



Coordinator
Name Mollie Bolton

Planning
Team Lorie Arnsman, Mary Braun, Kathleen Vierod,
Walter Garrett, Randy Barnes

Program Description

Summary Description of Program

Instructional effectiveness is one of the key qualities that leads to the success of the Special School District. All of the supports and services we provide are aimed at student success in learning and success of teachers in instruction. Effectiveness of instruction is affected by factors outside of the classroom, by teacher level factors and by student level factors. Measures of these factors are provided in this report along with student outcomes. Since data required for this analysis are not available for instructors in partner districts, this evaluation will examine instruction in the separate special education schools and the technical high schools only.

Purpose or Mandate

Instruction is an integral part of the mission of SSD. The evaluation of Instructional Effectiveness is mandated by DESE.

Which specific CSIP/MSIP goals does this Program support?

CSIP Objective 1.1 Ensure achievement for all students

CSIP Objective 1.2 Ensure that all students are ready to participate in college, career or community programs

CSIP Objective 1.3 Ensure student satisfaction and engagement.

Who are the Customers/Stakeholders?

Students Parents Staff Administrators
 Board of Education Taxpayers Other _____

What are the Customer/Stakeholder requirements?

Customers require the development of students who are educated, having independence and social skills and who are mentally healthy and good citizens.

What is this program expected to accomplish?

Effective instruction in SSD is expected to provide individualized special education learning opportunities to students in the separate special education schools and to provide authentic technical training opportunities to students in the technical high schools. In both cases the students are expected to meet proficiency standards outlined in the Missouri School Improvement Program (MSIP).

Briefly describe how this Program works

When students enter the classroom teachers assess their skill levels and interests and assign them to appropriate classes. Teachers make lesson plans with pedagogy, content, and individual student characteristics in mind. Teachers actively perform stand up instruction, which combined with well-planned lessons leads to orderly classrooms and student learning. Instruction is evaluated through administrative observations and data teams, which lead to improved instruction. We assess students at the end of the year to see if they have mastered essential skills and have made progress during the year

What resources are required to execute this plan?

Resources required for instruction include school facilities, transportation, staff salaries, professional development and the cost of other services and supports necessary for school function.

Action Plan Summary

Goals and Outcomes

| <i>2014-2016 Overall Goals</i> | <i>Expected Measurable Outcomes</i> |
|--|--|
| Goal 1: Instruction will lead to graduation and positive placement. | 1.1 SSD's MSIP positive placement rate will meet DESE's "Approaching" standard. 1.2 SSD's seven year cohort graduation rate will meet the DESE "Approaching" standard. |
| Goal 2: Instructional effectiveness will be reflected in positive assessment scores. | 2.1 MSIP MAP scores will increase over a three year period for English Language Arts. 2.2 MSIP MAP scores will increase over a three year period for Mathematics 2.3 MSIP MAP scores will increase over a three year period for Science. 2.4 MSIP MAP scores will increase over a three year period for Social Studies. 2.5 90% of 12th graders will complete 90% of essential skills in Career and Technical Education (CTE) programs. 2.6 80% of CTE students eligible to take Industry Recognized Certifications (IRC) will pass IRC test. |
| Goal 3: Instructional Effectiveness is related to positive school climate. | 3.1 90% of staff* at each school will agree with the question "I feel that SSD treats me with respect." 3.2 90% of staff* at each school will agree with the question "I feel personal satisfaction with my job." 3.3 90% of students will agree with the statement "I like going to this school." 3.4 90% of students will agree with the statement "My school makes me feel like I belong and am supported." 3.5 90% of students will agree with the statement "Most students respect teachers at this school." |
| Goal 4: Instructional Effectiveness is reflected in measures of Teacher Performance. | 4.1 The weighted mean* of Performance Based Evaluations of teachers will be greater than 80%. |

Evaluation Plan Summary

Program Evaluation Authority

Evaluation of Instructional Effectiveness is mandated by DESE.

Qualitative Measures - Evaluation questions to be used

- What are the major accomplishments or benefits of this program?
- How well did this program fulfill its purpose or mandate?
- What do customers and other stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?
- How well-aligned are the program's processes with the goals of the program?
- What is the level of deployment of this program's services?
- How should resources be changed to improve this program?
- How should goals be changed, added, or removed?

