



Special School District

Special Education Services Program Evaluation

Lynne Midyett, Chair

Board Approved: April 12, 2011



Special Education Services Standard Program Evaluation

EXECUTIVE SUMMARY

As required by the Individuals with Disabilities Education Improvement Act of 2004, Missouri has developed a six-year State Performance Plan (SPP) for Special Education. The plan includes state targets for student performance and improvement activities to support districts in meeting the targets. The present program evaluation summarizes performance of each of the twenty-two partner districts relative to the SPP indicators as well as SSD's countywide performance. The question posed by the committee addresses the following question: *Does SSD meet the State Performance Plan (SPP) targets designated for the provision of special education services in the state of Missouri?*

Results

Strengths

- Student participation rates in MAP assessments (Communication Arts and Mathematics) continue to meet the state target in all districts.
- The 2009-2010 proficiency rates in Communication Arts at the countywide level increased by 3.15%. The 2009-2010 proficiency rates in Mathematics at the countywide level increased by 5.37%. Twelve districts demonstrated an increase of greater than 3% proficiency in Communication Arts and nine districts demonstrated an increase greater than 3% proficiency in Mathematics.
- Thirteen partner districts decreased the achievement gap in the area of Communication Arts.
- Data indicating the percent of students in regular class at least 80% of the day continued to increase from 64.98% to 65.49%. The percent of students in regular class less than 40% of the day continued to decrease from 8.41% to 8.28%. Students receiving services in a separate setting decreased from 4.94% to 4.71%.

Concerns

- St. Louis Countywide results met the SPP target for both graduation and dropout rates. Concerns are noted in the areas of graduation rates for students with disabilities which declined from 84.84% to 82.71% in 2009-2010 and dropout rates for students with disabilities in St. Louis County increased from 2.92% to 3.45% in 2009-2010.
- None of the twenty-two partner districts met the state target for Communication Arts and Mathematics.



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- Only six partner districts decreased the achievement gap in the area of Mathematics.
- For the area of educational environment, there was a decline in the rate of students receiving services in separate settings, but the rate did not meet the state target for 2009-2010. Six districts did not meet the SPP target of percentage of children inside regular class less than 40% of the day.

Recommendations

1. Continue use of progress monitoring systems to guide instructional decisions and building of reading skills for students with IEPs in grades 3-5. The goal is for the students' rate of improvement to measure at the 50th percentile. Expand progress monitoring in the area of reading to grades 6-8 in the 2011-2012 school year and establish baseline. Expand progress monitoring in the area of Mathematics in the 2011-2012 school year and establish baseline.
2. Provide materials, supports and professional development needed for 70% of special education teachers in partner districts to deploy the "getting started" steps of continuous classroom improvement with fidelity as measured bi-annually.
3. Expand structures and supports for teams to increase proficiency in using data for instructional decisions as evidenced by an overall 20% indication of "in-place" on the annual Progress Monitoring/Data Team Continuum Survey.
4. Provide high quality professional development for the implementation of researched based instructional strategies to meet stated student outcomes at 80% as measured annually.
5. In the 2011-2012 school year, expand by 20% the number of districts providing alternative programs to assist students in meeting graduation requirements.
6. Develop structures to provide inclusion education and training to parents, general educators and special educators. Use follow-up survey data to indicate applicability of the information with a goal of being 90% applicable.
7. Increase the number of districts closing the achievement gap in Communication Arts by 20% and in Mathematics by 25% as indicated by 2012 MAP data. Recommended strategies are to monitor districts that have improvement plans for educational placement and replicate strategies being used in districts where the most significant gains are being made. Develop a committee to study districts with high achievement for student with



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disabilities at the national and international levels looking for trends, patterns and use of high yield strategies and make recommendations for improvements.

8. By March of 2012, all Directors and /or Area Coordinators will communicate the following recommendations made by the student stakeholder group to partner districts as ways to increase student achievement:
 - Provide a safe and well organized building
 - Provide after school activities
 - Employ teaming approach
 - Separate grade levels
 - Consider school start time for optimal learning
 - Provide more choices in classes to meet student interests
 - Provide more time to get ready for the next day

9. Incorporate the following recommendations made by the student stakeholder group into SSD Professional Development Committee's planning for 2011-2012 as ways to increase student achievement:
 - Keep content interesting and fun
 - Provide direct modeling
 - Provide review activities
 - Connect learning to student interests
 - Teach to the student's learning style
 - Provide feedback to students on learning and achievement



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Program Evaluation Question(s)

Does SSD meet the State Performance Plan (SPP) targets designated for the provision of special education services in the state of Missouri?

I. Program/Service Information

1. Name of Program or Services: Special Education Services

2. Personnel Responsible for Evaluation and Program:
Lynne Midyett, Assistant Superintendent

3. Demographic Description of Program:

Location(s): More than 94% of students who receive special education services from SSD attend a school in the school district in which they live. This represents more than 20,400 students with special education services in twenty-two public school districts and 262 schools across the 510 square miles of St. Louis County.

Number of staff: 1,303 Teachers, 360 SLPs, 1,212 Paraprofessionals, 297 Related Service Staff.

Participants: Approximately 20,400 students with IEPs

Length of program/service: Special Education Profile reports are provided by the Missouri Department of Elementary and Secondary Education on an annual basis. A determination of whether a district met or did not meet the state target is made on an annual basis for most indicators. Other indicators are assessed at the time of the partner districts' MSIP reviews.

4. Date of Evaluation (Year/Duration): March 2010 – March 2011

5. Goal/Objective of Program/Services:
The goal of the special education department is to meet the needs of students served in various districts/buildings with regards to academic performance, placement in the least restrictive environment and transition.

6. Brief description of relationship between program goals, MSIP Standards and CSIP:
Information gathered will assist the district in meeting the special education program goal areas of:

- Academic achievement
- Placement in the least restrictive environment
- Transition



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Results of the program evaluation will assist the district in the following MSIP standards:

- Maintaining effective instructional programs designed to meet the assessed needs of students (MSIP Standard 6.3)
- Maintaining a positive climate for learning with a focus on academic achievement (MSIP Standard 6.5)
- Promoting professional development as an integral part of the educational program (MSIP Standard 6.7)
- Promoting improvement in academic achievement (MSIP Standard 9.1)
- Promoting improved educational persistence/attendance (MSIP Standard 9.6)

The evaluation will assist the district in meeting the following 2010-2014 CSIP/Rolling Plan goals and objectives:

- Goal Area 5: Governance - Govern the district in an efficient and effective manner providing leadership and representation to benefit students, staff and patrons of the District.
 - Objective 5.2: Improve satisfaction and results of services in partner districts.

II. Evaluation Criteria for Programs/Services Offered

As required by the Individuals with Disabilities Education Improvement Act of 2004, Missouri has developed a six-year State Performance Plan (SPP) for Special Education. The plan includes state targets for student performance and improvement activities to support districts in meeting the targets. The state is required to publicly report on the performance of each district on each of the indicators included in the State Performance Plan. The Missouri Department of Elementary and Secondary Education (DESE) annually publish a Special Education District Profile which includes information about performance of the districts on the SPP Indicators. This report summarizes the performance of each of the twenty-two partner districts relative to the SPP indicators. Areas of focus for the present evaluation include the following SPP indicators:

Secondary Transition

- SPP 1: Graduation rate
- SPP 2: Dropout rate
- SPP 14C: Graduate Follow-up

Assessment (Academic performance)

- SPP 3b: Participation rate on statewide assessment (MAP)
- SPP 3c: Proficiency rate on statewide assessment (MAP)

Educational Environment (Placement in the least restrictive environment)

- SPP 5a: Percent of children inside regular class at least 80% of the day
- SPP 5b: Percent of children inside regular class less than 40% of the day
- SPP 5c: Percent of children served in separate settings



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III. Description of Stakeholders' Engagement in Program Evaluation

The program evaluation process engaged stakeholder groups to analyze the 2009-2010 SPP data for strengths and weaknesses, review recommendations from the 2010 Program Evaluation and make recommendations for improvement.

