



**Coordinator**

**Name** Lynne Midyett

**Planning**

**Team** Dee Byrnes, Rob Woerther

## Program Description

### **Summary Description of Program**

SSD provides Special Education supports and services to twenty two partner districts in St. Louis County in order to meet state performance and process standards. Since its inception in 1955, SSD staff providing services to the partner districts have grown to 1,176 teachers, 1,041 paraprofessionals, 287 Related Services staff, 319 Speech and Language Pathologists, and 49 ABA Associates. They provide educational supports and related services to 19,431 special education students.

### **Purpose or Mandate**

The purpose of the program is aligned to put into practice the special education portion of the SSD Mission Statement: *In collaboration with partner districts, we provide technical education and a wide variety of individualized educational and support services designed for each student's successful contribution to our community.* Accordingly the purpose of Special Education in the partner districts is to collaborate with partner districts to evaluate students and provide appropriate services and supports so that students can succeed in general education and in the community after graduation.

### **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 Goal Area 5 *Promote, facilitate and enhance parent, student, and community collaboration to meet the needs of all students.*

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

Students

Parents

Staff

Administrators

Board of Education

Taxpayers

Partner School Districts.

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

Customers including parents and partner districts require effective strategies to improve or provide appropriate student behavior, coping skills, academic skills, social skills, language skills and the ability to access appropriate supports in different environments. Partner districts require that every effort be made to improve MAP scores to contribute positively to district accreditation. General education staff require supports for students with IEPs to facilitate effective instruction.

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

Special education in the partner districts is expected to provide evaluation, supports and services to students in the partner districts that will enable them to succeed in the least restrictive environment appropriate to their disabilities.

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

Correct eligibility assessment and goal setting leading appropriate services so that students can make progress in General Education. The program conducts a thorough evaluation process to determine if a student is eligible for special education services and if they would be beneficial to the student. The IEP team then sets goals and identifies special education supports and services to help the student make progress in the least restrictive environment. No later than age 16, the student and IEP team develop a transition plan with a post-secondary goal and plans to reach that goal.

## **Action Plan Summary**

---

***Previous Cycle Goals and Outcomes***

***2013-2014 Overall Goals***

Goal 1: Meet the State Performance targets for least restrictive educational environment (LRE).

Goal 2: Meet state performance targets for graduation and drop-out rates for students with disabilities.

Goal 3: Provide equitable services to help IEP students close the achievement gap.

***2012-2014 Outcomes***

1.1 Not Met. The number of partner districts meeting the state target of more than 59.5 percent of the students with disabilities, ages 6 through 21, inside the regular class 80% or more of the day was 20 which was less than the three year average of 20.67.

1.2 Not Met. 14 Districts met the state target of less than 10.2% of students in regular class less than 40 percent of the day while the three year average was 15.3

2.1 Met. The number of partner districts meeting the state target for graduation rate of students with disabilities was 18 with a three year mean of 14.3.

2.2 Not Met. The number of partner districts meeting the state target for the drop-out rate of students with disabilities was 17 with a three year mean of 17.6.

3.1 Met. The comparison of Map Performance Index (MPI) scores for non-IEP and IEP scores shows a consistent disparity across districts for English Language Arts. While there are many factors affecting student performance across districts, SSD services affect the disparity between non-IEP and IEP students, bringing IEP students closer to their non-IEP peers within any given district.

3.2 Met. The comparison of Map Performance Index (MPI) scores for non-IEP and IEP scores shows a consistent disparity across districts for Mathematics.

3.3 Not Met. The overall gap between IEP student scores and general education student scores grew over a three year period

***Current Cycle (2014-2015) Goals and Outcomes  
2014-2016 Overall Goals***

***Expected Measurable Outcomes***

Goal 1: Prepare students with disabilities to participate in the school community with academic skills.

- 1.1 The percent of students with disabilities who are proficient on the state assessments will increase over a three year period in English Language Arts.
- 1.2 The percent of students with disabilities who are proficient on the state assessments will increase over a three year period in Mathematics.
- 1.3 The percent of students with disabilities who are proficient on state assessments will be higher than for the state average for students with disabilities for English Language Arts.
- 1.4 The percent of students with disabilities who are proficient on state assessments will be higher than for the state average for students with disabilities for Mathematics.

Goal 2: Prepare students with disabilities to participate in the school community with acceptable behavior.

- 2.1 The percent of students with out of school suspensions (OSS) will decrease over a three year period for special education students in the partner districts.
- 2.2 The percent of students with OSS will be lower than the state average for students with disabilities.
- 2.3 A majority of districts will have a lower percent of suspensions than the state average for students with disabilities.

Goal 3: Prepare students for positive participation in the community.

- 3.1 The percent of graduates in continuing education or employment will increase over a three year period for students with disabilities in the partner districts.
- 3.2 The percent of students in continuing education or employment will be higher than the state average for students with disabilities.
- 3.3 A majority of districts will have a higher percent of students continuing in education or employment than the state average.

Goal 4: Provide descriptive analysis of student disability and staff data.

- 4.1 Analyze the student population of students with IEPs by disability.
- 4.2 Analyze enrollment and SSD staff provided by district.

# Evaluation Plan Summary

---

## *Program Evaluation Authority*

*This program evaluation is required by the SSD Board of Education on an annual basis.*

### ***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?

# Special Education in the Partner School Districts

## 2014-2015 Program Evaluation Report

Special School District



**Coordinator**  
**Name** Lynne Midyett

**Planning**  
**Team** Dee Byrnes, Kim Meyers, Rob Woerther

### Evaluation Summary

#### Purpose or Mandate

The purpose of the program is defined by the SSD Mission Statement: *In collaboration with partner districts, we provide technical education and a wide variety of individualized educational and support services designed for each student's successful contribution to our community.* Hence, the purpose of special education in the partner districts is to collaborate with partner districts to evaluate students and provide appropriate supports and services so students can succeed in the general education environment and meet post-secondary goals.



