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Summary and Recommendations

- The extent to which students experienced social-emotional growth over the year as measured by the Children's Global Assessment Scale (CGAS) neared but fell below established targets. The percent rated to have experienced a "level" increase on the CGAS increased slightly over prior years.

- Proportional 90/90 attendance for fall 2018 improved slightly over that for the same period in 2017. The POS fall proportional 90/90 attendance of 66.2% fell below that of five of SSD's seven separate public schools over the same timeframe. Proportional attendance at Logos has fallen below 60% in each of the last two fall semesters.

- The percent of students meeting reading and math growth expectations for fall fell below the targeted level of performance. Performance decreased in reading but modestly increased in math in comparison to the prior year. A smaller percentage of students attending POS agencies made the targeted level of gains over fall semester 2017-18 than was the case for students attending SSD separate public schools.

- Fourteen students attending POS agencies transitioned to less restrictive placements in 2017-18. This number is similar to that achieved in recent, prior years.

- The rate of private separate placement in St. Louis County was 0.4% each of the past three years. In contrast, the state-wide rate of 0.8% was double the St. Louis County rate in 2017.

- The IEPs of students considered for change of placement to POS included behavior intervention plans and direct social work services more frequently in 2017-18 than in the prior year, suggesting that school teams are increasingly implementing (and/or better documenting) best-practice behavioral strategies prior to initiating a change of placement to more restrictive setting such as POS.

- It is recommended that monitoring measures remain the same at this time. Future actions to be taken on the basis of the results are described below.

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

Action plans 2, 3, 4, and 5 will be extended. In addition, the following action plan will be added:

Collaborate with Logos staff to further analyze attendance rates, review attendance trends during agency meetings, and confer when student absences exceed a predetermined threshold indicative of chronic absence (e.g., 10 days). (see Objective 1.2)

Anticipated Date of Completion: June 2019

Brief Program Description

The purpose of the Purchase of Service (POS) program is to coordinate with private agencies to ensure attending students are provided intensive social-emotional-behavioral services and academic instruction in a safe and therapeutic environment. Special School District (SSD) currently has contracts with six agencies approved by the Department of Elementary and Secondary Education (DESE) to provide services in cases where an IEP team determines a student requires an intensive therapeutic program due to emotional needs, or a specialized program not offered in partner districts or in SSD public separate schools. The POS program manages student transitions into and out of private separate placements and coordinates with agencies to ensure students in these placements receive high quality services. The agencies themselves provide therapeutic interventions and instruction in social-emotional-behavioral skills so that students can develop competencies and ultimately experience success in a less restrictive environment.

The key, broad goals of this program include:

1. Students will demonstrate social-emotional-behavioral (SEB) growth.
2. Students will progress academically.
3. SSD will place students with appropriate consideration of student need and growing SSD capacity.

Please consult the Purchase of Service 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.

An annual report of the progress and status of the Purchase of Service program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on 4/11/17.

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

Action Plan 1 (expected completion date December 2017): In collaboration with agencies, a framework will be developed for teams to consider and plan for a return to a less restrictive environment. Some preliminary work on this has already been completed.

> Status of Action Plan: Complete. The flow chart is complete and has been shared with agency Directors. Agencies are beginning to include discussions regarding transition at the time students enter their program.

Action Plan 2 (expected completion date December 2017): The Purchase of Service teacher will attend standards-based IEP training.

> Status of Action Plan: Ongoing. The POS teacher attended standards-based IEP training. She is has developed a training to share with agencies and will provide training to teachers during professional development days.

Action Plan 3 (expected completion date 2018-19 school year): Continue to investigate alternative SEB outcome measures to the CGAS. If more appropriate assessment methods are identified, coordinate with agencies to develop a plan for adoption and use.

> Status of Action Plan: Ongoing. The POS coordinators met with the Director of Related Services and then again with the Executive Director of Schools. As a result of these meetings, the CGAS was identified as the best tool to use for the time being. POS administrators are initiating further conversations with the Director of Related Services to study optimal measurement strategies. POS staff are exploring the possibility that a task force/process team be formed to identify or develop therapeutic assessment tools that could be used across the continuums of services.

Action Plan 4 (expected completion date 2018-19 school year): Increase attendance of partner district staff at IEP meetings.

> Status of Action Plan: Ongoing. Eight area coordinators/directors have attended IEP meetings so far this school year.

