



Coordinator

Name Randy Barnes

Planning

Team N/A

Program Description

Summary Description of Program

The Disaggregated Data Report is an annual report that analyzes the performance of the SSD overall and of subgroups on the indicators in the Missouri School Improvement Plan (MSIP) Annual, Performance Report (APR). The APR is the instrument by which district accreditation is determined. The Disaggregated Data report provides analysis of those factors which contribute to the continued accreditation of SSD and compares subgroups to encourage closing the gaps between those groups based on ethnicity and socio-economic status.

Purpose or Mandate

The purpose of the report is to indicate progress towards accreditation and closing gaps between subgroups.

Which specific CSIP/MSIP goals does this Program support?

CSIP Objective 1.1 Ensure achievement for all students.

Who are the Customers/Stakeholders?

Since the report involves district accreditation stakeholders include students, staff, administration and the Board of Education.

What are the Customer/Stakeholder requirements?

1. Measure improvements in student performance
2. Achieve full accreditation of SSD each year.
3. Make progress on closing gaps between subgroups.

What is this program expected to accomplish?

1. Inform instruction to improve student performance
2. Achieve full accreditation of SSD each year.
3. Make progress on closing gaps between subgroups.

Briefly describe how this Program works

Student level data from the MSIP report are analyzed by school, disability status, ethnicity and socio-economic status. These results are displayed to demonstrate growth of the subgroups in meeting MSIP guidelines and the gap between groups. Indicators of progress towards meeting MSIP requirements are also analyzed.

What resources (type and quantity) are required to execute this plan?

Approximately 30 employee hours are spent each year in the Evaluation and Research Department to validate the data from the MSIP report prior to the release date in order to make corrections and predict scoring on accreditation. This figure does not represent all of the data checking as many other staff are also checking data. An additional 10 hours is spent to prepare the Disaggregated Data Report.

Action Plan Summary

Previous Cycle Goals and Outcomes

2012-2013 Overall Goals

Goal 1: Show Progress on State Assessment

Goal 2: Make progress on reducing gap between subgroups.

Goal 3: MAP and MAP-A scores will be comparable

2013-2014 Overall Goals

Goal 1: Show Progress on State Assessment

Goal 2: Make progress on reducing gap between subgroups.

Goal 3: MAP and MAP-A scores will be comparable

2012-2013 Outcomes

1.1 Comparison of scores for three years as measured by MSIP IV Index for State, District, Technical Schools, and Separate Sped schools will show improvement.

2.1 Comparison of score differences for three years as measured by MSIP IV index for race, IEP status, and Free or reduced lunch status will show improvement.
2.2 Receive the bonus points on State APR evaluation for closing achievement gap.

3.1 Comparison of MSIP IV Index Scores for three years will show comparable scores for MAP and MAP-A.

2013-2014 Outcomes

1.1 Comparison of scores for three years as measured by MSIP V index for State, District, and Schools will show improvement.

2.1 Comparison of score differences for three years as measured by MSIP V Index for race and for free or reduced lunch status will show improvement.

3.1 Comparison of MSIP V index scores for three years will show comparable scores for MAP and MAP-A.

Current Cycle (2014-2016) Goals and Outcomes

Goal 1: Show Progress on State Assessment

Goal 2: Make progress on reducing gap between subgroups.

Goal 3: MAP and MAP-A scores will be comparable

Goal 4: Achieve full accreditation for SSD

1.1 Comparison of scores for three years as measured by MSIP V Index for State, District, and Schools will show improvement.

2.1 Comparison of score differences for three years as measured by MSIP V index for race and for Free or reduced lunch status will show improvement.

3.1 Comparison of MSIP V Index Scores for three years will show comparable scores for MAP and MAP-A.

4.1 Attain minimum score for full accreditation or higher on MSIP report.

Budgeted Total Annual Costs:	\$1920.00
<i>[See Detail #15]</i> Staff	\$1920.00 (40 hours x \$48/hr.)
Technology	\$ _____
_____	\$ _____

Source(s) of Funds

Evaluation and Research personnel budget.

How many customers (students) are served by this program? Approximately 26,000

All SSD students and staff in SSD buildings are affected by the Disaggregated Data Report. The entire district is affected by the accreditation decisions flowing from the MSIP report.

What is this program's cost per customer (student)?