## Special Education

**S**

### Suppliers

Families  
Partner districts  
Colleges of education  
Publishers

**I**

### Inputs

Students  
Skilled staff  
Materials  
Assessments  
Interventions  
Minutes

**P**



### High Level Process

**O**

### Outputs

Students with:  
Appropriate behavior  
Coping skills  
Academic skills  
Social skills  
Language skills  
Access supports

**C**

### Customers

Building Principals  
Students  
Families  
Partner districts  
SSD Board of Education  
General educators

Start

<b>Pre-Evaluation</b> Child find Tiered Interventions Referral Joint Review	<b>Evaluation Determination</b> Initial Evaluation Assessment Determination of eligibility	<b>IEP team</b> Determine Present level Set goals Determine services	<b>Instruction</b> Special education in general and special education settings	<b>Related Services</b> Nursing Speech/Lang OT PT Social Work Transportation	<b>Transition to Community</b> Transition Plan Collaboration with agencies Graduate follow up
---	---	---	---	---	--

End

**Program Description**

SSD provides special education supports and services to the students of St. Louis County in two hundred thirty six schools within the twenty two partner districts. Since its inception in 1955, SSD staff providing services to the partner districts have grown to 1176 teachers, 1041 paraprofessionals, 287 Related Services staff, 319 Speech and Language Pathologists, and 49 ABA Associates. Staff provide educational supports and related services to 19,431 special education students. (December 1, 2014)

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

Special education in the partner districts provided appropriate instruction, services and supports to students throughout St. Louis County. The program has helped students with IEPs to achieve proficiency on state assessments at a rate 10% higher than the state average for both English Language Arts and Mathematics. Positive placement of graduates was 10% higher than the state average.

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

Inadequate       Approaching Satisfactory       Satisfactory       Excellent

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

Partnership with educators in the partner districts made essential contributions to the success of the program.