Name	Role
Carla Addoh	SSD Administrator
Ginny Bender	SSD Administrator
Christina Blankenship	Parent
Marie Burke	SSD Administrator
Dee Byrnes	SSD Administrator
MaryAnn Cooper	SSD Administrator
Amber Del Gaiso	SSD Data Coach
Martha Disbennett	SSD Administrator
Cathy Dutcher	SSD Administrator
Jill Karr	SSD Administrator
Victoria Leach	Parent
Vici Manning	Parent
Donald McCary	SSD Administrator
Vicki McNamara	SSD Administrator
Kim Meyers	SSD Administrator
Ashley Reike	SSD Paraprofessional
Laine Sgouros	SSD Data Coach
Donna Shultz	SSD Teacher
Student A	SSD Student
Student B	SSD Student
Student C	SSD Student
Student D	SSD Student
Student E	SSD Student
Student F	SSD Student
Student G	SSD Student
MaryAnn Tietjens	SSD Administrator
Rachel Valenti	Parent
Kris Weingaertner-Hartke	SSD Administrator



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IV. Results

A. Secondary Transition

DESE reports data annually on the following performance indicators for secondary transition: SPP 1-Graduation rate and SPP 2-Dropout rate.

Table 1 depicts the secondary transition results for each partner district showing whether or not they met the criteria.

Table 1. District Graduation Rates (SPP 1) and Dropout Rates (SPP 2)

District	Secondary Transition	
	SPP 1: Graduation Rate	SPP 2: Dropout Rate
Afton	Met	Met
Bayless	Met	Met
Brentwood	Met	Met
Clayton	Met	Met
Ferguson-Florissant	Not Met	Not Met
Hancock Place	Not Met	Not Met
Hazelwood	Met	Met
Jennings	Met	Met
Kirkwood	Met	Met
Ladue	Met	Met
Lindbergh	Met	Met
Mehlville	Met	Met
Maplewood-Richmond Heights	Met	Met
Normandy	Not Met	Not Met
Parkway	Met	Met
Pattonville	Not Met	Met
Ritenour	Met	Met
Riverview Gardens	Not Met	Not Met
Rockwood	Met	Met
University City	Not Met	Not Met
Valley Park	Met	Met
Webster Groves	Met	Met

Source of information is 2010 Special Education District Profiles.



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SPP 1: Graduation Rate for Students with Disabilities

Table 2 indicates the graduation rate over a three-year period for students with disabilities for districts in St. Louis County. The 2009-2010 SPP target for graduation rate was 74.5% or higher. Graduation rate is calculated according to the following formula: $\text{Number of Graduates} \div (\text{Number of Graduates} + \text{Total Dropouts}) \times 100$.

Table 2. District Graduation Rates (SPP 1)

School Year	07-08	08-09	09-10	School Year	07-08	08-09	09-10
State Target	75.00	74.00	74.50	State Results	76.66	75.25	80.72
Affton	77.50	84.85	91.67	Mehlville	85.71	80.00	82.71
Bayless	93.75	94.12	87.50	Normandy	94.87	52.54	59.62
Brentwood	91.67	100	92.31	Parkway	85.05	91.74	89.52
Clayton	100	94.87	91.30	Pattonville	78.18	89.86	74.07
Ferg-Flor.	94.33	82.18	66.10	Ritenour	75.27	77.27	80.46
Hancock Place	55.00	76.67	63.16	Riverview	100	72.97	65.00
Hazelwood	93.33	86.97	90.00	Rockwood	85.49	89.33	89.34
Jennings	79.41	63.64	79.55	University City	70.59	75.47	65.08
Kirkwood	90.32	91.46	95.40	Valley Park	85.71	100	87.71
Ladue	93.62	100	97.92	Webster Groves	94.23	88.41	92.65
Lindbergh	85.48	85.19	94.00	STL Countywide	85.05	84.84	82.71
Map-Rich. Hgts.	83.33	82.35	82.35				

The overall graduation rate for students with disabilities in St. Louis County is 82.71%. This rate exceeds the state target of 74.5% and state results of 80.72%. Of the twenty-two partner districts, sixteen met the state target for 2009-2010 and six did not meet the target for 2009-2010. This is a decrease of three districts meeting the target compared to 2008-2009.



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SPP 2: Dropout Rate for Students with Disabilities

Table 3 indicates the dropout rate for students with disabilities for districts in St. Louis County. The 2009-2010 SPP target for dropout rate was 4.9% or lower. The dropout rate for students with disabilities is calculated according to the following formula: $(Total\ Dropouts \div Total\ Child\ Count\ for\ Ages\ 14-22) \times 100$.

Table 3. District Dropout Rates

School Year	07-08	08-09	09-10	School Year	07-08	08-09	09-10
State Target	<4.30	<5.00	<4.90	State Results	4.45	5.40	4.10
Affton	5.29	2.99	1.64	Mehlville	2.53	3.91	3.68
Bayless	1.30	1.28	2.99	Normandy	0.62	10.18	9.91
Brentwood	1.37	0	2.00	Parkway	2.89	1.61	2.18
Clayton	0	1.60	1.72	Pattonville	3.54	2.19	4.46
Ferg-Flor.	0.91	3.89	8.44	Ritenour	5.26	3.88	4.29
Hancock Place	8.82	7.14	8.24	Riverview	0	5.01	7.93
Hazelwood	0.76	2.69	1.98	Rockwood	2.94	2.19	2.40
Jennings	2.98	6.90	3.81	University City	5.77	6.19	9.44
Kirkwood	1.66	1.82	1.12	Valley Park	2.94	0	3.03
Ladue	1.48	0	0.53	Webster Groves	1.00	2.70	1.77
Lindbergh	3.03	2.85	1.09	STL Countywide	2.53	2.92	3.54
Map-Rich. Hgts.	3.95	4.23	4.05				

St. Louis County met the 2009-2010 dropout target of less than 4.9%, although an increase in the dropout rate was indicated. Of the twenty-two districts, seventeen met the state target. Jennings improved their dropout rate by 3.09%.



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SPP 14C: Follow-up to Previous Year's Graduates

Table 4 depicts follow-up data to the previous year's graduates. The data indicates the percent of graduates or dropouts enrolled in higher education, in some other post-secondary education or training program, competitively employed or in some other employment within one year of leaving high school. *Total= [#of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.*

Table 4. Graduate and Dropout Follow-up Data (SPP 14)

School Year	09-10	School Year	09-10
State Target*	NA	State Results*	50.9
Affton	63.6	Mehlville	0.0
Bayless	93.8	Normandy	0.0
Brentwood	92.3	Parkway	83.9
Clayton	84.6	Pattonville	54.5
Ferg-Flor.	64.9	Ritenour	63.1
Hancock Place	3.4	Riverview	1.4
Hazelwood	0.4	Rockwood	43.8
Jennings	50.0	University City	62.7
Kirkwood	79.3	Valley Park	88.9
Ladue	77.1	Webster Groves	83.6
Lindbergh	59.3	STL Countywide	46.6
Map-Rich. Hgts.	75.0		

The 2009-2010 collection is considered baseline data. Prior to the 2009-2010 collection, follow-up data on dropouts was conducted at the state level. With the changes to this SPP indicator, the decision was made to have districts conduct the follow-up on dropouts as well as graduates. Also new in 2009-2010, was the requirement to collect additional detail on students enrolled in postsecondary education or employed in order to determine whether the students had completed a full term and/or the length of their employment. DESE indicated general difficulty in locating dropouts which may have contributed to the large number of “unknown” responses, as well as the large number of students who didn’t complete a full term or who worked less than twenty hours per week or ninety days. It is projected that the second year of data will indicate more positive outcomes.



