



Table of Contents

Overview of Program Monitoring	2
Parent Education and Diversity Awareness	3
Transportation Management	9

Overview of Program Monitoring

Program monitoring is the systematic and continual observation and recording of key program aspects (Malone et al., 2014). The data gathered through program monitoring is used to appraise whether a program is on track to meet its expected outcomes. Frequent, intermittent assessment of program implementation and outcomes provides leaders and program administrators with timely information and performance feedback that can guide programmatic decisions. For many SSD programs, including those for which evaluation is required by MSIP-5, monitoring of activities, action plans, and key outcomes represents an efficient and actionable approach that is preferable to less frequent, more in-depth evaluation. Effective program monitoring is contingent upon a well-developed program plan that clearly defines program mission, resources and activities, goals and objectives, and expected outcomes. As one component of program monitoring, it is recommended that some form of voice of customer (VOC) feedback be solicited at minimum annually. When monitoring indicates that a program is consistently failing to meet expectations, an in-depth evaluation or some other corrective action may be recommended.

High quality program monitoring requires the identification and specification of outcomes, indicators, measures, benchmarks, baseline, and targets. The following definitions of these components are adapted from Malone, Mark, & Narayan (2014).

Outcome: An expected result in an individual's behavior, knowledge, or skills, or the change in practices or policies attained as a result of participation in an activity or program. In other words, what is expected to happen as a result of a program.

Indicator: An observable and measurable behavior or finding used to understand information about complex systems. Indicators are used to show whether progress is being made and the extent to which outcomes are being achieved.

Measure: An instrument, device, or method that provides information, often quantifiable data, on an outcome/indicator. A measure, or metric, provides data that allows for judgments regarding the progress and goal achievement.

Benchmark: A standard against which a program's results and progress can be compared. Often performance by similar groups, programs, or organizations can serve as a benchmark.

Baseline: The level of performance indicated by a measure prior to the implementation of a program or intervention. Baseline is used as one reference point for measuring future progress.

Target: A desired value or level of a measure at a specified time in the future. The target is a measurable result being sought. Actual progress is measured against the target to determine achievement of program outcomes.

These abbreviated reports review performance data from the previous fiscal year (as well as the current fiscal year, if available/applicable) for programs designated by DESE and/or the District as requiring at minimum a biennial evaluation. Monitoring results for all programs will be provided to the Board of Education across several separate reports submitted throughout the year.

Parent Education and Diversity Awareness

Report Coordinator

Michelle Levi-Perez, Administrator, Parent Education and Diversity Awareness
Kris Weingaertner-Hartke, Director, Planning and Development

Evaluator

Matthew Traughber, Evaluation & Research Administrator

Contributors

Debra Fiasco, Administrator, Parent Education and Diversity Awareness
Pam Russell, Liaison, Parent Education and Diversity Awareness
Rachel Myers, Program Assistant, Parent Education and Diversity Awareness

Summary and Recommendations

- Action plans developed on the basis of the previous program evaluation have been completed or are on schedule to be completed.
- The PEDDA department continues to refine their system for tracking information and issue calls from families, staff, and the community.
- PEDDA staff responded to over 1700 contacts in 2016-17, and over 1200 contacts thus far through March of 2017-18.
- Workshops and presentations PEDDA provides are well-attended, with nearly 3000 attendees in 2016-17 and over 2100 attendees through March of 2017-18. PEDDA is continually examining the methods and mediums used to share information and offer education to families, staff, and the community.
- Customers have expressed a high level of satisfaction with the services PEDDA provides based on contact follow-up surveys and workshop evaluation surveys.
- PEDDA's increased outreach efforts and continuous improvement efforts to explore and create opportunities for alternative participation and information sharing have spotlighted capacity issues. PEDDA monitors contacts and workshop attendance as indicators of capacity needs. Contact numbers for district outreach and presentations are lower this year as a result of increased focus/prioritization elsewhere including supporting district initiatives and changes to structures within the Planning and Development division (i.e., Technical Assistance Teams). Outreach opportunities are presenting themselves, however requests are not always met due to other obligations and commitments. While the department has accomplished work such as the development of new materials and resources for families and the community (e.g., a redesigned parent handbook and orientation video, new workshops, additional website content, a resource directory, etc.), along with new online learning initiatives and pilot of a process to engage families at the point of special education referral, maintaining current, timely and readily available resources remains a challenge given staffing levels.
- Several new action plans were developed (see below).

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

1. After full launch of new Parent Education pages on the Planning and Development website, develop a system to monitor google analytics in order to evaluate patterns of access and utilization. The objectives of this plan are to ensure resources are reaching (and being utilized by) families and the community, to monitor which resources are being accessed more frequently, and to determine what additional resources and offerings are needed. (Objective 1.2)

Anticipated Date of Completion: June 2019

2. To meet customer requests and address gaps in current resource options, update the Transition tool/Resource Directory and adapt as an online tool. (addresses multiple Objectives)

Anticipated Date of Completion: June 2019

3. Through research and stakeholder feedback, revise and redesign the SSD Parent Handbook and the Orientation video. (addresses multiple Objectives)

Anticipated Date of Completion: June 2020

Brief Program Description

The mission of the SSD Parent Education and Diversity Awareness (PEDA) program is to champion meaningful inclusion, diversity awareness and family engagement through supporting and working with everyone who touches the student's life. The SSD Parent Education and Diversity Awareness program utilizes a number of strategies and services to reach and support all families and stakeholders. PEDA supports our stakeholders through consultation, resource and referral, problem solving, training/workshops, Parent Advisory Council (PAC) development and support, and leadership development. In addition, our program provides ongoing collaboration with community agencies and offers all of the resources available in our Family and Community Resource Center to the community.

