



Coordinator Name

Cathy Dutcher

Planning Team

Cathy Dutcher
Wendi Pendergrass
Donald McCary
Adam Krenski
Renee Hale

Description of the Program (2012-2013)

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. Services identified by the IEP team are written into each student's IEP. In addition to implementing the IEP, agency staff develop a treatment plan for each child.

Key Program Stakeholder Groups

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|--|---|
| <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

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 Measurable Outcomes

<p>Goal 1: Students will progress academically.</p>	<p>1.1 MAP Index scores* will show improvement year to year. 1.2 STAR scores for Reading will improve from beginning of the year. 1.3 STAR scores for Math will improve from beginning of year. 1.4 90% of students will have attendance of 90% or higher at each agency.</p>
<p>Goal 2: Students will show progress on appropriate therapeutic measures.</p>	<p>2.1 Mid-year report will capture baseline. End of year evaluation will report progress.</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)

***Operational Definitions**

MAP Index scores refer to an indicator of achievement for a group of students which gives relative weight to students in each category from below basic to advanced. The index ranges from 100 to 500 with a higher score meaning that more students scored in higher categories.

STAR scores refer to scores on the STAR Renaissance Assessments developed and provided through Renaissance Learning. STAR scores include scale and grade equivalent scores in Reading and Mathematics.



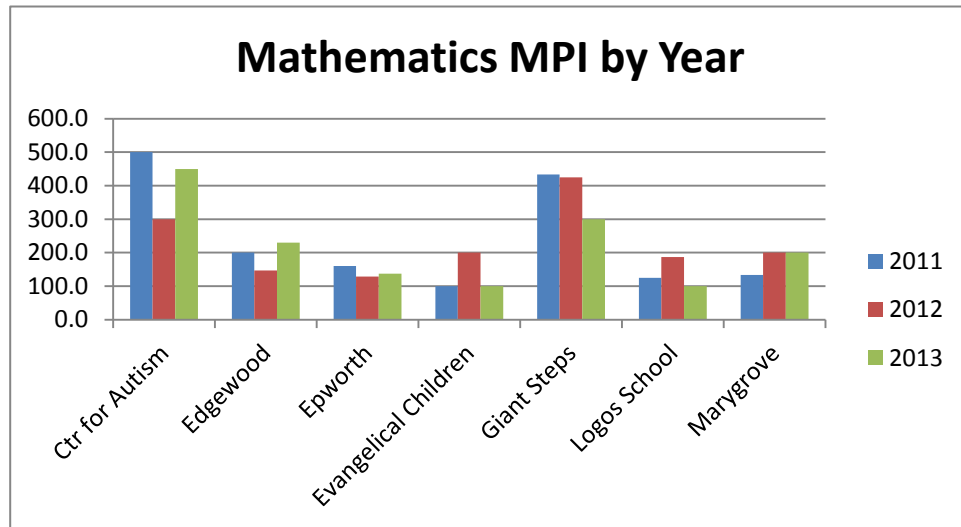
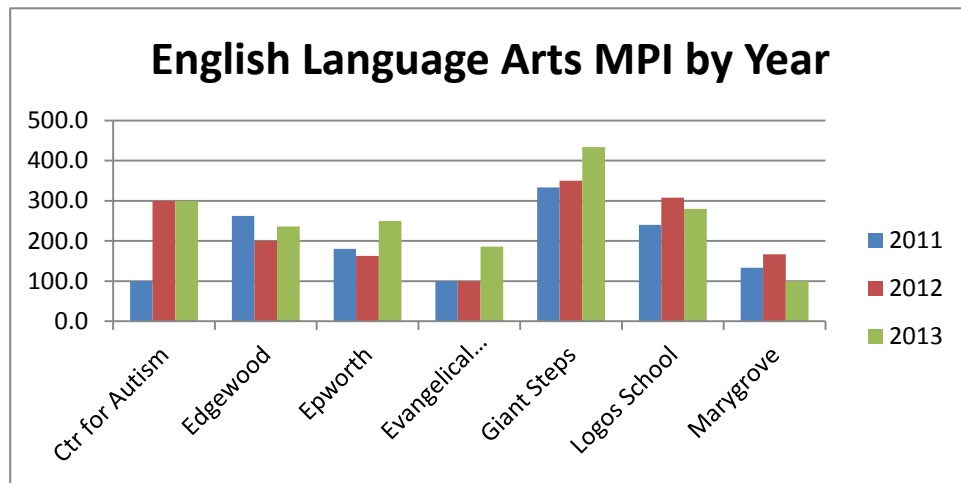
Evaluation Results

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

Goal 1: Students will progress academically.

Measurable Objective 1: 1.1 Map Index scores will show improvement year to year.