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B. Assessment

DESE reports data annually on the following performance indicators for Assessment: SPP 3b- Participation rate on statewide assessment for Communication Arts and Mathematics and SPP 3c-Proficiency rate for children with IEPs on statewide assessments. Table 5 depicts the assessment results for each partner district showing whether or not they met participation and performance criteria for Communication Arts and Mathematics.

Table 5. MAP Participation Rates (SPP 3b) and Performance (SPP 3c) in Communication Arts and Mathematics

District	Achievement			
	SPP 3b: Participation Rates		SPP 3c: Performance	
	Com Arts	Mathematics	Com Arts	Mathematics
Afton	Met	Met	Not Met	Not Met
Bayless	Met	Met	Not Met	Not Met
Brentwood	Met	Met	Not Met	Not Met
Clayton	Met	Met	Not Met	Not Met
Ferguson-Florissant	Met	Met	Not Met	Not Met
Hancock Place	Met	Met	Not Met	Not Met
Hazelwood	Met	Met	Not Met	Not Met
Jennings	Met	Met	Not Met	Not Met
Kirkwood	Met	Met	Not Met	Not Met
Ladue	Met	Met	Not Met	Not Met
Lindbergh	Met	Met	Not Met	Not Met
Mehlville	Met	Met	Not Met	Not Met
Maplewood-Richmond Heights	Met	Met	Not Met	Not Met
Normandy	Met	Met	Not Met	Not Met
Parkway	Met	Met	Not Met	Not Met
Pattonville	Met	Met	Not Met	Not Met
Ritenour	Met	Met	Not Met	Not Met
Riverview Gardens	Met	Met	Not Met	Not Met
Rockwood	Met	Met	Not Met	Not Met
University City	Met	Met	Not Met	Not Met
Valley Park	Met	Met	Not Met	Not Met
Webster Groves	Met	Met	Not Met	Not Met

Source of information is 2010 Special Education District Profiles, Spring 2010 MAP data.



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SPP 3b: Participation Rates for Children with IEPs on Statewide Assessments for Communication Arts

Table 6 depicts the MAP Communication Arts participation rate over a three year period for students with IEPs for districts in St. Louis County. The 2009-2010 SPP target for MAP Communication Arts participation rate was 95% or higher. The participation rate (i.e., MAP and MAP-A) is calculated according to the following formula: $(Students\ Reportable \div Students\ Accountable) \times 100$.

Table 6. District MAP Communication Arts Participation Rates

School Year	07-08	08-09	09-10	School Year	07-08	08-09	09-10
State Target	95.00	95.00	95.00	State Results	99.64	99.64	99.71
Affton	98.92	100	99.24	Mehlville	99.59	99.70	99.67
Bayless	100	100	100	Normandy	98.42	99.37	99.66
Brentwood	100	100	100	Parkway	99.74	99.65	99.90
Clayton	100	100	100	Pattonville	99.61	99.60	100
Ferg-Flor.	99.13	99.47	99.4	Ritenour	99.60	99.38	99.79
Hancock Place	99.28	100	100	Riverview	100	99.21	99.60
Hazelwood	99.51	99.17	99.57	Rockwood	99.74	99.85	99.90
Jennings	98.47	99.04	100	University City	99.65	99.56	100
Kirkwood	99.61	100	100	Valley Park	100	99.05	100
Ladue	99.67	100	100	Webster Groves	99.52	99.48	99.73
Lindbergh	100	99.76	99.52	STL Countywide	99.57	99.58	99.7
Map-Rich. Hgts.	100	100	98.75				

The state target for MAP Communication Arts participation rate for students with disabilities continued at 95%. All districts met the target. The St. Louis County rate has been consistent for the past three years. This rate exceeds the state participation rate target by 4.7%.



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SPP 3b: Participation Rates for Children with IEPs on Statewide Assessments for Mathematics

Table 7 depicts the MAP Mathematics participation rate over a three year period for students with IEPs for districts in St. Louis County. The 2009-2010 SPP target for MAP Mathematics participation rate was 95% or higher. The participation rate (i.e., MAP and MAP-A) is calculated according to the following formula: $(Students\ Reportable \div Students\ Accountable) \times 100$.

Table 7. District MAP Mathematics Participation Rates

School Year	07-08	08-09	09-10	School Year	07-08	08-09	09-10
State Target	95.00	95.00	95.00	State Results	99.57	99.60	99.64
Affton	99.66	100	99.61	Mehlville	99.80	99.89	99.89
Bayless	100	100	100	Normandy	99.47	99.02	99.33
Brentwood	100	100	100	Parkway	99.79	99.85	99.74
Clayton	100	100	100	Pattonville	99.24	99.80	100
Ferg-Flor.	99.13	99.20	99.14	Ritenour	99.63	99.57	99.05
Hancock Place	100	100	100	Riverview	98.73	98.99	98.78
Hazelwood	99.40	99.31	99.41	Rockwood	99.60	99.90	99.85
Jennings	97.65	99.68	100	University City	99.33	99.55	99.17
Kirkwood	99.63	99.79	100	Valley Park	100	98.98	100
Ladue	99.68	100	100	Webster Groves	99.77	98.93	100
Lindbergh	100	99.75	99.50	STL Countywide	99.57	99.62	99.58
Map-Rich. Hgts.	100	100	100				

As indicated above, the 2009-2010 overall MAP Mathematics participation rates for students with disabilities in St. Louis County was 99.58% which exceeds the state target of 95%. This demonstrates a slight increase over the previous two years. Each of the twenty-two districts met or exceeded the state participation target.



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SPP 3c: Proficiency rate for children with IEPs on statewide assessment (MAP) for Communication Arts

Table 8 depicts the MAP Communication Arts proficiency rate over a three year period for students with disabilities for districts in St. Louis County. The 2009-2010 SPP target for Communication Arts proficiency rate was 67.4%. The proficiency rate on statewide MAP assessments (i.e., MAP, End of Course Exams and MAP-A) is calculated according to the following formula: $[(Students\ Proficient + Students\ Advanced) \div Students\ Reportable] \times 100$.