The key, broad goals of this program include:

1. Families (including students where applicable) will be better prepared for transitional steps throughout a student's educational career. (no associated measureable objective at this time)
2. Families will have awareness of and utilize PEDA services.
3. Recipients of services will be highly satisfied with the programming PEDA provides.
4. PEDA services will engender increased parent/family voice, advocacy, and involvement, in turn promoting positive outcomes for students.

Please consult the PEDA Program Plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

A biennial report of the progress and status of the District's parent, family, and community engagement program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on June 14, 2016.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1 (expected completion date June 2017): Create onboarding materials for new administrators to our program, including calendar/timelines, process steps and daily responsibilities. (short term)

Status of Action Plan: Complete

Action Plan 2 (expected completion date March 2017): Fully implement the PEDA-controlled Contact Tracker data collection system.

Status of Action Plan: Complete

Action Plan 3 (expected completion date August 2016): Increase outreach to families by mailing the Parent Connection newsletters home each semester.

Status of Action Plan: Complete

Action Plan 4 (expected completion date March 2017): Devise a process to increase responses to the SSD Parent Education and Diversity Awareness parent survey.

Status of Action Plan: Complete. New survey was launched and a “talking points” template created and posted at each PEDA employee’s desk.

Action Plan 5 (expected completion date June 2018): Research the feasibility of, and potential approaches to, evaluating the impact of Parent Education efforts on student-level outcomes.

Status of Action Plan: On schedule. Began tracking contact attributes related to post-graduation information requests 2017-18. Continuing to monitor post-graduation requests through contact tracker.

Action Plan 6 (expected completion date June 2019): Increase outreach by improving technology resources, including website platform for materials and webinars, social media and wireless access at Central Office.

Status of Action Plan: On schedule. Development of the Website platform is in process and PEDA is leading development. Now live streaming superintendent updates. In process of populating new website. Reviewing with PAC (PEDA portion) during May SSD PAC Meeting. The full launch for PEDA resources will occur in August of 2018. Needs for social media and wireless access at CO have been addressed.

Action Plan 7 (expected completion date June 2019): Enhance collaboration with partner districts in order to increase PEDA outreach to families through collaborative opportunities, presentations, and professional learning. In addition, work with partner district departments of communication to make PEDA resources easily available to families via partner district websites.

Status of Action Plan: On schedule. Presented to Partner District Directors. Contacts were provided for 15 of the 22 districts. Plan to attend upcoming communications director meeting and subsequently present at a meeting of partner district liaisons. Currently PEDA information and resources are included on Rockwood School District’s new website for family engagement. See <http://www.rsdmo.org/parentu/articles/Pages/Empowering-Parents---Empowering-Children.aspx>.

PEDA staff met with the Parkway team to review information and offer additional suggestions. Parkway will incorporate PEDA’s suggestions by summer 2018. Valley Park was reviewed and their website serves as an exemplar for providing resources and information regarding SSD to families. Conversations with Hazelwood regarding their website occurred in April, as did outreach to Clayton. Additional conversations are occurring with Mehlville, Riverview Gardens and Jennings school districts.

Descriptive Program Data

Data reported under the Objectives below reflects the number of customers served through the PEDA program, though the actual number of customers served is indeterminate given that services provided and resources made available online are open not only to families of students served by SSD, but to all families in the St. Louis metropolitan area. PEDA provided 60 workshops and 43 outside presentations in 2016-17 to staff, families, and the community at large. Staff had provided 46 workshops and 41 outside presentations in 2017-18 as of the end of March. PEDA staff served on (and in some instances chaired) 27 SSD committees in 2017-18.

Total Program Cost and Cost Effectiveness

The total program cost in 2016-17 was \$201,909. Staffing costs increased in 2017-18 as a previously vacant administrative position was filled. As of 2017-18, PEDA staff include three administrators and one administrative assistant, as well as a once-per-week clerk.

Monitoring Results

Voice of Customer Assessment:

Voice of customer feedback is embedded in the objectives detailed below.

Objective 1.1: PEDAs staff will continually monitor parent/family contacts as defined as phone calls, direct e-mails, and in-person conversations.

Measure: Family contacts including those made via email, by phone, or in-person (including visits to the Family & Community Resource Center).

Performance Target: No target set. Volume and call nature are tracked to assess capacity needs and identify issues/topics that require attention.

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Monitored monthly

Results: The PEDAs department continues to refine their system for tracking information and issue calls from families, staff, and the community. Because the system and data rules were substantially updated in 2016-17, data is reported beginning that school year. The department responded to over 1200 parent/family contacts in 2016-17, and had fielded nearly 900 parent/family contacts through March of 2017-18. Data for all contact groups is provided in the table below.

PEDA Contacts (excluding workshops and presentations):

	2016-17	2017-18 (through March)
Parent/Family	1226	898
Staff	343	192
Community	127	109
Other	44	10
Total	1740	1209

Note. Multiple contacts regarding the same issue are included in the count only once. Includes contacts from back to school fairs.

Objective 1.2: Monitor attendance at workshops and presentations.

Measure: Total attendance at workshops, outreach, presentations, and events.

Performance Target: No target set. Monitor to assess capacity needs and optimal information delivery format.

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year at semester

Results: PEDAs presentations and workshops are attended by families, staff, and community members. Well over 2000 attendees have been participants in these services in each of the previous two years. PEDAs continually monitors attendance across workshop types and topics and makes adjustments to offering based on interest and demand. As more resources are provided online and via alternative platforms, attendance at in-person presentations and workshops will be closely monitored to ensure information sharing and education meet stakeholder demands. PEDAs staff estimate that the department is currently at maximum capacity with respect to the ability to fulfill stakeholder requests. Requests continue to grow as awareness of PEDAs services increases.