Results: Five out of seven (71.4%) agencies showed progress over a three year period in English Language Arts on the MAP Performance Index (MPI)*. Two out of seven (28.6%) agencies showed progress over three years in Mathematics. Calculation of significance is not possible because of the small sample size and the variance of ability by diagnosis in this population. Comparisons are further complicated since students taking the regular MAP assessment and students taking the alternate MAP assessment were included.



Measurable Objective 2: 1.2 STAR scores for Reading will improve from beginning of the year.

Results: Met. All of the agencies using the STAR Reading assessment showed progress from the beginning to middle of the year. Agencies with students who take the MAP-A use the SSD checklists instead of STAR.

Reading Progress			
School	N	Percent of students making progress	Average Grade Equivalent Progress for Students who made Progress
Edgewood	11	63.6%	0.8
Epworth	7	85.7%	0.9
Evangelical Children's	3	33.3%	1.1
Logos School	9	55.6%	1.1

Measurable Objective 3: 1.3 STAR scores for Math will improve from beginning of year.

Results: Met. All of the agencies using the STAR Math assessment showed progress from the beginning to middle of the year. Agencies with students who take the MAP-A use the SSD checklists instead of STAR.

Math Progress			
School	N	Percent of students making progress	Average Grade Equivalent Progress for Students who made Progress
Edgewood	11	54.5%	1.03
Epworth	8	75.0%	0.48
Evangelical Children's	6	66.7%	0.88
Logos School	9	88.9%	1.90
Marygrove	1	100.0%	0.80

Measurable Objective 4:	1.4 90% of students will have attendance of 90% or higher.	
Results: Not Met.		
Percent of Students with Attendance over 95%		
School	N	Percent
Center for Autism	2	50.0%
Edgewood	28	57.1%
Epworth	13	61.5%
Evangelical Children's	13	30.8%
Giant Steps	7	71.4%
Logos School	18	50.0%
Marygrove	6	83.3%

Goal 2: Students will show progress on appropriate therapeutic measures.

Measurable Objective 1:	2.1 Students will show progress on a scale of socio-emotional behaviors.
Results: Following SSD change in therapeutic assessments, the agencies are using the Children's Global Assessment Scale (CGAS) as an indicator of therapeutic progress. Data collected for this cycle will provide individual baselines which can be used to measure progress on the next cycle.	

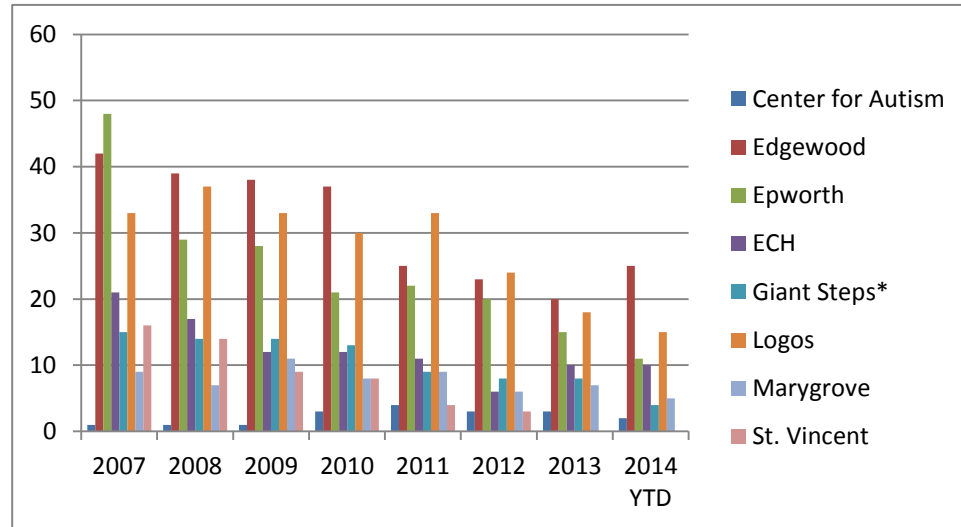
Goal 3: Agencies will show progress on program quality indicators.

Measurable Objective 1:	3.1 Therapeutic programs will show progress on the Social Emotional and Behavioral Quality Indicators Rubric.								
Results: The following results represent a baseline against which progress will be measured. These results were self-evaluations by the agencies.									
Agency	Affective Ed/ Curric and Instr (20 pts)	Instructional Environmt (16 pts)	Inclusion (8 pts)**	Resource/ Collaboration Supports & Family (20 pts)	Behavior Mgmt (16 pts)	Personnel (8 pts)	Data Based Decision Making (8 pts)	Tot (96)	%
Edgewood	13	9	4	16	13	7	4	66	69%
Epworth	14	13	5	14	13	6	7	72	75%
ECH	16	12	7	16	12	7	6	76	79%
Logos	16	13	4	20	12	4	8	77	80%
Marygrove	15	12	8	19	8	8	8	78	81%
** Inclusion opportunities with non-disabled peers are limited for students in POS agencies.									