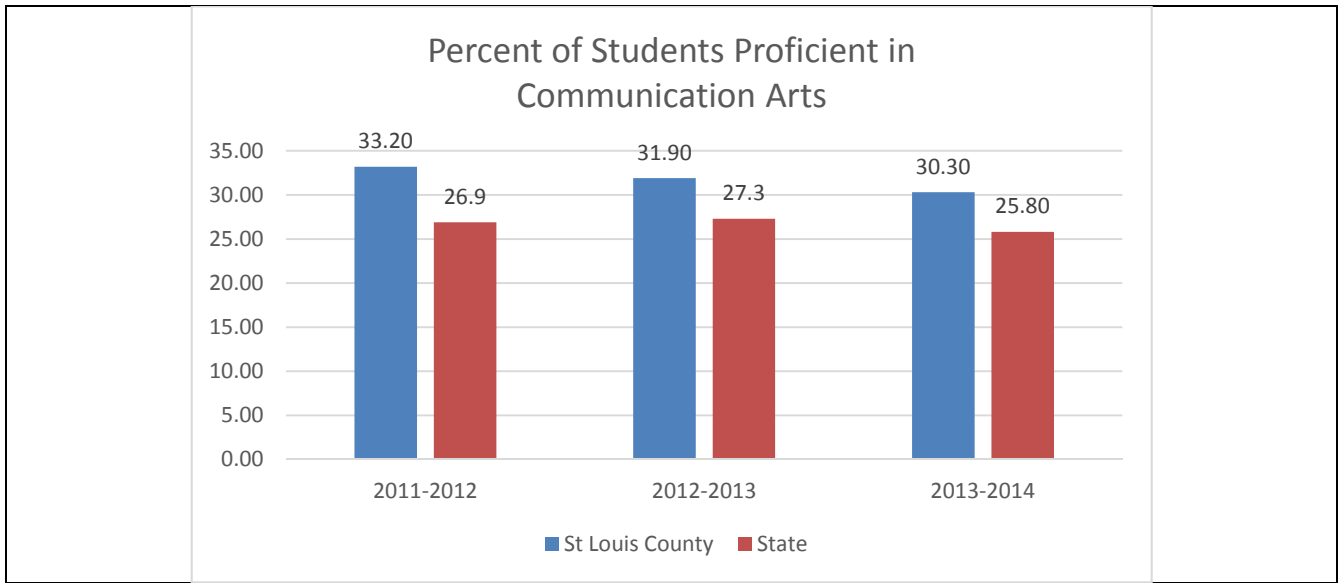
**Evaluation Results**

---

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

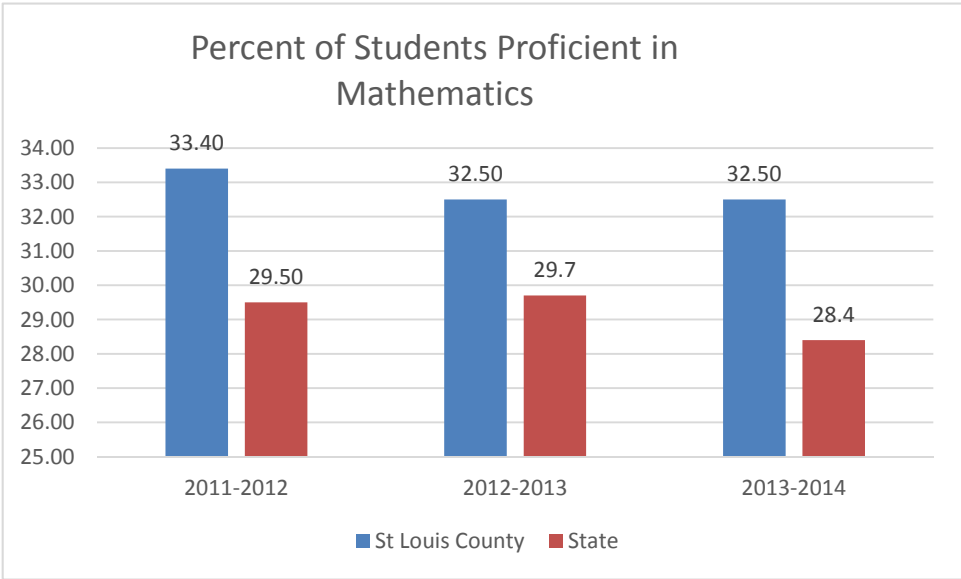
**Goal 1: Prepare students with disabilities to participate in the school community with academic skills.**

Measurable Objective 1:	1.1 The percent of students with disabilities who are proficient on the state assessments will increase over a three year period in English Language Arts.
Results: Not Met. The percent of student with disabilities who were proficient in English Language Arts declined over a three year period from 33.2% to 30.3%.	



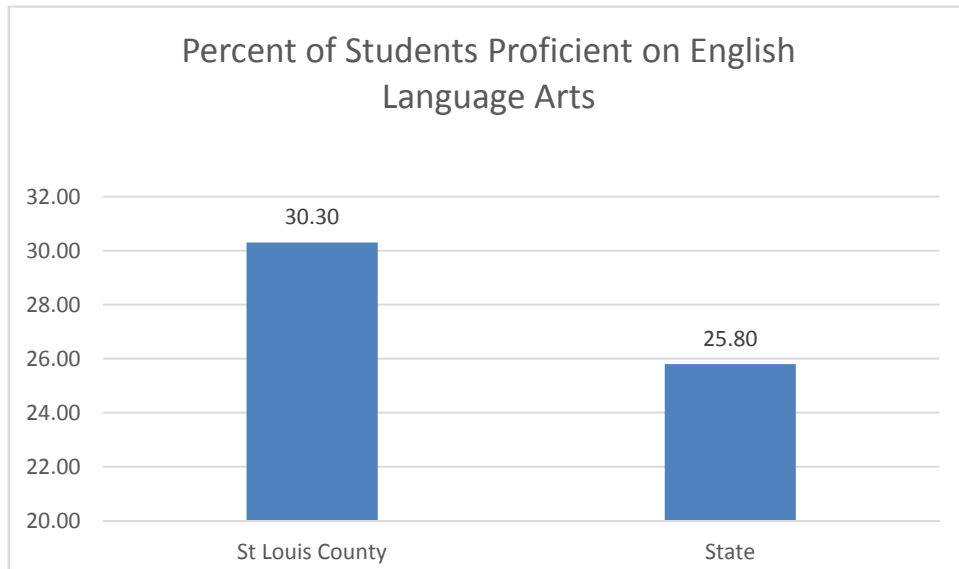
**Measurable Objective 2:** 1.2 The percent of students with disabilities who are proficient on the state assessments will increase over a three year period in Mathematics.

**Results: Not Met.** The percent of students with disabilities who were proficient in Mathematics declined over a three year period from 33.4% to 32.5%.



**Measurable Objective 3:** 1.3 The percent of students with disabilities who are proficient on state assessments will be higher than for the state average for students with disabilities for English Language Arts.

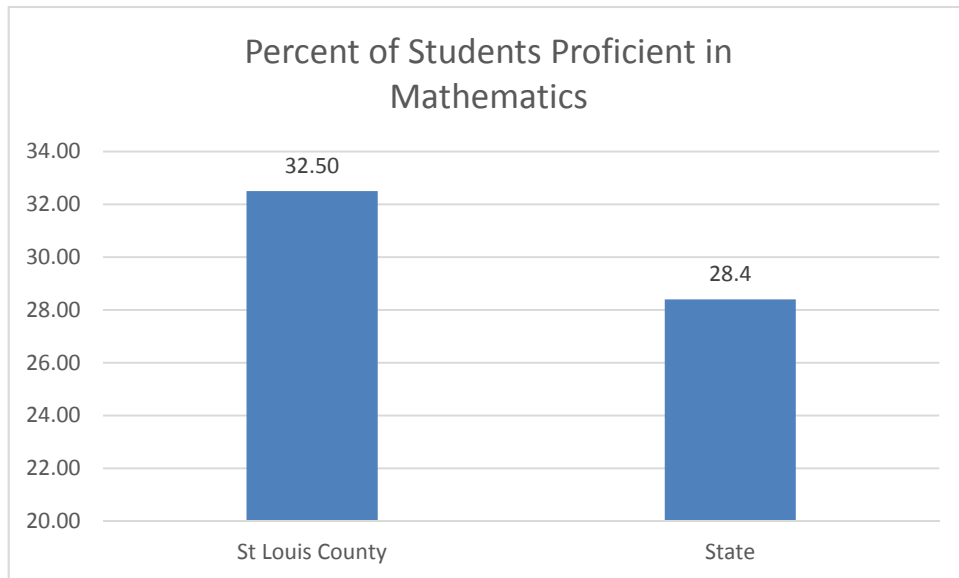
Results: Met. In 2013-14 30.3% of special education students were proficient compared to the state average of 25.8% of special education students.