Workshop and Presentation Results

	2016-17	2017-18 (through March)
Total Attendance at Presentations and Workshops	2833	2183
Average Attendance Per Offering	27.5	25.1

Note. Represents overall attendance, not unique counts of attendees. Results are not disaggregated by attendee type (e.g., family, staff) as role is typically self-reported on registration forms or sign-in sheets and tends to be unreliable.

Objective 2.1: Customers will express a high level of satisfaction with presentations.

Measure: Percent agreement with post-workshop evaluation survey item, “Today’s professional learning has increased my knowledge and understanding.”

Performance Target: 90%

Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Twice per year at semester

Results: The target for this objective was met. Customers appear very satisfied with the educational benefit of PEDAs presentations and workshops based on agreement percentages exceeding 90% in each of the past three years. The agreement percentage declined somewhat thus far in 2017-18, however.

Percent Agreement with Survey Item “Today’s professional learning has increased my knowledge and understanding.”

	2015-16	2016-17	2017-18 (through March)
Percent Agreement	95.7%	95.3%	91.7%
Total Surveys Completed	187	289	411

Objective 2.2: Customers will express a high level of satisfaction with 1:1 contacts.

Measure: Percent agreement with 1:1 contact survey question, “The information and support provided to you by the Parent Education staff was helpful.”

Performance Target: 90%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year at semester

Results: The target for this objective was met. Over 90% of those completing the survey agreed that the assistance provided was helpful in each of the last three years. PEDAs distributes a satisfaction survey to parents/families and community members who initiate a 1:1 contact for information. The individual receives a survey connected to the initial contact for that year only (they receive no additional survey requests tied to subsequent information calls within that timeframe). All “issue” contacts are provided the opportunity to complete a separate survey that includes the option to request a follow up contact from an SSD administrator. In part because many callers choose not to provide an email and/or prefer to remain anonymous, the response rate to this survey tends to be low.

Percent Agreement with Survey Item “The information and support provided to you by the Parent Education staff was helpful.”

	2015-16	2016-17	2017-18 (through March)
Percent Agreement	100%	97%	90%
Total Surveys Completed	21	71	31

Note. The approximate response rate in 2017-18 has been 3%.

Objective 3.1: Customers will perceive that programming provided through PEDAs positively impacts students.

Measure: Percent agreement with post-workshop evaluation survey item, “I believe the content and strategies from today’s professional learning will have a positive impact on student achievement.”

Performance Target: 90%

Other Comparative Benchmark(s) (if appropriate/applicable): N/A

Monitoring Schedule: Twice per year at semester

Results: The target for this objective was met. Over 90% of survey respondents answered in the affirmative to this question each of the previous 3 years. While still high, the percent agreement has been somewhat lower in 2017-18 than that reported in the two previous years.

Percent Agreement with Survey Item “I believe the content and strategies from today’s professional learning will have a positive impact on student achievement.”

	2015-16	2016-17	2017-18 (through March)
Percent Agreement	95.8%	97.8%	92.7%
Total Surveys Completed	289	184	412

Ongoing Evaluation Planning: (select all that apply)

- Continue to monitor using same metrics and schedule.
- Revise evaluation indicators and metrics.
Proposed revisions: _____
- Conduct an in-depth evaluation.
Estimated month/year the evaluation is to be completed: _____
- Revise the program description/plan.
- Other action(s) for improvement:

Rationale for Selection(s): Current measures remain appropriate.

Transportation Management

Report Coordinator

Kenny Mulder, Director of Transportation

Evaluator

Matthew Traughber, Evaluation & Research Administrator

Contributors

Robin Ray, Transportation Manager

Summary and Recommendations

- SSD provided transportation to 3896 students per day, on average, in 2017. Average daily ridership has declined modestly over four years. Annual route miles have also gradually declined. SSD's transportation department includes 251 employees across two separate garages. SSD also contracts with Durham to manage and staff a third garage. The District's net expenses for transportation services were \$23.5 million in 2017, representing approximately 5.6% of overall District expenditures.
- The District's ability to provide effective and efficient transportation is impacted by a variety of complexities including requirements for students with disabilities and coordinating transportation across 23 districts (included SSD) with unique academic calendars.
- A project team was initiated in January 2016 with the objective to increase efficiency and accuracy by creating a defined process to reduce the number of route changes and reduce the number of process steps for new and change requests caused by data collection errors. Some improvements have been implemented, though delays have also occurred.
- "Voice of customer" feedback indicates general satisfaction with transportation per parent and staff climate survey results. However transportation staff appear less engaged than other employee groups based on responses to a recent District-wide engagement survey (although the survey response rate was relatively low).
- With several exceptions, the transportation program generally performed less well against established targets in 2017 and thus far this school year than had been the case the prior 3-4 years. For example, on-time arrivals have dipped in 2017-18, while the number of route changes has continued to increase (despite focus applied to this issue via the project team).
- SSD has performed well on state inspections, with both central and south garages surpassing the performance target each of the previous 6 years. The north/Durham-contracted garage failed to meet the SSD-established inspection performance target several recent school years, however.
- Performance of the transportation program has been adversely impacted by staffing shortages. The percentage of days that the number of routes exceeded the number of available drivers ranged from 17% to 29%, depending on garage and a.m. or p.m. shift, through December of the current school year. The percentage of days that the number of routes requiring a bus aide exceeded the number of aides available ranged from 52% to 84% over that same time frame. The urgency of identifying transportation staffing solutions may be compounded by the percentage of transportation staff at or near retirement age.
- Average daily ride time will be included as a measure moving forward. Performance targets were established for staffing-related Objective 2.4.
- Four new action plans were developed (see below).