Quantitative Measures - Evaluation questions to be used

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

Quantitative Measures – Criteria for Evaluation

The measures and criteria are included in the goals and outcomes above.

****Notes and Operational Definitions***

Staff surveyed for climate in Goal 3 include teachers, paraprofessionals, support staff and administrators.

Weighted Mean of Performance Based Evaluation is the mean of all PBE scores calculated so that each category of items receives the same weight. The categories Content, Management, Practices and Professional Responsibility each contribute 25% to the weighted mean score.



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Evaluation Summary

Purpose or Mandate

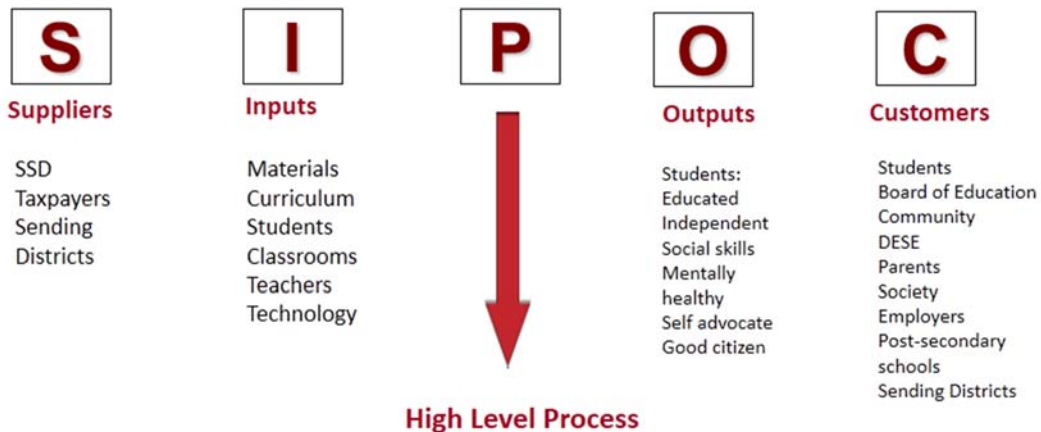
Instruction is an integral part of the mission of SSD. The evaluation of Instructional Effectiveness is mandated by DESE.

Program Description

Instructional effectiveness is one of the key qualities that leads to the success of the Special School District. All of the supports and services we provide are aimed at student success in learning and success of teachers in instruction. Effectiveness of instruction is affected by factors outside of the classroom, by teacher level factors and by student level factors. Measures of these factors are provided in this report along with student outcomes. Since data required for this analysis are not available for instructors in partner districts, this evaluation will examine instruction in the separate special education schools and the technical high schools only.



Instructional Effectiveness



| | | | | | |
|-------|----------------|----------------------|-----------------------|----------------------|-----|
| Start | Step 1 | Step 2 | Step 3 | Step 4 | End |
| | Assessment | Implement Curriculum | Deliver Instruction | Classroom Management | |
| | -Formative | -Sequence | -learning environment | | |
| | -Present Level | -Lesson planning | -technology | | |
| | -Monitor | | | | |
| | -Summative | | | | |

Work System: Instructional Effectiveness Logic Model - Strategy

| Inputs Resources | Outputs | | Goals | | |
|--|---|-----------------------------|--|-----------------------|--------------------------|
| | Activities | Participation | Short Term | Medium | Long Term |
| Assessment instruments | STAR Checklists | All students | Grouping Placement Interventions | Programming | Post-secondary placement |
| | Interest inventories Transition planning | 16 year olds | Class selection Programming | Graduation | Post-secondary placement |
| Data team structure Student folders | Data teams Evaluation of Instruction | Teachers | Improvement of instruction | Effective Instruction | Student Learning |
| ISM task lists (Tech) | Monitoring essential skills | Teacher and Students | Ensure students have essential skills | IRC success | Post-secondary placement |
| PBE Process and universal expectations of teachers | Observations | Administrators | Improvement of instruction | Effective Instruction | Student Learning |
| | Lesson planning | Teachers | Well planned classrooms | Effective Instruction | Student Learning |
| Disciplinary structure | Classroom Management | Teachers and Administrators | Orderly classrooms | Effective Instruction | Student Learning |
| Instructional Resources & Teacher qualities | Stand up Instruction | Teachers | Classroom learning Orderly classrooms | Effective Instruction | Student Learning |

What were the major accomplishments or benefits of this program?