\$.073 (26,000 students/\$1920)

Expected Cost-Effectiveness Comparison

One measure of cost-effectiveness is to compare to the cost of not conducting the analysis. In this year's analysis we found an error in the way DESE calculated our MSIP score which resulted in full accreditation for SSD. The benefit could be described as full accreditation rather than provisional accreditation.

Evaluation Plan Summary

Program Evaluation Charter

Operational Definitions:

- MSIP report refers to the Missouri School Improvement Plan annual report.
- Subgroup refers to the groups of students identified as at risk of falling behind the general population. These groups are defined by ethnicity, socio-economic status and IEP status.
- MPI refers to the MAP Performance Index which indicates a group's proportion of below basic, basic, proficient and advanced students. The MPI range is from 100 – 500.

Scope: The scope of the Disaggregated Data Report includes three years of MPI data for the SSD and for subgroups. Factors affecting the MSIP score are also analyzed.

Qualitative Measures - Evaluation questions to be used

- How well did this report fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the report?
- How should resources be changed to improve this report?
- How should goals be changed, added, or removed?

Quantitative Measures - Evaluation questions to be used

- What is the status of the report's progress toward achieving its goals?
- What are the actual costs of this report, and how do they compare to planned costs?
- What is the estimated actual benefit-cost or cost-effectiveness of this report?

Quantitative Measures – Criteria for Evaluation

Measure to be used	2014-2015 Target
MSIP report points	Full accreditation. Meet or exceed 70% of possible points.
MPI scores	Target scores vary by content area. MPI scores are also used for comparison between groups.



Coordinator
Name Randy Barnes

Planning
Team Walter Garrett

Evaluation Summary

Purpose or Mandate

The Disaggregated Data Report is an annual report that analyzes the performance of the SSD overall and the performance of subgroups on the indicators in the Missouri School Improvement Plan (MSIP) Annual Performance Report (APR). The APR is the instrument DESE uses to determine district accreditation. The Disaggregated Data report provides analysis of those factors which contribute to the continued accreditation of SSD and compares subgroups to encourage closing the gaps between those groups based on ethnicity and socio-economic status.

What were the major accomplishments or benefits of this program?

This report reflects the accomplishment of SSD in meeting the standards of the Missouri School Improvement Plan (MSIP) for full accreditation.

How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

What factors made essential contributions (+/-) to this rating?

One of the key factors in achieving full accreditation was the inclusion of the seven year cohort for graduation. Since many of our students graduate in a seven year plan this inclusion was more reflective of SSD's success with student graduation and contributed to our MSIP score.

Evaluation Results

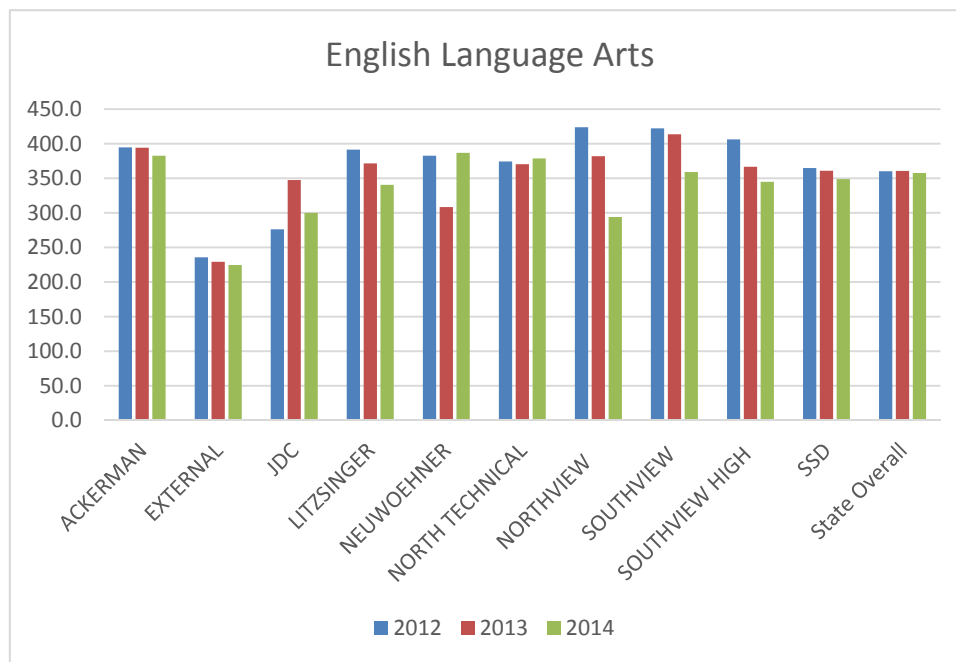
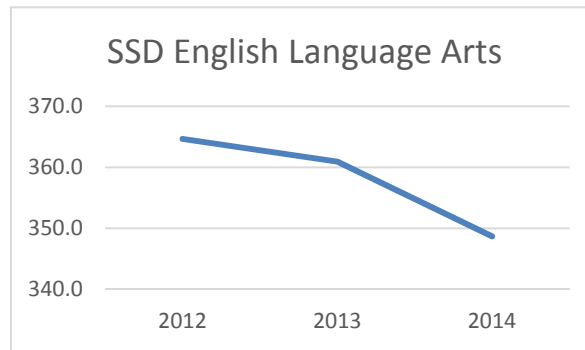
What is the status of the program's progress toward achieving its goals?