New Action Plans Required as a Result of Evaluation Findings: (previously-developed action plans will remain in effect unless identified as complete)

1. Project hiring needs annually based on anticipated retirements and historical attrition patterns. Continue work exploring potential benefit and feasibility of establishing driver and aide substitute pools (preliminary steps have already been taken). (Objective 2.4)

Anticipated Date of Completion: August 2018

2. Investigate new routing software. If new system is adopted, conduct preliminary system integration, provide necessary training, and implement. (Objectives 2.1, 2.2, 2.3)

Anticipated Date of Completion: June 2019

3. In collaboration with the human resources department, study applicant screening measures designed specifically for transportation positions (this would replace the Ventures screener and interview protocol for transportation department staff). Make recommendation for adoption. If a new applicant screening assessment is adopted, develop processes for use along with methodology to evaluate its impact on screening/hiring patterns. (Objective 2.4).

Anticipated Date of Completion: July 2019

4. Analyze the cost/benefit of further route reduction and develop decision-making guidelines that weigh the benefits of greater route efficiency against actual and potential undesirable second and third order consequences. (Objectives 2.1, 2.2, 2.3)

Anticipated Date of Completion: June 2020

Brief Program Description

The purpose of the transportation management program is to provide safe and efficient transportation services for qualifying students in accordance with district policies EEA, EEA-R, and EEAB through effective routing, highly trained drivers and monitors, and a comprehensive maintenance program. The program is required to adhere to all federal, state, and local guidelines which pertain to student transportation services. In addition, the program strives to maximize efficiency by optimizing routes. Transportation services are available to all students attending SSD-managed schools and programs, including separate public schools, career technical education schools, and vocational training programs.

SSD maintains two garages, referred to as south garage and central garage, each located in its respective region of the county. In addition, the District contracts with Durham School Services to provide transportation services to students residing in the northern region of St. Louis County (this is informally referred to as “north garage”), including those attending SSD schools in that region. SSD is currently in the final year of a 5-year contract with Durham. SSD also contracts with two cab companies to provide specialized transportation.

The District also collaborates with several partner school districts to provide transportation to students who receive special education services through SSD. Partners include the Kirkwood, Parkway, and Mehlville school districts. In addition, an agreement with the Pattonville district was initiated in August of 2017. Through these partnerships the district provides 32 buses to Parkway School District and 2 buses to Kirkwood School District. Mehlville currently operates 16 routes for SSD. The District reimburses Mehlville for the bus leases as well as employee wages. SSD coordinates with Pattonville to promote student transportation services in the least restrictive setting with minimal accommodations (but does not provide buses).

Requirements inherent to serving a large population of students with disabilities create logistical complexities for SSD transportation including the following:

- Most students who receive transportation services are provided with “curb-to-curb” routes, necessitating route changes in cases when students have a change of address, placement, or instructional schedule. This includes students who attend SSD separate schools and programs, as well as students attending partner district schools who receive transportation as a related service as part of their IEP. A change to a single student’s transportation requirement can impact multiple other routes.
- Students with the most significant medical and/or social-emotional concerns may require transportation via the “shortest route,” or most direct route from home to school and back. Often such students will receive individualized transportation.
- The needs and safety of students receiving transportation are accommodated through a variety of physical and environmental supports including special seatbelts, safety vests, star seats, wheelchairs, service animals, climate control, and medical plans/precautions. Some students require specific or reduced travel times due to medical issues, and/or nursing support during transportation.
- Transportation of students in vocational skills programs often entails longer/individualized routes, as students are transported from home to job sites that may fall well outside the boundary of their home district.
- SSD career-technical programs, as well as select special education programs, use half-day schedules which require mid-day routes and coordination in addition to start/end day routes.
- Some SSD programs serve students county-wide (for example, the Deaf and Hard of Hearing program). Students attending such programs are transported to and from the school site from locations throughout the county, resulting in long/specialized routes in some cases.
- Recent changes to requirements related to transportation for early childhood education students necessitate additional routes and student accommodations.
- SSD transportation must accommodate partner district calendars, including late starts, professional development days, and block scheduling.
- SSD drivers and monitors must receive individualized, specialized training based on the student population(s) to which they are assigned.

The key, broad goals of the transportation management program include:

1. Provide safe transportation for all students.
2. Ensure students receive transportation services that allow them to access educational services without delay. This includes students receiving transportation routed accurately, students being transported to school on time, and students/families being subjected to a minimal number schedule and route changes.

Please consult the transportation management program plan for a detailed description of this program and its intended outcomes. Program Plans are available through the SSD Department of Evaluation and Research.

A biennial report of the progress and status of the transportation program is required under Board Policy IM. The most recent evaluation of this program was approved by the Board on 7/19/16.

Action Plans From Most Recent Evaluation/Monitoring Report(s)

Action Plan 1 (ongoing action): Reduce the number of preventable incidents/accidents.

Status of Action Plan: Ongoing. Data is reviewed regularly. Efforts to reduce incidents include ongoing training, remedial training, follow-up investigations paired with retraining as needed, and review of the accident scene to identify alternate actions.

Action Plan 2 (expected completion date September 2017): Continue working with project data team to improve initial data entry for student routes and accommodations.

Status of Action Plan: Delayed. Identified prospective data collection process and system improvements through the project team. A number of changes have been made due to gaps identified in the data system. Currently working with IT to explore options for new routing software that would allow transportation request changes based on student need.

Action Plan 3 (expected completion date January 2018): Follow-through on recommendations of project data team (complete in 2017) to reduce the number of rejected student transportation requests.

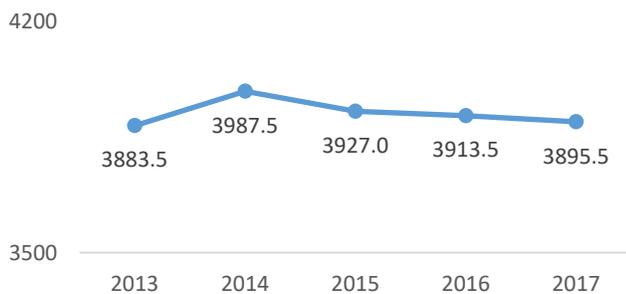
Status of Action Plan: Delayed. The project team recommendation was to undergo significant process improvements that would have necessitated changes to many “upstream” processes outside of transportation’s reach along with significant staff training, each imposing feasibility concerns. Currently pursuing a modified course of action. The data transfer process will transition from the previous system to retrieving data from the Exceed Student Integration (ESI) system in 2018-19.