Effective instruction led to improvements in Science and Social Studies scores on the MAP assessment. Although scores fell in English Language Arts and Mathematics the scores were still rated as on track to meet DESE goals.

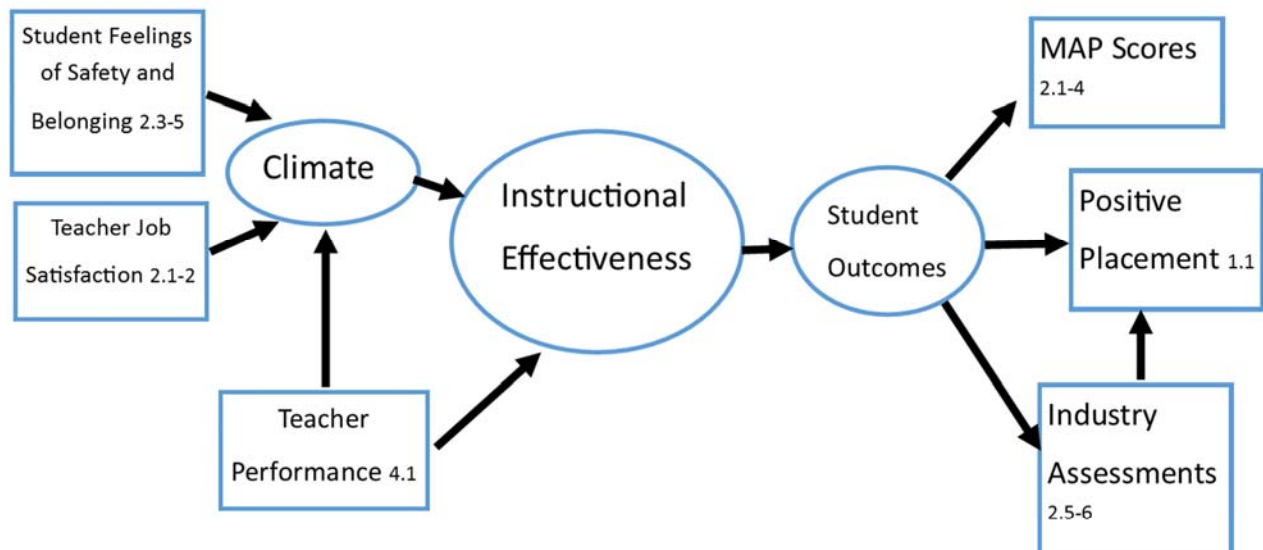
How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

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

Not all goals were met for student outcomes.

Factors Affecting Instructional Effectiveness



Numbers refer to Measurable Objectives in Report.

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

Goal 1: Instruction will lead to graduation and positive placement.

| | |
|-------------------------|---|
| Measurable Objective 1: | 1.1 SSD's MSIP positive placement rate will meet DESE's "Approaching" standard. |
|-------------------------|---|

Results: Met. SSD's three year average of students attaining a positive placement was 78.7% which met the "Approaching" standard for MSIP scoring.

| Positive Placement | | | |
|--------------------|------------------------------|---------------------|----------------------------|
| Year | # Students Positively Placed | Number of Graduates | % Earning Qualifying Score |
| 2012 | 204 | 251 | 81.3% |
| 2013 | 178 | 237 | 75.10% |
| 2014 | 188 | 236 | 79.70% |
| Total | 570 | 724 | 78.7% |

| | |
|-------------------------|--|
| Measurable Objective 2: | 1.2 SSD's seven year cohort graduation rate will meet the DESE "Approaching" standard. |
|-------------------------|--|

Results: Met. SSD 7 year cohort graduation rate was 80.1% which met the "Approaching" standard.

| 7 Year Cohort Graduation Rate | | |
|-------------------------------|------------------|-----------|
| 7-Yr Grads | 7-Yr Adj. Cohort | 7-Yr Rate |
| 322 | 402 | 80.1% |

