

Private Separate Schools – Mid-Year Update

2011-2012 Program Evaluation Report

Special School District



Evaluation Results

What is the status of the program's progress toward achieving the goals?

Goal 1: Meet Adequate Yearly Progress (AYP) Requirements.

When determining Adequate Yearly Progress (AYP) for SSD, DESE does not hold Private Separate Schools accountable as an individual group. Rather, the scores for students in those sites are grouped with various SSD programs (such as Deaf/Hard of Hearing programs, Homebound, and Hawthorne hospital) and labeled as "External Sites". Each private separate school does not meet DESE's requirements for the number of students taking each test in a given year, so a determination of AYP would not be made. However, a listing of the percentage of students at each private separate school scoring in those ranges shows how students in that school perform when measured using AYP standards. AYP is determined by the percentage of students scoring Proficient or Advanced on each test: the table below shows the percentage of students at each private separate school scoring Proficient or Advanced in 2011. The required percentages to make AYP were (a) 75.5% Proficient or Advanced for Communication Arts and (b) 72.5% Proficient or Advanced for Mathematics. The tables show that two agencies met the AYP criteria in Mathematics; none did so in Communication Arts. (It should be noted that the number of students at each agency is small and would not meet cell size requirements for AYP accountability.)

2011 MAP/MAP-A Scores
Percentage Proficient/Advanced

Site	Content Area	Percentage Proficient/Advanced
Center for Autism	Communication Arts	0.0
Center for Autism	Mathematics	100.0
Edgewood	Communication Arts	29.41
Edgewood	Mathematics	25.00
Epworth	Communication Arts	22.22
Epworth	Mathematics	0.0
Every Child's Hope	Communication Arts	0.0
Every Child's Hope	Mathematics	0.0
Giant Steps	Communication Arts	33.33
Giant Steps	Mathematics	100.00
Logos	Communication Arts	30.00
Logos	Mathematics	0.00
Marygrove	Communication Arts	0.00
Marygrove	Mathematics	0.00
St. Vincent	Communication Arts	0.00
St. Vincent	Mathematics	NA

Goal 2: Improve student performance on state assessments as measured by Index Scores. (NOTE: The following Objectives are measured using the Index Score. The Index Score range is 600 – 900. The score is derived by adding the totals of (a) multiplying the percentage of students in the “Below Basic” range by 600, (b) multiplying the percentage of students in the “Basic” range by 700, (c) multiplying the percentage of students in the “Proficient” range by 800, and (d) multiplying the percentage of students in the “Advanced” range by 900.)

Objective 1: To improve performance on Communication Arts State Assessment: Not Met. Three of eight sites increased their Index Scores from 2010 to 2011. Two showed no improvement, one showed a decrease, and one had no scores in 2010 for comparison. Over three years (2009 – 2011) four sites increased their Index Scores and three decreased. (One site did not have tests administered in 2009).

Index Score by Year - Communication Arts

Site	2009	2010	2011
Center for Autism	N/A	600.0	600.0
Edgewood	640.0	650.0	700.0
Epworth	633.3	600.0	655.6
Every Child’s Hope	625.0	600.0	600.0
Giant Steps	750.0	900.0	733.3
Logos School	685.7	709.1	690.0
Marygrove	675.0	614.3	616.7
St. Vincent’s	633.3	N/A	700.0

Objective 2: To improve performance on Mathematics State Assessment: Not Met. Three of eight sites increased their Index Scores from 2010 to 2011. One showed no improvement, two showed a decrease, and one had no scores in 2010 for comparison. Over three years (2009 – 2011) two sites increased their Index Scores and four decreased. (One site did not have tests administered in 2009 and one did not have tests administered in 2010 or 2011).