Goal 1: Show Progress on State Assessment

Measurable Objective 1:	1.1 Comparison of scores for three years as measured by MSIP V Index for State, District, and Schools will show improvement.
Results: The goal of improving scores on MSIP assessments was met in Science and Social Studies, but was not met in English Language Arts and Mathematics.	

English Language Arts – Not Met

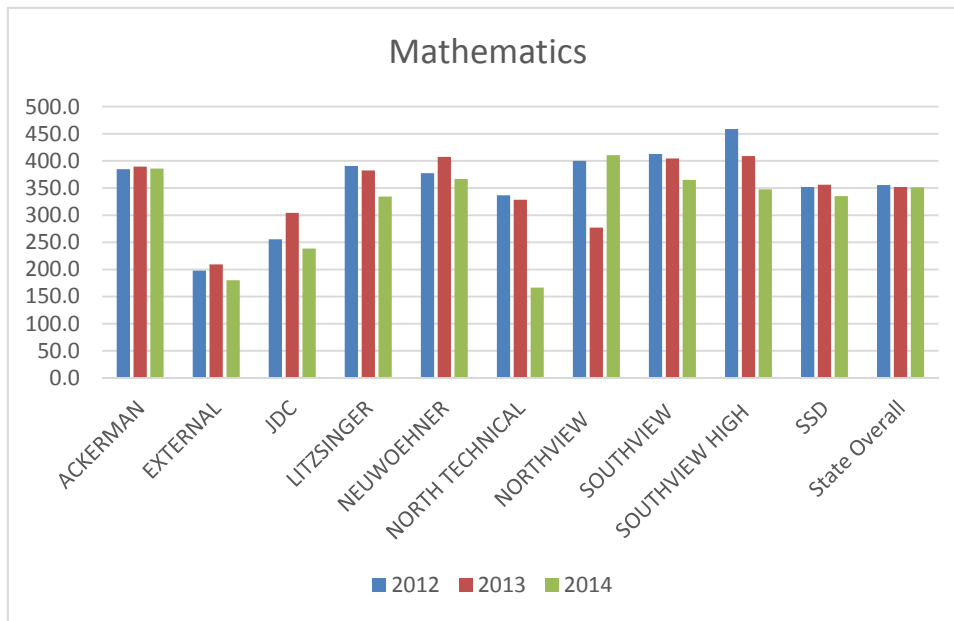
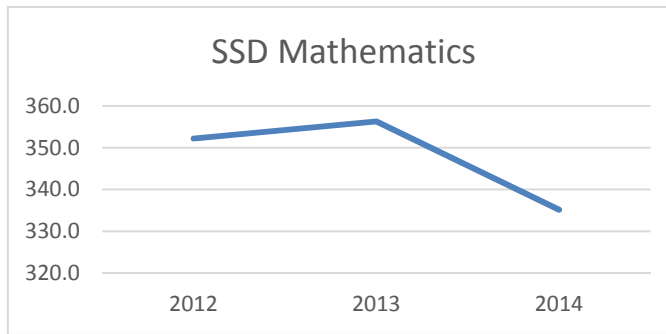
Although SSD earned all 16 possible points on ELA, the three year trend of overall SSD Map Performance Index (MPI) scores for English Language Arts (ELA) is downward.