Table 8. District MAP Communication Arts Proficiency Rates

School	07-08	08-09	09-10	School	07-08	08-09	09-10
State Target	51.00	59.20	67.40	State Results	19.03	23.59	26.1
Affton	23.64	31.88	33.85	Mehlville	21.07	25.08	31.26
Bayless	13.01	22.33	29.81	Normandy	5.35	10.16	11.19
Brentwood	33.33	42.62	46.67	Parkway	28.57	35.94	40.20
Clayton	37.02	42.68	47.89	Pattonville	23.54	29.88	31.04
Ferg-Flor.	14.62	17.20	16.67	Ritenour	10.95	19.08	23.03
Hancock Place	10.14	25.00	20.56	Riverview	2.47	3.78	5.45
Hazelwood	12.31	14.85	18.57	Rockwood	35.36	41.53	45.35
Jennings	5.61	10.93	8.76	University City	15.28	19.47	19.41
Kirkwood	40.50	43.42	47.37	Valley Park	26.92	37.50	48.00
Ladue	36.12	44.72	45.36	Webster Groves	36.39	36.01	41.37
Lindbergh	40.36	38.93	40.78	STL Countywide	24.65	29.31	32.46
Map-Rich. Hgts.	28.00	22.62	29.11				

As indicated above, the 2009-2010 overall Communication Arts proficiency rates for students with disabilities is 32.46% which does not meet the state criteria of 67.40%, but exceeds the statewide performance rate of 26.1% for students with disabilities. While none of the twenty-two districts met the state target, eighteen districts demonstrated an increase in advanced/proficient scores. University City varied slightly from 2008-2009. Valley Park students scoring in the proficient/advanced range increased 10.5% from 2008-2009, which is a two year trend of increases. Districts demonstrating a 5% or more increase are Bayless, Clayton, Maplewood-Richmond Heights, Mehlville and Webster Groves. Districts demonstrating a 3% to 4.9% increase are Brentwood, Hazelwood, Kirkwood, Parkway, Ritenour and Rockwood. A 3% increase is considered significant.

A graph depicting the performance in Communication Arts for all districts over the last three years is included in Appendix 1.



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SPP 3c: Proficiency rate on statewide assessment (MAP) for Mathematics

Table 9 depicts the MAP Mathematics proficiency rate over a three year period for students with disabilities for districts in St. Louis County. The 2009-2010 SPP target for Mathematics proficiency rate was 63.3%. The proficiency rate on statewide MAP assessments (i.e., MAP, End of Course Exams and MAP-A) is calculated according to the following formula: $[(Students\ Proficient + Students\ Advanced) \div Students\ Reportable] \times 100$.

Table 9. District MAP Mathematics Proficiency Rates

School	07-08	08-09	09-10	School	07-08	08-09	09-10
State Target	45.00	54.10	63.30	State Results	22.64	26.01	29.2
Affton	30.48	32.92	30.59	Mehlville	27.30	31.09	33.96
Bayless	11.86	22.55	24.75	Normandy	4.00	8.88	12.54
Brentwood	35.00	36.51	38.60	Parkway	31.78	36.72	41.21
Clayton	51.16	46.00	53.42	Pattonville	30.29	32.08	37.23
Ferg-Flor.	13.78	13.78	13.68	Ritenour	13.91	21.89	22.16
Hancock Place	19.69	26.85	23.68	Riverview	8.97	2.44	4.93
Hazelwood	13.92	13.13	20.71	Rockwood	36.69	42.17	46.00
Jennings	5.42	12.14	11.49	University City	13.47	20.18	22.69
Kirkwood	42.48	46.65	48.91	Valley Park	26.96	35.05	49.52
Ladue	39.16	45.99	44.30	Webster Groves	38.82	37.13	42.50
Lindbergh	48.34	42.75	50.38	STL Countywide	27.41	30.14	33.55
Map-Rich. Hgts.	23.36	22.35	22.89				

As indicated above, the 2009-2010 overall Mathematics proficiency rates for students with disabilities is 33.55% which does not meet the state criteria of 63.3%, but exceeds the statewide performance rate of 29.2% for students with disabilities. None of the districts met the state target for the second year, but sixteen districts increased proficiency rates from 2008-2009. Valley Park has a 14.47% gain from 2008-2009 and a 22.56% gain from 2007-2008. Districts demonstrating a 5% or more increase are Clayton, Hazelwood, Lindbergh, and Pattonville. Districts demonstrating a 3% to 4.9% increase are Normandy, Parkway, Rockwood and Webster Groves. A 3% increase is considered significant.

A graph depicting the performance in Mathematics for all districts over the last three years is included in Appendix 2.



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Educational Environment

DESE reports data annually on the following performance indicators for Educational Environment: SPP 5a- Percent of children inside regular class at least 80% of the day, SPP 5b- Percent of children inside regular class less than 40% of the day and SPP 5c-Percent of children served in separate settings.

DESE reports placement data for the Special Education Profile for each of the partner districts by attending district. A separate Special Education Profile is reported for SSD which includes the Separate Schools, Court Programs, Career Training, Purchase of Service, Deaf/Hard of Hearing, ECSE and SNAP. All students from partner districts who are placed in separate settings are reflected in the SSD Special Education Profile. Therefore, placement data reported publicly for each partner district does not reflect all students served in separate settings. For purposes of this evaluation, the committee cautions that the countywide Special Education Profile is more reflective of placement information than the separate partner district reports.

Table 10. Educational Environment

District	Educational Environment		
	SPP 5a: Placement >80%	SPP 5b: Placement <40%	SPP 5c: Separate School
Affton	Met	Met	Met
Bayless	Met	Met	Met
Brentwood	Met	Met	Met
Clayton	Met	Met	Met
Ferguson-Florissant	Met	Not Met	Met
Hancock Place	Met	Met	Met
Hazelwood	Met	Not Met	Met
Jennings	Met	Not Met	Met
Kirkwood	Met	Met	Met
Ladue	Met	Met	Met
Lindbergh	Met	Met	Met
Mehlville	Met	Met	Met
Maplewood-Richmond Heights	Met	Met	Met
Normandy	Not Met	Not Met	Met
Parkway	Met	Met	Met
Pattonville	Met	Met	Met
Ritenour	Met	Not Met	Met
Riverview Gardens	Met	Met	Met
Rockwood	Met	Met	Met
University City	Met	Met	Met
Valley Park	Met	Not Met	Met
Webster Groves	Met	Met	Met



Special Education Services Standard Program Evaluation

SPP 5a: Percent of children inside regular class at least 80% of the day

Table 11 depicts the percent of students in regular classes at least 80% of the day over a three year period for districts in St. Louis County. The 2009-2010 SPP target for the percent of children in regular classes at least 80% of the day was 59% or greater. The percent of children inside regular class at least 80% of the day is calculated according to the following formula:
(Number of Students with IEPs in Regular Class at least 80% of Day ÷ Total Number of Students with IEPs ages 6 -21) x 100.

Table 11. Percent of Students in Regular Class at Least 80% of the Day

School	07-08	08-09	09-10	School	07-08	08-09	09-10
State Target	>59.00	>58.50	>59.00	State Results	58.39	59.28	59.76
Affton	75.79	78.62	76.12	Mehlville	74.47	74.41	73.54
Bayless	61.26	73.08	75.13	Normandy	46.83	52.68	49.32
Brentwood	78.03	81.03	77.78	Parkway	73.28	77.34	74.88
Clayton	89.81	89.00	87.21	Pattonville	70.25	70.28	69.69
Ferg-Flor.	58.08	64.08	67.96	Ritenour	64.41	61.84	65.55
Hancock Place	65.60	70.83	74.19	Riverview	68.53	69.91	72.84
Hazelwood	67.24	68.45	70.14	Rockwood	79.04	79.18	80.16
Jennings	60.27	63.16	63.49	University City	61.73	56.92	63.45
Kirkwood	78.82	81.67	81.09	Valley Park	70.16	71.60	68.02
Ladue	75.73	77.98	75.46	Webster Groves	79.19	78.05	76.05
Lindbergh	80.76	79.43	77.56	STL Countywide	63.31	64.98	65.49
Map-Rich. Hgts.	67.24	65.41	65.38				

As indicated above, the overall countywide 2009-2010 placement in regular education for at least 80% of the day for students with disabilities is 65.49%, which meets the state target of greater than 59% and exceeds the statewide rate of 59.76%. Twenty-one districts met the state proficiency target. Normandy did not meet the target for 2009-2010.



