



Coordinator Name

Lynne Midyett

Planning Team

Lynne Midyett
Randy Barnes

Description of the Program

SSD provides Special Education supports and services to twenty two partner districts in St. Louis County in order to meet state performance and process standards. Since its inception in 1955, SSD staff providing services to the partner districts have grown to 1245 teachers, 1189 paraeducators, 295 Related Services staff, 333 Speech and Language Pathologists, and 24 Vocational Transition staff. They provide educational supports and related services to 19,669 special education students and 230 students receiving vocational transition services.

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

The program's services are guided by the Individualized Education Plan (IEP) process which was designed to comply with federal Individuals with Disabilities Education Act (IDEA) and the Missouri state plan for special education and ongoing revisions. Management of special education processes is provided by Directors who supervise 71 area coordinators in 238 buildings in the partner districts. Area coordinators supervise individual teachers who provide services to students in general education and special education settings.

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 checked="" type="checkbox"/> Administrators | |

Student and/or Stakeholder Needs Addressed by the Program

The program provides support and education for students with special needs throughout St. Louis County.

Overall Goals of the Program

Expected Measurable Outcomes

<p>Goal 1: Meet the State Performance targets for least restrictive educational environment (LRE).</p>	<p>Obj. 1.1 The number of partner districts meeting the state target of more than 59.5 percent of the students with disabilities, ages 6 through 21, inside the regular class 80% or more of the day will meet/sustain or exceed the three year mean trend of 20 districts</p> <p>Obj. 1.2 The number of partner districts meeting the state target of less than 10.2 percent of students with disabilities, ages 6 through 21 inside regular class less than 40 percent of the day will meet/sustain or exceed the three year mean trend of 14 districts.</p>
<p>Goal 2: Improve Student Achievement</p>	<p>Obj. 2.1 The County-wide MSIP 5 Index for communication arts will increase over the mean of the past three years.</p> <p>Obj. 2.2 The County-wide MSIP 5 Index for mathematics will increase over the mean of the past</p>

	three years..
Goal 3: Meet state performance targets for graduation and drop-out rates for students with disabilities.	<p>Obj. 3.1 The number of partner districts meeting the state target for graduation rate of students with disabilities will meet or exceed the three year mean trend of 18.</p> <p>Obj. 3.2 The number of partner districts meeting the state target for the drop-out rate of students with disabilities will meet or exceed the three year mean trend of 17.</p>

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)



Evaluation Results

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

Goal 1: Meet the State Performance targets for least restrictive educational environment (LRE).

Measurable Objective 1:	1.1 The number of partner districts meeting the state target of more than 59.5 percent of the students with disabilities, ages 6 through 21, inside the regular class 80% or more of the day will meet/sustain or exceed the three year mean trend of 20 districts.												
Results: Met. 20 partner districts met the state target for 59.5% of students inside regular class 80% or more of the day.													
<table border="1"> <thead> <tr> <th>Year</th> <th>Districts meeting 80% LRE</th> </tr> </thead> <tbody> <tr> <td>2008-9</td> <td>19</td> </tr> <tr> <td>2009-10</td> <td>22</td> </tr> <tr> <td>2010-11</td> <td>20</td> </tr> <tr> <td>Mean 2009-2011</td> <td>20</td> </tr> <tr> <td>2011-12</td> <td>20</td> </tr> </tbody> </table>		Year	Districts meeting 80% LRE	2008-9	19	2009-10	22	2010-11	20	Mean 2009-2011	20	2011-12	20
Year	Districts meeting 80% LRE												
2008-9	19												
2009-10	22												
2010-11	20												
Mean 2009-2011	20												
2011-12	20												