Goal 2: Instructional effectiveness will be reflected in positive assessment scores.

| | |
|-------------------------|---|
| Measurable Objective 1: | 2.1 MSIP MAP scores will increase over a three year period for English Language Arts. |
|-------------------------|---|

Results: Not met. The preceding two year average was 370.1 while the current two year average is 367.5.

| English Language Arts - 3 year progress | | | | | |
|---|-------|---------------|--------------------------|---------------|-------|
| 2012 | | 2013 | | 2014 | |
| % Prof or Adv | MPI | % Prof or Adv | MPI | % Prof or Adv | MPI |
| 65.2% | 370.8 | 62.0% | 369.4 | 58.0% | 365.6 |
| Prior 2 Yr Avg = 370.1 | | | Current 2 Yr Avg = 367.5 | | |

| | |
|-------------------------|--|
| Measurable Objective 2: | 2.2 MSIP MAP scores will increase over a three year period for Mathematics |
|-------------------------|--|

Results: Not met. The preceding two year average was 365.2 while the current two year average is 364.5.

| Mathematics - 3 year Progress | | | | | |
|-------------------------------|-------|---------------|--------------------------|---------------|-------|
| 2012 | | 2013 | | 2014 | |
| % Prof or Adv | MPI | % Prof or Adv | MPI | % Prof or Adv | MPI |
| 61.6% | 360.4 | 65.8% | 369.9 | 62.6% | 359.1 |
| Prior 2 Yr Avg = 365.2 | | | Current 2 Yr Avg = 364.5 | | |

| | |
|-------------------------|---|
| Measurable Objective 3: | 2.3 MSIP MAP scores will increase over a three year period for Science. |
|-------------------------|---|

Results: Met. The preceding two year average was 369.7 while the current two year average is 373.0.

| Science - 3 Year Progress | | | | | |
|---------------------------|-------|---------------|--------------------------|---------------|-------|
| 2012 | | 2013 | | 2014 | |
| % Prof or Adv | MPI | % Prof or Adv | MPI | % Prof or Adv | MPI |
| 52.5% | 353.1 | 68.0% | 386.2 | 57.6% | 359.8 |
| Prior 2 Yr Avg = 369.7 | | | Current 2 Yr Avg = 373.0 | | |

| | |
|-------------------------|---|
| Measurable Objective 4: | 2.4 MSIP MAP scores will increase over a three year period for Social Studies |
|-------------------------|---|

Results: Met. Changes in the social studies assessment scoring did not provide three continuous years of data, but the average DESE calculation showed improvement.

| Social Studies 3 year progress * | | | | | |
|----------------------------------|--|---------------|--------------------------|---------------|-------|
| | | 2010 | | 2014 | |
| | | % Prof or Adv | MPI | % Prof or Adv | MPI |
| | | 23.0% | 250.6 | 41.2% | 309.5 |
| Prior 2 Yr Avg = 250.6 | | | Current 2 Yr Avg = 309.5 | | |

| | |
|-------------------------|---|
| Measurable Objective 5: | 2.5 90% of 12th graders will complete 90% of essential skills in Career and Technical Education |
|-------------------------|---|

Results: Not met. 73.4% of 12th graders mastered 90% of the essential skills. Some of the students were only in the program for one year and so were not able to master all of the skills.

| Essential Skills Mastered (CTE) | |
|---------------------------------|--|
| N | Percent of 12th graders who mastered 90% of Essential Skills |
| 748 | 73.4% |

| | |
|-------------------------|---|
| Measurable Objective 6: | 2.6 80% of CTE students eligible to take Industry Recognized Certifications (IRC) will pass IRC test. |
|-------------------------|---|

Results: Not met. 72.6% of eligible students passed a TSA or IRC*.

| IRC and TSA Pass Rates | | |
|------------------------|-------------------|-----------|
| Eligible Students | Passed Assessment | Pass Rate |
| 609 | 442 | 72.6% |

Goal 3: Instructional effectiveness is related to positive school climate.

