Special School District   Instructional Effectiveness
2016-17 Evaluation Plan Summary

Coordinator	**Evaluator**	**Additional Planning Team Members**
Mollie Bolton	Matthew Traughber	None

Program Description

Purpose or Mandate
Instruction is an integral part of the mission of SSD. The evaluation of Instructional Effectiveness is mandated by Department of Elementary and Secondary Education (DESE).

Summary Description of the Program and What It Is Expected to Accomplish
Instructional effectiveness is one of the key qualities that leads to the success of students of Special School District. All of the supports and services we provide are aimed at student success in learning and teacher success in instruction. Effective instruction in SSD is expected to provide individualized special education learning opportunities to students in the separate special education schools and to provide authentic technical training opportunities to students in the technical high schools. In both cases the students are expected to meet proficiency standards outlined in the Missouri School Improvement Program (MSIP). It is expected that high quality instruction will allow students performing below grade level standards to progress toward proficiency and students with significant disabilities to acquire meaningful functional capabilities. Effective instruction leads to improved student achievement and positive post-secondary outcomes.

Effectiveness of instruction is affected by teacher-level factors and by student-level factors, as well as by factors outside of the classroom. Measures of both student outcomes and school environment/climate factors that contribute to the ultimate effectiveness of instruction are provided in this report. This evaluation will examine instructional effectiveness as it relates to the separate special education schools and full day career technical *academic* program only. Career technical education programs are evaluated separately. Extensive information pertaining to District performance and student outcomes that reflects instructional effectiveness can be found in annual data reports detailing state assessment results and District performance on the state accountability system Annual Performance Report (APR). This evaluation focuses on indicators of effectiveness that either fall outside of the state's accountability framework or represent a disaggregation of results that contribute to the APR.

Please consult the Instructional Effectiveness 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: Instruction will lead to graduation and positive placement.
    Objective 1.1: SSD's MSIP positive placement rate will meet DESE's "Approaching" standard.
    Objective 1.2: SSD's seven year cohort graduation rate will meet the DESE "Approaching" standard.

Goal 2: Instructional effectiveness will be reflected in student learning gains.
    Objective 2.1: MSIP MAP scores will increase over a three year period for English Language Arts.
    Objective 2.2: MSIP MAP scores will increase over a three year period for Mathematics
    Objective 2.3: MSIP MAP scores will increase over a three year period for Science.
    Objective 2.4: MSIP MAP scores will increase over a three year period for Social Studies
    Objective 2.5: 90% of 12th graders will complete 90% of essential skills in Career and Technical Education
    Objective 2.6: 80% of CTE students eligible to take Industry Recognized Certifications (IRC) will pass IRC test.

Goal 3: Instructional Effectiveness is related to positive school goals.

    Objective 3.1: 90% of teaching staff at each school will agree with the question "I feel that SSD treats me with respect."

    Objective 3.2: 90% of teaching staff at each school will agree with the question "I feel personal satisfaction with my job."

    Objective 3.3: 90% of students will agree with the statement "I like going to this school."

    Objective 3.4: 90% of students will agree with the statement "My school makes me feel like I belong and am supported."

    Objective 3.5: 90% of students will agree with the statement "Most students respect teachers at this school."

Goal 4: Instructional Effectiveness is reflected in measures of Teacher Performance.

    Objective 4.1: The weighted mean of Performance Based Evaluations of teachers will be greater than 80%.

Current (2014-2016) Cycle Goals and Measurable Objectives

Goal 1: Instruction will lead to graduation and positive placement.

Objective 1.1: SSD students will experience optimal post-secondary outcomes.

1.1 Measures:	(a) Positive placement rate for students with IEPs who take the regular state assessment.
	(b) Proportion of students taking the alternative state assessment who had 180-day postsecondary outcomes consistent with their final IEP transition plan.
1.1 Targets:	(a) "Approaching" standard per DESE MSIP5.
	(b) 75%

Objective 1.2: Teachers will report that instruction prepares students for positive post-secondary outcomes.

1.2 Measure: Percent Agreement on the Climate Survey item, "At my school, students are learning the skills they will need to be successful after graduation," among SSD school teaching staff.
1.2 Target: 85%

Goal 2: Instruction will result in student learning gains.

Objective 2.1: Students will make adequate progress as indicated by formative literacy and math assessments.