English Language Arts MAP Performance Index			
	2012	2013	2014
ACKERMAN	394.6	394.2	382.6
EXTERNAL	235.7	229.2	224.5
JDC	276.2	347.4	300.0
LITZINGER	391.5	371.6	340.4
NEUWOEHNER	382.6	308.3	386.7
NORTH TECHNICAL	374.3	370.3	378.6
NORTHVIEW	423.8	381.8	293.9
SOUTHVIEW	422.2	413.6	359.0
SOUTHVIEW HIGH	406.3	366.7	345.0
SSD	364.7	360.9	348.7
State Overall	360.3	360.6	357.6

Mathematics – Not Met

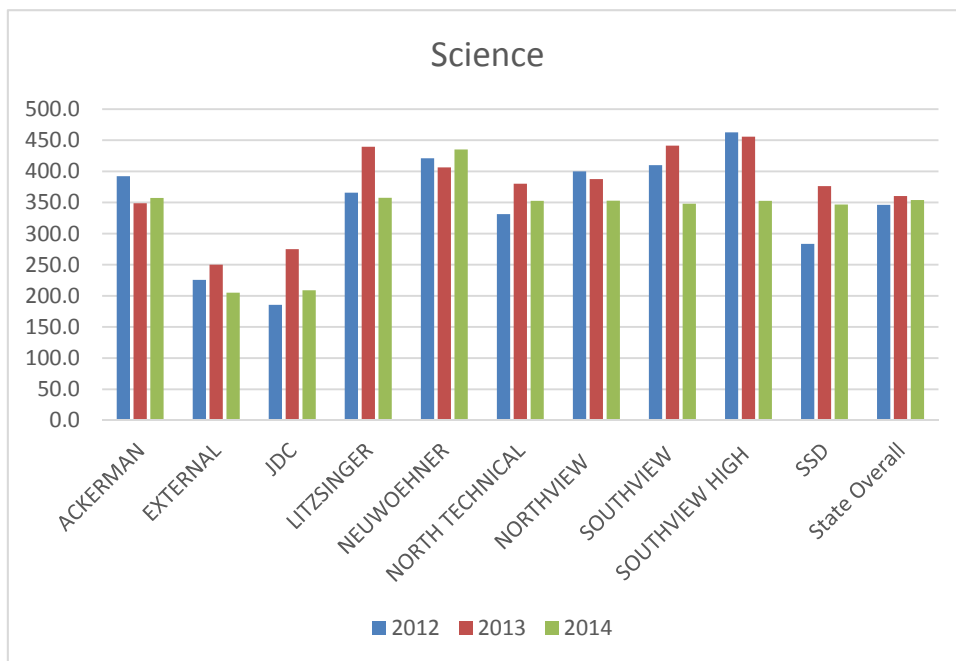
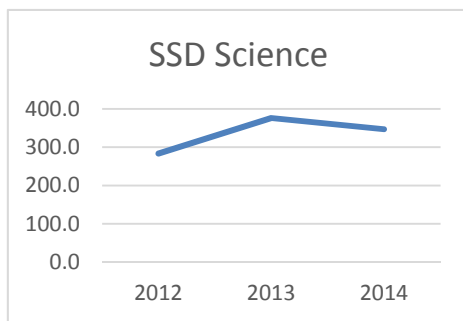
Although SSD earned all 16 possible points on Mathematics, the three year trend of overall SSD Map Performance Index (MPI) scores is downward.



Mathematics MAP Performance Index			
	2012	2013	2014
ACKERMAN	384.8	389.4	386.1
EXTERNAL	197.7	209.3	180.0
JDC	255.6	304.3	238.5
LITZINGER	390.6	382.4	334.4
NEUWOEHNER	377.3	407.4	366.7
NORTH TECHNICAL	336.8	328.6	166.7
NORTHVIEW	400.0	277.3	410.7
SOUTHVIEW	412.7	404.5	365.1
SOUTHVIEW HIGH	458.8	409.1	347.6
SSD	352.2	356.3	335.1
State Overall	355.7	351.9	351.5