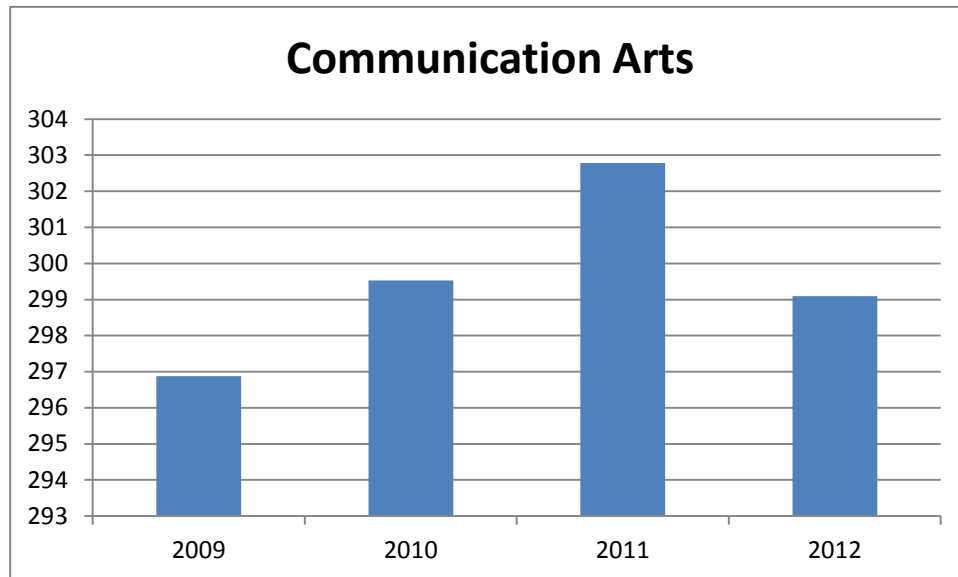
Measurable Objective 2:	1.2 The number of partner districts meeting the state target of less than 10.2 percent of students with disabilities, ages 6 through 21 inside regular class less than 40 percent of the day will meet/sustain or exceed the three year mean trend of 14.												
Results: Met. 16 partner districts met the state target of less than 10.2% of students in regular class less than 40% of the day.													
<table border="1"> <thead> <tr> <th>Year</th> <th>Districts meeting 40% LRE</th> </tr> </thead> <tbody> <tr> <td>2008-9</td> <td>13</td> </tr> <tr> <td>2009-10</td> <td>16</td> </tr> <tr> <td>2010-11</td> <td>14</td> </tr> <tr> <td>Mean 2009-2011</td> <td>14</td> </tr> <tr> <td>2011-12</td> <td>16</td> </tr> </tbody> </table>		Year	Districts meeting 40% LRE	2008-9	13	2009-10	16	2010-11	14	Mean 2009-2011	14	2011-12	16
Year	Districts meeting 40% LRE												
2008-9	13												
2009-10	16												
2010-11	14												
Mean 2009-2011	14												
2011-12	16												

Goal 2: Improve Student Achievement

Measurable Objective 1:	2.1 The County-wide MSIP 5 Index for communication arts will increase over the mean of the past three years.
-------------------------	--

Results: Met. The mean Communication Arts Index of the past three years is 298.6. The 2012 Index is 299.1

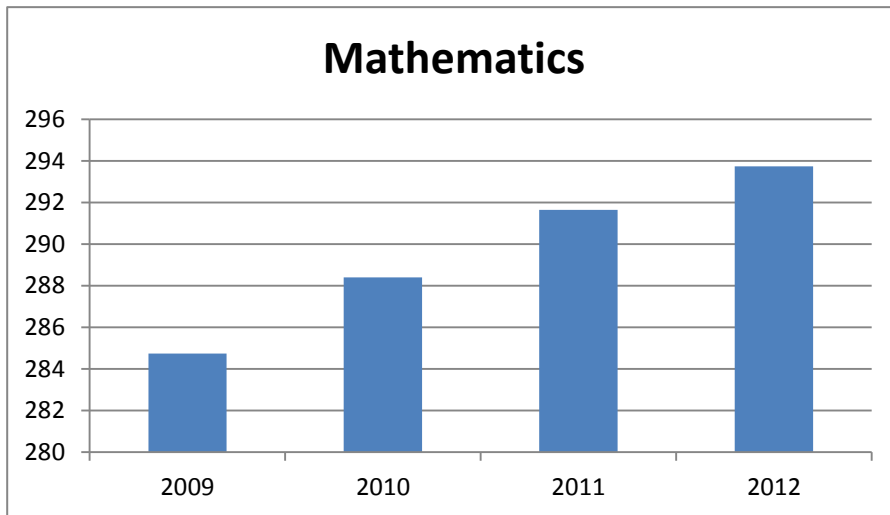
Communication Arts	
2009	296.9
2010	299.5
2011	302.8
Mean 2009-11	298.6
2012	299.1



Measurable Objective 2:	2.2 The County-wide MSIP 5 Index for mathematics will increase over the mean of the past three years.
-------------------------	---

Results: Met. The mean of the County Wide MSIP 5 Index score for Mathematics for the previous three years is 288.2. The Index for 2012 is 293.7.

