



**Coordinator Name**

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**Planning Team**

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**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**

- |  |   |
|--|---|
| <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 ()           |
| <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**

Goal 1: Students will progress academically.	1.1 STAR scores for Reading will improve from beginning of the year. 1.2 STAR scores for Math will improve from beginning of year. 1.3 90% of students will have attendance of 90% or higher at each agency.
Goal 2: Students will show progress on appropriate therapeutic measures.	2.1 A majority of students will show progress on CGAS.
Goal 3: SSD will establish a systematic process for placement in POS agencies.	3.1 Flowchart for placement decision making will follow a systematic process. 3.2 Rubric for selection of appropriate POS agency placement will be based on appropriate indicators. 3.3 Overall placement in POS agencies will reflect needs of students and growing SSD capacity.

### **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**

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.

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



**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 STAR scores* for Reading will improve from beginning of the year.	
Results: Met. 70% of students with a pre-test in the Fall and a post-test in the Spring improved in reading overall.		
<b>Reading Progress</b>		
School	Students with Pre- and Post-Tests	Percentage of Students Showing Improvement
Edgewood	14	71.4%
ECH	3	33.3%
Giant Steps	1	0.0%
Logos School	11	81.8%
Total	29	70.0%

Measurable Objective 2:	1.2 STAR scores* for Math will improve from beginning of year.	
Results: Met. 57.6% of students with a pre-test in the Fall and a post-test in the Spring improved in math overall.		
<b>Math Progress</b>		
Agency	Students with Pre- and Post-Tests	Percentage of Students Showing Improvement
Edgewood	13	38.5%
ECH	5	60.0%
Giant Steps	1	100.0%
Logos School	10	80.0%
Marygrove	3	66.7%
Total	32	57.6%

Measurable Objective 3:	1.3 90% of students will have attendance of 90% or higher at each agency.	
Results: Not Met. Overall 75.3% of students attended 90% of the time.		

School	Total Students	Students with Attendance 90% or Higher	Percentage of Students with Attendance 90% or Higher
Center for Autism	2	1	50.0%
Edgewood	26	20	76.9%
Epworth	13	9	69.2%
ECH	13	9	69.2%
Giant Steps	5	5	100.0%
Logos School	14	10	71.4%
Marygrove	4	4	100.0%
Total	77	58	75.3%

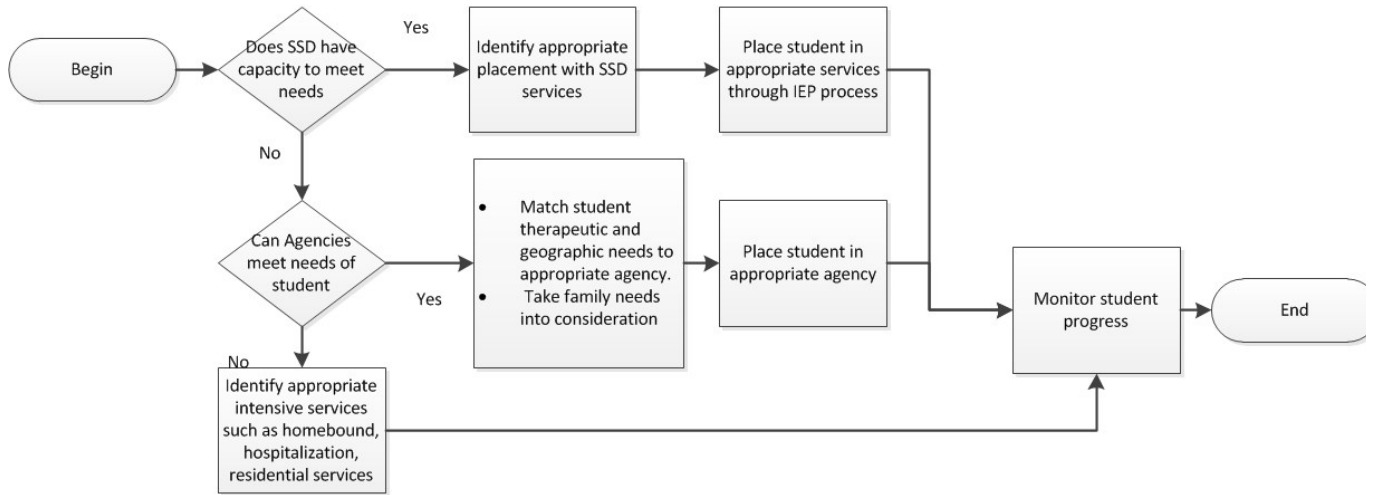
Goal 2: Students will show progress on appropriate therapeutic measures.