Action Plan 5 (expected completion date 2018-19 school year): Share the components of standards-based IEPs with agencies. Consider the appropriateness and use of standards-based IEP goals for program evaluation purposes.

> Status of Action Plan: Ongoing. The POS teacher attended standards-based IEP training. She is has developed a training to share with agencies and will provide training to teachers during professional development days. SSD has developed tools for evaluating the quality of standards-based goals that could be used to provide feedback and inform ongoing improvement in this area.

Descriptive Program Data:

As of the end of March, 102 students had attended a purchase of service placement at any point over school year 2017-18. Seventy-two (70.6%) of those students were male. Attendees were 51% African-American, 48% white, and 1% Asian. Summaries by grade and educational disability category are provided below.

POS Student Count by Grade Level

	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	**Total**
Student Count	2	3	10	5	8	4	11	9	12	20	18	**102**
Percent	2.0%	2.9%	9.8%	4.9%	7.8%	3.9%	10.8%	8.8%	11.8%	19.6%	17.6%	**100%**

POS Student Count by Educational Disability

	Specific Learning Disability	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Autism	Emotional Disturbance	**Total**
Student Count	1	3	3	17	23	55	**102**
Percent	1.0%	2.9%	2.9%	16.7%	22.5%	53.9%	**100%**

Total Program Cost and Cost Effectiveness:

Fiscal Year 2016-17 Expenditures:

Salary and Benefits:	$ 196,919.30
Agency Reimbursement :	$2,329,181.55
Total Costs:	$2,526,100.85

2016-17 Cost Per Full-Time Equivalent Student (83.2 FTE in 2016-17): $30,365

Reimbursement across Individual Agencies

Agency	2016-17 Reimbursement	2017-18 Reimbursement (Through February)
Center for Autism Education	187,800.00	122,720.88
Every Child's Hope	430,905.62	246,632.22
Giant Steps	46,475.62	25,823.83
Great Circle	1,011,928.42	618,699.03
Logos School	557,021.12	291,697.90
Marygrove	95,050.77	60,009.53
Total	**$2,329,181.55**	**$1,365,583.39**

Upon referral to the POS agencies, funding is required to purchase services. SSD staff dedicated to the POS program in 2016-17 included one full-time administrator, one full-time teacher, and a three-quarters-time secretary. Staff in 2017-18 include two part-time administrators, one full-time teacher, and a three-quarters-time secretary.

Monitoring Results

Voice of Customer Assessment

SSD staff solicit voice of customer feedback and input through POS/Agency meetings held four times per year. Once per year, agencies self-rate components of implementation and service quality using rubrics adapted by SSD. These ratings provide an opportunity to identify both needs and accomplishments. Historically, parents have reported favorable relationships with agencies, citing student progress as evidenced by fewer removals from school and disciplinary phone calls home. Agency directors report appreciating increasing collaboration along with the opportunity to participate in trainings offered by SSD.

Objective 1.1: Formal assessments of therapeutic outcomes will indicate improvements.

Measures:
1.1(a): CGAS rating fall pre-test to spring post-test change
1.1(b): CGAS ratings "level" change from fall to spring

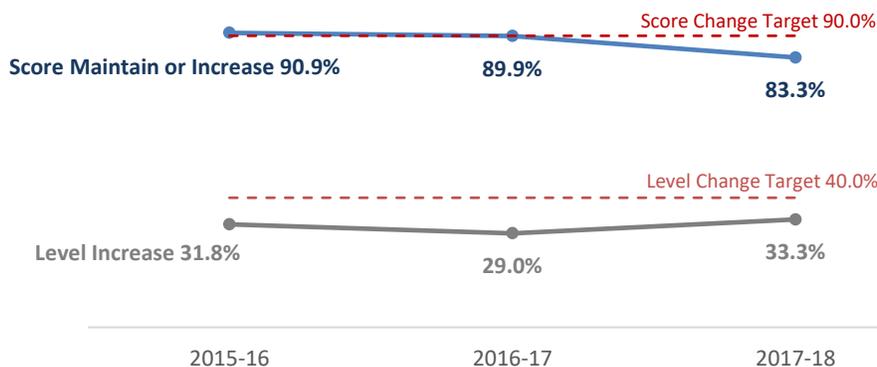*Performance Targets:*
1.1(a): 90% improve or maintain
1.1(b): 40% advancing one or more levels

Other Comparative Benchmark(s) (if appropriate/applicable): None available
Monitoring Schedule: Collect data twice per year in fall and spring; monitor within-year progress at spring

Results: Student social-emotional improvements as reflected by agency staff CGAS ratings approached but fell below targets in 2017-18. The percentage of students receiving the same or higher rating declined somewhat in comparison to the two prior years, although the percentage of students receiving a "level" increase from fall to spring rose in 2018. Results are depicted in the chart below. Further information regarding the CGAS is available in **Appendix A**.