| Measurable Objective 1: | 3.1 90% of staff* at each school will agree with the question "I feel that SSD treats me with respect." | | | | | | | | |
|---|---|----------------------------------|--|--|--|---|---------------------------------|-----|-------|
| Results: Not met. 86.7% of teachers agreed with the statement. | | | | | | | | | |
| <table border="1"> <tr> <th colspan="2">2013 Staff Climate Survey</th> </tr> <tr> <th colspan="2"><i>I feel that SSD treats me with respect.</i></th> </tr> <tr> <th>N</th> <th>Percent Agree or Strongly Agree</th> </tr> <tr> <td>369</td> <td>86.7%</td> </tr> </table> | | 2013 Staff Climate Survey | | <i>I feel that SSD treats me with respect.</i> | | N | Percent Agree or Strongly Agree | 369 | 86.7% |
| 2013 Staff Climate Survey | | | | | | | | | |
| <i>I feel that SSD treats me with respect.</i> | | | | | | | | | |
| N | Percent Agree or Strongly Agree | | | | | | | | |
| 369 | 86.7% | | | | | | | | |

| Measurable Objective 2: | 3.2 90% of staff* at each school will agree with the question "I feel personal satisfaction with my job." | | | | | | | | |
|---|---|----------------------------------|--|--|--|---|---------------------------------|-----|-------|
| Results: Met. 92.6% of staff agreed with the statement. | | | | | | | | | |
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| 2013 Staff Climate Survey | | | | | | | | | |
| <i>I feel personal satisfaction with my job.</i> | | | | | | | | | |
| N | Percent Agree or Strongly Agree | | | | | | | | |
| 368 | 92.6% | | | | | | | | |

| Measurable Objective 3: | 3.3 90% of students will agree with the statement "I like going to this school." | | | | | | | | |
|---|--|--|--|-------------------------------------|--|---|---------------------------------|------|-------|
| Results: Met. 92% of students agreed with the statement. | | | | | | | | | |
| <table border="1"> <tr> <th colspan="2">2013 Students, Grades 5-12 Climate Survey</th> </tr> <tr> <th colspan="2"><i>I like going to this school.</i></th> </tr> <tr> <th>N</th> <th>Percent Agree or Strongly Agree</th> </tr> <tr> <td>1551</td> <td>92.0%</td> </tr> </table> | | 2013 Students, Grades 5-12 Climate Survey | | <i>I like going to this school.</i> | | N | Percent Agree or Strongly Agree | 1551 | 92.0% |
| 2013 Students, Grades 5-12 Climate Survey | | | | | | | | | |
| <i>I like going to this school.</i> | | | | | | | | | |
| N | Percent Agree or Strongly Agree | | | | | | | | |
| 1551 | 92.0% | | | | | | | | |

| Measurable Objective 4: | 3.4 90% of students will agree with the statement "My school makes me feel like I belong and am supported." | | | | | | | | |
|--|---|--|--|--|--|---|---------------------------------|------|-------|
| Results: Met. 90% of students agreed with the statement. | | | | | | | | | |
| <table border="1"> <tr> <th colspan="2">2013 Students, Grades 5-12 Climate Survey</th> </tr> <tr> <th colspan="2"><i>My school makes me feel like I belong and am supported.</i></th> </tr> <tr> <th>N</th> <th>Percent Agree or Strongly Agree</th> </tr> <tr> <td>1538</td> <td>90.0%</td> </tr> </table> | | 2013 Students, Grades 5-12 Climate Survey | | <i>My school makes me feel like I belong and am supported.</i> | | N | Percent Agree or Strongly Agree | 1538 | 90.0% |
| 2013 Students, Grades 5-12 Climate Survey | | | | | | | | | |
| <i>My school makes me feel like I belong and am supported.</i> | | | | | | | | | |
| N | Percent Agree or Strongly Agree | | | | | | | | |
| 1538 | 90.0% | | | | | | | | |

