



Coordinator Name

Marsha Myers

Planning Team

Cathy Dutcher-Interim Area Coordinator for Purchase of Service
Donna Hughes-Teacher
Marsha Myers-Interim Director
Wendi Pendergrass-Principal-Bridges School

Description of the Program (2012)

I.E.P. teams determine the level of service a student requires to receive a free and appropriate public education. Special School District has contracts with seven agencies approved by the Department of Elementary and Secondary Education (DESE) to provide services if the I.E.P. team determines a student requires an intensive therapeutic program due to emotional needs or a specialized program not offered by the partner districts or by Special School District.

Description of How the Program’s Services are Developed and Delivered

Once the I.E.P. team has determined that a private, separate day school is required to meet the educational needs of the student, the Area Coordinator for Purchase of Service contacts the agency that is best suited to provide the services. In addition to implementing the IEP, agency staff develop a treatment plan for each child.

Key Program Stakeholder Groups

- | | |
|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input checked="" type="checkbox"/> Parents | <input type="checkbox"/> Taxpayers |
| <input checked="" type="checkbox"/> Staff | <input type="checkbox"/> Other (Specify.) |
| <input type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

Private separate agencies provide services to students that require intensive therapeutic or specialized programs to meet their individualized education program goals.

Overall Goals of the Program

Expected Measureable Outcomes

Goal 1: Improve performance on state assessments	1.1 Agencies will improve MSIP 4 Index scores compared to last year 1.2 Agencies will improve percent of students proficient or advanced compared to last year
Goal 2: Show Improvement on quarterly measures	2.1 Improve attendance each quarter. 2.2 Show academic growth each quarter. 2.3 Show progress on IEP goals each quarter.
Goal 3: Meet appropriate targets for placement in POS Agencies	3.1 Decrease enrollment at each site as measured by end of year enrollment. 3.2 Racial balance at each site will be comparable to district percentages.

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)

Private Separate Schools-Mid Year Update

2012-2013 Program Evaluation Report

Special School District



Evaluation Results

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

Goal 1: Improve performance on state assessments.

Measurable Objective 1:	1.1 Agencies will improve MSIP 4 Index scores compared to last year				
Results: Six of the eight agencies improved their index score on the 2012 Communication Arts Index. One of the agencies was virtually the same with a 2011 index score of 655.6 and a 2012 index score of 655. One agency's score declined in the area of Communication Arts. On the Math index four of the eight agencies showed increase over the index scores of 2011. Three of the agencies' scores dropped from 2011 to 2012. One agency did not have a 2011 score and therefore, could not be compared to 2012 data.					
MSIP 4 Index					
Communication Arts					
Site	2009	2010	2011	2012	2012(N)
Center for Autism	N/A	600	600	750	2
Edgewood	640	650	700	647	15
Epworth	633	600	656	655	13
Every Child's Hope	625	600	600	700	3
Giant Steps	750	900	733	800	3
Logos School	686	709	690	729	14
Marygrove	675	614	617	633	3
St. Vincent's	633	N/A	700	767	3
Math					
Site	2009	2010	2011	2012	2012 (N)
Center for Autism	N/A	600	900	750	2
Edgewood	617	650	670	613	15
Epworth	622	611	633	636	12
Every Child's Hope	625	600	600	733	4
Giant Steps	900	900	833	825	4
Logos School	614	655	613	644	17
Marygrove	633	629	617	667	3
St. Vincent's	600	N/A	N/A	684	3
Agencies improved	Number		Percent		
Communication Arts	6		75.0%		
Math	4		50.0%		

Measurable Objective 2:	1.2 Agencies will improve percent of students proficient or advanced compared to last year
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Results: Six of the agencies improved the percent of proficient or advanced students with an overall increase of 87% in scoring proficient or advanced in Communication Arts. In Math, 4 agencies improved the percent of proficient or advanced student with an overall increase of 57.1% in scoring proficient or advanced in Math.

Percent Proficient or Advanced				
Site	Content	2011	2012	N 2012
Center for Autism	Communication Arts	0	50.0	2
Center for Autism	Mathematics	100	50.0	2
Edgewood	Communication Arts	29.41	13.3	15
Edgewood	Mathematics	25	0.0	15
Epworth	Communication Arts	22.22	30.8	13
Epworth	Mathematics	0	16.7	12
Every Child's Hope	Communication Arts	0	66.7	3
Every Child's Hope	Mathematics	0	50.0	4
Giant Steps	Communication Arts	33.33	66.7	3
Giant Steps	Mathematics	100	75.0	4
Logos	Communication Arts	30	50.0	14
Logos	Mathematics	0	11.8	17
Marygrove	Communication Arts	0	0.0	3
Marygrove	Mathematics	0	33.3	3
St. Vincent's	Communication Arts	0	66.7	3.0
St. Vincent's	Mathematics	NA	0.0	0.0

