



Standard Program and Service Evaluation Template

(Board of Education Approved on June 1, 2004)

I. Program/Service Information

Name of Program or Services: Equity

Personnel Responsible for Evaluation: Julia Burke, Director of Special Education

Date of Evaluation (Year/Duration): December, 2004

Question: Does SSD have equitable teacher caseloads (resource & self-contained teachers; autism classrooms; collaborative teaching) across the 23 St. Louis County School Districts.

Goal/Objective of Program/Services: To analyze and review special education teachers' caseloads across all 23 county school districts for the purposes of determining equitable staffing and services to all students.

Brief description of relationship between program goals, CSIP and MSIP Standards:

Analysis of the caseloads will assist the district in maintaining special education compliance standards as it relates to the MSIP Resource Standard (2.1) Class Size/Assigned Enrollments. In addition, SSD must follow the Missouri State Plan caseload regulations in order to receive funds under the IDEA.

Demographic Description of Program:

Location: 23 St. Louis County School Districts

Number of staff: 2,603 teacher level staff

Participants: Special education teacher, effective practice specialist, area coordinators, MIS manager, SIS data processor, directors' secretaries and a director.

The Student Information System (SIS) department ran caseloads for all teacher level staff by school/district. The MIS manager provided training to the participants on the state caseload calculation formula. Directors' secretaries provided teacher codes for the teachers of autism, and language self-contained programs. The special education director, coordinators, effective practice specialist and a teacher met, reviewed and analyzed caseloads by grade levels and type of service delivery model (self-contained or resource). The speech-language caseloads were analyzed independently from other teacher level staff.



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Length of program/service: Each region generates quarterly caseload reports throughout the school year to analyze for compliance standards and equity.

II. Description of Stakeholders Engagement in Program Evaluation:

SSD administrators, effective practice specialist, teachers, MIS manager

Donna Griffin, Area Coordinator
Jeanne Fredricksen, Area Coordinator
Deanna Jester, Effective Practice Specialist
Marie Burke, Special Education Teacher
Scott Caldwell, MIS Manager
Julia Burke, Director of Special Education

III. Evaluation Criteria for Programs/Services Offered:

The Missouri State Plan standards for caseloads.

The State Plan provides school districts with class size and caseload requirements. The number of students to be assigned to a class is determined by the use of a formula which combines the number of IEP's for which a teacher is responsible with the aggregate number of equivalent student contact hours accruing to the teacher during the day. The caseload number of 60 is a limit, not a goal. In general, caseload numbers from 35-50 at the elementary level and 40-55 at the secondary level are considered normal.

The low incidence self-contained classrooms should utilize a head count opposed to the caseload formula. The standards set by DESE are 4-6 students for classrooms for students with autism, multiple disabilities and deaf/blind. The speech-language pathologist should have a caseload of 40-60 (head count) or districts may utilize the caseload formula.

IV. Data Collection Methodology:

Document review:
Caseload Summary Reports
DESE Caseload Calculation Formula
IEP Analysis

V. Results

Time spent of program evaluation: A total of 35 hours.



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Strengths of program/service

Caseloads at the elementary level were lower than DESE's guideline of 35-50 for the elementary level. Based upon caseloads generated at the end of December, 2004 the average caseload range for elementary teachers was 33. All Caseloads throughout the 23 county school districts were under the State standard limit of 60 for caseload weight. The average teachers' caseload at the secondary level was 45.9. Sixteen out of twenty-three county districts have self-contained programs for students with autism. There were inconsistencies within districts of maintaining the head count of 4-6 students in the self-contained autism classrooms. Overall, at the elementary level the state recommended caseload number is implemented. Across the county all language self-contained classrooms maintained a class size of twelve students and under. The speech-language itinerant caseload average was 33.

Concerns regarding program/service

The caseload data collected is inaccurate due to several variables, which resulted in the stakeholders interpreting data and making decisions based upon their professional judgment and knowledge. Consequently, further analysis of the data is required to provide the district guidance.

Variables that have impacted the data are the following: the implementation of a new computer software program, incomplete information reported on the IEP service summary page by staff, service providers are not indicated, some teachers and speech pathologist included diagnostic time in the caseload calculation, instructional minutes per week indicated in core data are not consistent with the IEP's, and teachers report different planning times within the same district. The aforementioned variables all impacted the validity of the data analyzed.

Although the data that was analyzed is not entirely accurate, the caseloads presented evidence that there is a discrepancy at the secondary level for caseloads throughout the county. An average caseload at the secondary level ranged from 40 to 50 throughout the twenty-three districts.

Recommendations regarding program/service:

The district must be able to generate accurate caseload reports to ensure that teacher caseloads meet state compliance standards and that equity of staff and services to students exist in all our partner districts.

Julia Burke

Signature of Administrator Responsible for Chairing Evaluation



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VI. Action Plan for Recommendations as A Result of Program Evaluation

Person responsible to champion action plan:

Julia Burke, Director of Special Education

1. In-service all instructional administrators of the MSIP standard and State Plan requirements for class size and caseloads. (August, 2005)
2. Administrators should review the autism programs in their districts to maintain Missouri's State Plan class size requirement for low incidence self-contained classrooms. (September, 2005)
3. Provide training to administrators and teachers on the caseload formula. (October , 2005)
4. Update SSD's core data with each partner districts' instructional minutes per week and planning and preparation time. (May, 2005)
5. Directors and administrators will review the caseload summary report to ensure that accurate data is reported to the SIS department. (June, 2005)
6. Area coordinators will in-service their staff on how to calculate level of special education placement and how to record all service providers. (August, 2005)
7. A report will be developed on the Menu Options for ENCORE so that caseloads can be run monthly. (TBD)
8. Area coordinators will update staff on the student transfer/withdrawn process. (August, 2005)
9. Directors will continue to monitor and analyze teacher caseloads monthly. (Ongoing)
10. Executive Directors will review countywide caseload data to maintain the district's mission of providing equitable services to all students. (July, 2005, November, 2005)



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Timeframe for reporting updates to Board of Education:

October 2005/ February 2006/May 2006