2.1 Measures:	(a) Fall to spring gain on the STAR Reading assessment.
	(b) Fall to spring gain on the STAR Math assessment
2.1 Targets:	(a) 80% of students will demonstrate the equivalent of one year of growth or more.
	(b) 80% of students will demonstrate the equivalent of one year of growth or more.

Objective 2.2: Students with significant cognitive delays will demonstrate gains in developmental and functional academic skills.

2.2 Measures: Within-year gains on formative assessment for students with significant cognitive disabilities.
2.2 Targets: The majority of students demonstrate an increase over baseline.

Objective 2.3: Teachers will perceive that curriculum, instruction, and assessment are aligned to support student learning.

2.3 Measure: Percent Agreement on the Climate Survey item, "At my school, curriculum, instruction and assessments are aligned to support student learning," among SSD school teaching staff.
2.3 Target: 85%

Goal 3: SSD will provide a supportive learning environment that enhances student engagement and positive school climate.

Objective 3.1: Students will report high levels of support and belonging.

3.1 Measure: Percent Agreement on the Climate Survey item, "My school makes me feel like I belong and am supported," among students at SSD schools.
3.1 Target: 85%

Objective 3.2: Teachers will report that students experience high levels of support and belonging.

3.2 Measure: Percent Agreement on the Climate Survey item, "My school makes me feel like I belong and am supported," among SSD school teaching staff.
3.2 Target: 85%

Current Cycle Action Plans

Short-term (within the next school year)
- Analyze Item Level Benchmarks to identify areas of need by grade level to provide next grade teachers with target areas.
- Review components of IRCs with instructors to support instruction.
- Allow time for ample retesting opportunities for IRCs.
- Investigate underlying causes of staff feeling of lack of respect.
- Investigate student views of lack of respect for teachers.

Medium-term (1-2 years)
- Align local school efforts with Workforce Focus committee to improve respect for teachers.
- Streamline essential skills lists and curriculum to ensure alignment with industry requirements to create manageable and effective courses.

Long-term (3 years and more)
- Review CTE curriculum to include specific skills needed for success on IRC assessments.

Instructional Effectiveness
2016-2017 Program Evaluation Report

Special School District

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Mollie Bolton, Curriculum Coordinator

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Evaluation Summary

Instruction is an integral part of the mission of SSD. Effective instruction in SSD entails the provision of individualized special education learning opportunities to students in the separate special education schools and authentic technical training opportunities to students in the technical high schools.[1] It is expected that high quality instruction will allow students performing below grade level standards to progress toward proficiency and students with significant disabilities to acquire meaningful functional capabilities. This evaluation reviews data related to post-secondary outcomes, student academic growth in reading and math, and teacher and student perceptions related to climate and elements of instructional quality.

Major Conclusions

Students attending SSD special education schools and programs who graduated or dropped out in 2014-15 reported relatively low rates of "positive" short term (six-month) placements that meet the DESE standard. The positive placement rate for special education school/program students who took the regular state assessment was 21.1% (43.5% when those with "unknown" outcomes were excluded). The rate at which students who took the alternative state assessment met their transition goals was 51.7% (66% when those with "unknown" outcomes were excluded). In contrast, students who had an IEP and graduated from North Technical High School reported a high rate of positive placement (92.3%, and 100% when the single "unknown" was excluded). Short-term post-secondary status was unable to be obtained for a large proportion (31%) of 2014-15 graduates and dropouts in comparison to the overall rate of "unknown" reported St. Louis County wide for students with IEPs (14%).

Ambitious within-year academic growth targets were not met. Positive trends pertaining to academic growth on benchmark assessments included 54% of students demonstrated normative gains, relative to same-grade peers, on the STAR math assessment; students in the elementary grades demonstrated substantial progress in math from fall to spring (average Normal Curve Equivalent gain of 7.90). Students attending SSD separate schools demonstrated "moderate growth" in reading and math at proportions very similar to that which is typical nationally. In other cases, the proportion of students meeting growth expectations fell below the national rate. Secondary students made less substantial gains in math than did elementary students. Students attending secondary SSD special education schools demonstrated more pronounced gains in reading than did students attending full-day career technical programs.

Based on survey data, SSD teachers largely perceive that (a) students are learning the skills they need to be successful after graduation, (b) curriculum, instruction, and assessment are well aligned, and (c) SSD schools are supportive environments for students. Students at SSD schools also reported strong perceptions of belonging and support.

The progress of students with significant intellectual disabilities was unable to be assessed due to the current absence of an established assessment tool. However, internal development of an assessment that will allow SSD to assess the developmental growth of such students, who as a group comprise a large proportion of the SSD separate schools' student population, was recently completed. Students will be assessed with this tool beginning in Winter of the 2016-17 school year.