Science – Met

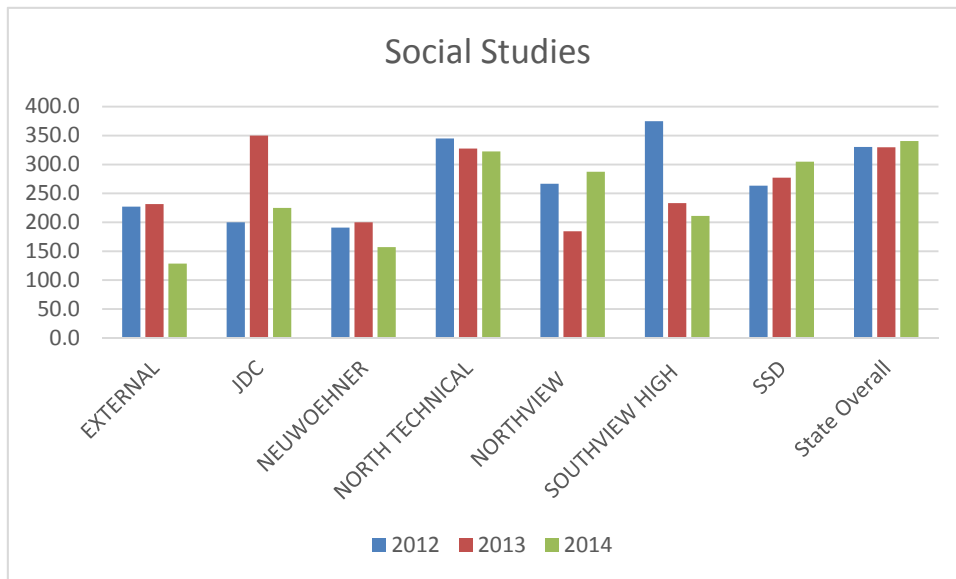
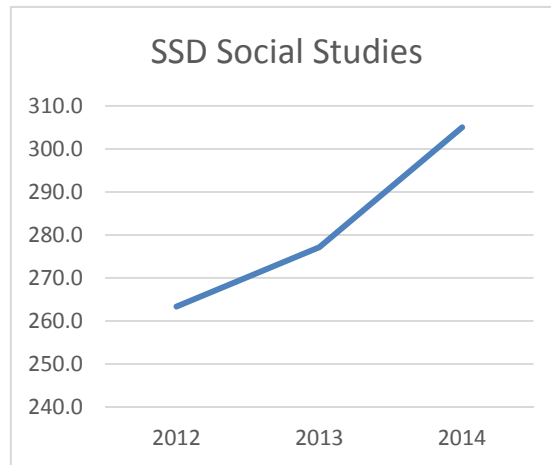
SSD earned all 16 possible MSIP points in Science and the three year trend of MPI scores is upward.



Science MAP Performance Index			
	2012	2013	2014
ACKERMAN	392.3	348.8	357.1
EXTERNAL	225.6	250.0	205.0
JDC	185.7	275.0	209.1
LITZINGER	365.8	439.5	357.4
NEUWOEHNER	421.1	406.3	435.0
NORTH TECHNICAL	331.4	380.0	352.5
NORTHVIEW	400.0	387.5	352.9
SOUTHVIEW	410.0	441.4	348.0
SOUTHVIEW HIGH	462.5	455.6	352.6
SSD	283.4	376.2	346.8
State Overall	346.3	360.4	353.9

Social Studies- Met

Although SSD earned only 6 out of 8 MSIP points for Social Studies, the three year trend is markedly upward.



Social Studies MAP Performance Index			
	2012	2013	2014
EXTERNAL	227.3	231.6	128.6
JDC	200.0	350.0	225.0
NEUWOEHNER	190.9	200.0	157.1
NORTH TECHNICAL	345.0	327.7	322.5
NORTHVIEW	266.7	184.6	287.5
SOUTHVIEW HIGH	375.0	233.3	211.1
SSD	263.4	277.2	305.0
State Overall	330.3	329.7	340.6

