



Standard Program and Service Evaluation Template

(Board of Education Approved on June 1, 2004)

How are psychological services delivered to students in the Special School District of St. Louis County?

I. Program/Service Information

Name of Program or Services:

Psychological Services

Personnel Responsible for Evaluation:

Vicki McNamara

Date of Evaluation:

September 2004-January 2005

Goal/Objective of Program/Services:

To provide needed social, emotional and behavioral interventions necessary for students to be maintained in the least restrictive environment.

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

Social Work CSIP Goals:

- Develop and implement by FY 03 an improved process for evaluating the effectiveness of the Related Services Department (Social Work).
- Reduce more restrictive special education placements by providing needed social, emotional, and behavioral interventions necessary for student to be maintained in least restrictive environment.
- Develop and implement by FY 03 a comprehensive staff development plan for Social Work.

The Social Work Department goals cited above support:

Special School District Rolling Plan (FY 02 – FY 05)

Goal 1: Improve student performance levels

- Objective 2: Implement by FY 05, an improved process for evaluating the effectiveness of educational programs.
- Objective 5: Reduce more restrictive special education service placements.
- Objective 8: Develop and implement a comprehensive staff development plan for all employees.



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Missouri School Improvement Program (MSIP) Third Cycle Standards/Indicators

- Standard 6.3.6: The district identifies and provides targeted instruction or other needed services/interventions for educationally-disadvantaged, ESOL, migrant, homeless students, as well as students who may, for other reasons, be at risk of leaving school without competing high school.
- Standard 7.1.3: The district ensures that all students with disabilities receive appropriate supports, services, and modifications (including related services, assistive technology, and positive behavior interventions) to address their individual needs.

Demographic Description of Program:

Location(s):

23 partner districts and Special School District schools/programs and the Technical High Schools in St. Louis County.

Number of staff:

2002 – 2003	57.5 FTE	1.0 *consulting psychiatrist
2003 – 2004	60.0 FTE	1.0 *consulting psychiatrist
2004 – 2005	60.0 FTE	1.0 *consulting psychiatrist

*consulting psychiatrist works an average of 20 hours per week

Participants:

2002 – 2003	2987 students
2003 – 2004	3184 students
2004 – 2005	Not yet available

Length of program/service:

For students with educational disabilities, the IEP team based on student's needs determines the amount and duration of psychological services. Social Workers also support students in the Technical High Schools for crises intervention and case management.

II. Description of Stakeholders Engagement in Program Evaluation:

Noreen Gant, parent, invited to meetings, reviewed results and affirmed findings
 Vicki McNamara, Director, chaired committee
 Lynne Midyett, Director, committee member
 Amber Auslander, EPS, committee member
 Tina Hanning, Social Worker, committee member
 Deb Wolk, teacher, committee member
 Vickie Weir, Liaison, invited to meetings, review results and affirmed findings



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Dr. Pollio, Washington University, assisted with data interpretation, reviewed results and affirmed findings

III. Evaluation Criteria for Programs/Services Offered:

Staff perception
Parent perception
Longitudinal performance data
Perception data
IEPs
Movement/maintenance in LRE
Caseload outcomes
Consulting psychiatrist reports

IV. Data Collection Methodology:

SY 04 End of Year staff survey
SY 04 Parent survey
SY 04 Teacher/Administrator survey
SY 03 Washington University report
SY 04 Washington University report
SY 04 Social Worker survey
SY 05 Social Worker survey
Student profile
Document review
IEP analysis

V. Results

Strengths of program/service:

- Comprehensive services available across special education placements.
- 100% of Social Workers have a Master's Degree.
- Average time spent directly servicing students increased from SY 03 to SY 04.
- Parents' indicated through responses to surveys positive perception of Social Worker and services provided.
- Collaboration with Washington University for tracking Social Work services through data collection has been formalized.
- Pre and post assessment procedures for social work intervention were implemented in SY 05.



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Concerns regarding program/service:

- Accessing space, and where space is available, accessing private space to deliver services continues to be a problem.
- There is a lack of professional development funds available to continue the development of clinical skills, i.e. treatment approaches in the school setting, therapeutic interventions, etc., in Social Workers.
- Request form for consulting psychiatrist is not consistently completed.
- The most frequent reason for referral to the consulting psychiatrist was for assistance with placement decisions, although this was not a responsibility of that role.
- Student outcome data for the delivery of psychological counseling by Social Workers is not effectively documented and tracked.
- There is no data collection system for evaluating psychiatrist consultations.
- Number of students needing psychological counseling continues to increase but Social Work positions remained the same from SY 04 to SY 05.
- The median of time spent per student per year on clerical work increased 20 minutes per student from SY 03 to SY 04, although data varies from one source to another.
- One of the sixty Social Workers only does case management and does not see students directly.
- Pre and post assessment data has never been analyzed to determine effectiveness of services.
- Three different psychiatrists have filled the consultant role in four years.