Purpose or Mandate
Instruction is an integral part of the mission of SSD. The evaluation of Instructional Effectiveness is mandated by Department of Elementary and Secondary Education (DESE).

Effective instruction in SSD entails the provision of individualized special education learning opportunities to students in the separate special education schools and authentic technical training opportunities to students in the technical high schools.[1] In both cases the students are expected to meet proficiency standards outlined in the Missouri School Improvement Program (MSIP). Effective instruction leads to positive post-secondary outcomes as well as improved student achievement. It is expected that high quality instruction will allow students performing below grade level standards to progress toward proficiency and students with significant disabilities to acquire meaningful functional capabilities.

Instructional Effectiveness supports the following CSIP goals and Process Classification Framework (PCF) elements:

CSIP Objective 1.1 Ensure achievement for all students
CSIP Objective 1.2 Ensure that all students are ready to participate in college, career or community programs
CSIP Objective 1.3 Ensure student satisfaction and engagement
PCF 2.2 Design effective instructional programs

A biennial evaluation of this program is required under Board Policy IM. The last evaluation report was approved by the Board on 1/27/15.

What this program does
Instructional effectiveness is one of the key qualities that leads to the success of students of SSD. Supports and services provided are aimed at student success in learning and teacher success in instruction. Programmatic elements that in combination contribute to effective instruction include but are not limited to: a high quality curriculum, strong building leadership, professional development, teacher evaluation and feedback, the availability of supplemental academic and behavioral supports, collaboration and teaming, the implementation of research based strategies, and well-designed assessment practices that inform instruction. Effectiveness of instruction is affected by teacher-level factors and by student-level factors, as well as by factors outside of the classroom. Measures of both student outcomes and school environment/climate characteristics that contribute to the ultimate effectiveness of instruction are provided in this report.

How this program works
Instructional effectiveness is achieved through a host of "programs" and practices. When students enter the classroom, teachers assess their skill levels and interests and assign them to appropriate classes. Teachers design lesson plans with pedagogy, content, and individual student characteristics in mind. Teachers actively engage students in learning, which combined with well-planned lessons leads to orderly classrooms and student learning. Instruction is evaluated through administrative observations and data/department teams, which leads to improved instruction. Students are assessed throughout the year to determine the extent to which they have mastered essential skills and progressed relative to expectations.

What customers/stakeholders expect
Customers require the development of students who are educated and independent, display appropriate social skills and become good citizens. Teachers require access and professional development to research-based instruction, methods to measure student growth, and instructional supports.

What were the major accomplishments or benefits of this program?
Efforts aimed at instructional effectiveness ensure that instruction leads students to graduation and a positive post-secondary placement. Instruction targets academic growth and behavioral performance. The instructional program impacts standardized test performance, attendance, and other student outcomes that inform district accreditation ratings. The instructional environment also contributes to a positive school climate. The internal development of

formative measures to assess the progress of students with significant cognitive disabilities signifies another recent accomplishment

How well did this program fulfill its purpose or mandate?
☐ Inadequate   ☒ Approaching Satisfactory   ☐ Satisfactory   ☐ Excellent

What factors made essential contributions (+/-) to this rating?
Factors that relate to climate, including student and teacher perceptions of instruction and belonging at school, met evaluative targets. Positive post-secondary placement and improving achievement remain opportunities for improvement. Changes in the Missouri Learning Standards have presented a challenge to teachers and students working to close the gap between the old state standards and the new standards, which are considered to be more rigorous. This will remain a challenge the next two years as the state continues to modify the standards.

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?
Climate is an important factor in this report and the climate results are positive. Post-secondary outcomes as well as within-year academic growth in both reading and math represent areas for improvement.

Evaluation Results

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

Goal 1: Instruction will lead to graduation and positive placement.

Measurable Objective 1.1: SSD students will experience optimal post-secondary outcomes.

