



**Coordinator Name :** Cathy Dutcher

**Planning Team :** Wendy Owens, Randy Barnes

## Program Description

### **Summary Description of Program**

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.

### **Purpose or Mandate**

The purpose of the POS program is to provide intensive therapy, services, and academic instruction in a safe environment that is more controlled than is available in a public school setting.

### **Which specific CSIP/MSIP goals does this Program support?**

**Objective 1.1 Ensure achievement for all students.**

### **Who are the Customers/Stakeholders?**

- |  |   |  |   |
|--|---|--|---|
| <input checked="" type="checkbox"/> Students           | <input checked="" type="checkbox"/> Parents | <input type="checkbox"/> Staff                                   | <input type="checkbox"/> Administrators |
| <input checked="" type="checkbox"/> Board of Education | <input type="checkbox"/> Taxpayers          | <input checked="" type="checkbox"/> Purchase of Service Agencies |   |

### **What are the Customer/Stakeholder requirements?**

Customers require that students be appropriately placed in an environment that provides therapy and teaches coping skills in order to have more academic success, develop appropriate behavior and be able to access supports in the community that they may need.

### **What is this program expected to accomplish?**

The program is expected to provide therapeutic interventions and instruction in coping skills so that the students can experience success in a less restrictive environment.

### **Briefly describe how this Program works**

The program begins when an IEP team has determined that they are unable to meet the needs of the student in a lesser restrictive environment utilizing all supports and accommodation available to the team. If the student does not respond to the highest tier of support and accommodations available in the school, then an IEP decision on change of level of service is made. Partner districts may refer students to separate public schools or separate private schools. Separate public schools may refer students to separate private schools if all intervention options have been exhausted. Families may also request an IEP meeting to consider a more restrictive level of service.

Upon referral to a separate private school or purchase of service (POS) agency the student goes through an intake and orientation process involving assessment of functioning, interviews and goal setting. Therapeutic services and coping skill building involves getting "buy- in" from the students and families. Academic instruction is provided to the students, who are required to take state assessments. If sufficient progress in

changing behavior and overcoming barriers that led to placement in the POS agencies, then the student may return to a less restrictive environment.

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

At each step of the referral process, therapeutic support, family support and additional supervision as appropriate for the student can help the student remain in a less restrictive environment. On referral to the POS agencies funding is required to purchase services. Family engagement is needed for most behavioral changes in the POS agencies. Currently only 14 of 91 students in purchase of service agencies are under the supervision of the Children’s Division.

## **Goals and Outcomes**

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**Review of Purchase of Service I (mid-year)  
2014-2015 Overall Goals**

Goal 1: Students will progress academically.

Goal 2: Describe the characteristics of the POS agencies

***Expected Measurable Outcomes***

- 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.
  
- 2.1 Descriptive. Percent of students attending POS agencies who are also in residence at the agency and whose residential costs are paid by Adoption Subsidy\*, Division of Family Services, or Department of Mental Health.
- 2.2 Descriptive. Percent of students at each agency who are referred from SSD.
- 2.3 Descriptive. Percent of students attending POS agencies by disability.
- 2.4 Percent majority and minority of SSD students in POS agencies.
- 2.5 Percent male and female of SSD students in POS agencies.
- 2.6 Percent of students eligible for Free or Reduced lunch of SSD students in POS agencies.

**2014-2015 Overall Goals Purchase of Service II Expected Measurable Outcomes (year-end)**

Goal 1: Students will demonstrate progress on therapeutic measures.

1.1 CGAS\* scores will improve for most students.

Goal 2: Programs will show improvement on program quality indicators.

2.1 Agencies will meet DESE standard "Approaching" of 80% of students having 90% attendance.

2.2 Agencies will show improvement on self-assessment of program quality indicators rubric.

Goal 3: SSD will place students with appropriate consideration of student need and growing SSD capacity.

3.1 Descriptive. Number of students returning to a less restrictive environment (LRE).

3.2 Descriptive. Number of students enrolled in POS agencies over time.

## Evaluation Plan Summary

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### ***Program Evaluation Authority***

This program evaluation is required by the Board of Education of SSD.

