



Coordinator
Kelly Krussel

Evaluator
Matthew Traugher

Additional Planning Team Members
None

Program Description

Purpose or Mandate

The purpose of the Bridges Program is to provide a structured learning environment where staff work intensively with small groups of students in the areas of social skills training, conflict resolution and aggression replacement training. In addition, academic instruction, paralleled with the curriculum of surrounding school districts, is provided in order for students to progress through middle school (grades 6, 7, and 8) and earn high school credit (grades 9 through 12). Bridges provides services to approximately 45-50 students per year who have documented needs in the areas of social skills and behavior regulation.

Summary Description of the Program and What It Is Expected to Accomplish

IEP teams meet to determine the level of service a student requires to receive free and appropriate public education (FAPE). Bridges is a public separate school placement option that is provided when an IEP team determines that a student needs an intensive therapeutic setting due to behavioral and emotional needs. Student scheduling at Bridges is flexible in order to meet individual needs of students, whether full day or partial day. Students placed at Bridges are expected to learn appropriate self-regulation and social-emotional skills and to generalize these skills in order to transition to a less restrictive environment, graduate, and/or enter the workforce. Families are expected to become active participants in their student’s education and support students in the community and workplace.

Please consult the At-Risk Program Description for a detailed review of this program’s characteristics and intended outcomes. The Program Description is available through the SSD Department of Evaluation and Research.

Summary of Goals and Objectives

Previous (2012-2014) Cycle Goals and Measurable Objectives

Goal 1: CSIP strategy 1.1.4 Develop, implement and sustain a systematic multi-tiered process to support student behavioral/social success.

Objective 1.1: Percent of students with Social Emotional IEP Goals Met.

Objective 1.2: Percent of students with Social Emotional IEP Goals Making Progress.

Objective 1.3: Percent of students reaching Level 4 behavioral status.

Objective 1.4: Percent of students accessing Tier 3 behavioral supports.

Goal 2: Provide supports for students to succeed in the Least Restrictive Environment.

Objective 2.1: Percent of students (active and withdrawn) returning to LRE.

Objective 2.2: Average number of credits earned for students accessing PLATO (active and withdrawn).

Current (2014-2016) Cycle Goals and Measurable Objectives

Goal 1: Students will make academic progress.

Objective 1.1: Students will demonstrate meaningful gains in reading across the school year.

1.1 Measure: Fall to Spring grade level equivalent score increase on the STAR Reading assessment.

1.1 Target: 80% of students will increase the equivalent of at least 0.5 grade levels.

Objective 1.2: Students will demonstrate meaningful gains in math across the school year.

2.1 Measure: Fall to spring grade level equivalent score increase on the STAR Math Assessment.

2.1 Target: 80% of students will increase the equivalent of at least 0.5 grade levels.

Goal 2: Student attendance will improve.

Objective 2.1: Out of School Suspension days issued to students by Bridges staff will decrease.

2.1 Measure: Total yearly out of school suspension days as a proportion of enrollment.

2.1 Target: A 20% reduction year over year.

Objective 2.2: The proportion of students at Bridges with attendance of 90% or higher will increase.

2.2 Measure: The proportion of students who attend at 90% or higher over an entire school year.

2.2 Target: 10% yearly increase.

Goal 3: Students will successfully transition to a more inclusive, less restrictive environment (LRE).

Objective 3.1: The frequency at which students transition from Bridges to a less restrictive setting will increase over time.

3.1 Measure: The proportion of students enrolled at Bridges during the school year that transition to a less restrictive setting over the course of the same school year or prior to the beginning of the following school year.¹

3.2 Target: 30%

Current Cycle Action Plans

Short-term (within the next school year)

- Create a working group to set targets for the percent of students returning to a less restrictive environment.
- Identify sources of comparative data to set targets for the percent of students meeting or making progress on social emotional IEP goals.
- Identify an instrument to assess student behavior in addition to the 4-Level system.
- Establish alternative options for student attendance.

Medium-term (1-2 years)

- Establish targets for the percent of students returning to a less restrictive environment.
- Establish targets for percent of students meeting or making progress on social emotional IEP goals.
- Measure student behavior with new instrument.
- Analyze students' transition plans who have been successful when returning to LRE.
- Explore the possibility of adding modified schedules with the opportunity for longer sessions for younger students.
- Explore the facility to secure more space for classrooms and support rooms.

Long-term (3 years and more)

- Monitor performance against targets for students returning to less restrictive environment and for making progress on social emotional IEP goals.
- Analyze trends in student behavior.