Special Education Services Standard Program Evaluation

SPP 5b: Percent of children inside regular class less than 40% of the day

Table 12 indicates the percent of students in regular classes less than 40% of the day over a three-year period for districts in St. Louis County. The 2009-2010 SPP target for the percent of children in regular classes less than 40% of the day was 10.3% or less. The percent of children inside regular class less than 40% of the day is calculated according to the following formula:
(Number of Students with IEPs in Regular Class <40% of Day ÷ Total Number of Students with IEPs ages 6 -21) x 100.

Table 12. Percent of Students in Regular Class Less Than 40% of the Day

School	07-08	08-09	09-10	School	07-08	08-09	09-10
State Target	<10.80	<10.40	<10.30	State Results	9.99	9.81	9.56
Affton	4.98	5.65	7.21	Mehlville	4.11	5.41	4.74
Bayless	18.47	10.10	7.41	Normandy	21.80	18.62	22.33
Brentwood	1.52	4.31	1.71	Parkway	5.09	5.41	5.88
Clayton	0	0.69	1.16	Pattonville	8.27	7.81	8.09
Ferg-Flor.	13.22	12.37	11.56	Ritenour	12.16	13.61	12.02
Hancock Place	14.40	12.50	7.37	Riverview	12.21	11.62	8.14
Hazelwood	14.61	14.39	11.84	Rockwood	8.75	8.21	7.74
Jennings	22.56	16.33	16.33	University City	7.58	7.26	9.45
Kirkwood	4.71	5.12	3.73	Valley Park	13.09	10.49	17.44
Ladue	0.98	1.44	1.24	Webster Groves	5.14	4.25	4.04
Lindbergh	6.59	7.66	7.57	STL Countywide	8.76	8.41	8.28
Map-Rich. Hgts.	6.32	8.81	6.41				

As indicated above, the overall 2009-2010 percentage of student with disabilities in regular class less than 40% of the day is 8.28%, which meets the state target of <10.30% and compares favorably to the statewide rate of 9.56%. The St. Louis Countywide percentage of 8.28% is an improvement from 2008-2009. For 2009-2010, sixteen districts met the state target compared to fourteen in 2008-2009.



Special Education Services Standard Program Evaluation

SPP 5c: Percent of children served in separate settings

Table 13 depicts the percent of children served in separate settings. The 2009-2010 SPP target for the percent of children served in separate settings was 3.55% or less. The percent of children served in separate settings (i.e., public/private separate facilities, residential placements, homebound/hospital placements) is calculated according to the following formula: *(Number of Students with IEPs in Separate Settings ÷ Total Number of Students with IEPs ages 6 -21) x 100*.

Table 13. Percent of Students Served in Separate Settings

School	07-08	08-09	09-10	School	07-08	08-09	09-10
State Target	<3.40	<3.60	<3.55	State Results	3.70	3.72	3.58
Affton	0.23	0	0	Mehlville	0.23	0	0.06
Bayless	0.45	0	0	Normandy	0.29	0	0
Brentwood	0.76	0	0	Parkway	0.52	0.58	0.64
Clayton	0.32	0	0	Pattonville	0.32	0.58	0.24
Ferg-Flor.	2.53	0	0	Ritenour	0.30	0	0.35
Hancock Place	0.40	0	0	Riverview	0.43	0.50	0.31
Hazelwood	0.70	0	0	Rockwood	0.23	0.06	0
Jennings	0.17	0	0	University City	1.23	1.81	0.21
Kirkwood	0.35	0.12	0.13	Valley Park	0	0	0
Ladue	0.20	0	0.21	Webster Groves	0.14	0	0.15
Lindbergh	0.40	0	0	STL County wide	4.86	4.94	4.71
Map-Rich. Hgts.	2.30	0.63	0.64				

Due to the fact that data is reported by attending district, the results reported by individual districts do not reflect students that reside in the district unless they also are attending the district. Consequently, the individual district results do not include students who are receiving their services fulltime in SSD's special education schools, purchase of service, court programs, career training program or centralized programs for Deaf/Hard of Hearing. Therefore, the "St. Louis Countywide" Special Education Profile, which reflects all students residing in St. Louis County and being served by SSD, is more reflective of overall placement information than are the separate partner district reports. Internal SSD analysis of partner district students served in our schools or programs is provided in Appendix 3.

As indicated, the overall 2009-2010 percentage of students in separate settings in St. Louis Countywide is 4.71% which did not meet the state target of <3.55%. Separate school placement rates were also above the state results of 3.58% for this indicator.



Special Education Services Standard Program Evaluation

Achievement Gap

Table 14 depicts the achievement gap of the IEP subgroup to the “All Students” group in the area of Communication Arts. The source of Information is 2010 Special Education District Profiles and 2009-2010 School Accountability Report.

Table 14. Achievement Gap: Communication Arts

District	MAP Achievement Gap – Communication Arts Proficiency Rate			
	FY09 All Students	FY09 IEP Students	FY10 All Students	FY10 IEP Students
Affton	50.1	31.88	52.9	33.85
Bayless	44	22.33	46.2	29.81
Brentwood	69.8	42.62	71.4	46.67
Clayton	76.3	42.68	77.4	47.89
Ferguson-Florissant	40.4	17.20	41	16.67
Hancock Place	41.6	25.00	41.2	20.56
Hazelwood	41.3	14.85	42	18.57
Jennings	30.5	10.93	27	8.76
Kirkwood	74.7	43.42	75.6	47.37
Ladue	75.1	44.72	77	45.36
Lindbergh	70.2	38.93	74.1	40.78
Maplewood-Richmond Heights	52	22.62	57.1	29.11
Mehlville	57.7	25.08	62.2	31.26
Normandy	24.3	10.16	27.1	11.19
Parkway	64.9	35.94	69.6	40.20
Pattonville	57.9	29.88	58.6	31.04
Ritenour	39.2	19.08	41	23.03
Riverview Gardens	20.9	3.78	21.2	5.45
Rockwood	71.9	41.53	74.3	45.35
University City	40	19.47	43.6	19.41
Valley Park	61.3	37.50	63	48.00
Webster Groves	70.4	36.01	71.6	41.37

There is not a DESE State Performance Target for the decreasing the achievement gap between the IEP subgroup and all students. The information is pertinent in the implementation of effective instructional practices. A review of the data comparison shows that thirteen districts decreased the achievement gap between the IEP subgroup and ‘All Students’ group for Communication Arts. Valley Park posts a significant gain for students with IEPs.

A graph depicting the achievement gap in the area of Communication Arts for the past two years is included in Appendix 4.



Special Education Services Standard Program Evaluation

Achievement Gap

Table 14 depicts the achievement gap of the IEP subgroup to the “All Students” group in the area of Mathematics. The source of Information is 2010 Special Education District Profiles and 2009-2010 School Accountability Report.