Results: Attainment of this objective was assessed via two separate measures: (a) Positive placement rate for students with IEPs who take the regular state assessment (the target in this case is the "Approaching" standard per DESE MSIP5, which was 72% in 2016); and (b) The proportion of students taking the alternative (MAP-A) state assessment who had 180-day postsecondary outcomes consistent with their final IEP transition plan (target of 75%). The rationale for using a unique measure for students who are eligible to take the MAP-A is that post-secondary goals for such students typically fall outside the DESE standard for positive post-secondary placement (i.e., IEP transition goal attainment is a more accurate indicator of successful post-secondary outcomes in these cases). Note that follow-up is conducted both on students who graduate and those who drop out (and were not known to continue elsewhere) during the school year. The data presented here pertain to graduates and drop-outs of SSD schools and programs during the 2014-15 school year. For measure (a) above, students for whom follow-up attempts were unsuccessful and thus were not surveyed at 6 months are categorized as *failing t*o achieve a positive post-secondary outcome (this was true of 24 students among this subset). Students who attended North Tech full time and received special education services were included in the calculations.
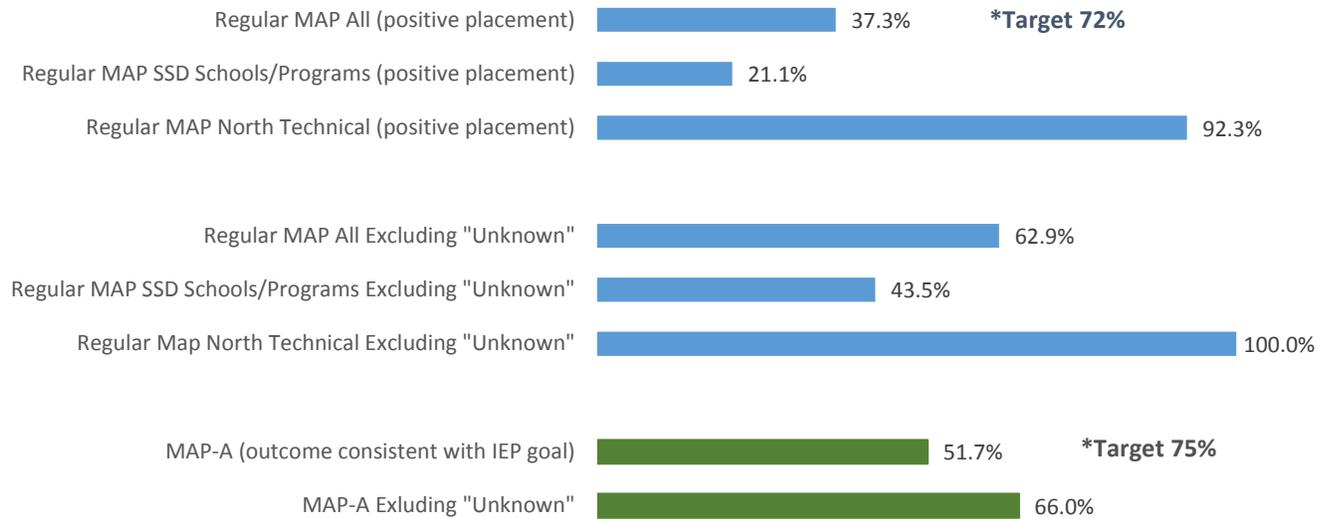
Results are summarized in the chart below. Among all students with IEPs who took the regular state assessment, **37.3%** (22 of 59) met the state's definition of a positive post-secondary placement. The percent met for students attending separate special education schools and programs, including Purchase of Service agencies, was **21.1%** (10 of 46). These rates fall well below the 72% target. In contrast, **92.3%** (12 of 13) of 2015 graduates of North Technical who had IEPs reported a positive placement. By comparison, 63.7% of 2014-15 graduates with IEPs *St. Louis County wide* met the state's standard (this rate includes students who took the alternative assessment). The *state-wide* rate was 65.9%. Whereas the 180-day status of 31% of SSD graduates/dropouts was reported as "unknown," the County-wide "unknown" rate was 13.7%, and the state-wide rate 11.9%.

The chart below also displays rates of positive placement when "unknown" outcomes were excluded. Including only those students for whom a follow-up contact was successful, **62.9%** (22 of 35) reported a positive outcome overall. For

special education schools and programs, this rate was **43.5%** (10 of 23). North Career Technical's rate excluding unknowns was **100%** (12 of 12).

Among the sixty 2014-15 graduates/drop-outs who were designated as MAP-A, **51.7%** (31 students) had a post-secondary outcome at 6 months that was consistent with their IEP transition plan; **26.7%** (16) failed to achieve an outcome consistent with the final IEP, while **21.7%** (13) had outcomes that were unknown. Excluding those whose post-graduate status information was unknown, **66.0%** of MAP-A students were achieving transition goals at 6 months follow-up. This rate falls below the established target of 75%.