Notes

1. Less restrictive setting transitions will include the following change of placement types: From Bridges to a partner district school; from Bridges to an SSD separate public school; from half-day Bridges only to half-day Bridges and half-day partner district school or SSD separate public school; from half-day Bridges to full-day Bridges. Transitions to Purchase of Service (private separate) or homebound instruction will not be considered less restrictive placements, nor will graduations.

**Programs for At-Risk Students (Bridges)
2016-2017 Program Evaluation Report**

Special School District



Coordinator

Kelly Krussel, Principal of the Bridges Program

Evaluator

Matthew Traughber, Evaluation and Research Administrator

Table of Contents

Evaluation Summary 2

Program Description 3

Evaluation Results

 Goal 14

 Goal 25

 Goal 36

 Results Summary7

 Evaluation Implications8

Review of Previous Action Plans 9

Forward Planning 11

Notes 12

Appendix A: Descriptive Statistics 14

Evaluation Summary

All students attending SSD separate public schools meet the state definition of “at risk.” The purpose of the Bridges program is to provide a structured learning environment where staff work intensively with small groups of students in the areas of social skills training, conflict resolution and aggression replacement training. The program serves students in middle school and high school from across St. Louis County who have Individualized Education Plans (IEPs) and documented needs in the areas of social skills and behavior regulation. Bridges provides services to approximately 40-50 students per year. Program objectives reviewed in this report include academic growth, student attendance, student discipline, and transition from Bridges to less restrictive settings.

Key Conclusions

In comparison to the prior year, Bridges students received considerably fewer suspension days in 2015-16. Reduction in suspension days has been a recent emphasis for program staff. Restorative Discipline practices were fully deployed at Bridges beginning in fall of 2016. Implementation of these practices has coincided with fewer student suspensions (0) and arrests (1) through November of the current school year.

Student attendance rates at Bridges in 2015-16 fell well below those of other SSD schools. Attendance rates have increased thus far in 2016-17, however.

Based on a small sample and limited data, Bridges students made marginal growth in reading, on average. A larger proportion of students demonstrated gains in math. Baseline academic skill levels among Bridges students often lie well below grade level norms, particularly in reading. The majority of students attending Bridges who took a state accountability test performed in the Below Basic (i.e., lowest) achievement level range in 2015-2016.

35.7% of students enrolled at Bridges transitioned to a setting defined as less restrictive in 2015-2016. This represents an improvement over 2014-15 (17.9%).

Bridges is an expensive program. Transportation costs have increased markedly in 2016-17 in connection with increased reliance on bus, rather than cab, utilization.

Program Description

Purpose or Mandate

The purpose of the Bridges Program is to provide a structured learning environment where staff work intensively with small groups of students in the areas of social skills training, conflict resolution and aggression replacement training. In addition, academic instruction, paralleled with the curriculum of surrounding school districts, is provided in order for students to progress through middle school (grades 6, 7, and 8) and earn high school credit (grades 9 through 12). Bridges provides services to approximately 40-50 students per year who have documented needs in the areas of social skills and behavior regulation.

The Bridges program supports the following CSIP goals and Process Classification Framework elements:

CSIP 1.1.4 Develop, implement, and sustain a systematic, multi-tiered process to support student behavioral/social success.

CSIP 1.2 Ensure all students are ready to participate in college, career, or community programs.

PCF 3.0: Design and deliver special education services.

A biennial evaluation of Programs for At-risk Students is required under Board Policy IM. This evaluation supports fulfillment of the MSIP5 resource and process provisions related to continuous improvement and program effectiveness monitoring. All students attending SSD separate public schools meet the state definition of “at risk.” This evaluation has historically focused on SSD subsidiary programs such as Bridges and the Juvenile Detention Center. Recent evaluations of At-risk programs were approved by the Board on 12/9/14 and 5/28/13.

What this program does

Bridges is a public separate school placement option that is provided when an IEP team determines that a student needs an intensive therapeutic setting due to behavioral and emotional needs. Student scheduling at Bridges is flexible in order to meet individual needs of students, whether full day or partial day. Students placed at Bridges are expected to learn appropriate self-regulation and social-emotional skills and to generalize these skills in order to transition to a less restrictive environment, graduate, and/or enter the workforce. Families are expected to become active participants in their child/student’s education and support students in the community and workplace.