Measurable Objective 4:

1.4 The percent of students with disabilities who are proficient on state assessments will be higher than for the state average for students with disabilities for Mathematics.

Results: Met. In 2013-14 32.5% of special education students were proficient compared to the state average of 28.4% of special education students.



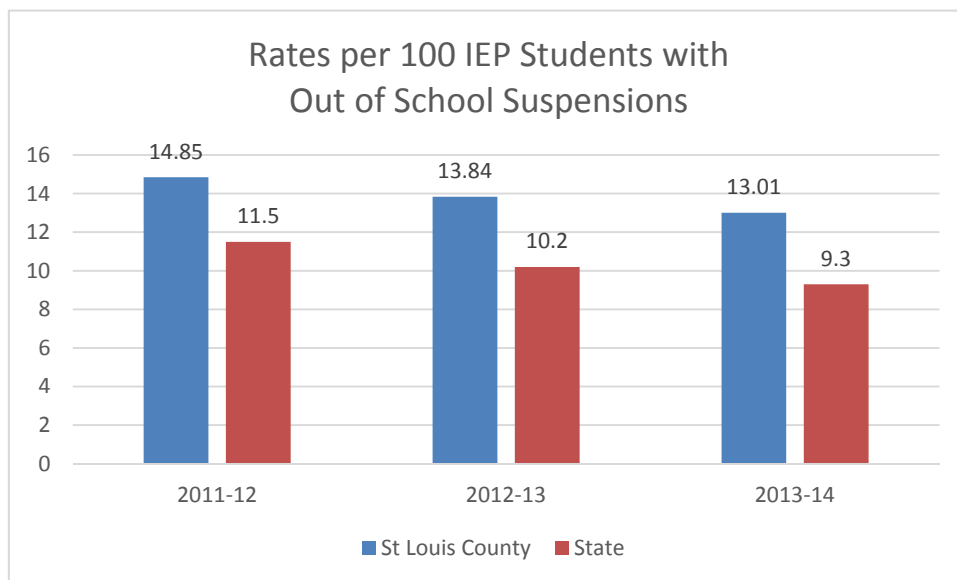
**Goal 2: Prepare students with disabilities to participate in the school community with acceptable behavior.**

Measurable Objective 1:

2.1 The percent of students with out of school suspensions (OSS) will decrease over a three year period for special education students.



Results: Met. The rate per 100 of special education students with suspensions decreased from 14.85 to 13.01 over a three year period.



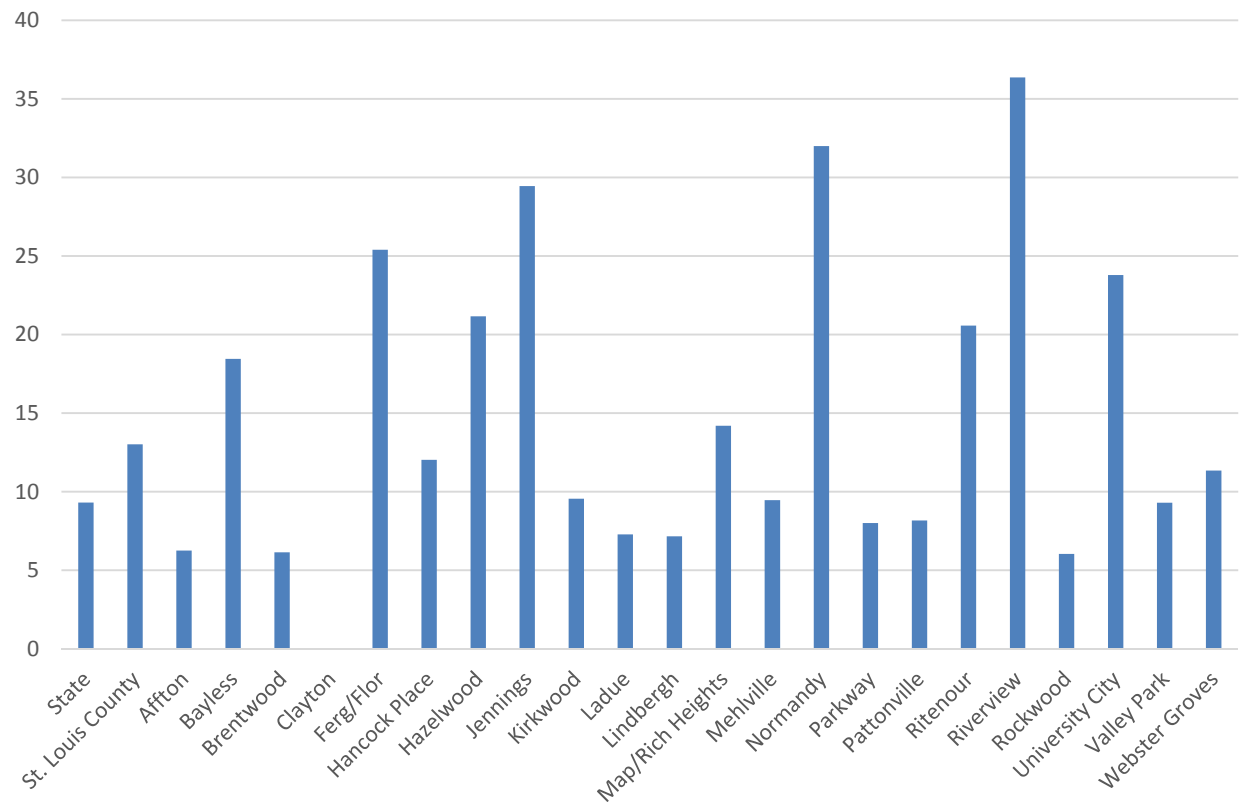
Measurable Objective 2:	2.2 The percent of students with OSS will be lower than the state average for students with disabilities.
-------------------------	---

Results: Not Met. In 2013-2014 the percent of special education students in the partner districts with out of school suspensions was 13.01% compared to 9.30% for the state.