Proportion of Students Meeting Post-Secondary Targets Under Varying Groupings and Calculations

Regular MAP All (positive placement)	37.3% ***Target 72%**
Regular MAP SSD Schools/Programs (positive placement)	21.1%
Regular MAP North Technical (positive placement)	92.3%
Regular MAP All Excluding "Unknown"	62.9%
Regular MAP SSD Schools/Programs Excluding "Unknown"	43.5%
Regular Map North Technical Excluding "Unknown"	100.0%
MAP-A (outcome consistent with IEP goal)	51.7% ***Target 75%**
MAP-A Exluding "Unknown"	66.0%

Measurable Objective 1.2: Teachers will report that instruction prepares students for positive post-secondary outcomes.

Results: The established target for this measurable objective of 85% agreement with Climate Survey item, "At my school, students are learning the skills they will need to be successful after graduation," among SSD school teaching staff has been **met** each of the last three years. SSD school teachers have largely expressed agreement that students are learning the skills they will need to be successful after graduation.

Survey Item	2013-14	2014-15	2015-16
At my school, students are learning the skills they will need to be successful after graduation	87.8% (180)	88% (334)	86.5% (362)

Note. Counts of survey respondents are shown in parentheses.

Goal 2: Instruction will result in student learning gains.

Measurable Objective 2.1: Students will make adequate progress as indicated by formative literacy and math assessments.

Results: Attainment of this objective was assessed by student performance on the STAR reading and math assessments. Students attending both separate school placements and career technical education were included in this analysis. The STAR is a benchmark assessment administered three times per year. Targets of 80% of students demonstrating the equivalent of one year of growth or more were established. The analysis examined change in performance between the fall and spring assessments (i.e., growth over a full school year). Students with fall benchmark

scores exceeding the 75th percentile rank were excluded, based on the logic that students with an initially high level of performance would be expected to make less sizable gains across the year.

There is no definitive way to approximate "one year of academic growth." Thus several metrics/score types provided by the STAR were examined: (1) Standard score change in relation to moderate growth expectations[2] by grade for students beginning at the 25th percentile; (2) Normal Curve Equivalent (NCE)[3] change exceeding zero; and (3) Instructional Reading Level (IRL)[4] change of 1 year or more (applies to reading only). STAR defines the "moderate growth" rate as the median rate of growth per week for students who scored at a given percentile rank range in the fall (i.e., it is a rate of growth that 50% of students who begin at that reading level demonstrate). *In this context, the 80% target is ambitious*; meeting this target would mean that 30% more SSD students demonstrated "moderate growth" than is typical around the nation. However, the typical SSD separate school student enters performing below average academically (the average fall STAR reading and math percentile ranks for students in separate schools in reading and math were the 23rd and 25th percentiles, respectively; the average fall CTE ranks in reading and math were the 28th and 42nd percentiles). This suggests that greater than typical growth is required to advance students toward meeting grade level expectations.

Results are displayed below. Approximately **43%** of students met the moderate growth expectation for both reading and math. This rate falls well below the established target, but only moderately below the national rate (50%) for students achieving moderate growth based on their fall performance. With respect to an increase in normative rank as indicated by NCE change, **44.2%** of students demonstrated an NCE improvement in reading, while **54.3%** of students demonstrated an NCE improvement in math; this means that over half of students improved their normative position relative to same-grade peers in math. The average NCE changes for reading and math were 0.45 and 3.10, respectively, indicating that students tended to demonstrate more pronounced gains in math than reading.[5] **28.9%** of students demonstrated an IRL gain of 1 year or more. The average IRL change was 0.23 (i.e., less than a half-year increase in instructional reading level).

Further disaggregation revealed additional trends. Students attending special education schools and programs made greater gains on the STAR, on average, than did students attending North Technical. When only students in grades 9-12 were compared, the performance discrepancy held true for reading (average NCE change was 3.00 for special education schools but much lower, -1.70, for NCT). In the subject area of math, however, improvement demonstrated by students in the two different settings was relatively comparable (average NCE change of 1.21 and 0.48 for students in special education programs and NCT, respectively; 45.9% of special educations school students showed an NCE improvement while 52.5% of CTE students showed an NCE improvement).

The improvement of students attending elementary schools and secondary schools was also compared. With respect to reading, though the comparatively better performing group varied depending upon the metric examined, gains across the year were roughly similar for students in grades K-8 and students in grades 9-12. In contrast, elementary students made significantly greater gains than did secondary students in math (as evidenced by an average NCE gain for elementary of 7.90, vs. 0.67 for secondary).