How this program works

IEP teams determine the level of service a student requires to receive free and appropriate public education (FAPE). Bridges is a public separate option to teams when considering a change of placement based on behavioral performance. Changes of placement to Bridges occur when an IEP team has determined that a student requires services in therapeutic setting beyond the services, supports, and accommodations/adaptations available in the less restrictive setting (e.g., the student’s home school). SSD schools and partner district teams may request representation from Bridges at an IEP when change of placement is being considered.

Bridges staff provide behavior therapy/coaching and academic instruction to enrolled students in a small, structured environment. In addition, staff regularly communicate with families to provide resources to empower and encourage them to become active participants in school. Students placed at Bridges participate in a “level” system designed to promote positive behavior¹. Students begin on Level 1 and progress through additional levels (up to 4) as they acquire and demonstrate behavioral and academic improvement. At the point students achieve Level 4, the school team considers transition to a less restrictive environment. Initial transitions range from an hour to a half day in a less restrictive setting. Bridges staff communicate regularly with students’ sending schools regarding progress.

What customers/stakeholders expect

Stakeholders expect students will learn and retain behavioral coping skills that are generalized to the least restrictive environment (LRE). IEP team members require that the specific student skill deficits that led to placement at Bridges are improved upon as a prerequisite for transition to a less restrictive setting. At Bridges, this process is documented through the levels system. The Bridges transition model² prescribes dual placement at Bridges and the

LRE in order to collaboratively address challenges to the transition as they arise. This model typically yields successful and sustained LRE transitions for students.

What were the major accomplishments or benefits of this program?

Students attending Bridges receive intensive support and instruction in the areas of social skills and emotion/behavior regulation. Staff at Bridges have participated in professional development focused on Restorative Justice. As a result, student suspensions and arrests have decreased, resulting in more time in the classroom. Student outcomes are expected to improve as students are able to spend more time in the classroom.

How well did this program fulfill its purpose or mandate?

Inadequate Approaching Satisfactory Satisfactory Excellent

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

Staff at Bridges are focused on family engagement, specifically family support in promoting school attendance. Student attendance is a challenge for many Bridges students due to mental health challenges as well as transient families. As suspensions have decreased, absences due to behavior incidents have become less of a concern. Increasing student attendance will provide students with more time to participate in academic and behavioral instruction.

What is the general level of customer or stakeholder satisfaction with this program?

Not at all Satisfied Somewhat Satisfied Satisfied Completely Satisfied

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

Stakeholders report positive relationships with Bridges. Families report that they experience a decrease in negative school communication as their child/student makes progress. Due to decreases in exclusionary discipline, students tend to spend a greater amount of time participating in instruction than was typical in the placement preceding Bridges. Students' more consistent attendance at school, even if only for half days, reduces stress on families that may have experienced numerous suspensions at previous schools. Student transitions to and from partner districts/home schools are seamless as a result of the support provided by Bridges staff.

Evaluation Results

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

Goal 1: Students will make academic progress.

Measurable Objective 1.1: Students will demonstrate meaningful gains in reading across the school year.

Results: Achievement of this objective was assessed by student performance on the STAR reading assessment³, which is a benchmark assessment administered three times per year. A target of 80% of students increasing at least 0.5 grade levels from fall to spring was set.

Evaluative judgments related to this objective were difficult given that only four students recorded both fall and spring scores on the STAR reading assessment in 2015-16. One of these four students demonstrated fall to spring gains that met the target. Eight students had both fall and winter scores. One improved in relative rank compared to peers based upon change in Normal Curve Equivalent (NCE)³ score. Two of the eight demonstrated fall to winter gains that met the target (i.e., they demonstrated .5 grade level gain over only a half-year, or a shorter period of time that the full year target span); in addition, two students gained ground against peers based on NCE score change. Most students with spring scores had recorded scores for neither fall nor winter. Inconsistent data may be a result of several factors including student transitions and student willingness to participate in the assessment; it is not uncommon for students to either refuse to complete an assessment or to complete the assessment haphazardly/with minimal effort.

Most students attending Bridges are performing well below grade level expectations in reading based on the results of the STAR assessment. Among 15 students with fall scores, all but two performed below the national 10th percentile (which is a level of performance that often serves as a designation of high risk). Nine performed at or below the 2nd percentile. 14 of the 18 students taking the test in spring scored below the national 10th percentile. Most, if not all of the students attending Bridges have missed significant instructional time throughout their school careers due to behaviors that impede their learning.

Measurable Objective 1.2: Students will demonstrate meaningful gains in math across the school year.

Results: Achievement of this objective was assessed by student performance on the STAR math assessment. A target of 80% of students increasing at least 0.5 grade levels from fall to spring was set.