Measurable Objective 1:	2.1 A majority of students will show progress on the Children's Global Assessment Scale (CGAS).		
Results: Met. For students who had at least two CGAS assessment scores, 75.5% showed progress or maintained the same score.			
CGAS Progress for Students with at least two Assessments			
Agency	Students with Two Scores	Students Showing Progress	Percentage of Students Showing Progress
ECH	10	6	60.0%
Edgewood	20	12	60.0%
Epworth	7	7	100.0%
Logos	12	12	100.0%
Marygrove	4	3	75.0%
Total	53	40	75.5%

Goal 3: SSD will establish a systematic process for placement in POS agencies.

Measurable Objective 1:	3.1 Flowchart for placement decision making will show a systematic process.		
Results: Met. This flowchart provides a systematic process for appropriate placement of students.			

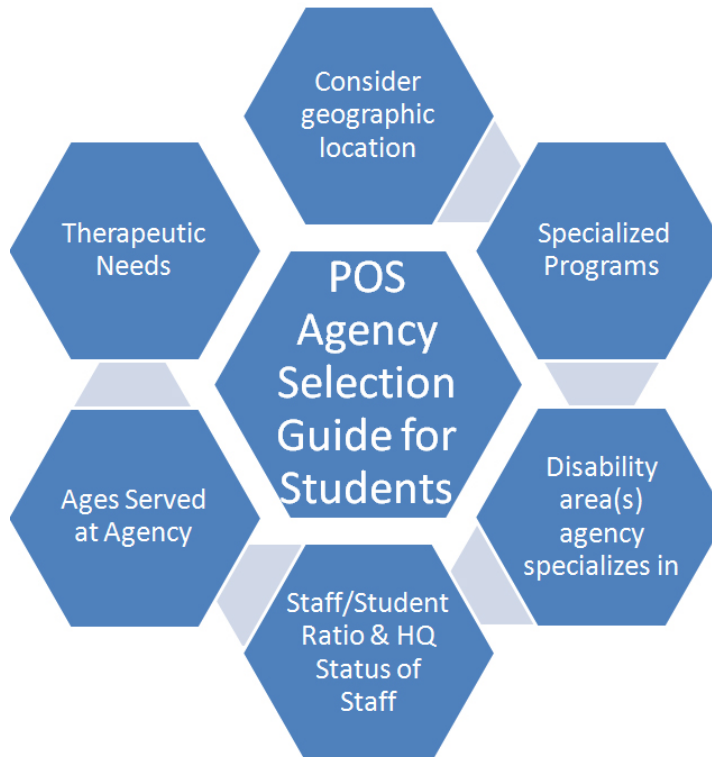
# Process for placement of student with therapeutic needs



Measurable Objective 2:

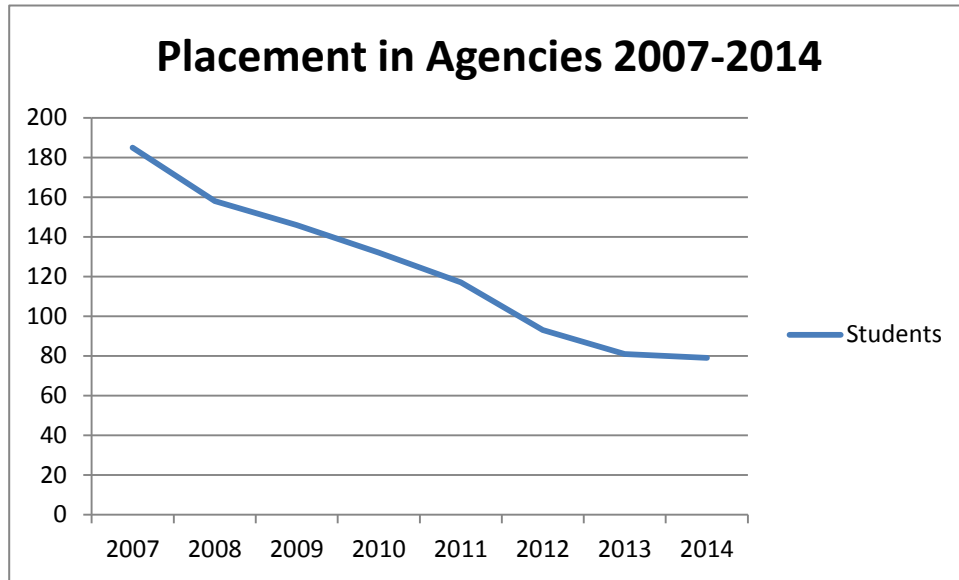
3.2 Rubric for selection of appropriate POS agency placement will be based on appropriate indicators.

Results: Met. The rubric for deciding appropriate placement for students with therapeutic needs is a matrix of the agencies with indicators for geographic location, staff/student ratio, therapist/student ratio, additional specialties of the agency, secured unit/locked classroom, Highly Qualified teachers, disability areas served, ages served, and weekly therapy. Because of the sensitive nature of specific programs the rubric is not included here.



Measurable Objective 3:

3.3 Overall placement in POS agencies will reflect needs of students and growing SSD capacity.



Year	2007	2008	2009	2010	2011	2012	2013	2014
Students	185	158	146	132	117	93	81	79

Enrollment by Agency	
Site	Students
Epworth	13
Marygrove	3
Edgewood	26
ECH	13
Logos	16
Center for Autism	2
Giant Steps	6

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

Strengths

- *STAR assessments allow for effective and consistent monitoring of academic progress.*
- *Reading and Math scores indicate academic progress for students in agencies.*
- *CGAS assessments indicate therapeutic progress for students in the agencies.*
- *Rubric with research based indicators for placement makes the placement process more systematic and scientific.*
- *Placement rates are stabilizing, indicating an appropriate balance between SSD services and agency services in meeting student needs.*

Opportunities/Weaknesses

- *Change in therapeutic assessments caused some confusion in agencies. A consistent reliable and valid assessment is necessary.*
- *We have an opportunity to collect evidence to support the quality indicators marked annually on the SEB Program Quality Indicators and Autism Program Quality Indicators.*

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 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

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.)

## **Review of Status of Mid-Year Evaluation**

-Request evidence to support self-ratings to improve programming.

*The list of evidence to support self-ratings and the timeline to submit them will be shared with the Agencies at the August 2014 meeting.*

- Move the program quality indicator report to the end of year POS report.

*The program quality indicator reports will be conducted in May of each year. Year to year comparisons will be used to monitor continuous improvement in the end of year Program Evaluation Report.*

- Continue to develop the rubric and process for identifying appropriate placement of students to agencies.

*A systematic process map and a rubric for appropriate placement have been developed and are being used for placement decisions.*

- Explore possible interventions to improve attendance with agencies.

*Conversations to identify interventions for improving attendance have begun. We will work with each agency to develop a strategic plan to improve attendance during the 2014-2015 school year.*

## **Action Plans**

- Work with Social-Emotional Behavior (SEB) and Related Services to identify a valid and reliable tool to evaluate student emotional well-being for use in evaluating therapeutic programs.
- Identify evidence that can be used to support Program Quality Indicators
- Develop plans with agencies to submit evidence along with Program Quality Indicator report.
- Identify data and data points that will allow reporting and analysis throughout the year.

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

## **Operational Definitions**

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