Proportion of Students Demonstrating Growth in Reading and Math: 3 STAR Score Targets
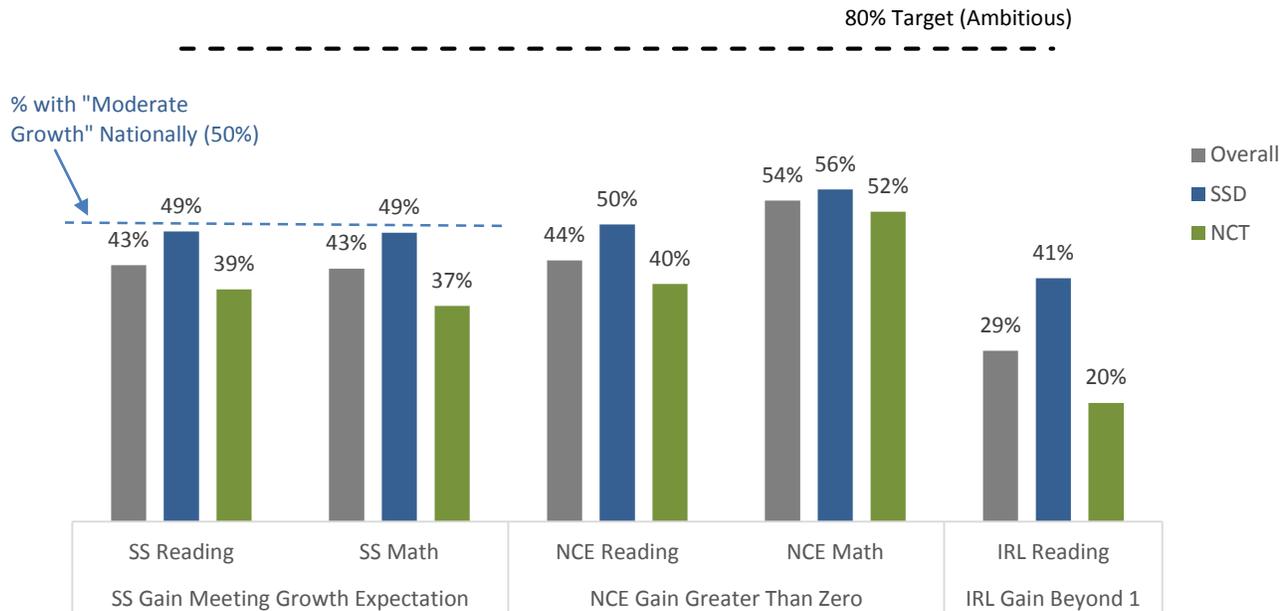
Note. Data depicted represents Fall to Spring growth on the STAR benchmark assessments. Only students with scores in both fall and spring were included. Students who scored at or above the 75th percentile on the fall benchmark were excluded. In total, data represents the scores of 394 students for reading and 348 students for math. The Instructional Reading Level (IRL) score applies only to reading.

Measurable Objective 2.2: Students with significant cognitive delays will demonstrate gains in developmental and functional academic skills.

Results: Curriculum staff recently completed development of formative measures for students with significant cognitive delays. Assessments were administered beginning in winter of the 2016-17 school year.

Measurable Objective 2.3: Teachers will perceive that curriculum, instruction, and assessment are aligned to support student learning.

Results: The goal of 85% agreement for this objective was **met**. Over the previous three years, teachers at SSD schools have consistently expressed a high level of agreement (~90% or higher) that curriculum, instruction, and assessments are aligned to support student learning.

Survey Item	2013-14	2014-15	2015-16
At my school, curriculum, instruction and assessments are aligned to support student learning	91.1% (180)	93% (336)	89.8 % (362)

Note. Counts of survey respondents are shown in parentheses.

Goal 3: SSD will provide a supportive learning environment that enhances student engagement and positive school climate.

Measurable Objective 3.1: Students will report high levels of support and belonging.

Results: The 85% agreement target for this objective has been **met** each of the last three years. The large majority of students taking the climate survey have agreed that their school makes them feel like they belong and are supported.

Survey Item	2013-14	2014-15	2015-16
My school makes me feel like I belong and am supported	89.6% (1,095)	90% (1325)	88.2% (1159)

Note. Counts of survey respondents are shown in parentheses.