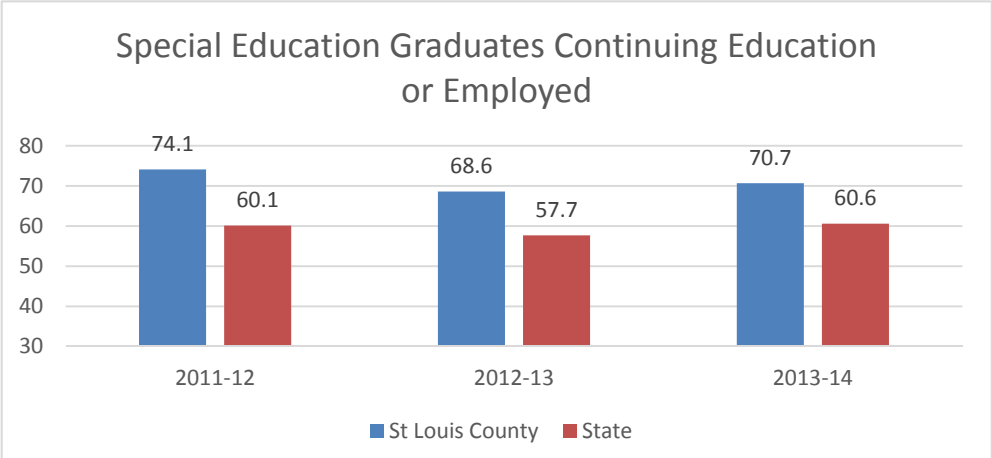
Measurable Objective 3:	2.3 A majority of districts will have a lower percent of students with IEPs having out of school suspensions than the state average for students with disabilities.
-------------------------	---

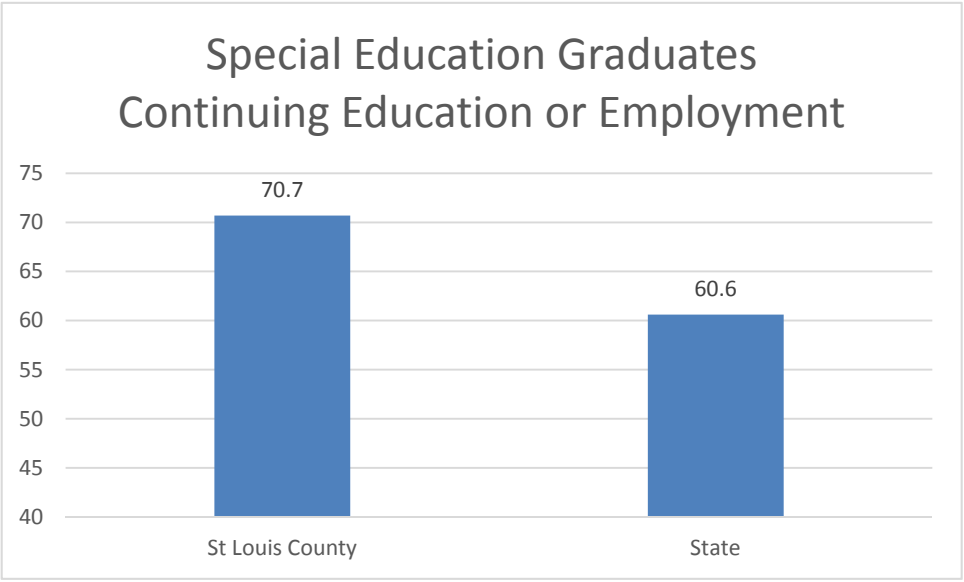
Results: Not Met. 40.9% of districts had lower percent of students with out of school suspensions compared to the state.

### Students with Out of School Suspensions (OSS)



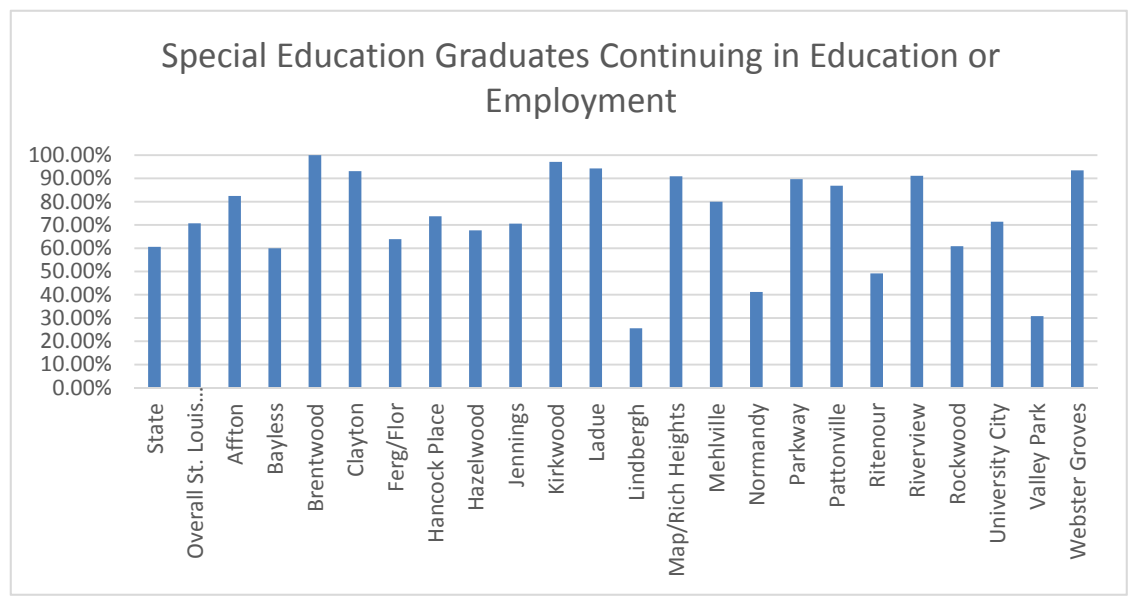
**Goal 3: Prepare students for positive participation in the community.**