Similar to reading, limited STAR math data was available for 2015-16. Eight students recorded fall and spring scores, four of whom met the target criterion. Four of the eight improved their normative position based upon NCE score. Fourteen students had both fall and winter scores. Six of these met the criterion for the target (over a half year). Seven of the fourteen demonstrated normative growth (as indicated by NCE improvement) at the second (winter) benchmark.

On average, Bridges students performed closer to what is typical for students at their grade level in math than they did in reading. The average percentile rank among those with a score recorded for fall was 15.1 (for reading, it was 8.8). The average percentile rank for those with a score recorded for spring was 19.2 (for reading, it was 7.6).

Goal 2: Student attendance will improve.

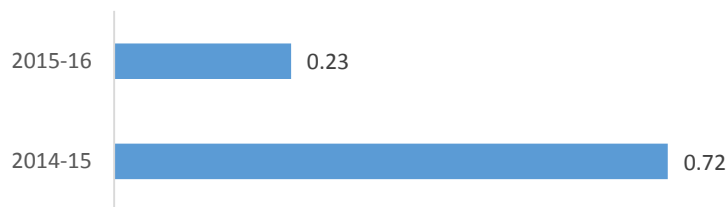
Measurable Objective 2.1: Out of School Suspension days issued to students by Bridges staff will decrease.

Results: Achievement of Objective 2.1 was measured by the total out of school suspension days. The target of 20% reduction in suspension days was substantially exceeded in 2015-16.

Students attending Bridges were suspended a total of 25 days (as a result of 7 incidents) in 2015-16. This equates to .23 suspension days for every 100 hours of combined possible student attendance. In 2014-15, Bridges students were suspended for a total of 58 days (as a result of 19 incidents). This equates to .72 suspension days for every 100 hours of combined possible student attendance. Thus suspensions days were reduced by more than half in 2015-16.

Suspensions at Bridges Decreased in 2015-16

Suspension Days Per 100 Hours of Possible Student Attendance



In addition to the reduction in suspensions in 2015-16, implementation of Restorative Discipline practices has coincided with fewer student suspensions (0) and arrests (1) through November of the 2016-17 school year.

Measurable Objective 2.2: The proportion of students at Bridges with attendance of 90% or higher will increase.

Results: “Proportional attendance percent above 90” is the calculation used by DESE in accountability monitoring. This measure represents the percentage of students who attend 90% or more of the possible attendance hours. The attendance of those students who spend more time enrolled in the school is given greater weight in the calculation. The proportional percent above 90 measure provides an indicator of the extent to which students are attending at a

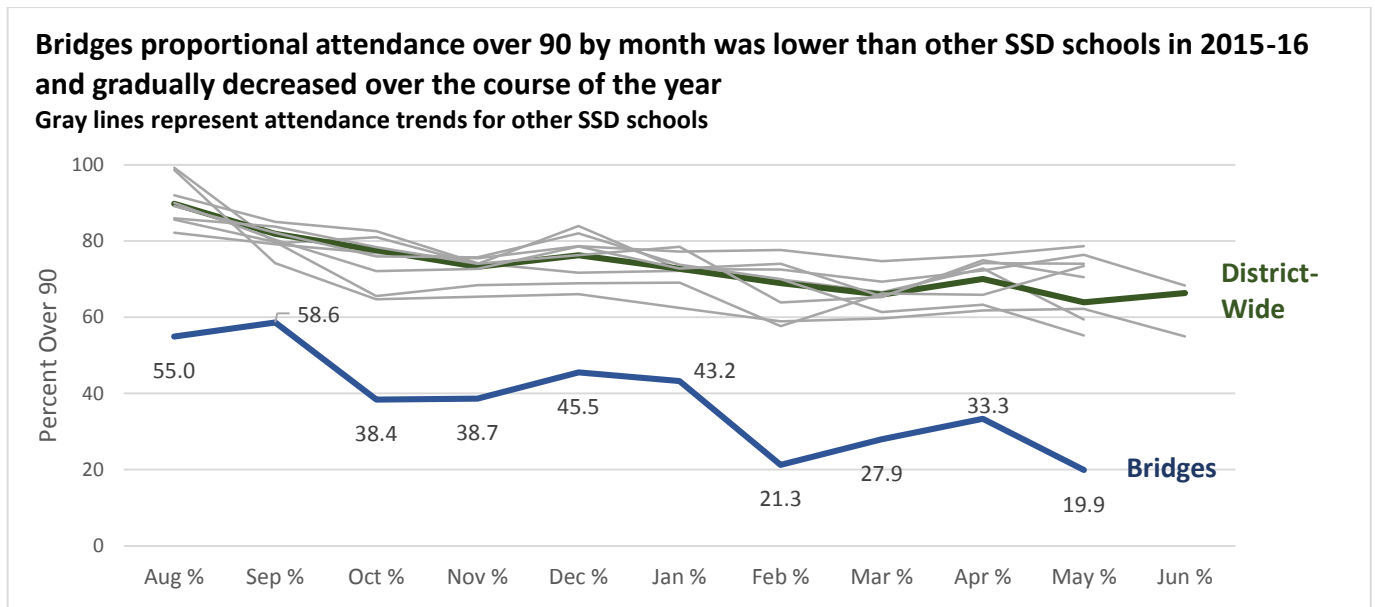
relatively high rate. In a 180 day calendar, a student can miss 18 days and meet the 90% standard. A target of a 10% increase in the proportional attendance over 90 was established for Objective 2.2.