CGAS Results Over Three Years

Score Change Target 90.0%

Score Maintain or Increase 90.9%   89.9%
                                                          83.3%

Level Change Target 40.0%

Level Increase 31.8%   29.0%   33.3%

2015-16   2016-17   2017-18

Note. The count of students included in the analysis for years 2015-16, 2016-17, and 2017-18 were 66, 69, and 66, respectively.

Objective 1.2: Agencies will meet DESE attendance standard of "Approaching."

Measure: Proportion of students with 90% attendance or higher
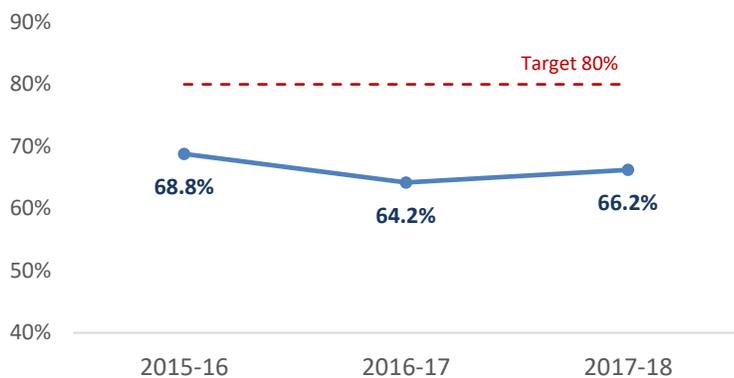**Performance Target:** 80% (also assess improvement over baseline)
Other Comparative Benchmark(s) (if appropriate/applicable): SSD Separate Schools
Monitoring Schedule: Twice per year following first and second semester

Results: Fall 90/90 attendance rates over three years are depicted below. The 80% target was not met, though the percent of students achieving 90% attendance increased modestly over the rate from fall of 2017. The fall 2017-18 90/90 rate of 66.2% falls below that of five of the seven SSD separate public schools, whose cumulative rates through fall 2017 were as follows: Ackerman 73.1%, Litzsinger 62.7%, Neuwhoener 80.1%, Northview 70%, Southview Elementary 75.5%, Southview High 82.1%, Bridges 44.3%. Proportional attendance at Logos has fallen below 60% in each of the last two fall semesters.

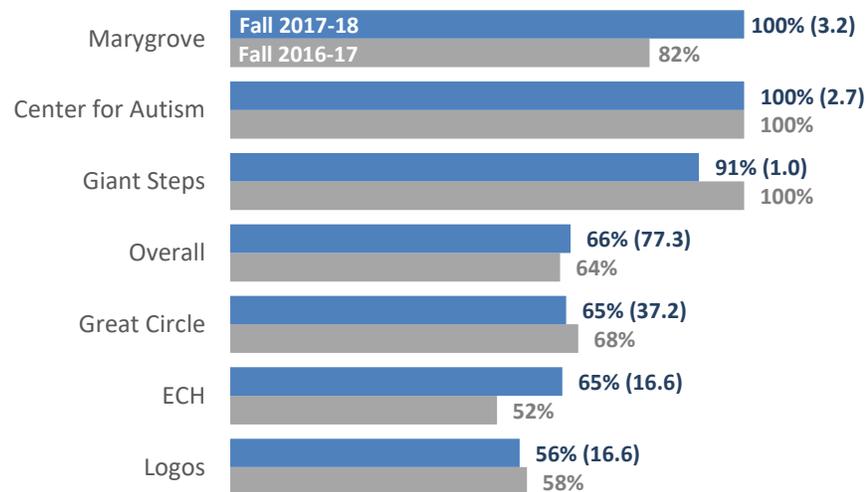## Fall Semester Proportional Attendance
Percent Above 90%

Fall Proportional Percent Above 90 by School
School Years 2016-17 and 2017-18
(17-18 Proportional Enrollment in Parentheses)

Objective 2.1: Students will make acceptable progress across the year in reading.