Measurable Objective 3.2: Teachers will report that students experience high levels of support and belonging.

Results: **Nearly all** SSD teachers who have taken the climate survey over the last three years have expressed agreement with this statement, exceeding the 85% target and reflecting the perception that their schools represent supportive environments for students.

Survey Item	2013-14	2014-15	2015-16
This school makes students feel like they belong and are supported	97.8% (183)	98% (338)	98.1 % (366)

Note. Counts of survey respondents are shown in parentheses.

Evaluation Results Summary

Strengths and opportunities for improvement

Strengths:

1. Ninety-two percent of students with IEPs who graduated from North Technical High reported positive post-secondary outcomes at 6-month follow up.

2. Though below the target rate, over half of students who qualified for the alternative MAP assessment were found to have post-secondary placements consistent with transition goals at 6-month follow up.

3. Though below the ambitious target rate, 54% of students demonstrated normative gains, **relative to same-grade peers**, on the STAR math assessment across the year. Students in the elementary grades demonstrated the most marked progress in math (average NCE gain of 7.90). Students attending SSD separate schools demonstrated "moderate growth" in reading and math at rates (49% for each) very similar to what is typical nationally (50%).

4. Based on survey data, teachers largely perceive that (a) students are learning the skills they need to be successful after graduation, (b) curriculum, instruction, and assessment are well aligned, and (c) SSD schools are supportive environments for students.

5. Students at SSD schools reported perceptions of belonging and support at a high rate based on their responses to a district-wide survey.

6. Development of formative measure of progress for students with significant disabilities was recently completed, and the assessments were administered for the first time this winter.

Opportunities/Weaknesses:

1. Overall, students with IEPs who graduated or dropped out in 2014-15 reported relatively low rates of positive placement at 6-month follow up. Those conducting follow up were unable to obtain post-secondary status information for a significant proportion of prior-year graduates (31.1%). The average rate of failure to solicit post-secondary status information for graduates with IEPs in 2016 was less than half this (13.7%).

2. Though the academic target of 80% of students achieving one year of growth on STAR is ambitious (and what represents a reasonable expectation for growth among SSD students may be open to debate), the actual proportion of students demonstrating the target level of growth was considerably lower than 80%. In some cases, the proportion of students meeting "moderate growth expectations" fell below the typical rate nationally of 50%. Secondary students made less pronounced gains in *math* than did elementary students, and secondary students attending NCT met growth expectations in reading *less frequently* than did secondary students attending separate schools/programs. Future analyses might examine performance of SSD students on formative/benchmark assessments against that of other students who receive special education (at present, however, the STAR assessment does not provide disaggregated norms for students with disabilities).

3. Students at the secondary level improved at a more modest rate than did students at the elementary level. Students attending North Technical demonstrated lesser gains in reading than did students attending special education schools and programs.

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.

Evaluation Implications

What are the costs of this program?
Resources required for instruction include school facilities, transportation, staff salaries, professional development and the cost of other services (technology and equipment) and supports necessary for school function.

The cost of instruction is essentially the per-student costs of the district as a whole with regard to SSD schools and programs. Given the reach of the program and breadth of resources involved, no analysis of cost effectiveness was conducted.

What are the major sources and amounts of Funds?
SSD Budget.

How many customers (students) are served by this program?
All students attending SSD schools and programs, including students attending career technical education programs full time.

What is this program's annual cost per customer?
Not reported.

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).
☒ No cost effectiveness analysis conducted.

Explanation
N/A

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.

Action Plan 1	Analyze Item Level Benchmarks to identify areas of need by grade level to provide next grade teachers with target areas. (short term plan)
Status of Action Plan 1	Item Level Benchmark reports are no longer available on the MAP.

Action Plan 2	Review components of IRCs with instructors to support instruction. (short term plan)
Status of Action Plan 2	We have excluded IRCs from this report as they are reported in the Career and Technical Education Program Evaluation.

Action Plan 3	Allow time for ample retesting opportunities for IRCs. (short term plan)
Status of Action Plan 3	We have excluded IRCs from this report as they are reported in the Career and Technical Education Program Evaluation.

Action Plan 4	Investigate underlying causes of staff feeling of lack of respect. (short term plan)
Status of Action Plan 4	Focus groups were held with a random selection of staff at each school. Results were shared with administrators to address concerns presented.

Action Plan 5	Investigate student views of lack of respect for teachers. (short term plan)
Status of Action Plan 5	Teachers informally gathered information from students to address this issue. Perceptions of respect continue to be tracked through the annual climate survey.