Agencies improved	Number	Percent
Communication Arts	6	75.0%
Math	4	50.0%

Goal 2: Show Improvement on quarterly measures

Measurable Objective 1:	2.1 Improve attendance each quarter.																												
Results: Five of Seven (71%) Agencies Improved from Q1 to Q2																													
<table border="1"> <thead> <tr> <th colspan="3">Attendance by Quarter</th> </tr> <tr> <th>Agency</th> <th>Q1</th> <th>Q2</th> </tr> </thead> <tbody> <tr> <td>Center for Autism</td> <td>93.9%</td> <td>92.6%</td> </tr> <tr> <td>Edgewood</td> <td>90.8%</td> <td>91.1%</td> </tr> <tr> <td>Epworth</td> <td>95.3%</td> <td>93.0%</td> </tr> <tr> <td>Evangelical Children's</td> <td>91.9%</td> <td>92.7%</td> </tr> <tr> <td>Giant Steps</td> <td>93.3%</td> <td>95.3%</td> </tr> <tr> <td>Logos School</td> <td>89.4%</td> <td>89.8%</td> </tr> <tr> <td>Marygrove</td> <td>94.0%</td> <td>96.1%</td> </tr> </tbody> </table>			Attendance by Quarter			Agency	Q1	Q2	Center for Autism	93.9%	92.6%	Edgewood	90.8%	91.1%	Epworth	95.3%	93.0%	Evangelical Children's	91.9%	92.7%	Giant Steps	93.3%	95.3%	Logos School	89.4%	89.8%	Marygrove	94.0%	96.1%
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Measurable Objective 2.2	2.2 Show academic growth each quarter.																																					
<p>Results: One measure used to measure growth each quarter is the Children's Global Assessment Scale (CGAS) which is a numeric scale (1 through 100) used to rate the general functioning of children. CGAS measures are used to evaluate how a student adapts and performs to everyday tasks. It is not an academic measure, but is relevant for the POS agencies whose goals are therapeutic as well as academic. On this measure 52% of students improved. POS agencies use a variety of standardized formative assessments and class grades to indicate student academic achievement. Each student's score from first quarter was compared to second quarter to determine if progress had been made. Using this procedure in reading, 61% of students improved. In math 41% improved. In many cases there was no comparable data.</p>																																						
<p>Quarterly Progress</p> <table border="1"> <thead> <tr> <th rowspan="2">Agency</th> <th colspan="3">CGAS</th> </tr> <tr> <th>Declined</th> <th>Maintained</th> <th>Improved</th> </tr> </thead> <tbody> <tr> <td>Center for Autism</td> <td>0</td> <td>3</td> <td>0</td> </tr> <tr> <td>ECH</td> <td>0</td> <td>3</td> <td>3</td> </tr> <tr> <td>Edgewood</td> <td>3</td> <td>3</td> <td>9</td> </tr> <tr> <td>Epworth</td> <td>1</td> <td>1</td> <td>8</td> </tr> <tr> <td>Giant Steps</td> <td>0</td> <td>8</td> <td>0</td> </tr> <tr> <td>Logos</td> <td>5</td> <td>3</td> <td>13</td> </tr> <tr> <td>Marygrove</td> <td>1</td> <td>1</td> <td>2</td> </tr> </tbody> </table>				Agency	CGAS			Declined	Maintained	Improved	Center for Autism	0	3	0	ECH	0	3	3	Edgewood	3	3	9	Epworth	1	1	8	Giant Steps	0	8	0	Logos	5	3	13	Marygrove	1	1	2
Agency	CGAS																																					
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Reading			
	Reading		
	Declined	Maintained	Improved
ECH	0	0	1
Edgewood	1	1	8
Epworth	2	1	5
Giant Steps	1	0	6
Logos	8	1	11
Marygrove	0	5	0

Math			
	Math		
	Declined	Maintained	Improved
Center for Autism	0	3	0
Edgewood	3	2	5
Epworth	2	1	5
Giant Steps	0	6	1
Logos	10	0	11
Marygrove	0	5	0

Measurable Objective 2:	2.3 Show progress on IEP goals each quarter.
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Results: Since IEP goals are highly individualized, the socio-emotional goals were selected as the most appropriate measure to calculate progress. 57% of students made progress on the socio-emotional goals, 20% remained the same and 23% declined.