Measurable Objective 1:	3.1 The percent of graduates in continuing education or employed will increase over a three year period for students with disabilities in the partner districts.												
Results: Not Met. The percentage of special education graduates who continued in education or employed fell from 74.1% to 70.7% over a three year period.													
 <p>The chart shows the percentage of special education graduates continuing education or employed in St Louis County (blue bars) and the State (red bars) for three consecutive years. The y-axis ranges from 30 to 80. The data points are: 2011-12 (St Louis County: 74.1%, State: 60.1%), 2012-13 (St Louis County: 68.6%, State: 57.7%), and 2013-14 (St Louis County: 70.7%, State: 60.6%).</p> <table border="1"> <thead> <tr> <th>Year</th> <th>St Louis County (%)</th> <th>State (%)</th> </tr> </thead> <tbody> <tr> <td>2011-12</td> <td>74.1</td> <td>60.1</td> </tr> <tr> <td>2012-13</td> <td>68.6</td> <td>57.7</td> </tr> <tr> <td>2013-14</td> <td>70.7</td> <td>60.6</td> </tr> </tbody> </table>		Year	St Louis County (%)	State (%)	2011-12	74.1	60.1	2012-13	68.6	57.7	2013-14	70.7	60.6
Year	St Louis County (%)	State (%)											
2011-12	74.1	60.1											
2012-13	68.6	57.7											
2013-14	70.7	60.6											

Measurable Objective 2:	3.2 The percent of students in continuing education or employed will be higher than the state average for students with disabilities.						
Results: Met. In 2013-2014 the percent of special education graduates who continued in education or employed was 70.7% compared to 60.6% for the state average.							
 <p>The chart compares the percentage of special education graduates continuing education or employed in St Louis County (blue bar) and the State (blue bar). The y-axis ranges from 40 to 75. The data points are: St Louis County: 70.7% and State: 60.6%.</p> <table border="1"> <thead> <tr> <th>Entity</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>St Louis County</td> <td>70.7</td> </tr> <tr> <td>State</td> <td>60.6</td> </tr> </tbody> </table>		Entity	Percentage (%)	St Louis County	70.7	State	60.6
Entity	Percentage (%)						
St Louis County	70.7						
State	60.6						

Measurable Objective 3:	3.3 A majority of districts will have a higher percent of students continuing in education or employed than the state average.
-------------------------	--