The cumulative proportional percent above 90 at Bridges *decreased* from 29.6% in 2014-15 to 14.3% in 2015-16, indicating that a smaller proportion of students attended at a high rate in 2015-16. The chart below compares the Bridges monthly percent above 90 rate to other SSD schools in 2015-16. As is evident in the chart, proportional percent above 90 attendance at Bridges both fell below that at other SSD schools and gradually decreased as the year went on.

The combined proportional attendance (an aggregation of proportional attendance among all students who attended) at Bridges was 80.6% in 2014-15 and 79.8% in 2015-16. Combined proportional attendance provides an indicator of the general level of attendance for students at a school. On average, students at Bridges attended about 80% of possible hours each of the past two years. In a 180 attendance day calendar, 80% attendance would equate to roughly 36 days missed (~7 weeks) for an individual student, which is substantial.

Attendance among Bridges students has been improved thus far over the first semester of 2016-17. Through November, cumulative percent above 90 attendance was 67.6% (it was 36.8% through November in 2015-16).

Students enroll at Bridges with unique challenges impacting their ability to attend consistently. For example, it is not uncommon for students to undergo psychiatric hospitalizations during their time in the program. Days are missed due to family transience and the amount of time necessary to re-establish transportation. In addition, sustained absences (up to 20 days) of students who begin not to attend with the intention of dropping out contribute to the rates reported. At times, in order to accommodate family needs and avoid the necessity to create a new IEP, Bridges staff maintain a student’s “enrolled” status during a sustained absence when most other schools would un-enroll the student.



Goal 3: Students will successfully transition to a more inclusive, less restrictive environment (LRE).

Measurable Objective 3.1: The frequency at which students transition from Bridges to a less restrictive setting will increase over time.

Results: The target for this objective was set at 30%. Fifteen of the 42 students enrolled at Bridges (35.7%) in 2015-16 transitioned to what was considered to be a less restrictive setting⁴ at least part day. This represents an increase over the 2014-15 rate of 17.9% (7 out of 39 total enrolled).

Evaluation Results Summary

Strengths and Opportunities for Improvement

Strengths:

1. Suspensions reduced substantially in 2015-16. New strategies to improve discipline (i.e., Restorative Discipline) have been implemented.
2. A larger percentage of students transitioned to a less restrictive environment in 2015-16 vs. the prior year.
3. Some students made normative gains in reading and math.
4. Attendance has improved thus far 2016-17.

Opportunities/Weaknesses:

1. Students as a whole made less than desirable gains in reading and math as evidenced by STAR. In addition, STAR data collection was inconsistent.
2. Attendance rates decreased in 2015-16 relative to the prior year. Rates at Bridges fell well below those at other SSD schools.

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

The program's processes are well aligned to the goals of the program.

Deployment Level of Program Services

- Little or no deployment of program services.
- The program services are in the early stages of deployment in most areas or schools.
- Services are deployed, although some areas or schools are in early stages of deployment.
- Services are well deployed, although deployment may vary in some areas or schools.
- Services are well deployed, with no significant gaps.
- Services are fully deployed without significant weaknesses or gaps in any areas or schools.

Should resources be changed to improve this program?

Yes *No*

If Yes, describe changes.

Should goals be changed, added or removed?

Yes *No*

If Yes, describe changes.

See "Forward Planning" section below.

Evaluation Implications

What are the costs of this program?