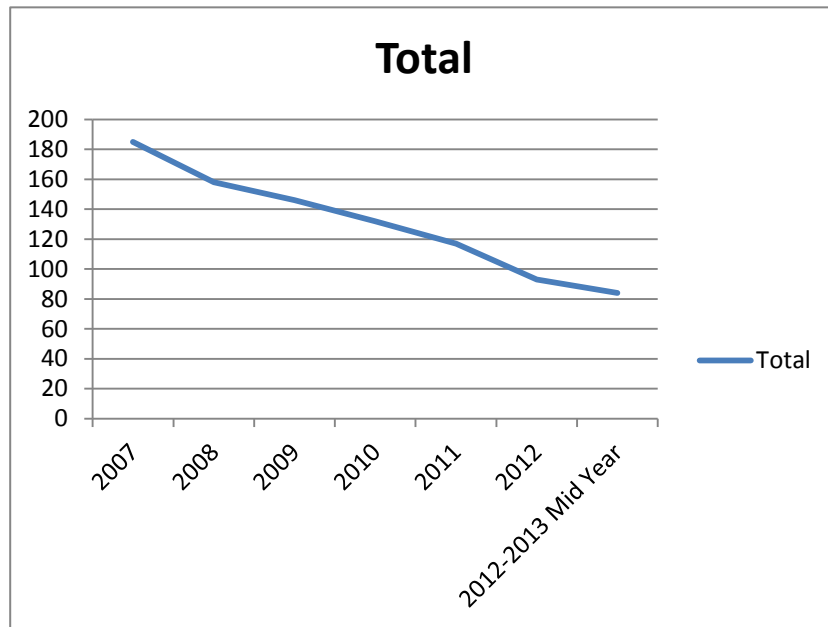
POS AGENCY IEP GOAL PROGRESS			
AGENCY	DECLINE	MAINTAINED	IMPROVED
Center of Autism	1	1	0
Every Child's Hope	0	0	3
Edgewood	2	3	10
Epworth	3	2	2
Giant Steps	0	0	4
Logos	6	4	10
Marygrove	0	1	1

Goal 3: Meet appropriate targets for placement in POS Agencies

Measurable Objective 1: 3.1 Decrease enrollment at each site as measured by end of year enrollment.

Results: In June, 2012 there were 93 students being served in POS agencies. The 2012-2013 midyear accounting has 84 students being served in POS agencies. There has been a 9.3% decline in students at POS agencies since June of 2012.

Year	2007	2008	2009	2010	2011	2012	2012-13 Mid-Year
Total	185	158	146	132	117	93	84



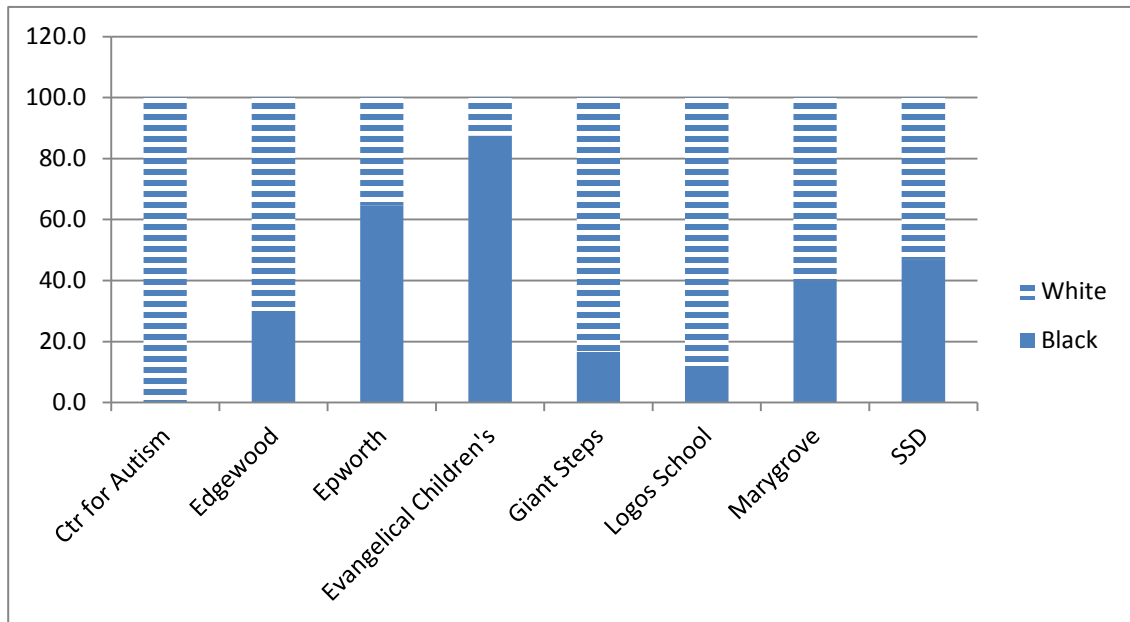
	2007	2008	2009	2010	2011	2012 Spring	2012-2013 Mid-Year
Center for Autism	1	1	1	3	4	3	3
Edgewood	42	39	38	37	25	23	20
Epworth	48	29	28	21	22	20	17
ECH	21	17	12	12	11	6	8
Giant Steps	15	14	14	13	9	8	6
Logos	33	37	33	30	33	24	25
Marygrove	9	7	11	8	9	6	5
St. Vincent	16	14	9	8	4	3	0
Total	185	158	146	132	117	93	84