Action Plan 4 (expected completion date January 2019): Design and implement long-term procedures to monitor and control the processes recommended by the project data team.

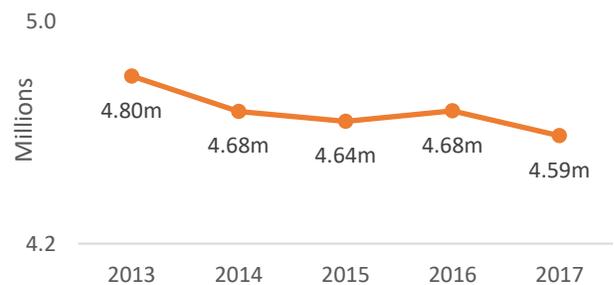
Status of Action Plan: On Schedule. The original rollout expectation was July 2018. Throughout the project team review, it took some time to identify responsible parties and receive feedback from the appropriate district administrators. Potential adoption of new routing software (see new action plan 2) would contribute to the achievement of this action plan.

Descriptive Program Data

Average Daily Transported



Total Eligible Route Miles



Source: Missouri DESE

2016-17 Student Transportation Summary

Metric	District Operated	Contracted	Totals
Non-disabled K12	843	1351	
Disabilities Separate Routes K12	1817	3780	
Eligible Avg. Daily Transported (ADT)			3895.5
Mileage Non-disabled	352,354	299,646	
Mileage Disabilities	1,773,800	2,163,138	
Total Eligible Route Miles			4,588,938

Source: Missouri DESE. Data represents average of counts taken during third week of October and third week of February.

2017-18 Transportation Staffing and Route Summary

	Central Garage	South Garage	Total SSD
Drivers	61	67	128
Aides	47	51	98
Maintenance Staff	4	3	7
Other Staff	12	6	18
Total Staff	124	127	251
Daily Routes	55	62	117

Note. Data current as of December 2018. Budgeted staff counts are higher than actual staff. One maintenance position is open. Other staff includes dispatchers, routers, safety trainers, road supervisors, secretarial, and administrative.

Total Program Cost and Cost Effectiveness:

	FY2017 Expenditures	FY2018 Budget
Salaries and benefits	\$10,320,698	\$11,218,067
Purchased services (rend, repairs)	\$441,242	\$450,250
Supplies (repair parts, fuel)	\$731,395	\$885,309
Capital (buses)	\$1,819,138	\$2,009,100
Total district-owned expenses	\$13,312,474	\$14,562,726
Contracted services	\$15,360,068	\$15,774,328 ¹
Total expenses	\$28,672,542	\$30,337,054
Revenue	\$5,158,044	\$5,102,000
Expense net of revenue	\$23,514,498	\$25,235,054

The 2017 cost per average number of students transported daily was \$6,036.32.²

Monitoring Results

Voice of Customer Assessment

SSD Climate survey results indicate general satisfaction with transportation. In 2017, parents of students attending SSD schools expressed agreement at 95.2% with the item, “My child is safe when riding the school bus or taking a cab,” 89.1% agreement with the item, “My child’s school bus or cab is on time most days,” and 92.8% of agreement with the item, “My child’s bus or cab driver is courteous and friendly.” Among students taking the climate survey, 92.6% expressed agreement with the item, “I am safe when I am on my school bus or in a cab.”

The SSD staff versions of the climate survey asks respondents whether they are satisfied with various SSD departments. In 2017, excluding “I don’t know” responses, 86.9% of SSD school teachers, 91.6% of partner district teachers, and 91.4% of support staff indicated being satisfied with the transportation department.

The fall 2017 staff engagement survey results indicated that staff who work in the transportation department reported being somewhat less engaged than other employee groups. Based on the analysis provided by the firm contracted to conduct the survey, 64% of transportation staff provided responses indicating that they were “engaged” or “highly engaged.” In contrast, 79% of clerical staff, and 86% of paraprofessionals working in partner district sites, were described as engaged or highly engaged. These results should be interpreted with caution given that only 22 transportation staff completed the survey.

¹ An additional \$3 million increase to Durham for FY18 was approved at the 4/24/18 SSD Board Meeting.

² Per the National Center for Educational Statistics, the national average was \$932 per student transported in 2014-15. See https://nces.ed.gov/programs/digest/d17/tables/dt17_236.90.asp?current=yes

Objective 1.1: Minimize preventable accidents.

Measure: Preventable accidents per 100,000 miles

Performance Target: Fall below previous 5-year average

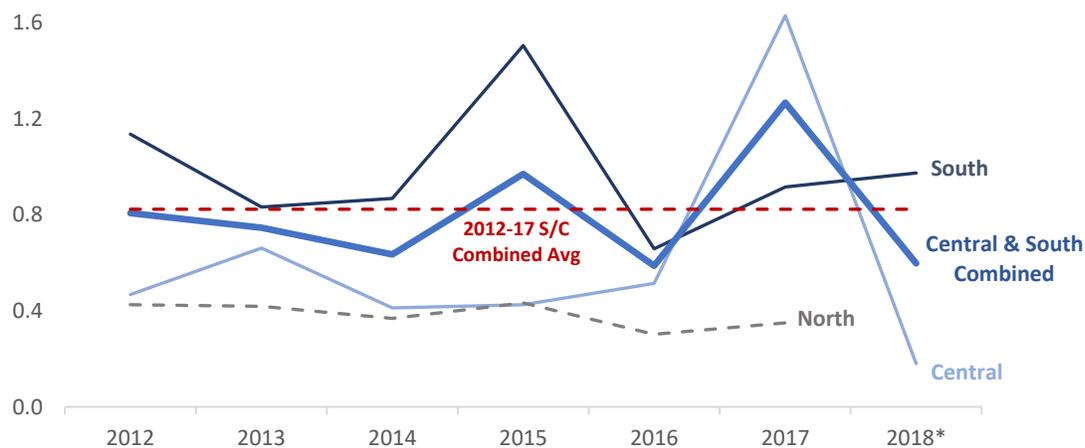
Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Monthly