Fiscal Year 2016 Actual Expenditures:

Salary and benefits: \$666,569.58
Other costs (supplies): \$4,744.41
Total program administration expenditures: \$671,313.99

Student transportation costs: \$143,592.78

Total Costs: \$814,906.77

The fiscal year 2017 budget for Bridges (which excludes transportation costs) is \$802,654. The projected transportation costs for 2017, based on enrollments through November, are \$344,981,80 (though Bridges transportation costs can change dramatically in response to student enrollments given that the school serves students across the county, and student additions potentially result in the need for additional routes). The transportation cost increase is due to a transition from cabs to buses for many students on the basis of supervision and safety concerns. All busses have a driver and an aid.

Bridges staff include one full-time administrator, four teachers, four paraprofessionals, one full-time nurse, one full-time security officer, a .60 FTE social worker, and a .20 FTE counselor. The physical site is housed on the campus of South County Technical High School and includes four classrooms, two “responsibility rooms” (spaces designated for students who need time outside of the classroom setting to regulate behavior/emotions), and two administrative offices. Students at Bridges participate in the PLATO online credit recovery curriculum (costs of PLATO are excluded from the calculation above). Note that, in general, providing services to half-time students across a.m./p.m. sessions (vs. a single student over an entire day) requires greater resources and staff time with respect related to IEP management, parent correspondence, instructional planning, transition planning, etc.

What are the major sources and amounts of Funds?

SSD Budget

How many customers (students) are served by this program?

42 students in total participated in the Bridges program in 2015-16. Most of these students attended a half-day or otherwise shortened schedule. Many attended for less than a full school year (transitions typically occur at quarter or semester). The number of “full-time equivalent students,” calculated based on partial day and year attendees, was 10.12⁵.

What is this program’s annual cost per customer?

2015-16 actual (including transportation costs and based on 10.12 FTE): \$80,524
(The prior evaluation calculated the 2013-14 per FTE cost at \$89,683.45)

Estimated Cost Effectiveness

- Mandated program; costs cannot be significantly reduced.
- Mandated program; costs could be reduced (include in Action Plan, below).
- Benefits greatly outweigh costs.
- Benefits outweigh cost, but improvement appears possible (include in Action Plan, below).
- Costs outweigh benefits (include in Action Plan, below).

Explanation

Bridges is an expensive program that serves a uniquely challenging population of students that have been unsuccessful in previous placements. The program fills a niche in that it serves students who tend to be a poor fit at other alternative options available (e.g., other separate public schools, separate private schools). The program

benefits students who participate through provision of an individualized program that prepares them for re-entry to a less restrictive setting, along with the opportunity to earn credits toward graduation and complete high school (when this outcome would have been otherwise unlikely). A challenge to drawing conclusions regarding benefit is the lack of data that would allow for comparisons between student trends prior to and following entry into the program. For example, whereas a 50% attendance rate for a given student at Bridges may seem poor on its face, that same student's attendance at their home school prior to enrolling at Bridges may have been 10%. Program administrators should continue to attend to efficiency (e.g., as it pertains to bussing costs) and closely monitor student outcomes in order to justify the cost of the program.

General Recommendation Resulting from this Evaluation

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Continue the program with specific action plans for improvement.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.

Review of Previous Action Plans

Action Plan 1 (short-term)	Create a working group to set targets for the percent of students returning to a less restrictive environment.
Status of Action Plan 1	Based on current/changing priorities, this action plan has not been addressed (a target of 30% was chosen for the current evaluation based on historical data). Setting targets has been challenging due to the transience of students and the fact that changes of placement are very individualized/made according to each student's needs. Other factors impact change of placement decisions, for example a partner district's willingness to re-enroll students. The focus of keeping students in school has become more of a priority. LRE transitions will continue to be monitored per the plan detailed below.
Action Plan 2 (short-term)	Identify sources of comparative data to set targets for the percent of students meeting or making progress on social emotional IEP goals.
Status of Action Plan 2	Based on current/changing priorities, this action plan has not been addressed. Social-emotional-behavioral IEP goals were not included as an outcome measure in the current evaluation due to their lack of standardization and the somewhat tenuous nature of drawing conclusions in the aggregate on the basis of IEP goal attainment. The de facto expectation is that 100% of students progress toward IEP goals. Progress is analyzed on an individual student basis quarterly, and programming decisions are based on student goal achievement.
Action Plan 3 (short-term)	Identify an instrument to assess student behavior in addition to the 4 Level system.
Status of Action Plan 3	The level system incorporates different skills and social emotional behaviors, data on which are taken on a regular basis. Other workgroups (e.g., Social-Emotional-Behavioral effective practice specialists, Purchase of Service) are pursuing this and additional/supplemental assessments of student behavior may be implemented on the basis of that work.