Goal 4: Meet appropriate standards for placement in POS agencies.

Measurable Objective 1:	4.1 Monitor number of student in agencies.
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Results: Since the goal of POS placement is the appropriate placement for each student there is no numerical target for overall placement. However, as a result of increased capability and capacity in SSD, the overall placement rate in POS agencies has continued to decline.



Agency	2007	2008	2009	2010	2011	2012	2013	2014 YTD
Center for Autism	1	1	1	3	4	3	3	2
Edgewood	42	39	38	37	25	23	20	25
Epworth	48	29	28	21	22	20	15	11
ECH	21	17	12	12	11	6	10	10
Giant Steps	15	14	14	13	9	8	8	4
Logos	33	37	33	30	33	24	18	15
Marygrove	9	7	11	8	9	6	7	5
St. Vincent	16	14	9	8	4	3	0	0
Total	185	158	146	132	117	93	81	72

Measurable Objective 2:	4.2 Monitor number of students returning to LRE.
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Results: Seven students moved to a less restrictive environment this year. Six students were previously moved from full day to partial day placement.

Agency	Full Day Placement	Partial Day Placement	Change of Placement to LRE 2013-2014 School Year
Center for Autism	2	0	0
ECH	10	0	2
Edgewood	25	2	3
Epworth	11	0	2
Giant Steps	4	4	0
Logos	15	0	0
Marygrove	5	0	0

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

<p>Strengths</p> <ul style="list-style-type: none">• <i>Quantitative data provides input for meaningful collaborative discussions with agencies. These data include: STAR assessments , SSD program quality indicators, student placement and movement to LRE, Adoption of CGAS* as a common assessment of therapeutic progress</i>• <i>Edgewood participated with SSD in RENEW* training.</i>
<p>Opportunities/Weaknesses</p> <ul style="list-style-type: none">• <i>Not all agencies were able to assess students with CGAS due to the change in SSD measurement practice</i>• <i>Program quality indicators were self-reported with no evidence requested to support ratings.</i>• <i>Program quality indicators were designed as annual instruments.</i>• <i>Attendance at agencies is low relative to state standards.</i>

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

The program’s priorities and process are well aligned to the goals of the program.
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Deployment Level of Program Services: Services are well deployed, although deployment may vary in some areas or schools.

Should priorities be changed to put more focus on achieving the goals? Yes No
If Yes describe change in priorities.

Increased priority should be placed on student academic learning.

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

- Request evidence to support self-ratings to improve programming.
- Move the program quality indicator report to the end of year POS report.
- Continue to develop the rubric and process for identifying appropriate placement of students to agencies.
- Explore possible interventions to improve attendance with agencies.

Review of Previous Action Plans

- *Explore a variety of formative assessments for social/emotional/behavioral including the Achenbach.*

The Achenbach assessment was replaced by the CGAS*. The selection of this tool brings POS agencies into alignment with Socio-Emotional/Behavioral (SEB) programs in SSD.

- *Move the POS evaluation schedule from January and June, to February and July to allow time for more complete and accurate data.*

This change in schedule has been implemented for the 2013-14 school year.

- *Continue the use DESE Standards Checklist with specific focus on curriculum and instruction.*

The DESE standards checklist continues to be used with the addition of the SEB program quality indicators to provide evaluation of curriculum, instruction and other key components of program quality.

- *If goal progress continues to be reported on a quarterly basis, develop a tool to support this data collection.*

The POS department provided the agencies with a template to capture goal progress. This template mirrors what is in Exceed.

- *Develop training for agency staff on developing goals for IEP and data collection.*

At the September 26th agency meeting SSD POS staff trained agency directors on SMART goals, and provided resources i.e. goal banks to help facilitate the development of IEP goals. SSD staff will work with individual agency staff as needed.

- *Consider movement on the continuum to LRE as a result measure*

Students returning to LRE are included in the current report. Also, students who are attending part-time in agency and part-time in a LRE placement are reported.

- *Increase attendance of partner district area coordinators and partner district school staff at annual IEP's*

Area Coordinator and District level staff have been invited to all student IEP's at POS agencies.

Cost and Funding Source – The costs are included in the budget.

***Operational Definitions**

CGAS – The Children's Global Assessment Scale (CGAS) is a numeric scale (1 through 100) used by mental health clinicians to rate the general functioning of children under the age of 18

MPI – The MAP Performance Index reflects the percent of students in the categories Below Basic, Basic, Proficient and Advanced. The current version of the index runs from 100 to 500.

RENEW is a structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.