Results: The target was not met in 2016-17, but has met so far through December of 2017-18. Results are shown in the chart below. Year-to-year accident rates are variable. With the exception of 2016-17, the accident rate tends to be higher for south garage than north garage. Preventable accidents per 100,000 miles increased markedly in 2016-17, mainly attributable to a spike for central garage. However rates have fallen back near the 5-year trend through December of this year. Anecdotally, the aberrant rate for central garage in 2016-17 may be attributable to severe winter weather experienced in the central and north region of the county in 2016-17. North/Durham garage generally reports fewer preventable accidents per 100,000 miles (though the accuracy of reporting for this contracted service cannot be verified). Note that starting in 2015-16, there was a change in the criteria for what constitutes a preventable accident; whereas previously a minimum dollar amount of damage was required (i.e., collisions falling below that dollar amount were categorized as “incidents”), since 2016, all instances when a bus comes into contact with an object go before the Accident Review Committee to determine whether the instance should be categorized as a preventable accident or incident. Identification and use of comparative data sources (e.g., industry standards for accidents per distance traveled) in target setting for this objective in the future may be preferable to the use of internal, historical data trends, though inconsistent methodology for classifying accidents across districts may preclude this.

Preventable Accidents Per 100k Miles

*2018 Data is Through December



Note. The process for categorizing collisions as preventable accidents or incidents was revised in 2015-16. North/Durham garage rates for 2017-18 are unavailable. Unable to verify the accuracy of data for the contracted north garage.

Objective 1.2: Vehicles will be maintained as operationally functional and safe in compliance with state requirements.

Measure: Inspection scores for each garage³

Performance Target: 90%

Other Comparative Benchmark(s) (if appropriate/applicable): State-wide inspection scores

Monitoring Schedule: Annually (in spring)

Results: SSD-managed garages have met the target (and exceeded the state-wide average) for Objective 1.2 each of the previous 6 years. North/Durham garage has met the target in 4 of 6 years.

³ The inspection score represents the percent of buses that pass with no defects found. The highway patrol conducts the audit once per year between March and April. The state sets a benchmark to meet and provides a state-wide aggregate score for comparison.

State Inspection Scores (Percent of Buses that Pass Inspection with No Defects Found)

Garage	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
South	93%	94%	96%	94%	100%	100%
Central	100%	98%	100%	97%	100%	100%
North	91%	90%	88%	95%	80%	93%
State Average	88.3%	84.7%	88.3%	89.9%	90.2%	Not Yet Available

As further evidence of performance in this area, the transportation department received the Exemplary School Bus Maintenance Award for 2017-18. The Exemplary School Bus Maintenance Award is a recognition that the Department of Elementary and Secondary Education provides to school districts who have 90% or more of their buses pass the Missouri State Highway Patrol spring school bus inspection on their first attempt. The transportation department was also awarded the Missouri Highway Patrol Total Fleet Excellence Award. The Total Fleet Excellence Award is a recognition that the Missouri Highway Patrol provides to school districts who have 90% or more of their buses pass the Missouri State Highway Patrol spring school bus inspection on their first attempt, and no buses placed out of service. SSD was also recognized by the DESE as one of the districts with the largest number of buses with a better than 96% passing rate.

Objective 2.1: Students will be transported to school on time

Measure: On-time bus arrivals

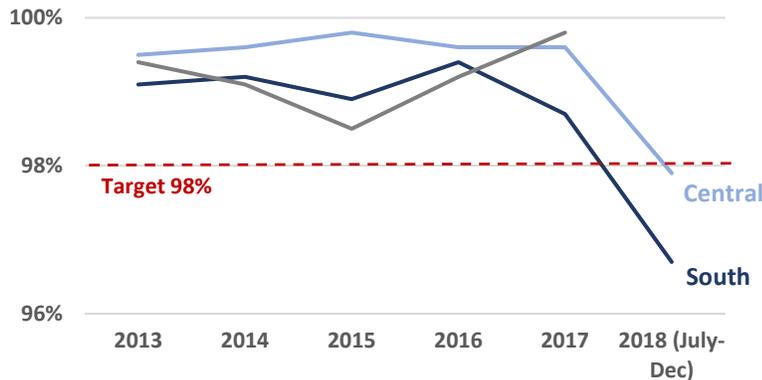
Performance Target: Meet or exceed 98%

Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Monthly

Results: Buses from each garage exceeded the on-time arrival target of 98% each of the last 5 years. However on-time arrivals over first semester of fiscal year 2018 dipped below 98% for both the south and central garages. Fall 2017-18 data for north/Durham garage was unavailable at the time of this report. It is hypothesized that the decrease in on-time arrival percentage in 2017-18 likely stems from a combination of staffing shortages (see Objective 2.4), ongoing route reductions,⁴ and increasing needs to accommodate students’ modified schedules and changes of placements that require lengthier routes.

Percent of on-time bus arrivals (by garage)



⁴ A concerted effort has been made to reduce routes in recent years in the name of efficiency and cost control. Routes decreased every year annually from 2010-2016.

Objective 2.2: Limit fluctuation in transportation “schedules” for individual students over the course of the year.