| Measurable Objective 5: | 3.5 90% of students will agree with the statement "Most students respect teachers at this school." | | | | | | |
|---|--|--|--|---|---------------------------------|------|-------|
| Results: Not met. Only 80.9% of students agreed with the statement. | | | | | | | |
| <table border="1"> <tr> <th colspan="2">2013 <u>Students</u>, Grades 5-12 Climate Survey <i>Most students respect teachers at this school.</i></th> </tr> <tr> <th>N</th> <th>Percent Agree or Strongly Agree</th> </tr> <tr> <td>1540</td> <td>80.9%</td> </tr> </table> | | 2013 <u>Students</u> , Grades 5-12 Climate Survey <i>Most students respect teachers at this school.</i> | | N | Percent Agree or Strongly Agree | 1540 | 80.9% |
| 2013 <u>Students</u> , Grades 5-12 Climate Survey <i>Most students respect teachers at this school.</i> | | | | | | | |
| N | Percent Agree or Strongly Agree | | | | | | |
| 1540 | 80.9% | | | | | | |

Goal 4: Instructional effectiveness is reflected in measures of teacher performance.

| Measurable Objective 1: | 4.1 The weighted mean* of Performance Based Evaluations of teachers will be greater than 80%. | | | | | | |
|--|---|--------------------------------------|--|---|---------------|-----|-------|
| Results: Met. The combined average of the weighted means of teachers in SSD schools is 81.4%. | | | | | | | |
| <table border="1"> <tr> <th colspan="2">Performance Based Evaluations Rating</th> </tr> <tr> <th>N</th> <th>Weighted Mean</th> </tr> <tr> <td>191</td> <td>81.4%</td> </tr> </table> | | Performance Based Evaluations Rating | | N | Weighted Mean | 191 | 81.4% |
| Performance Based Evaluations Rating | | | | | | | |
| N | Weighted Mean | | | | | | |
| 191 | 81.4% | | | | | | |

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 met the "Approaching" target standard for Positive Placement and for 7 Year Cohort Graduation rate.</i> • <i>MAP scores for Science and Social Studies improved over a three year period.</i> • <i>Over 90% of staff in SSD schools agreed with the statement "I feel personal satisfaction in my job."</i> • <i>Over 90% of students in SSD schools agreed with the statements "I like going to this school" and "This school makes me feel I belong and am supported."</i> • <i>The weighted mean of Performance Based Evaluation scores for teachers in SSD buildings was over 80%.</i> |
| <p>Opportunities/Weaknesses</p> <ul style="list-style-type: none"> • <i>Math and English Language Arts scores have declined over a three year period.</i> • <i>Less than 90% of CTE 12th graders mastered 90% of the essential task list for their program area.</i> • <i>Less than 80% of eligible CTE students passed a Technical Skills Assessment (TSA) or Industry Recognized Certification (IRC).</i> |

- *Less than 90% of staff in SSD schools agreed with the statement "I feel that SSD treats me with respect."*
- *Less than 90% of students in SSD schools agreed with the statement "Most students respect teachers at this school."*

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

The program's processes are well aligned to the goals of the program.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Should resources be changed to improve this program? Yes No

Should goals be changed, added or removed? Yes No

Evaluation Implications

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)

- Analyze Item Level Benchmarks to identify areas of need by grade level to provide next grade teachers with target areas.
- Review components of IRCs with instructors to support instruction.
- Allow time for ample retesting opportunities for IRCs.
- Investigate underlying causes of staff feeling of lack of respect.
- Investigate student views of lack of respect for teachers.

Medium-term (1-2 years)

- Align local school efforts with Workforce Focus committee to improve respect for teachers.
- Streamline essential skills lists and curriculum to ensure alignment with industry requirements to create manageable and effective courses.

Long-term (3 years and more)

- Review CTE curriculum to include specific skills needed for success on IRC assessments.

****Notes and Operational Definitions***

Social Studies 3 year progress - Due to changes in the assessment of Social Studies, only two years of data were included in DESE's calculations.

Staff surveyed for climate in Goal 3 include teachers, paraprofessionals, support staff and administrators.

TSA and IRC pass rates – Technical Skills Assessments (TSA) and Industry Recognized Certifications (IRC) are not available for every technical curriculum. The calculation of pass rates was based on students who passed either an IRC or TSA.

Weighted Mean of Performance Based Evaluation is calculated by taking the average of each category and then calculating the mean of those averages so that each category of items receives the same weight. The categories Content, Management, Practices and Professional Responsibility each contribute 25% to the weighted mean score.