targets	
2006-2007	42.90%
2007-2008	51.00%
2008-2009	59.20%

Appendix 2

SPP 3c: Proficiency Rate for Children with IEPs on Statewide Assessments - Math



OO= *Overall St. Louis County

A = Affton
 B = Bayless
 C = Brentwood
 D = Clayton
 E = Ferg/Flor
 F = Hancock Place
 G = Hazelwood
 H = Jennings
 I = Kirkwood
 J = Ladue

K = Lindbergh
 L = Map/Rich Heights
 M = Mehlville
 N = Normandy
 O = Parkway

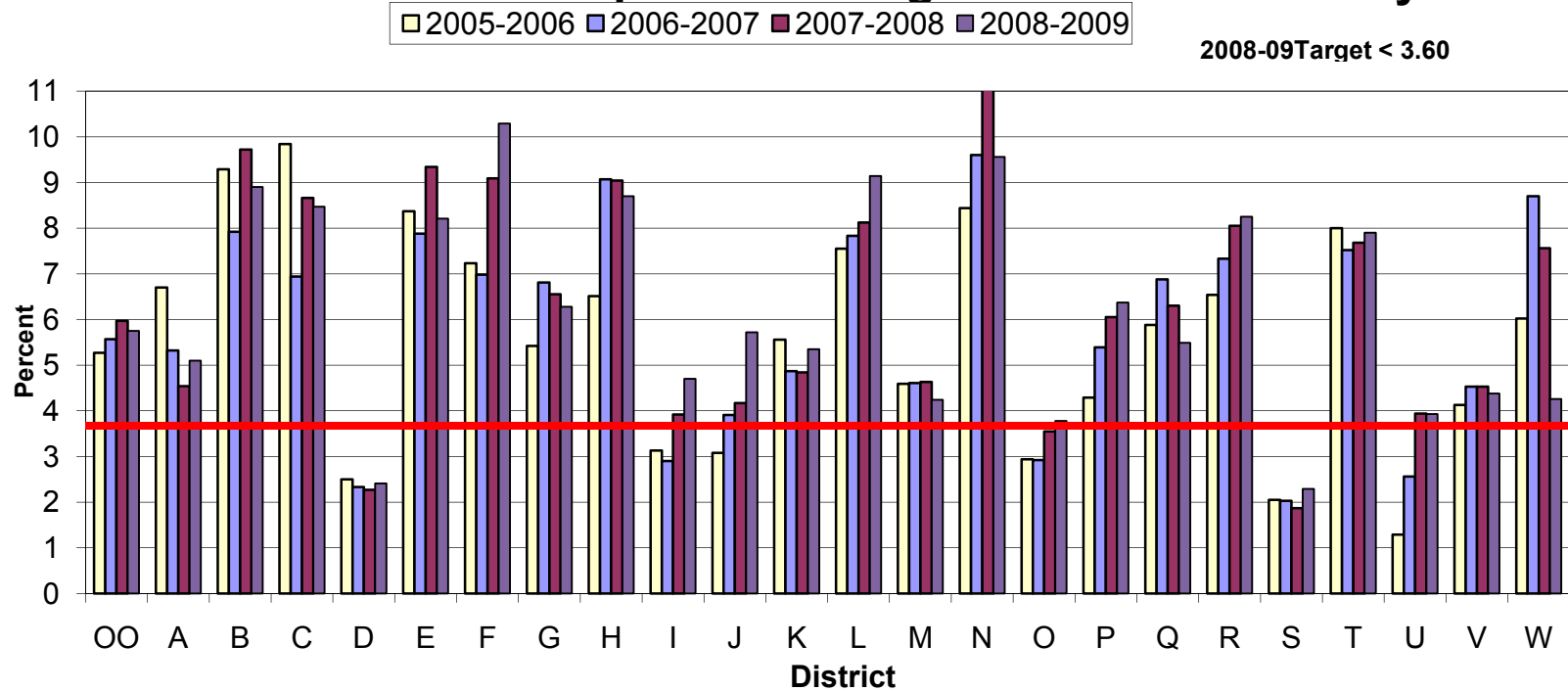
P = Pattonville
 Q = Ritenour
 R = Riverview
 S = Rockwood
 T = University City

U = Valley Park
 V = Webster Groves
 W = Wellston

State Targets	
2005-2006	26.60%
2006-2007	35.80%
2007-2008	45.00%

Appendix 3

Percent of School-age Children with IEPs Served in Separate Settings: SSD Internal Analysis



OO=	*Overall St. Louis County								
A =	Affton	F =	Hancock Place	K =	Lindbergh	P =	Pattonville	U =	Valley Park
B =	Bayless	G =	Hazelwood	L =	Map/Rich Heights	Q =	Ritenour	V =	Webster Groves
C =	Brentwood	H =	Jennings	M =	Mehlville	R =	Riverview	W =	Wellston
D =	Clayton	I =	Kirkwood	N =	Normandy	S =	Rockwood		
E =	Ferg/Flor	J =	Ladue	O =	Parkway	T =	University City		