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

### **\*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.



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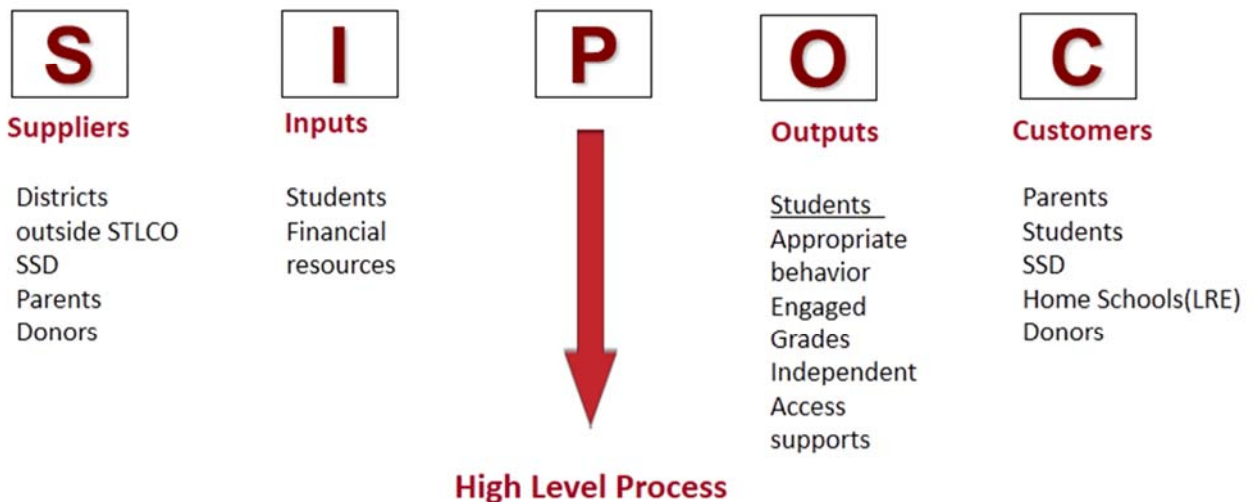
**Evaluation Summary**

**Purpose or Mandate**

The purpose of the POS program is to provide intensive therapy, services, and academic instruction in a safe environment that is more controlled than is available in a public school setting.



**Purchase of Service (POS)**



Start	Decision on appropriate placement	Intake -interview -assess functioning	Orientation -Rules -Expectations -Set goals	Therapy -get buy in -emotional & behavioral regulation -Coping skills -Social skills	Academics	Return to LRE or graduation	End
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**Program Description**

IEP 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 IEP 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.

**What were the major accomplishments or benefits of this program?**

The self evaluation of program quality indicators led to actions and addition of capacity to improve the effectiveness of the programs.

**How well did this program fulfill its purpose or mandate?**

Inadequate       Approaching Satisfactory       Satisfactory       Excellent

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

The conversations around program quality indicators are leading to positive improvements in effectiveness of programs. Several agencies experienced difficulties due to unusually high levels of new staff.

**Evaluation Results**

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

**Review of Purchase of Service II (year-end)**

**Goal 1:** Students will demonstrate progress on therapeutic measures.

Measurable Objective 1:	1.1 CGAS* scores will improve for most students.		
Results: Met. 86.8% of students with pre and post CGAS scores maintained or improved.			
<b>Students with pre and post CGAS scores who maintained or improved</b>			
School	Students with pre and post	Students who maintained or improved	Percent
Edgewood	26	23	88.5%
Epworth	4	4	100.0%
Logos	17	13	76.5%
Marygrove	6	6	100.0%
Total	53	46	86.8%