Table 15. Achievement Gap: Mathematics

District	MAP Achievement Gap – Mathematics Proficiency Rate			
	FY09 All Students	FY09 IEP Students	FY10 All Students	FY10 IEP Students
Affton	48.8	32.92	52.9	30.59
Bayless	41.1	22.55	48	24.75
Brentwood	67	36.51	68.3	38.60
Clayton	72.4	46.00	75.2	53.42
Ferguson-Florissant	30.4	13.78	31.2	13.68
Hancock Place	41	26.85	46.6	23.68
Hazelwood	32.1	13.13	38.7	20.71
Jennings	28.6	12.14	30.8	11.49
Kirkwood	71.1	46.65	75.5	48.91
Ladue	71.7	45.99	76.5	44.30
Lindbergh	72.5	42.75	79.7	50.38
Maplewood-Richmond Heights	43.8	22.35	48.7	22.89
Mehlville	59.4	31.09	61.1	33.96
Normandy	14.6	8.88	19.2	12.54
Parkway	60.9	36.72	67.5	41.21
Pattonville	54.2	32.08	63.3	37.23
Ritenour	35.4	21.89	38.6	22.16
Riverview Gardens	14.9	2.44	18.9	4.93
Rockwood	66.3	42.17	71	46.00
University City	35	20.18	40.9	22.69
Valley Park	55.5	35.05	65.8	49.52
Webster Groves	54.1	37.13	63.3	42.50

Although not a DESE State Performance Target for the decreasing the achievement gap between the IEP subgroup and all students, the data is needed for the implementation of effective instructional practices. A review of the proficiency data indicates that six districts decreased the achievement gap between the IEP subgroup and ‘All Students’ group in the area of Mathematics.

A graph depicting the achievement gap in the area of Mathematics for the past two years is included in Appendix 5



Special Education Services Standard Program Evaluation

Summary

Based on a review of the data reported, the following strengths, concerns and recommendations are noted.

Strengths

- Student participation rates in MAP assessments (Communication Arts and Mathematics) continue to meet the state target in all districts.
- The 2009-2010 proficiency rates in Communication Arts at the countywide level increased by 3.15%. The 2009-2010 proficiency rates in Mathematics at the countywide level increased by 5.37%. Twelve districts demonstrated an increase of greater than 3% proficiency in Communication Arts and nine districts demonstrated an increase greater than 3% proficiency in Mathematics.
- Thirteen partner districts decreased the achievement gap in the area of Communication Arts.
- Data indicating the percent of students in regular class at least 80% of the day continued to increase from 64.98% to 65.49%. The percent of students in regular class less than 40% of the day continued to decrease from 8.41% to 8.28%. Students receiving services in a separate setting decreased from 4.94% to 4.71%.

Concerns

- St. Louis Countywide results met the SPP target for both graduation and dropout rates. Concerns are noted in the areas of graduation rates for students with disabilities which declined from 84.84% to 82.71% in 2009-2010 and dropout rates for students with disabilities in St. Louis County increased from 2.92% to 3.45% in 2009-2010.
- None of the twenty-two partner districts met the state target for Communication Arts and Mathematics.
- Only six partner districts decreased the achievement gap in the area of Mathematics.
- For the area of educational environment, there was a decline in the rate of students receiving services in separate settings, but the rate did not meet the state target for 2009-2010. Six districts did not meet the SPP target of percentage of children inside regular class less than 40% of the day.



Special Education Services Standard Program Evaluation

Recommendations

1. Continue use of progress monitoring systems to guide instructional decisions and building of reading skills for students with IEPs in grades 3-5. The goal is for the students' rate of improvement to measure at the 50th percentile. Expand progress monitoring in the area of reading to grades 6-8 in the 2011-2012 school year and establish baseline. Expand progress monitoring in the area of Mathematics in the 2011-2012 school year and establish baseline.
2. Provide materials, supports and professional development needed for 70% of special education teachers in partner districts to deploy the "getting started" steps of continuous classroom improvement with fidelity as measured bi-annually.
3. Expand structures and supports for teams to increase proficiency in using data for instructional decisions as evidenced by an overall 20% indication of "in-place" on the annual Progress Monitoring/Data Team Continuum Survey.
4. Provide high quality professional development for the implementation of researched based instructional strategies to meet stated student outcomes at 80% as measured annually.
5. In the 2011-2012 school year, expand by 20% the number of districts providing alternative programs to assist students in meeting graduation requirements.
6. Develop structures to provide inclusion education and training to parents, general educators and special educators. Use follow-up survey data to indicate applicability of the information with a goal of being 90% applicable.
7. Increase the number of districts closing the achievement gap in Communication Arts by 20% and in Mathematics by 25% as indicated by 2012 MAP data. Recommended strategies are to monitor districts that have improvement plans for educational placement and replicate strategies being used in districts where the most significant gains are being made. Develop a committee to study districts with high achievement for student with disabilities at the national and international levels looking for trends, patterns and use of high yield strategies and make recommendations for improvements.
8. By March of 2012, all Directors and/or Area Coordinators will communicate the following recommendations made by the student stakeholder group to partner districts as ways to increase student achievement:
 - Provide a safe and well organized building
 - Provide after school activities



Special Education Services Standard Program Evaluation

- Employ teaming approach
 - Separate grade levels
 - Consider school start time for optimal learning
 - Provide more choices in classes to meet student interests
 - Provide more time to get ready for the next day
9. Incorporate the following recommendations made by the student stakeholder group into SSD Professional Development Committee's planning for 2011-2012 as ways to increase student achievement:
- Keep content interesting and fun
 - Provide direct modeling
 - Provide review activities
 - Connect learning to student interests
 - Teach to the student's learning style
 - Provide feedback to students on learning and achievement

Action Plan for Recommendation as a result of Program Evaluation

Person responsible to champion action plan: Lynne Midyett

Timeframe for reporting updates to the Board of Education: Annually

Date _____

Signature of Administrator Responsible for Chairing Evaluation



Special Education Services Standard Program Evaluation

	March 2009 Recommendations	Status/Progress
1.	<p>With regard to improvement of student outcomes, the following are recommended:</p> <ul style="list-style-type: none"> • Expand Data Teams to include all elementary schools in Partner Districts as requested. • Incorporate Data Teams into Continuous Improvement model. • Alignment with Region Continuous Improvement Plan. 	<p>During the 2010-1011 school year, data teams have expanded to 160 schools. Improvement plans at the region level and area level include strategies and action steps for data teams and deployment of Classroom Learning Systems.</p>
2.	<p>Continue communication with partner districts and establish key communicators to ensure that special education exit data affecting graduate and dropout rates are reported per state guidelines.</p>	<p>A committee has been meeting during the 2010-2011 school year to address graduation issues and data entry issues. The committee includes partner district representation.</p>
3.	<p>Implement a bi-annual reporting schedule for improvement action plans that have been written in partner districts.</p>	<p>The reporting schedule has been incorporated into the SSD CSIP action plan for Goal 5, Objective 2.</p>
4.	<p>Continue to implement recommendations from the Comprehensive Transition Committee.</p>	<p>Committee recommendations continue to be implemented. An Improvement Committee has been formed to study the outcomes of recommendations and develop action plans for continued improvement.</p>
5.	<p>Explore additional opportunities for credit recovery leading to increased graduation rates.</p>	<p>Additional resources and programs for credit recovery have been implemented in the Homebound Department and partner districts.</p>
6.	<p>Use Continuous Improvement processes such as PDSA to review effective use of available supports to meet State Performance Plan targets.</p>	<p>The PDSA approach is being used with numerous stakeholder groups to determine improvement strategies.</p>
7.	<p>Annually establish performance results goals for MAP, EOCs and MAP-A with scheduled reviews by Directors, Area Coordinators and District leadership.</p>	<p>Directors completed review of progress toward goals set for 2010 and established annual growth goals for 2011.</p>
8.	<p>Develop a structure of communication for partner district to share successful strategies in</p>	<p>Directors meetings and Region meetings are venues for sharing strategies.</p>