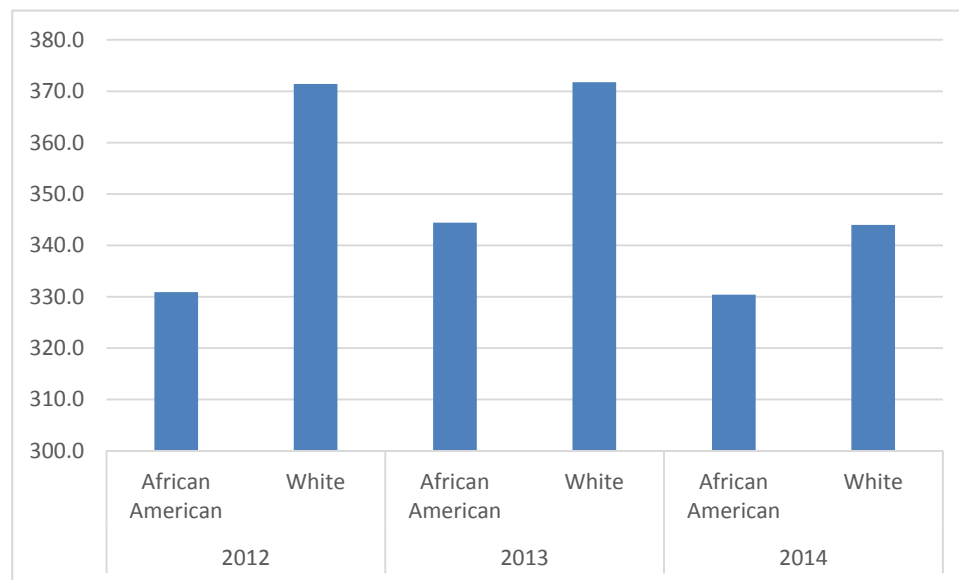
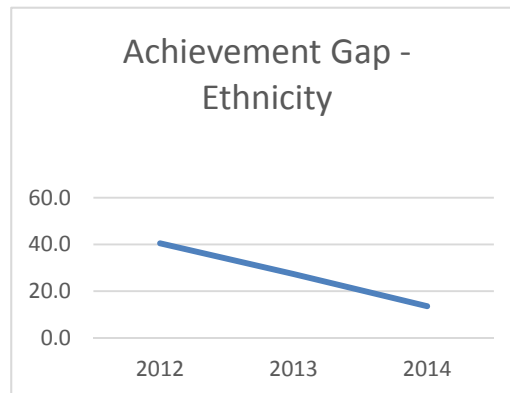
Goal 2: Make Progress on reducing gap between subgroups

Measurable Objective 1:	2.1 Comparison of score differences for three years as measured by MSIP V index for race and for Free or reduced lunch status will show improvement.
-------------------------	--

Results:

Ethnicity Gap -Met

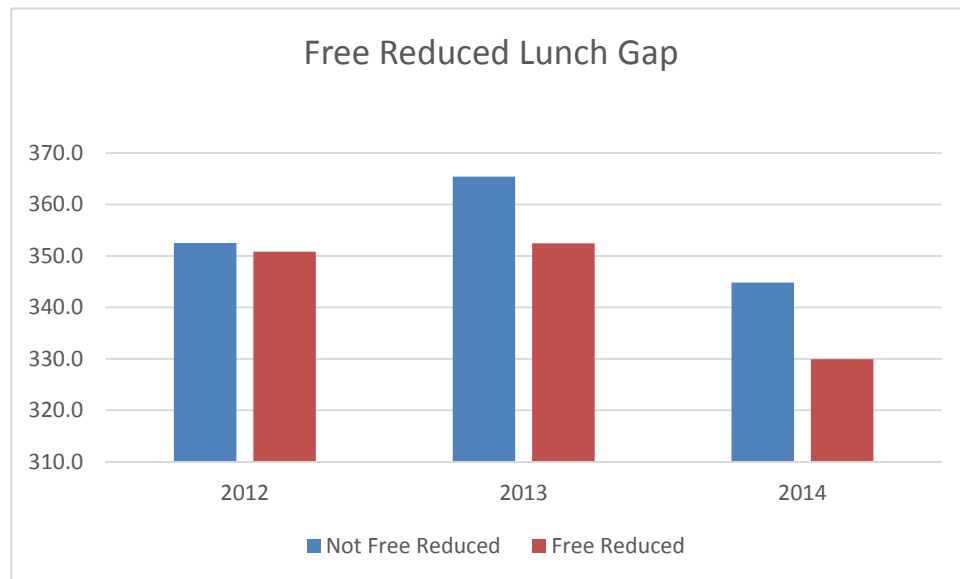
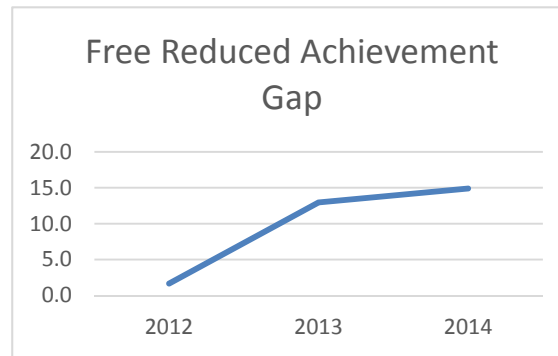
The gap in overall MAP Scores between students who are African American and students who are White has decreased dramatically over a three year period.