Measure: Number of student route changes that come through the daily download (this serves as a proxy for changes impacting individual students).

Performance Target: Annual decrease

Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Twice per year

Results: The target of an annual decrease was not met. A chart displaying route changes appears below. The rationale for this metric is that some portion of changes are due to data entry/system errors, and more frequent route changes contribute to route (e.g., pick-up and drop-off time) errors and delays in establishing transportation for students, as well as on-time performance. Anecdotally, time changes to students routes is one of the most common complaints among families. The number of route changes has increased considerably since 2015 and is on pace to increase again the current year. The increase is believed to be attributable at least in part to data inaccuracies (a focus of the ongoing project team), along with growing requests to accommodate “transitional” schedules (i.e., students transitioning part-time back to a less restrictive setting).

Route Changes (South and Central Garages)



Objective 2.3: Students will be assigned routes as soon as possible upon receipt of transportation request.

Measure: Number of days between receipt of request and assignment to route.

Performance Target: n/a

Other Comparative Benchmark(s) (if appropriate/applicable): n/a

Monitoring Schedule: n/a

Results: Not applicable; currently we lack the capacity to track this metric but anticipate being able to track by 2019-20.

Objective 2.4: Maintain optimal staffing levels of drivers and monitors.

Measures:

2.4(a): Percentage of student attendance days the number of routes exceeds the number of available drivers by one or more (segment by a.m. and p.m. routes; excludes mid-day routes)

2.4(b): Percentage of student attendance days the number of routes requiring an aide exceeds the number of available aides by one or more (segment by a.m. and p.m. routes; excludes mid-day routes)

Performance Target: This is new performance measure. Targets will be established moving forward.

Other Comparative Benchmark(s) (if appropriate/applicable): None available

Monitoring Schedule: Monthly

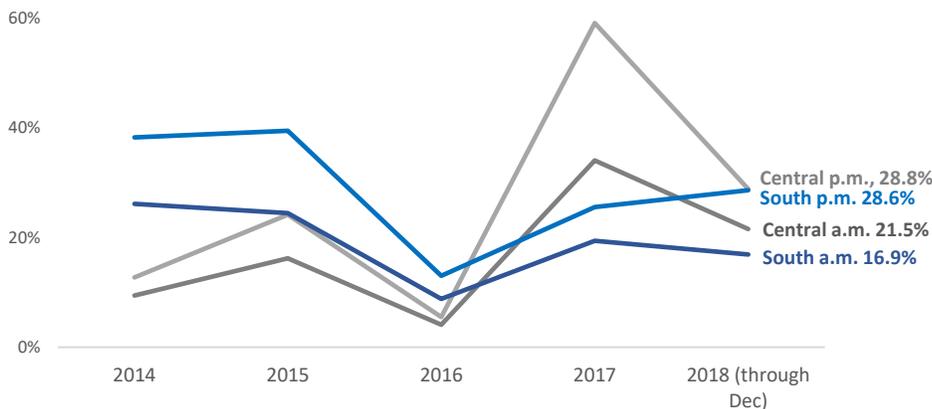
Results: Staffing levels was added as a performance measure on the basis of ongoing challenges with recruitment and retention that impact transportation’s capacity to provide effective services.⁵ Results for each garage and “shift” (a.m. and p.m.) are displayed in the charts below pertaining to both drivers and aides. The percentage of days that a garage experienced a driver shortage (of any degree) have ranged between 17% and 29% thus far this school year, depending on garage and shift. With the exception of p.m. routes for south garage, there have been fewer shortage days for drivers in 2017-18 thus far than was the case over the course of 2016-17, when driver shortages were particularly high for central garage.

In contrast, the percentage of days where the number of available aides fell below the number of routes requiring an aide has increased over the 2016-17 school year rates through first semester of 2017-18. Aide shortages at south garage are at a 5-year high; there has been a shortage of at least one aide on 83%-84% of days depending on shift. Central garage shortage rates for aides are more comparable to previous years (shortages were relatively low in 2016-17). Between 52% and 54% of days routes requiring an aide exceeded the number of available aides by at least one.

Two additional charts are provided that display overages and shortages for drivers and aides *by day* from 2014-15 to present. This provides a more detailed review illustrating the extent to which the number of routes exceeds the number of drivers or aides on any given day. Over the past two years, garages were short as many as five drivers, and as many as nine aides, on individual days. In contrast, on some days there has been an excess of up to five drivers or aides.⁶

Transportation program managers attribute the worsening shortage of aides to hiring challenges as well as the addition of aides to early childhood routes that began in the fall of 2017. Starting pay rates have been increased in an attempt to attract and retain drivers and monitors. Recruiting drivers and aides to work out of south garage is difficult because new hires tend to reside in the north region, and are thus reluctant to travel the distance to south garage. Shortages could become more critical in the future given the proportion of the department’s workforce nearing retirement age; as of 6/30/18, the median ages of drivers and aides will be 58 and 55, respectively.

**Percent of Attendance Days Number of Routes Exceeded Number of Drivers
by Garage and A.M./P.M Routes**

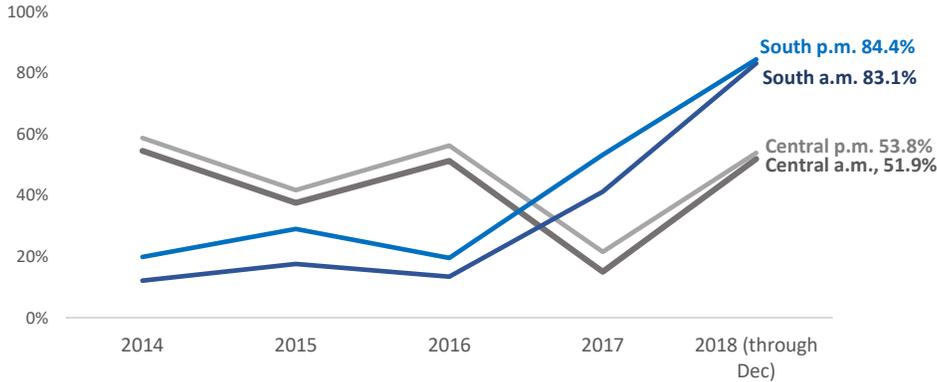


⁵ There is a nationwide trend of staffing shortages in the pupil transportation industry. A November 2017 report by School Bus Fleet indicated that 90% of districts surveyed indicated some degree of driver shortage, with 27% describing the shortage as desperate or severe.