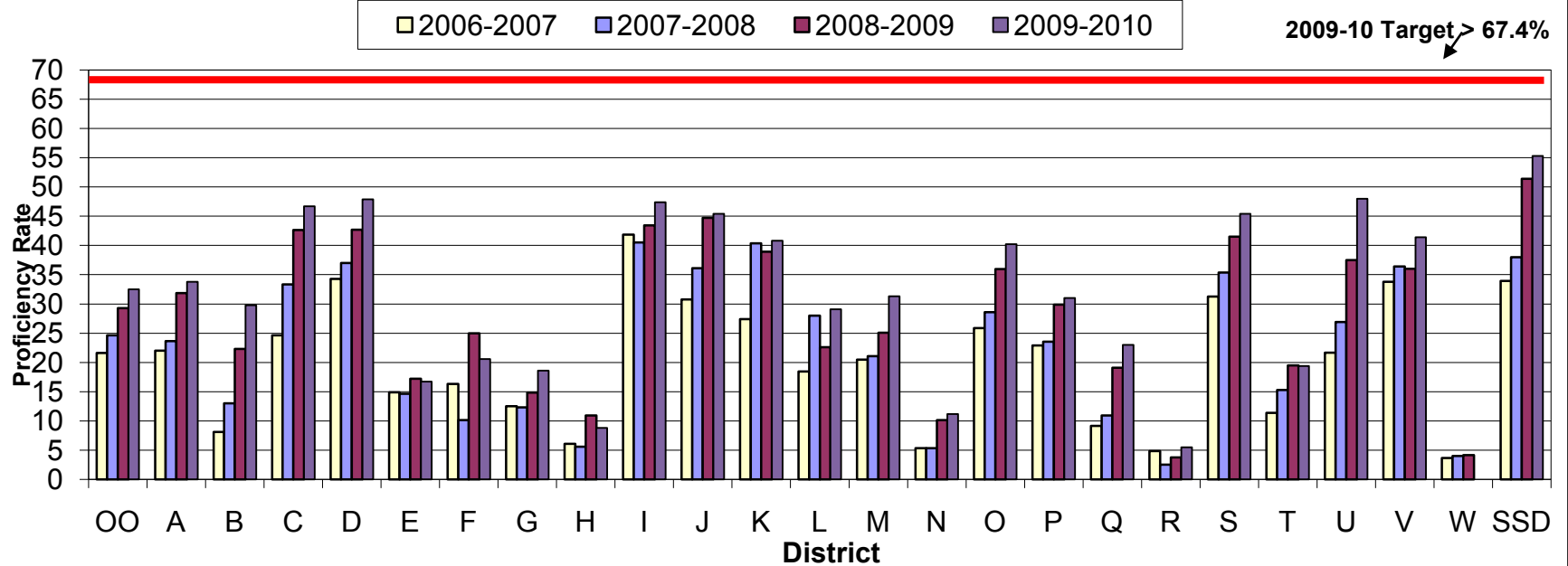


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	the areas of transition, assessment and educational environment.	The upcoming Building Principal Stakeholder Advisory Group will also be a vehicle for sharing successful strategies.
9.	Use SPP data in planning for professional development activities for both new teacher level staff and new administrators.	SPP data was used on 4/30/10 for the 2010-2011 school year planning. Process will again be implemented in the Spring of 2011 for the 2011-2012 school year planning.
10.	Develop a data review process with partner districts to ensure students are receiving instruction in the least restrictive environment countywide	In nineteen partner districts, Directors or Area Coordinators annually reports SPP data to administration and/or Boards of Education. During partner districts' 4 th Cycle MSIP review, SPP data is reviewed. For areas not meeting state targets, an improvement plan is required.

Appendix 1

SPP 3c: Proficiency Rate for Children with IEPs on Statewide Assessments - Communication Arts

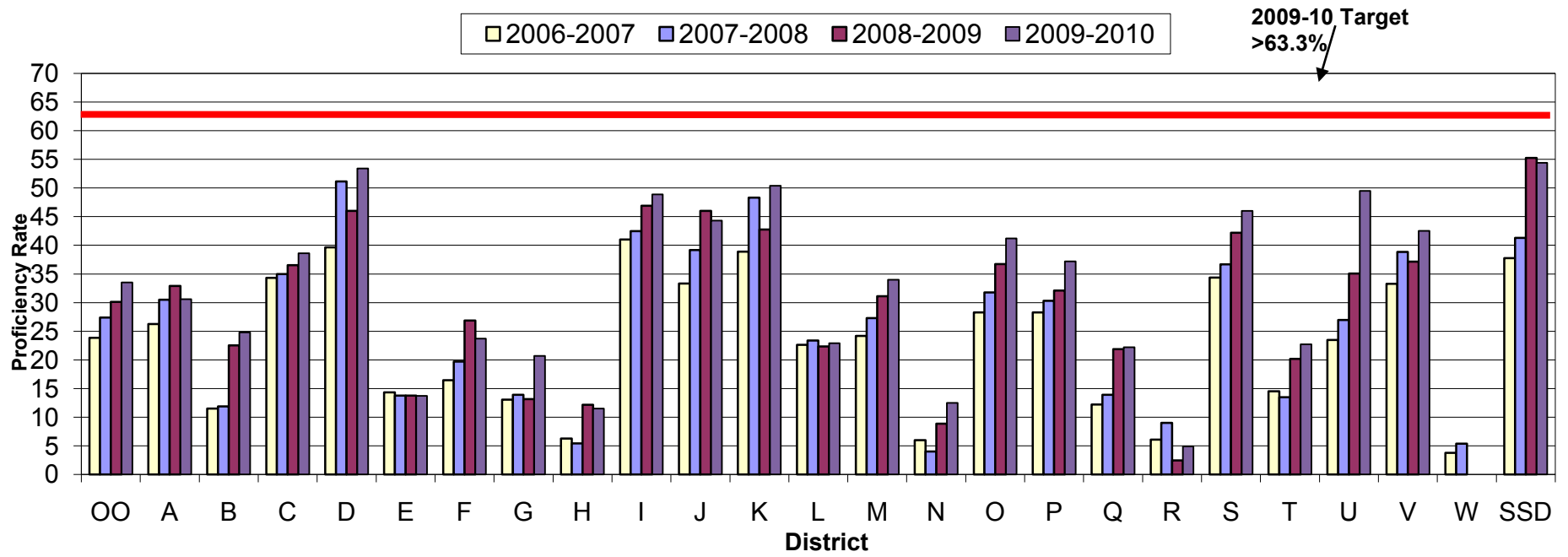


OO= *Overall St. Louis County	F = Hancock Place	K = Lindbergh	P = Pattonville	U = Valley Park
A = Affton	G = Hazelwood	L = Map/Rich Heights	Q = Ritenour	V = Webster Groves
B = Bayless	H = Jennings	M = Mehlville	R = Riverview	W = Wellston
C = Brentwood	I = Kirkwood	N = Normandy	S = Rockwood	
D = Clayton	J = Ladue	O = Parkway	T = University City	
E = Ferg/Flor				