Measurable Objective 2:

3.2 Distribution of ethnic groups at each site will be comparable to district percentages.

Results: Distribution of ethnic groups at the agencies differs from the distribution of students in SSD as a whole. Factors that account for the differences may be attributed to the location of the agency. When students are being placed at POS agency, distance from home school is considered. Some families advocate placement of their children in particular agencies. SSD Total refers to black and white IEP students served throughout St. Louis County.

School	Number of Students		Percent	
	B	W	Black %	White %
Center for Autism	0	3	0.0%	100.0%
Edgewood	6	14	30.0%	70.0%
Epworth	11	6	64.7%	35.3%
Evangelical Children's	7	1	87.5%	12.5%
Giant Steps	1	5	16.7%	83.3%
Logos School	3	22	12.0%	88.0%
Marygrove	2	3	40.0%	60.0%
SSD Total	8243	11724	37.3%	53.0%



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

Strengths

- At the SSD-Agency Director meeting on October 19, 2012 the agencies were provided a CD that contained MAP and End of Course test preparation. Additionally, the agencies were provide dates of district professional development activities they could attend.
- The number of students placed in POS agencies is declining at a consistent rate.
- Improvement in CGAS scores and IEP socio-emotional goals indicate that students in POS agencies are responding to therapeutic interventions in POS agencies.

Opportunities/Weaknesses

- Lack of consistent achievement measures. One of the agencies used a different measure from one reporting period to the next. One agency left off a group of students. One agency uses classroom grades as a measure while other agencies use a variety of standardized assessments.
- IEP Progress is not a good quarterly measure. Each student IEP goal in the area social/emotional was evaluated as declined, maintained or improved. The difficulty with this measure for each student on a quarterly basis is that goals change on an annual basis and depending on the IEP date, may not coincide with the quarters. The other difficulty arises when the goal area stays the same, but the criteria and measurement changes in new IEP cycles. This happens on a frequent basis. IEP goals are meant to be achieved within an IEP cycle so that when a new IEP takes place there are changes in goals affecting the ability to effectively measure goals as declined, maintained, or improved.
- There is currently no objective tool to guide placement of students in specific POS agencies.

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

The program priorities and process are well aligned with the goals of the program.

Deployment Level of Program Services: Select the most appropriate level.

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

Should goals be changed, added or removed? Yes No

If Yes describe the changes to goals listed.

Goal 2: Show Improvement on quarterly measures should be revised to find a better time frame to demonstrate improvement in student achievement. IEP goals and some of the formative assessments are not evaluated on a quarterly basis. More investigation is needed to find better measures and time frames.

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.

Board Approved: 2/26/2013

Action Plans

In an attempt to establish consistent measures for the final two reporting periods, the POS coordinator will meet individually with the agency directors to review how academic progress is reported.

Investigate the possibility of using the same formative assessments as SSD Schools.

Provide training to POS agencies in the areas of Math and English Language Arts instruction.

Establish meetings with each individual agency to review data and establish procedure for evaluation using the DESE Standards to Approve Private Agencies.

Develop a rubric that guides what criteria are used to place students in particular agencies.

Review of Recommendations from Past Program Evaluation

- **SSD staff will establish a plan and schedule for regular visits to each agency to (a) observe students, (b) observe implementation of IEPs and instructional programs, and (c) review agency data showing student progress. Resulting data will be reviewed when discussions of student placement or assignment take place.**

The POS area coordinator in collaboration with Agency Directors:

- develops a schedule for student observations,
 - meets regularly with agency directors to discuss student performance,
 - develops action plans for students not making progress
 - observes the instructional programs at the agency,
 - ensures the implementation of IEP's.
- **SSD staff should continue to monitor performance of students and of each agency and report to the Board or Education.**

Data is collected on a quarterly basis and reported to the Board of Education twice yearly.

- **DESE has recently published Standards to Approve Private Agencies. SSD staff should use these standards in reviewing and monitoring POS agencies.**

Agency directors use the DESE standards to do a self-evaluation. The POS area coordinator and Director of Separate Schools follow up with spot checks.

Cost and Funding Source

The costs of the program are included in the budget.