Year	African American Students MPI	White Students MPI
2012	330.9	371.4
2013	344.4	371.4
2014	330.4	344.0

Free or Reduced Lunch Gap – Not Met

The gap between students who receive free or reduced lunch and those who do not has increased over the last three years.

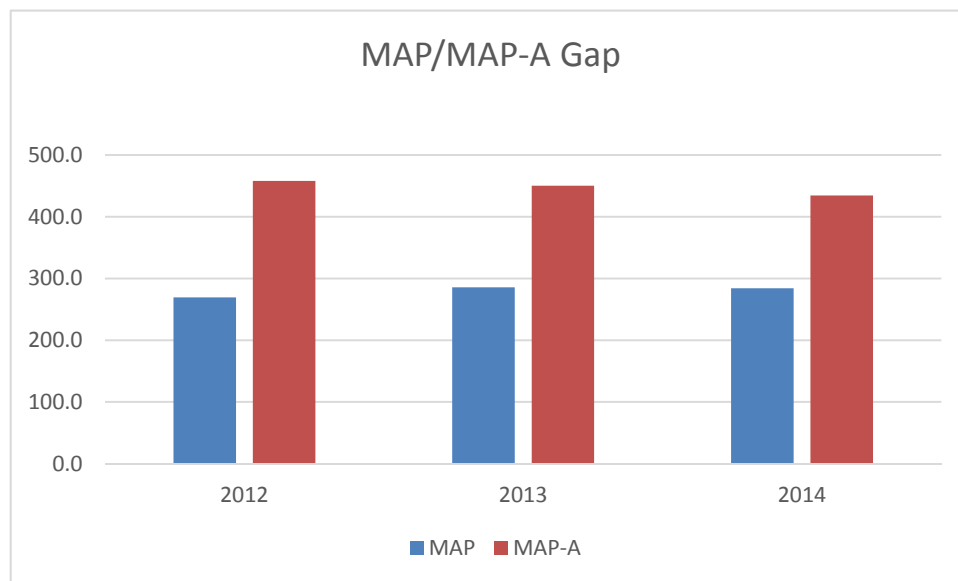
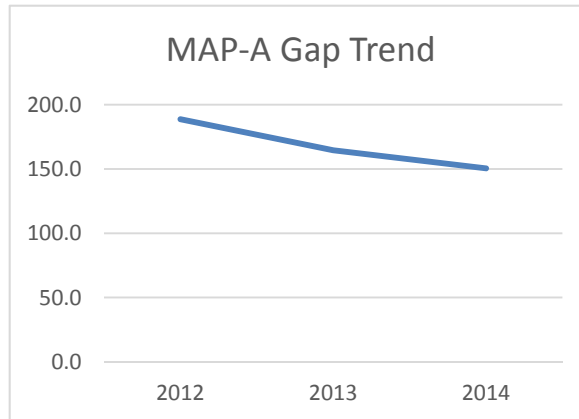


Free Reduced Lunch Gap			
	Not Free Reduced Students MPI	Free Reduced Students MPI	Difference
2012	352.5	350.8	1.7
2013	365.4	352.5	13.0
2014	344.8	329.9	14.9

Goal 3: MAP and MAP-A scores will be comparable –Met, gap has declined.

Measurable Objective 1: 3.1 Comparison of MSIP V Index Scores for three years will show comparable performance for students taking MAP and MAP-A.

Results: Met. The gap between MAP-A scores and MAP scores has declined over a three year period. MAP-A scores remain 150 points higher than MAP scores.