Mathematics	
2009	284.7
2010	288.4
2011	291.6
Mean 2009-11	288.2
2012	293.7



Goal 3: Meet state performance targets for graduation and drop-out rates for students with disabilities.

Measurable Objective 1:	3.1 The number of partner districts meeting the state target for graduation rate of students with disabilities will meet or exceed the three year mean trend of 17.												
Results: Not Met. Ten out of twenty-two districts met the state goals for graduation rates. The rules from DESE changed this year to count only students who graduated within five years. This cohort method of calculation counts many of our students who remain past five years as non-graduates. As determined by IEP teams, many students remain in schools or training programs until the age of 21.													
<table border="1"> <thead> <tr> <th colspan="2">Districts meeting Graduation Target</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td style="text-align: center;">18</td> </tr> <tr> <td>2010</td> <td style="text-align: center;">16</td> </tr> <tr> <td>2011</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Mean 2009-2011</td> <td style="text-align: center;">17</td> </tr> <tr> <td>2012</td> <td style="text-align: center;">10*</td> </tr> </tbody> </table>		Districts meeting Graduation Target		2009	18	2010	16	2011	17	Mean 2009-2011	17	2012	10*
Districts meeting Graduation Target													
2009	18												
2010	16												
2011	17												
Mean 2009-2011	17												
2012	10*												
* State standards changed to require graduation within five years.													

Measurable Objective 2:	3.2 The number of partner districts meeting the state target for the drop-out rate of students with disabilities will meet or exceed the three year mean trend of 17.												
Results: Met. 19 out of 22 partner districts met the state target for dropout rates.													
<table border="1"> <thead> <tr> <th colspan="2">Districts meeting Drop-out Target</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td style="text-align: center;">17</td> </tr> <tr> <td>2010</td> <td style="text-align: center;">17</td> </tr> <tr> <td>2011</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Mean 2009-2011</td> <td style="text-align: center;">17</td> </tr> <tr> <td>2012</td> <td style="text-align: center;">19</td> </tr> </tbody> </table>		Districts meeting Drop-out Target		2009	17	2010	17	2011	17	Mean 2009-2011	17	2012	19
Districts meeting Drop-out Target													
2009	17												
2010	17												
2011	17												
Mean 2009-2011	17												
2012	19												

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

Strengths <ul style="list-style-type: none">• <i>Partner districts are meeting or maintaining LRE targets.</i>• <i>Partner district Mathematics Index scores are improving.</i>• <i>Partner districts are meeting dropout targets.</i>
Opportunities/Weaknesses <ul style="list-style-type: none">• <i>Communication Arts Index scores fell from 2011 to 2012</i>• <i>Partner districts did not meet graduation targets.</i>

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

The program’s priorities and processes are well aligned with the goals of the program.
--

Deployment Level of Program Services: Services are fully deployed without significant weaknesses or gaps in any areas or schools.

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

Should goals be changed, added or removed? Yes No

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.
- 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.)

Action Plans

- Continue the formal review process of action plans for partner districts meeting LRE and graduation targets.
- Continue the formal review process of action plans related to systematic interventions in the areas of mathematics and communication arts.
- Explore with DESE ways of extending the transition planning process to ages younger than 16 and searching for best practices in other states for supporting this extension. We are looking at transition as a process that begins in first grade to prepare students for life after SSD.

Status of Previous Action Plans

- *Review and monitor partner districts' improvement plans written as a result of not meeting State Performance Plan (SPP) targets for Educational Environment as determined by the Federal Program Review process.*

The directors of each region participate in a formal region action review process to monitor the action plans for meeting LRE targets.

- *Design and develop a system of interventions in mathematics and communication arts for students who are not proficient on district assessments.*

Directors participate in a formal region action plan review for math and communication arts interventions.

- *Develop and deploy plan to begin systematic transition planning prior to the mandated age of 16.*

We are laying the foundation for systematic transition planning prior to age 16 through training for directors and area coordinators and the development of resources and tools to support the process.

Cost and Funding Source: There is no additional funding required for this program.