Recommendations regarding program/service:

- Analyze results of pre and post assessment data collected through procedures implemented in the 2004-2005 school year.
- Develop process to evaluate the effectiveness of consulting psychiatrist referrals.
- Identify and address concerns related to space availability for the delivery of psychological services.
- Reduce time social workers spend on paperwork in order to increase time spent delivering psychological services.
- Offer professional development opportunities for Social Workers that allow them to build their clinical skills.

Time spent on evaluation:

237 hours



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

See attached Action plans.

Person responsible to champion action plans:

- Amber Auslander, Effective Practice Specialist

Timeframe for reporting updates to Board of Education:

Annually

_____ Date: _____
Signature of Administrator Responsible for Chairing Evaluation



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Washington University Reports SY 03 and SY 04

	2002-2003	2003-2004
Students	2987	3184
Staff	57.5	60

Student Profiles	2002-2003		2003-2004	
Race	49.0 %	Black	50.0 %	Black
	43.1 %	White	46.4 %	White
	0.9 %	Asian	0.8 %	Asian
Gender	71.2 %	Male	71.9 %	Male
	27.7 %	Female	27.1 %	Female
Disabilities - Primary	27.0 %	ED	29.0 %	ED
	28.0 %	LD	26.0 %	LD
	5.0 %	AU	5.0 %	AU
	14.0 %	MR	13.0 %	MR
	5.0 %	ECSE	6.0 %	ECSE
	10.0 %	OHI	10.0 %	OHI
	3.0 %	MU	3.0 %	MU
	4.0 %	SpLang	4.0 %	SpLang
	3.0 %	Other	2.0 %	Other
	1.0 %	missing	2.0 %	missing
DSM Diagnosis	42.7%		46.6 %	
Reason for requesting social work services	36% student behavior problems 36% emotional/mental health issues		34% student behavior problems 42 % emotional/mental health issues	

Student Placements	2002-2003	2003-2004
ECSE	1 %	2 %
Itinerant	2 %	4 %
Resource	29 %	30 %
Self Contained Classroom-LEA	42 %	39 %
Self Contained Classroom – SSD	18 %	20 %
Homebound	1 %	1 %



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Vocational/Job Placement	2 %	3 %
Other	1 %	1 %

Washington University Reports SY 03 and SY 04 (continued)

Social Work Services (Per student/per year)	2002-2003	2003-2004
Time on Caseload	Average 11.8 months Median 7.0 months	Average 17.3 months Median 14.0 months
Total Minutes of Services Provided	Median 499 minutes Mean 845 minutes	Median 756 minutes Mean 1294 minutes
Direct Service to Students	Average 284.9 minutes	Average 311.7 minutes
Clerical Work	Median 15 minutes	Median 35 minutes

04-05 Social Work Survey

Respondents: 45

Positions	Services Provided	Weekly Allotment of Time	
08 Building	43 Direct & Indirect	43.5 %	Case Management
11 Regional	1 Case Management Only	42 %	Direct Services
26 Itinerant	1 No Answer	6.3 %	Other
		8.5 %	Paperwork
		1.2 %	Crisis



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Consulting Psychiatrist Requests SY 03 and SY 04

2002 – 2003		2003-2004	
# of referrals	181	# of referrals	138
For single concern	108 67%	For single concern	72 53%
For multiple concerns	53 33%	For multiple concerns	64 47%
Incomplete referrals	20	Incomplete referrals	2
Ranking of concerns		Ranking of concerns	
Placement	58 36%	Placement	63 46%
Diagnosis	39 24%	Physical aggression	34 25%
Emotional Functioning	25 16%	Emotional functioning	28 21%
Physical Aggression	21 13%	School functioning	21 15%
Medication	21 13%	Diagnosis	21 15%
School Functioning	17 11%	Suicidal ideation	15 11%
Behavior Concerns	15 9%	Mood swings	9 7%
Mood Swings	9 6%	Medication	7 5%
Suicidal ideation	5 3%	Programming	5 4%
Programming	4 3%	Anxiety	1 1%
Anxiety	3 2%	Behavior concerns	0
Somatic complaints	0	Somatic complaints	0