Comparison of MAP and MAP-A Scores		
	MAP Index	MAP-A Index
2012	269.4	458.0
2013	285.8	450.3
2014	284.1	434.5

Goal 4: Achieve full accreditation for SSD

Measurable Objective 1:	4.1 Attain minimum score for full accreditation or higher on MSIP report.
-------------------------	---

Results: Met

SSD earned 73.9% of all possible MSIP points resulting in full accreditation.



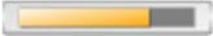
**2014 LEA Annual Performance Report (APR) - Final
LEA Summary Report
MSIP 5**

SPECL. SCH. DST. ST. LOUIS CO. (096119)

[Back to MSIP 5](#)

[To Supporting Data](#)

MSIP 5 Standards	Points Possible	Points Earned	Percent Earned
1. Academic Achievement			
English Language Arts	16.0	16.0	100.0%
Mathematics	16.0	16.0	100.0%
Science	16.0	16.0	100.0%
Social Studies - ###	8.0	6.0	75.0%
Total Points Earned	56.0	54.0	96.4%
2. Subgroup Achievement			
English Language Arts	4.0	4.0	100.0%
Mathematics	4.0	4.0	100.0%
Science	4.0	4.0	100.0%
Social Studies - ###	2.0	1.5	75.0%
Total Points Earned	14.0	13.5	96.4%
3. College and Career Ready (CCR)			
*1-3 CCR Assessments	10.0	2.0	20.0%
*4 Advanced Placement	10.0	10.0	100.0%
*5-6 Postsecondary Placement	10.0	6.0	60.0%
Total Points Earned	30.0	18.0	60.0%
4. Attendance	10.0	0.0	0.0%
5. Graduation Rate	30.0	18.0	60.0%

Total	140	103.5	 73.9%
-------	-----	-------	--

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

<p>Strengths</p> <ul style="list-style-type: none"> • <i>SSD earned full accreditation.</i> • <i>MSIP Scores are increasing in Science and Social Studies.</i> • <i>The gap between student scores based on ethnicity has declined.</i> • <i>The gap between MAP and MAP-A scores has declined.</i>
<p>Opportunities/Weaknesses</p> <ul style="list-style-type: none"> • <i>Assessment scores for English Language Arts and Mathematics are declining.</i> • <i>The gap between scores based on free or reduced lunch status has increased.</i>

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

<p>SSD’s processes for achieving the best outcomes for our students are well-aligned with the CSIP goal one, ensuring achievement for all students. The process for analyzing disaggregated data is also well aligned with this goal.</p>

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

Should resources be changed to improve this program? Yes No

Should goals be changed, added or removed? Yes No

Evaluation Implications

What are the actual costs of this program, and how do they compare to budgeted costs?

The costs below refer to the costs of verifying data from DESE, analyzing the data and preparing the report. No estimate of the costs for SSD activities related to student success will be made in this cycle of evaluation.

Total Annual Costs:	\$1920.00	Budgeted Annual Costs:	\$1920.00
Staff	\$1920.00	Staff	\$1920.00
Technology	\$ _____	Technology	\$ _____
_____	\$ _____	_____	\$ _____

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

Explanation

While improvements in efficiency of analysis are continuous, there is a certain unavoidable cost in data verification and analysis.

General Recommendation Resulting from this 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

What specific actions are needed?

Short-term (within the next school year)

In the short term, the factors associated with each area of MSIP scoring will be analyzed to coordinate efforts to retain full accreditation. Analysis of cohort and factors related to achievement gaps will be reported in the Disaggregated Data Analysis report.

Medium-term (1-2 years)

In the medium term, the Evaluation and Research department will engage in deeper analysis of factors related to student success using data mining and data analytic methods.

Long-term (3 years and more)

In the long term Evaluation and Research will assist in gathering and analyzing strategies and interventions that best produce student learning in the attempt to develop a "Science of SSD".

Review of Previous Action plans

1. Analyze data regarding the achievement gap based on ethnicity to identify possible avenues of intervention.

The current analysis indicates that the achievement gap based on ethnicity is narrowing. Further analysis will be conducted and reported in the Disaggregated Data Analysis report.

2. Expand cohort analysis to determine if there are patterns to growth as indicated by MAP scores.

The cohort analysis will be conducted and reported in the Disaggregated Data Analysis report.