**Goal 2:** Programs will show improvement on program quality indicators.

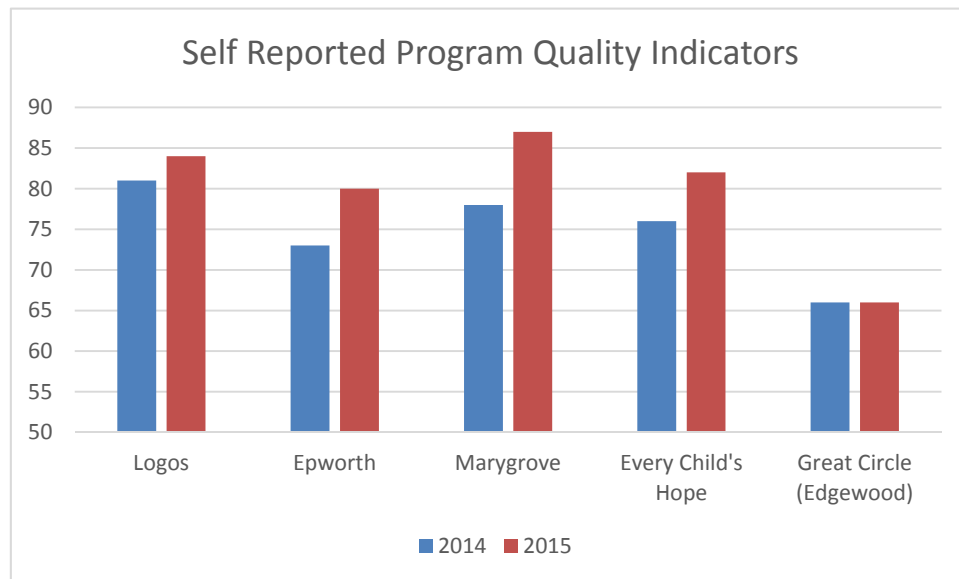
Measurable Objective 1:	2.1 Agencies will meet DESE standard "Approaching" of 80% of students having 90% attendance.
Results: Not Met. 57% of active and withdrawn students in the POS agencies had attendance over 90% for first semester.	

Percent of Students with Attendance Over 90%			
School	N	Students over 90%	Percent
Center for Autism	2	2	100.0%
Edgewood Childrens	38	20	52.6%
Epworth	17	10	58.8%
Evangelical Children's	17	7	41.2%
Giant Steps	6	3	50.0%
Logos School	24	16	66.7%
Marygrove	8	6	75.0%
Total	112	64	57.1%
SSD	5264	3571	67.8%
* All students active and withdrawn			

Measurable Objective 2:

2.2 Agencies will show improvement on self-assessment of program quality indicators rubric.

Results: Met. Four out of five agencies reported an increase in program quality indicators with 96 maximum possible points.



**Observed improvements resulting from self evaluation process.**

**Logos**

- Added position within building to support Transitional Services
- Added staff personnel who is Board Certified to strengthen behavioral planning for individual students
- Increased focus on academic integrity
- Enhanced PBIS\*
- Focused on attendance - establishing support for students in crisis
- Trained staff in DBT\* therapy

**Epworth**

- Created curriculum committee
- Created/refined level system
- Increased Paraeducator implementation of IEP/BIP

**Marygrove**

- Increased efforts on problem solving in behavior planning
- Implementation of research-based social emotional curriculum

**Every Child's Hope**

- Professional development centered on instruction and strategies for working with students who have social emotional deficits
- Provided families with regular notices of resources available to them
- Developed systematic approach to data collection
- Assigned staff member to facilitate process of developing behavior plans for students

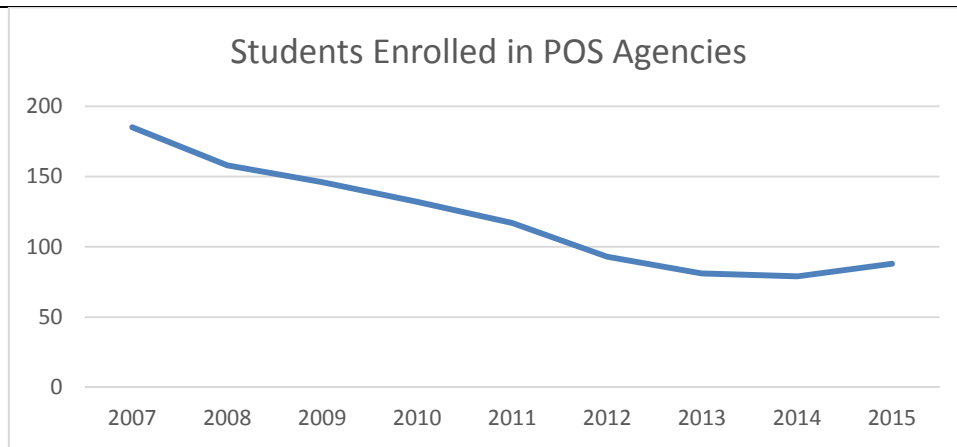
**Great Circle (Edgewood)**

- New staff caused for dips in the implementation of the curriculum
- Rules/Expectation posted in classrooms
- Renewed emphasis of staff on providing immediate feedback to students
- Increased training to support challenging behavior by Board Certified Behavior Analyst

**Goal 3:** SSD will place students with appropriate consideration of student need and growing SSD capacity.

Measurable Objective 1:	3.1 Descriptive. Number of students returning to a less restrictive environment (LRE).
Results: Ten students returned to a less restrictive environment.	