Action Plan 4 (short-term)	Establish alternative options for student attendance.
Status of Action Plan 4	A full-day option now exists at Bridges (previously only a half-day option was available). In addition, the program provides “altered” schedules that allow students to complete a portion of their instruction online or at home.
Action Plan 5 (medium-term)	Establish targets for the percent of students returning to a less restrictive environment.
Status of Action Plan 5	See Action Plan #1 above.
Action Plan 6 (medium-term)	Establish targets for percent of students meeting or making progress on social emotional IEP goals.
Status of Action Plan 6	See Action Plan #2 above.
Action Plan 7 (medium-term)	Measure student behavior with new instrument.
Status of Action Plan 7	See Action Plan #3 above.
Action Plan 8 (medium-term)	Analyze students’ transition plans who have been successful when returning to LRE.
Status of Action Plan 8	This has been considered informally. For example, program staff have concluded that the most successful transitions are gradual in nature. Transition plans are often analyzed and reviewed at various stages of transition. Plans have not been analyzed in combination. Transition plans are very individualized. The partner district is very influential in the form the transition plan takes.
Action Plan 9 (medium-term)	Explore the possibility of adding modified schedules with the opportunity for longer sessions for younger students.
Status of Action Plan 9	This action plan is in process. Only students in grades 9-12 have participated in the full day option to this point.
Action Plan 10 (medium-term)	Explore the facility to secure more space for classrooms and support rooms.
Status of Action Plan 10	This action plan is complete. Bridges has added an additional support room, classroom, and space for offices. There is an SSD committee that meets regarding students who are at risk and require alternative placements such as Bridges, Purchase of Service, and homebound instruction.

Action Plan 11 (long-term)	Monitor performance against targets for students returning to less restrictive environment and for making progress on social emotional IEP goals.
Status of Action Plan 11	See Action Plans #1 and #2.

Action Plan 12 (long-term)	Analyze trends in student behavior.
Status of Action Plan 12	The school has a behavior data team that monitors and analyzes behavioral point sheet data monthly. The team examines types of behavior that occur most frequently and that students require additional support with. Staff modify programming and intervention strategies on the basis of these analyses.

Forward Planning

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

1. Continue to work with teachers and implement practices designed to improve effectiveness of academic and behavioral instruction (Objectives 1.1 and 1.2; Opportunity for Improvement (OFI) #1).

Anticipated Date of Completion: December 2017

2. Create and implement strategies/interventions designed to improve student attendance (Objective 2.2; OFI #2).

Anticipated Date of Completion: December 2017

3. Monitor students on Level 4 during transitional period (Objective 3.1; no associated OFI).

Anticipated Date of Completion: December 2017

4. Increase transportation reliability by training bus drivers/aids on strategies to use when working with students who have documented needs in the areas of social skills and behavior regulation (not associated with an objective or OFI).

Anticipated Date of Completion: December 2017 (Drivers/aides will be trained in Fall 2017)

Medium-term (1-2 years)

5. Increase family engagement by implementing student-led conferences (not associated with an objective or OFI).

Anticipated Date of Completion: June 2018

Long-term (3 years and more)

None

What are future goals, objectives, measures, and targets that will be used to monitor and evaluate this program?

Goal 1: Students will make academic progress.

Objective 1.1: Students will demonstrate meaningful gains in reading across the school year.

1.1 Measure: STAR Reading % of students that have equal to or greater than zero normal curve equivalent score (NCE) change from the prior benchmark period. Positive NCE indicates that students are making gains relative to norms across the year.

1.1 Targets: 80% of students

1.1 Monitoring Schedule: Following each benchmark

Objective 1.2: Students will demonstrate meaningful gains in math across the school year.

1.2 Measure: STAR Math % of students that have equal to or greater than zero normal curve equivalent score (NCE) change from the prior benchmark period. Positive NCE indicates that students are making gains relative to norms across the year.

1.2 Target: 80% of students

1.2 Monitoring Schedule: Following each benchmark

Goal 2: Student attendance will improve.

Objective 2.1: The proportion of students at Bridges with attendance of 90% or higher will increase.

2.1 Measure: Proportional % above 90 attendance.

2.1 Target: 70%

2.1 Monitoring Schedule: Monthly

Goal 3: Students will successfully transition to a more inclusive, less restrictive environment (LRE).