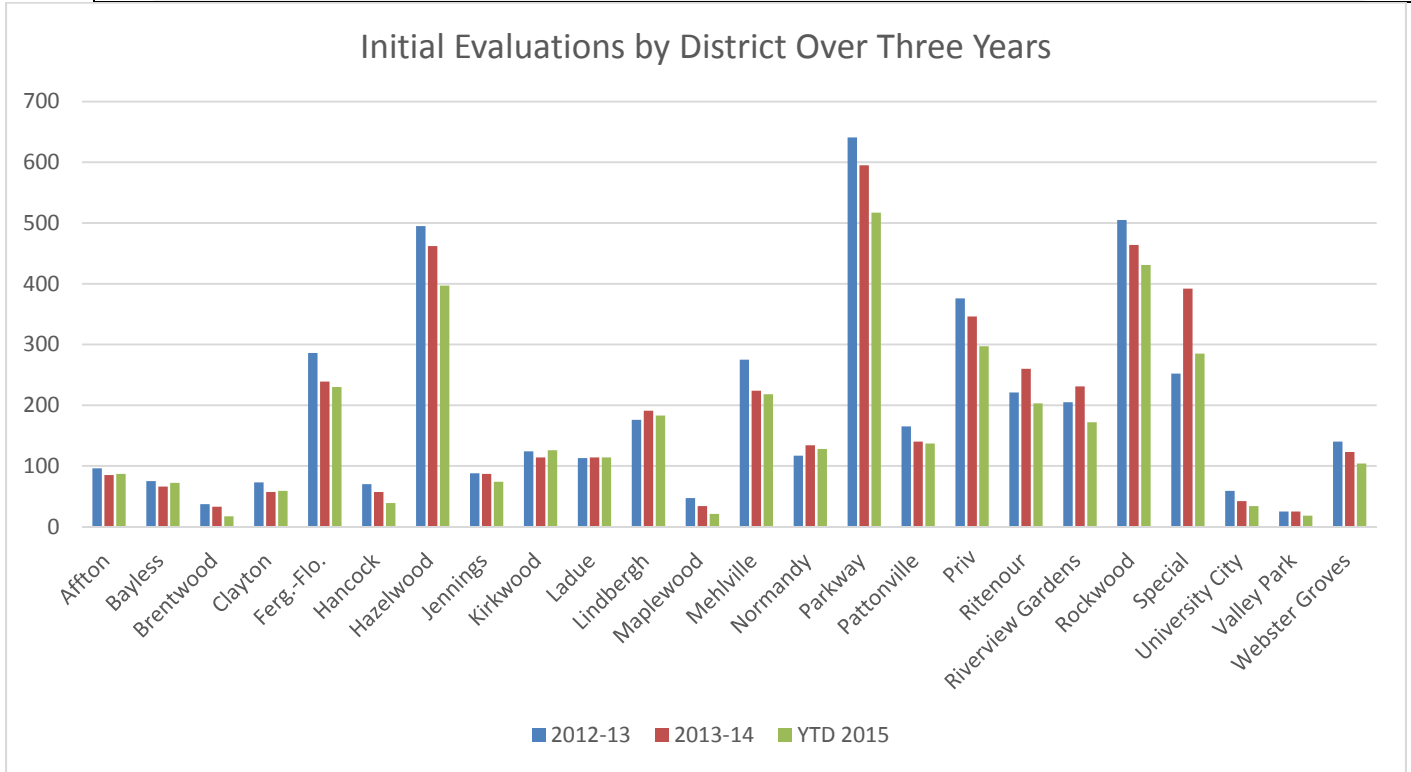
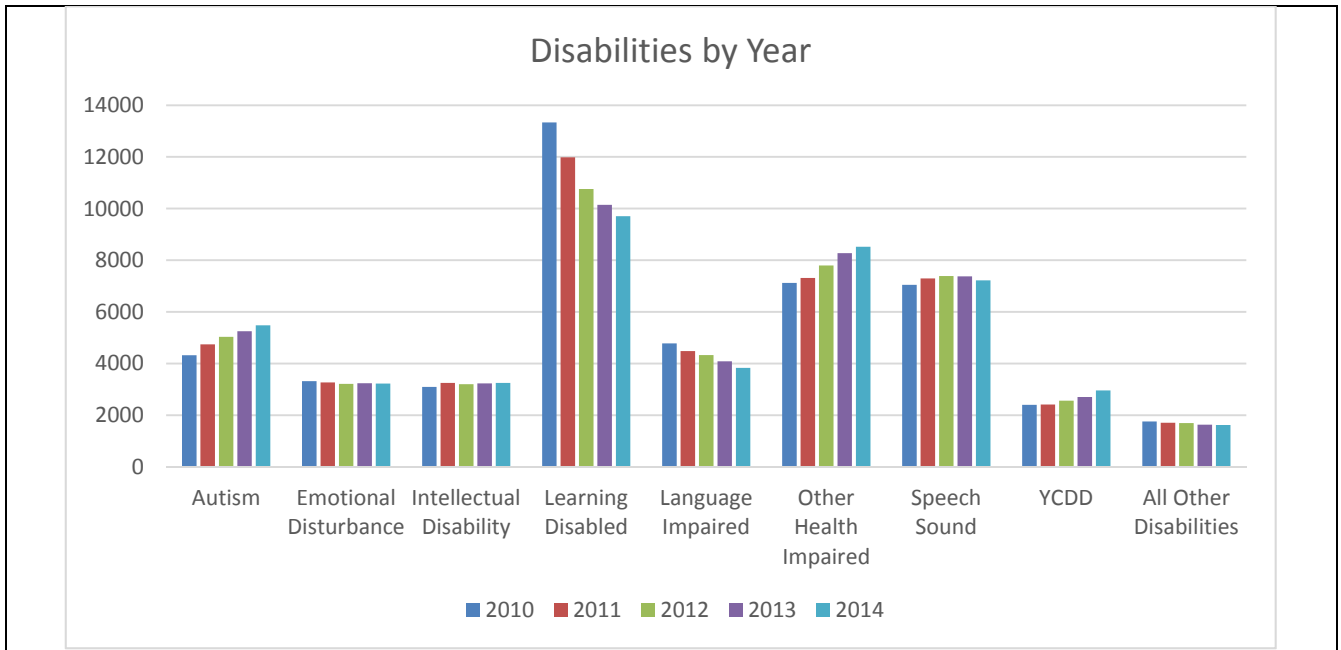
Results: Met. 77.3% of districts had a higher percent of special education graduates continuing in education or employed than the state.



**Goal 4: Analyze data to provide appropriate staff for students in the partner districts.**

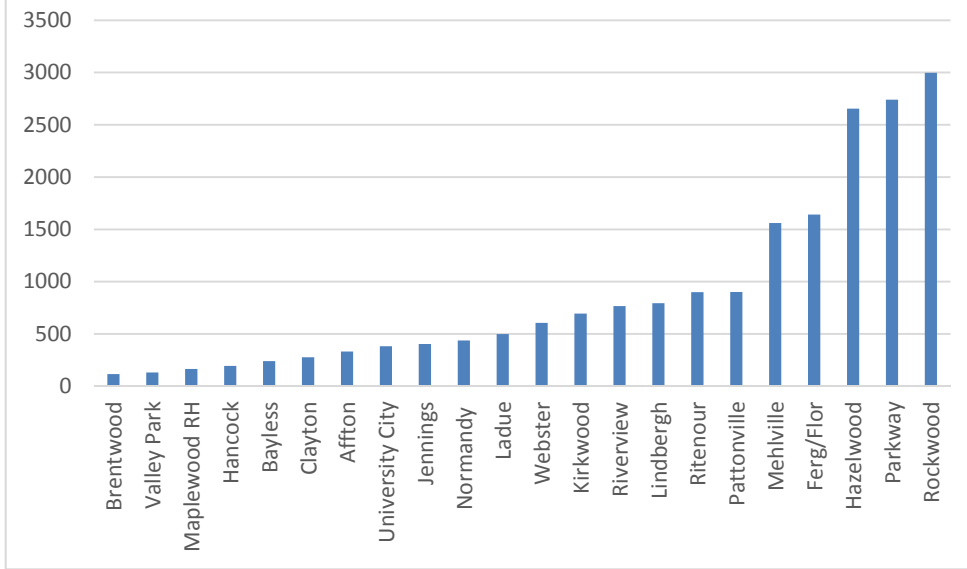
Measurable Objective 1:	4.1 Descriptive: Analyze the student population of students with IEPs by disability.
-------------------------	--