Measurable Objective 2:	3.2 Descriptive. Number of students enrolled in POS agencies over time.
Results: Descriptive.	



Agency	Number of Students
Edgewood	35
Epworth	7
Every Child's Hope	11
Logos	22
Marygrove	6
Giant Steps	5
Center of Autism	2
Total **	88

\*\* Enrollment numbers include students active as of 4/29/2015.

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

**Strengths**

- Self-evaluation of quality program indicators showed improvement over last year.
- Agencies took action to improve effectiveness based on quality program indicators.
- Six students returned to a less restrictive environment.

**Opportunities/Weaknesses**

- Attendance is low at agencies.
- Continue to explore opportunities to provide supports to keep students in a less restrictive environment.

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

The program's 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 resources be changed to improve this program?**

Yes  No

**If Yes, describe changes.**

Where appropriate and beneficial, resources may be invested in public separate schools to keep students in a less restrictive environment.

**Should goals be changed, added or removed?**

Yes  No

**Evaluation Implications**

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**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.
- Continue the program as is with specific action plans for improvement.
- 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**

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**Review of Action Plan progress since last report.**

**Action Plan 1**

**Opportunity for Improvement**

*Lack of data to support program quality indicators*

**Action Plan**

*Identify evidence that can be used to support self evaluation on program quality indicators.*

**Progress on Action Plan.**

*Seven measures supporting the program quality indicators were agreed upon between SSD and the agencies.*

### ***Action Plan 2***

#### ***Opportunity for Improvement***

MPI scores for English Language Arts and for Mathematics decreased from 2013.

#### ***Action Plan***

Continue to work with agencies to improve instruction.

#### ***Progress on Action Plan***

We provide common assessment tool, STAR testing, and access to professional development and on-site training as requested. We also provide support in the form of effective practice specialists and other supports as needed. We have specific conversations about curriculum and instruction through the quality indicator review.

### ***Action Plan 3***

#### ***Opportunity for Improvement***

Proportional attendance goals were not met.

#### ***Action Plan***

Work with agencies to find ways to improve attendance.

#### ***Progress on Action Plan***

Attendance is addressed at POS meetings throughout the school year and we have worked with agencies to emphasize importance of attendance even during periods of emotional difficulty. We monitor individual student attendance and conduct team meetings to identify solutions for individual students. Homebound services are provided during periods of social and emotional crisis.

### ***Action Plan 4***

#### ***Opportunity for Improvement***

Students who receive free or reduced lunch through household applications are not reported to SSD.

#### ***Action Plan***

Establish a process for the agencies to report students who receive free or reduced lunch status.

#### ***Progress on Action Plan***

Due to the classification of students attending agencies broadly as eligible for free and reduced lunch this measure is not meaningful and has been dropped from the evaluation.

### ***Action Plan 5***

#### ***Opportunity for Improvement***

A significant number of students are being placed in a more restrictive environment through the POS program.

#### ***Action Plan***

Examine possible scenarios for adding resources to the separate public schools so that some students may be retained in a less restrictive environment (LRE).

#### ***Progress on Action Plan***

We met with Dr. Bauer and Wendi Pendergrass to discuss the possibility of collaborating with a third party, such as the Children Service Fund to provide a case manager with flexibility to provide services for students and families.

### ***Action plans of this report.***

#### ***What specific actions are needed?***

- Continue to monitor individual student attendance to develop supports for student attendance
- Continue to make attendance a priority in conversations with agencies
- Explore sources of funding or collaboration for additional therapeutic staff in the public separate schools.

#### **\*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.

**DBT - Dialectical behavior therapy** is a specific type of cognitive-**behavioral** psychotherapy developed in the late 1980s by psychologist Marsha M. Linehan to help better treat borderline personality disorder. Since its development, it has also been used for the treatment of other kinds of mental health disorders.

**PBIS – Positive Behavior Interventions and Supports** is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.