State Targets	
2007-2008	51.00%
2008-2009	59.20%
2009-2010	67.40%

Appendix 2

SPP 3c: Proficiency Rate for Children with IEPs on Statewide Assessments - Math

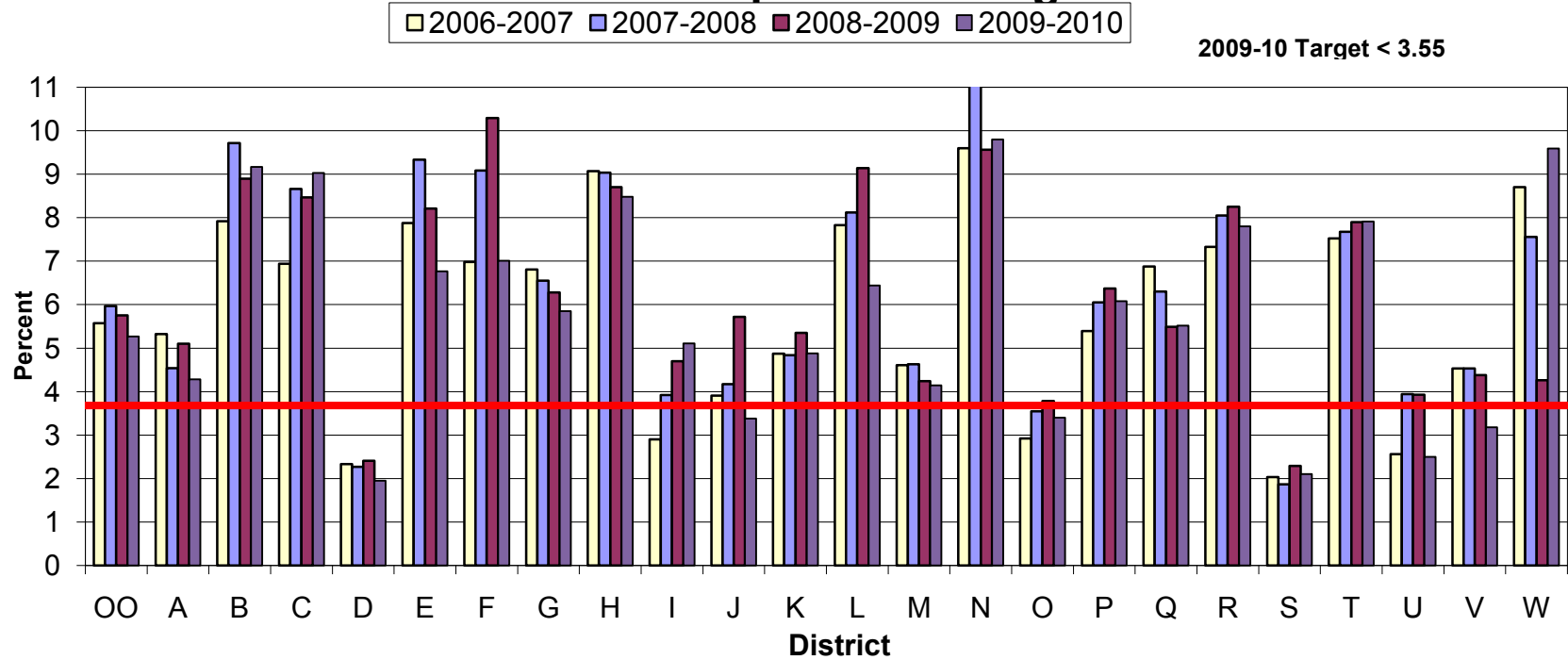


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|-------------------------------|-------------------|----------------------|---------------------|--------------------|
| OO= *Overall St. Louis County | F = Hancock Place | K = Lindbergh | P = Pattonville | U = Valley Park |
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| D = Clayton | J = Ladue | O = Parkway | T = University City | |
| E = Ferg/Flor | | | | |

State Targets	
2007-2008	45.00%
2008-2009	54.10%
2009-2010	63.30%

Appendix 3

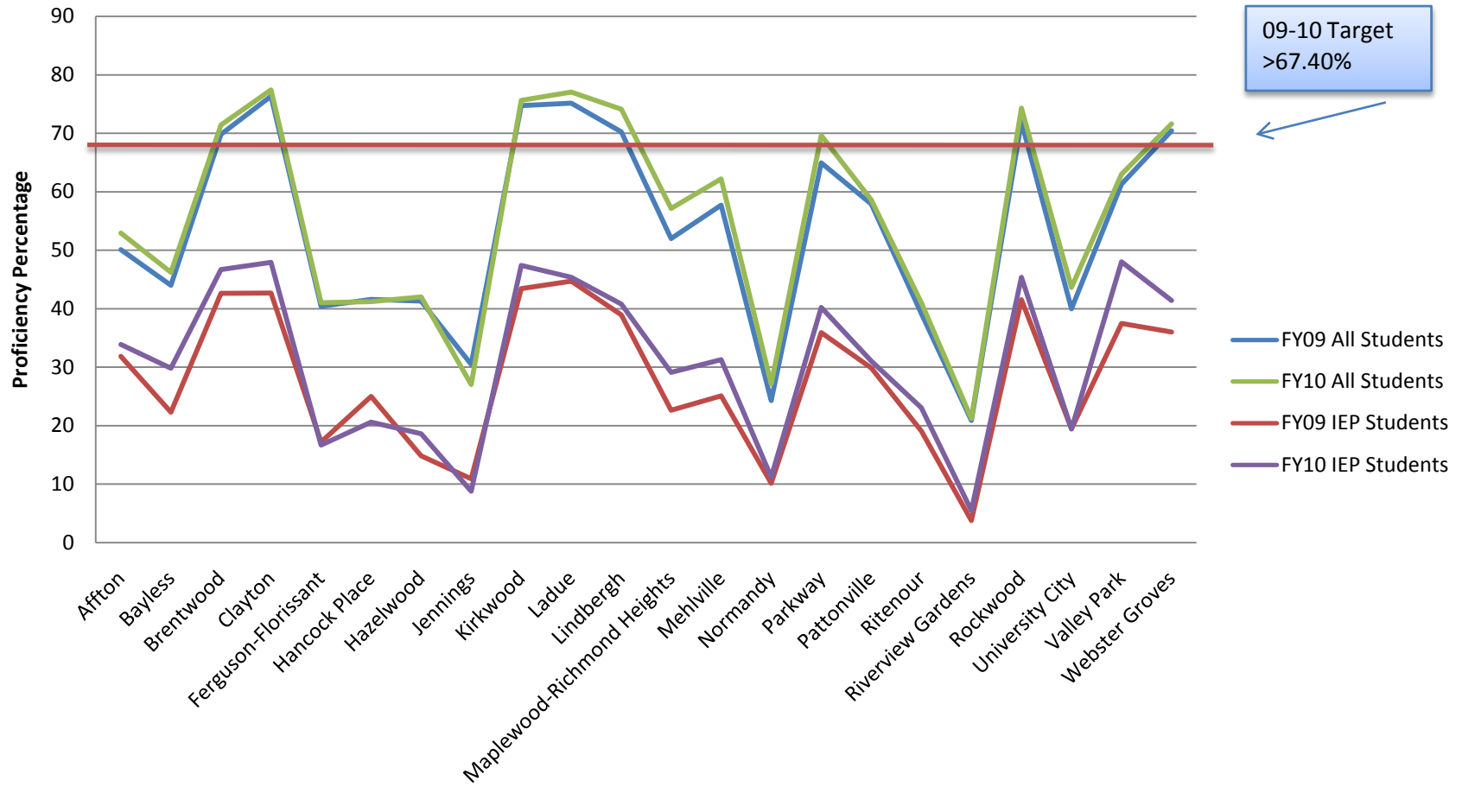
Percent of School-age Children with IEPs Served in Separate Settings



OO=	*Overall St. Louis County								
A =	Affton	F =	Hancock Place	K =	Lindbergh	P =	Pattonville	U =	Valley Park
B =	Bayless	G =	Hazelwood	L =	Map/Rich Heights	Q =	Ritenour	V =	Webster Groves
C =	Brentwood	H =	Jennings	M =	Mehlville	R =	Riverview	W =	Wellston
D =	Clayton	I =	Kirkwood	N =	Normandy	S =	Rockwood		
E =	Ferg/Flor	J =	Ladue	O =	Parkway	T =	University City		

Appendix 4

Achievement Gap - Communication Arts



Appendix 5