⁶ On days there is an excess of drivers but a shortage of Aides, overflow drivers are assigned to routes as aides (or assigned other work tasks).

Percent of Attendance Days Number of Routes Requiring an Aide Exceeded Number of Aides

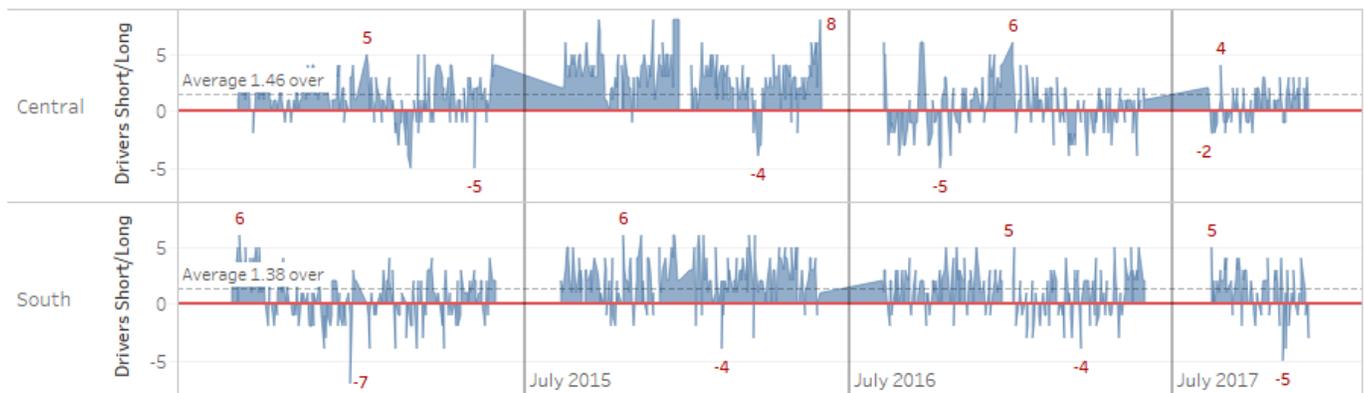
by Garage and A.M./P.M Routes



Note. Lower percentages are preferable. Data is collected separately for a.m. and p.m. routes.

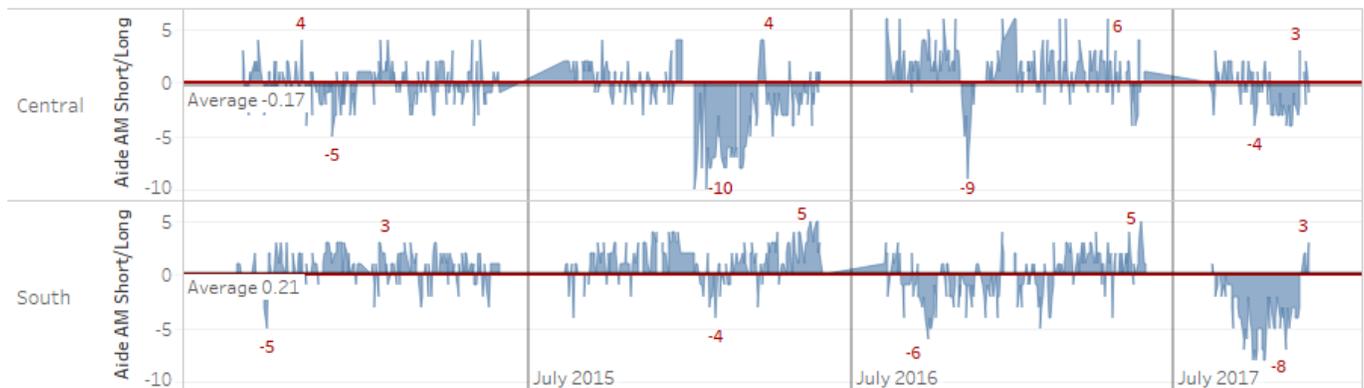
Number of Drivers Short/Long by Day (A.M. Routes) Over 3.5 Years by Garage

Annual minimum and maximum labeled; points below the red zero line represent shortages



Number of Aides Short/Long by Day (A.M. Routes) Over 3.5 Years by Garage

Annual minimum and maximum labeled; points below the red zero line represent shortages



Ongoing Evaluation Planning: (select all that apply)

- Continue to monitor using same metrics and schedule.
- Revise evaluation indicators and metrics.

Proposed revisions:

- Add average daily ride time as a measure (disaggregate by program/population). Data will be monitored at minimum quarterly. Targets will be established on the basis of customer requirements and baseline trends.
- If appropriate comparative data sources can be identified, set targets for preventable accidents (Objective 1.1) on this basis rather than against baseline trends.
- Set performance targets moving forward for Objective 2.4 as 5% for drivers and 10% for aides.

- Conduct an in-depth evaluation.

Estimated month/year the evaluation is to be completed: _____

- Revise the program description/plan.

- Other action(s) for improvement:

Rationale for Selection(s): Evaluation of ride time trends in addition to route reductions and other measures will allow for a more comprehensive and integrated examination of program performance. Ride time is already reported to the Board of Education periodically as a component of route approvals.