Results:

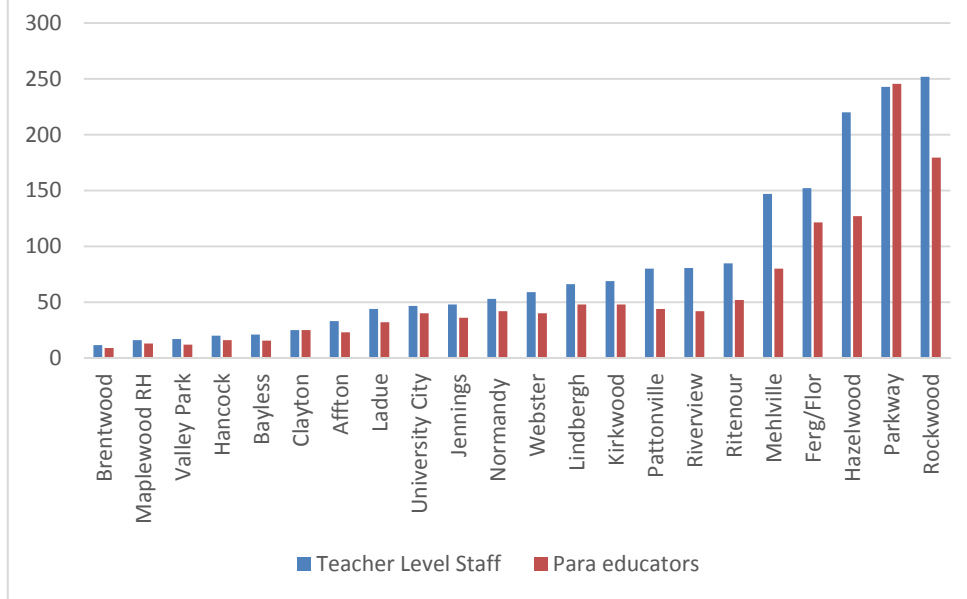


Measurable Objective 2:	4.2 Descriptive: Analyze enrollment and SSD staff provided by district.
Results:	

Students in Partner Districts



SSD Staff in Partner Districts



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

Strengths

- The percent of students reaching proficiency on English Language Arts state assessment was 4.5% higher than the state average for students receiving special education.
  - The percent of students reaching proficiency on Mathematics state assessment was 4.1% higher than the state average for students receiving special education.
  - The percent of students receiving out of school suspensions declined over a three year period.
- Opportunities/Weaknesses
- The percent of students achieving proficiency declined in English Language Arts and in Mathematics over a three year period.
  - The percent of students receiving out of school suspensions was 3.71% higher than the state average.

***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, 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.
- Continue the program as is with action plans for continuous 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***

---

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

***Action Plans***

**Opportunity for Improvement:** Partner districts did not meet the three year average for targets in the areas of educational environment (LRE) and dropout rates.

**Status of previous Action Plans:**

- Develop a process for deployment of inclusive practices to increase the proportion of minutes a student receives instruction, special education or general education, in a general education setting.
  - Systematic review of student placement data (Least Restrictive Environment).
  - Inclusion Stakeholder Team meets quarterly.
  - Inclusion Matter Resource Guide updated and deployed.
  - Collaboration with EducationPlus to develop a leadership team to establish a county-wide vision for inclusion and explore possible connections with the SWIFT (Schoolwide Integrated Framework for Transformation) Center for development of classrooms representing a diverse learning community.
- Identify exemplar programs in partner districts that promote persistence to graduation to study process and results for replication.
  - Focus on individualized student planning through transition connections.
  - Initiated development of structure for implementing student led IEPs.
- Continue review process of action plans related to systematic interventions in the areas of mathematics and communication arts.
  - A review of Area Improvement Plans for 2014-15 indicate consistent inclusion of actions to build systems of interventions.
  - Survey completed by area coordinators to gather baseline data concerning the most frequently deployed interventions in the areas of literacy, math and behavior.
  - Intervention guides in the areas of Math and English Language Arts completed and provided to staff.
- Deploy Standard-Based IEP Pilot in 22 partner districts and SSD schools. Conduct cycles of learning to guide full deployment.
  - Pilot across the 22 partner districts and SSD schools will be completed at the end of this school year. Training, tools and resources were provided. Outcome measures that are in place to measure change in teacher practice include: (1) pre and post rating of 700 IEP goals in the area of communication arts, (2) analytics of resources accessed by teachers, and (3) overall satisfaction survey concerning use of various tools. For 2015-16, deployment will be full scale and will integrate learning from the pilot sites.

**What specific actions are needed?**

- Implement and monitor a system of interventions in Mathematics, Literacy and Writing for all students served who are not proficient on benchmark assessments.
- Develop, implement and sustain a systemic multi-tiered process to support behavioral/social success for all students served.



- Sustain and improve processes to review student level assessment data, monitor progress and make adjustments to instruction based on results.
- Continue to work with various stakeholder to promote the implementation of inclusive practices.
- Deployment of Standard Based IEPs training and support for all teacher level staff.

**\* Operational Definitions:**

**RTI** Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.