Objective 3.1: A greater proportion of students will reach Level 4 (the highest level) in the school's progress assessment system.

3.1 Measure: Percentage of students who have reached Level 4 within 90 school days (approximately one semester) from the time of enrollment.

3.1 Target: 25%

3.1 Monitoring Schedule: At semester end (twice per year)

Objective 3.2: The frequency at which students transition from Bridges to a less restrictive setting will increase over time.

3.2 Measure: Percentage of enrolled students who transition to a less restrictive setting⁴.

3.2 Target: 25% each semester

3.2 Monitoring Schedule: At semester end (twice per year)

Notes:

1. Students enrolled at Bridges participate in a level system. All students enter the program on Level 1 and have the opportunity to achieve Level 4 based on the extent to which behavioral expectations are met at a high percentage over multiple/consecutive days. When a student reaches Level 4 (several weeks of meeting behavioral expectations at a high rate), a team reviews the student's progress and determines whether transition at that time is appropriate. Transition options include an extended day at Bridges and/or adding courses in a less restrictive setting (partner district or SSD School).

2. Transition Model: Students on Level 4 typically transition to a less restrictive setting for a portion of the day initially. Students begin transitioning by spending half day at Bridges and half day at their home school (partner district or SSD School).

School) for a semester. Data is reviewed and if all requirements are met and progress continues in both settings, the student transitions to a full day schedule at their home school. This transition sequence generally spans a full school year. In addition to transitioning to the less restrictive setting, students have the option of attending Bridges for a full day.

3. Students attending SSD special education schools are assessed regularly for the purpose of academic growth monitoring. The SSD Assessment Plan calls for the STAR assessments to be administered to SSD school students three times per year (though students with significant cognitive impairments often do not complete the STAR assessment). This benchmark assessment is widely used across the state and nation. STAR scores include scaled scores and grade equivalency scores in Reading and Mathematics. See <https://www.renaissance.com/products/star-assessments>

The STAR Scaled Score (SS) is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. STAR Reading scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

The STAR Normal Curve Equivalent (NCE) is a norm-referenced score that is similar to a percentile rank, but unlike percentile ranks, it is based on an equal interval scale. This means the difference between any two successive scores on the NCE scale has the same meaning throughout the scale. NCEs are useful in making comparisons between different achievement tests and for statistical computations; for example, determining an average score for a group of students. NCE scores range from 1 to 99 (with a median of 50).

4. Less restrictive setting transitions included the following change of placement types: From Bridges to a partner district school; from Bridges to an SSD separate public school; from half-day Bridges only to half-day Bridges and half-day partner district school or SSD separate public school; from half-day Bridges to full-day Bridges. Transitions to Purchase of Service (private separate) or homebound instruction were not considered less restrictive placements, nor were graduations.

5. FTE calculation is based on a 178 day schedule with a 3 hour a.m. session and a 3 hour p.m. session.

Appendix A Descriptive Statistics

Enrollment and Demographics*

	2015	2016
Total Students Enrolled	39	42
FTE Enrollment	7.58	10.12
% Male	84.6%	71.4%
% Non-White	59.0%	71.4%

*Bridges' maximum enrollment at any one time is 40 (20 in the a.m. session and 20 in the p.m. session).

2015-16 Enrollment by Home District

Home District	Students
Parkway	6
Hazelwood	5
Kirkwood	4
Ritenour	4
Affton	3
Jennings	3
Webster Groves	3
Ferguson-Florissant	2
Normandy	2
Riverview Gardens	2
Valley Park	2
St. Louis City	2
Pattonville	1
Lindbergh	1
Mehlville	1
Maplewood Richmond-Heights	1
Total	42

State Test Results

Content Area	Year	Below Basic		Basic		Proficient		Advanced		Total Count
		%	Count	%	Count	%	Count	%	Count	
English Language Arts	2016	63.6%	7	18.2%	2	18.2%	2	0.0%	0	11
	2015	91.7%	11	8.3%	1	0.0%	0	0.0%	0	12
Mathematics	2016	85.7%	12	14.3%	2	0.0%	0	0.0%	0	14
	2015	75.0%	9	25.0%	3	0.0%	0	0.0%	0	12
Science	2016	60.0%	3	40.0%	2	0.0%	0	0.0%	0	5
	2015									0
Social Studies	2016	100.0%	1	0.0%	0	0.0%	0	0.0%	0	1
	2015	--	--	--	--	--	--	--	--	0