Index Score by Year - Mathematics

Site	2009	2010	2011
Center for Autism	N/A	600.0	900.0
Edgewood	616.7	650.0	670.0
Epworth	622.2	611.1	633.3
Every Child's Hope	625.0	600.0	600.0
Giant Steps	900.0	900.0	833.3
Logos School	614.3	654.5	612.5
Marygrove	633.3	628.6	616.7
St. Vincent's	600.0	N/A	N/A

Enrollment

Objective 1: The number of students placed in private separate schools will decrease each year: Met. The following end-of-year enrollments from 2007 to 2011 show a decrease in the number of students each year. Comparison with statewide data shows that from 2009 to 2011, there was a statewide decrease in the number of students in private separate day schools of about 23.67 percent. During those same three years, SSD saw a decrease of about 36.67 percent. Data as of January 2012 show a continuing decrease.

Enrollment Trends

<u>School</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Center for Autism	1	1	1	3	4	3
Edgewood	42	39	38	37	25	22
Epworth	48	29	28	21	22	19
ECH	21	17	12	12	11	7
Giant Steps	15	14	14	13	9	8
Logos	33	37	33	30	33	28
Marygrove	9	7	11	8	9	7
St. Vincent	16	14	9	8	4	4
Total	185	158	146	132	117	98
Statewide*	XX	XX	879	714	671	XX

- Statewide total is taken from 2011 State Profile. Statewide totals for 2012 are not yet available

Objective 2: The percentage of students in each ethnic group placed in private separate schools will be comparable to district percentages. The table below shows enrollment in each private separate school as of January 2012. The distribution of students who are White, Black or Other ethnicity in private separate schools varies slightly from the distribution of these students in SSD as a whole, and differs substantially from that of students with an IEP statewide.

Enrollment by Race

School	White		Black		Other	
	Number	Percentage	Number	Percentage	Number	Percentage
Center for Autism	3	100.0	0	0	0	0
Edgewood	14	63.6	8	36.4	0	0
Epworth	7	36.8	12	63.2	0	0
ECH	1	14.3	6	85.7	0	0
Giant Steps	6	75.0	2	25.0	0	0
Logos	26	92.9	1	3.6	1	3.6
Marygrove	3	42.9	4	57.1	0	0
St. Vincent	1	25.0	3	75.0	0	0
Total	61	62.2	36	36.7	1	1.1
SSD Total*		50.4		40.3		9.3
Statewide Total*		74.7		17.1		8.2

SSD and Statewide Totals are from 2010-11 core data.

Progress Monitoring

Each private separate school provides information on the following student performance indicators at the end of each quarter:

- Reading Growth
- Math Growth
- Social/Emotional/Behavioral Growth
- Growth on IEP Goals related to Social/Emotional/Behavioral Area
- Attendance
- Number of Days of Out-of-School Suspension (OSS)
- Number of Incidents of Out-of-School Suspension
- New Students at the start of the school year
- Students leaving to go to a less restrictive environment (LRE)
- Students dropped by the agency or leaving to go to a more restrictive environment (MRE)

The table on the following page contains these data. The data show that

1. At one school, no students showed growth in Reading. At the other schools, up to 83% (at one school) of students showed growth. Overall, 42% of students showed some growth.
2. At one school, no students showed growth in Math. At the other schools, up to 67% (at three schools) of students showed growth. Overall, 48% of students showed growth.
3. At two schools, no students showed Social/Emotional/Behavioral growth. At the other schools up to 86% (at one school) showed growth. Overall 38% showed growth
4. Students at every agency showed growth on the Social/Emotional/Behavioral IEP goals.
5. Attendance ranged from about 88% to about 97%.
6. All but three schools suspended student out-of-school.
7. All but two agencies had new students this Fall; all but two had students leave to go to a less restrictive educational environment (LRE); four schools either dropped students or students moved to a more restrictive environment (MRE) (e.g. Homebound Instruction).