Action Plan 6	Align local school efforts with Workforce Focus committee to improve respect for teachers. (medium term plan)
Status of Action Plan 6	This was not completed.

Action Plan 7	Streamline essential skills lists and curriculum to ensure alignment with industry requirements to create manageable and effective courses. (medium term plan)
Status of Action Plan 7	This was completed and all transition electives are now aligned with the Local Industry Standards.

Action Plan 8	Review CTE curriculum to include specific skills needed for success on IRC assessments. (long term plan)
Status of Action Plan 8	We have excluded CTE curriculum from this report as they are reported in the Career and Technical Education Program Evaluation

What specific actions are needed in the next evaluation cycle?

Short-term (within the next school year)

1. Develop and implement strategies to increase the graduate follow up contact rate (i.e., decrease the rate of those who we are unable to contact). Achieving this goal may require coordination among instructional staff, transition staff, and the student data and IT departments to ensure accurate and updated student information is available. (Objective 1.1; OFI 1)

    Anticipated Date of Completion: November 2017 (180-day follow up begins in December)

Medium-term (1-2 years)

2. Develop/refine and offer high quality professional learning on effective instructional strategies and support teachers in utilizing these strategies to improve reading and math achievement. (Objective 2.1; OFI 2)

    Anticipated Date of Completion: June 2018 (this action will be ongoing)

3. Strategically monitor the implementation of practices designed to optimize instructional effectiveness. This includes teachers' use of effective instructional strategies (as evidenced by the teacher evaluation system and annual performance reviews) and formation of standards-based IEP goals that are connected to key requirements (e.g., industry standards) of the post-secondary setting.

    Anticipated Date of Completion: June 2018 (this action will be ongoing)

4. Develop additional occupational/pre-vocational programming for students ages 18-21 that will focus on pre-employment and independent living skills (this action step has been initiated). (Objective 1.1; OFI 1)

    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: Instruction will result in student learning gains.

Objective 1.1: Students will make adequate progress as indicated by formative literacy and math assessments.

    1.1 Measure: STAR and/or I-ready reading and math assessment(s): Percent of students demonstrating "moderate" growth and percent of students that show NCE change from the prior benchmark period of greater than zero (review each measure where available; exclude students with fall score ≥ 75th percentile).
    1.1 Targets: 70% of students (target reduced based on baseline results analyzed for this report)
    1.1 Monitoring Schedule: Following winter and spring benchmarks.

Objective 1.2: Students with significant cognitive delays will demonstrate gains in developmental and functional academic skills.

    1.2 Measure: Essential Elements Checklist (internally-developed assessment)

1.2 Target: Targets will be established following analysis of the initial administration of this new assessment in winter of 2017.
1.2 Monitoring Schedule: Following winter and spring benchmarks.

Goal 2: Instruction will lead to graduation and optimal post-secondary placement.

Objective 2.1: SSD students will experience optimal post-secondary outcomes.

2.1 Measures:
(a) Positive placement rate for students with IEPs who take the regular state assessment.
(b) Proportion of students taking the alternative state assessment who had 180-day postsecondary outcomes consistent with their final IEP transition plan.
2.1 Targets:
(a) "Approaching" standard per DESE MSIP5 (72% in 2016).
(b) 75%
2.1 Monitoring Schedule: Once per year.

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Notes:

1. Note that this evaluation examines instructional effectiveness as it relates to the separate special education schools and the full day career technical *academic* program only. Career technical education programs are evaluated separately. Extensive information pertaining to District performance and student outcomes that reflects instructional effectiveness can also be found in annual data reports detailing state assessment results and District performance on the state accountability system Annual Performance Report (APR). This evaluation focuses on indicators of effectiveness that either fall outside of the state's accountability framework or represent a disaggregation of results that contribute to the APR.

2. 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 *moderate growth rate* is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate.

3. 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. Instructional Reading Level (IRL) is calculated after a student completes a Star Reading test; it is a criterion-referenced score that is the highest reading level at which a student is 80% proficient (or higher) at comprehending material with assistance. Research has found that this level of comprehension corresponds to being at least 90–98% proficient at recognizing words; Star Reading does not directly assess word recognition. IRL scores are Pre-Primer (PP), Primer (P), grades 1.0 through 12.9, and Post-High School (PHS).

5. 2015-16 state test results also showed that year-to-year individual student growth (grades 4-8) was greater in math than communication arts for SSD students.