Progress Monitoring Indicators

Agency	Reading Growth	Math Growth	Therapeutic Growth (C-GAS)	SEB IEP Goal Growth 1st Q	SEB IEP Goal Growth 2nd Q	Attendance	OSS Days	OSS Incidents	New Students this Fall	Students Leaving to LRE	Students Leaving to MRE or 30 day drop
Center for Autism Education	0%	0%	67%	80%	100%	96.44%	0	0	0	1	0
Edgewood	28%	28%	42%	68%	64%	91.52%	0	0	4	1	1
Epworth	53%	63%	38%	96%	83%	93.41%	11	3	9	2	1
Every Child's Hope	17%	67%	86%	81%	77%	90.03%	16	7	1	1	1
Giant Steps	75%	25%	0%	62%	88%	97.17%	0	0	0	1	0
LOGOS	37%	52%	37%	91%	72%	88.36%	18	18	4	0	2
Marygrove	83%	67%	50%	75%	62%	96.09%	1	1	3	0	0
St. Vincent's	33%	67%	0%	68%	27%	92.34%	1	1	2	0	0
Totals	42%	48%	38%	82%	72%	93.17%	47	30	23	6	5

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

Strengths

- The number of SSD students in Private Separate Schools has declined substantially, at a rate greater than for the State as a whole
- The percentage of these students who are Black is about the same as for SSD as a whole.
- Two schools showed improved students performance on state assessments in both Communication Arts and Mathematics.
- All schools reported that students made progress on their Social/Emotional/Behavioral IEP Goals
- Four schools, and private separate schools as a whole, meet the SSD attendance goals of 93%

Opportunities/Weaknesses

- While students who are Black are enrolled at about the same rate as for SSD as a whole, the percentage of students in other minority groups is much smaller than in SSD as a whole. Thus, the percentage of students who are White is higher than for SSD as a whole.
- The percentage of students scoring Proficient or Advanced on state assessments is very low.
- Fewer than 40% of students showed therapeutic growth, and at two agencies, no students showed growth.
- Fewer than half of students showed growth in Reading or Math
- Almost as many students were dropped or moved to a More Restrictive Environment as moved to a Less Restrictive Environment.

How well aligned are the program's priorities and processes with the goals of the program?

The program provides services to students needing a high amount of therapeutic support and intervention. The percentage of students showing growth on IEP goals indicates this is happening. However, the program does not align with SSD's goals to improve student achievement.

Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

There is variation between deployment among agencies.

Should priorities be changed to put more focus on achieving the goals? Yes No

If Yes describe change in priorities.

Separate Private Schools should increase emphasis on student performance and academic outcomes as well as therapeutic.

Should goals be changed, added or removed? Yes No

If Yes describe the changes to goals listed.

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Evaluation Implications

General Recommendation Resulting from the Evaluation

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- X Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

Previous Recommendations

1. Work collaboratively with agencies individually and as a group to develop a system for continually monitoring processes and student outcomes. SSD administrators are meeting with individual agency staff and with agency administrators quarterly.
2. Meet with agencies individually and as a group in a "data team" format to identify current progress on meeting key indicators of student performance, areas needing attention, and plans to address them. This will be initiated using first semester data.
3. Establish "System-to-System" conversations between individual agencies and SSD administration to continually improve program implementation and student outcomes. The SSD director met with each agency director individually in the Fall. Plans are to do so again during the third quarter.
4. Continue to explore options within public schools to continue to decrease the number of students enrolled in POS agencies. The special education schools, including the Bridges program, continue to access internal and external resources to improve program quality and flexibility. This enables those programs to educate students who otherwise would attend private separate schools.
5. Work collaboratively with Giant Steps and Center for Autism Education to identify or develop formative measures of student progress. SSD has developed assessments to measure progress of students participating in the MAP-A and is in the process of refining those assessments. The process of identifying appropriate assessments for the students in the above two private separate schools has not yet begun.
6. Adopt a common measure of student therapeutic progress for POS agencies. The measure should be consistent with measures used in special education programs in public schools. All programs use the C-GAS for this measure.
7. Submit to the Board of Education an update of information on each agency each January and June. January Report submitted.