Measure: STAR Reading assessment growth
Performance Target: 50% of students will demonstrate progress equivalent to the median national growth rate.
Other Comparative Benchmark(s) (if appropriate/applicable): SSD public separate schools
Monitoring Schedule: Twice per year following winter and spring benchmarks

Objective 2.2: Students will make acceptable progress across the year in math.

**Measure:** STAR Math assessment growth
Performance Target: 50% of students will demonstrate progress equivalent to the median national growth rate.
Other Comparative Benchmark(s) (if appropriate/applicable): SSD public separate schools
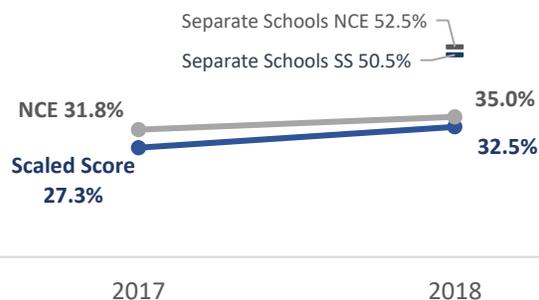**Monitoring Schedule:** Twice per year following winter and spring benchmarks

Results: Results are displayed in the charts below. Student fall to winter growth across two school years is compared. Two metrics reflective of growth are provided: (1) Percent of students meeting or exceeding the scaled score median growth rate target for their grade, and (2) Percent of students with a Normal Curve Equivalent (NCE) change exceeding zero (which reflects normative gain against peers). Targets for growth were not met. In reading, fall to winter growth decreased in comparison the prior year. The percent of students meeting fall to winter growth targets increased modestly in math. For the purpose of comparison, 2017-18 fall to winter growth among students attending SSD public separate schools is also indicated on the charts below. The percent of POS attendees meeting fall to winter growth targets fell well below that for students attending public separate sites this school year. Note that the count of POS students included in the analysis is relatively small (ranging between 35 and 45). In addition, students without both a fall and a winter score were excluded from the analysis.

Percent of Students Meeting Fall to Winter **Reading** Growth Targets

Separate Schools SS 62.9%
Separate Schools NCE 57.7%

Scaled Score 48.9%
NCE 40.0%
34.3%
31.4%

2017   2018
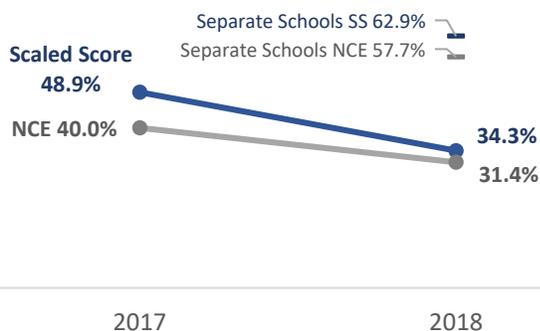
Percent of Students Meeting Fall to Winter **Math** Growth Targets

Separate Schools NCE 52.5%
Separate Schools SS 50.5%

NCE 31.8%
Scaled Score 27.3%
35.0%
32.5%

2017   2018

Note. Group sizes for POS are: 2017 Reading 44, 2018 Reading 35, 2017 Math 45, 2018 Math 40. Group sizes for 2018 separate schools results are: Reading 194, Math 198. Students who had only one score or whose fall score exceeded the 75th percentile were excluded. SSD schools data excludes students at North Tech along with any students that had a POS site listed as the attending school.

Objective 3.1: The number/proportion of students returning to a less restrictive environment (LRE) will increase.

Measure: Number and proportion of students who transition from a POS placement to a more inclusive placement
Performance Target: Improvement over baseline
**Other Comparative Benchmark(s) (if appropriate/applicable):** N/A
Monitoring Schedule: Annually at the conclusion of the school year

Results: Including those students who finished the 2016-17 school year enrolled in POS but began the current year at a less restrictive setting , 14 students have transitioned to a less restrictive setting over the course of the 2017-18 school year through February. The count of students transitioning to less restrictive settings in each of the past four years is pictured below. For the purpose of this analysis, less restrictive settings included SSD special education schools, St.

Louis County partner district schools, and public schools outside of St. Louis County. Partial day transitions were also considered to be a less restrictive placement.

Students Transitioned to Less Restrictive Setting
(at time of spring evaluation report)

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| 12 | 13 | 14 | 14 |
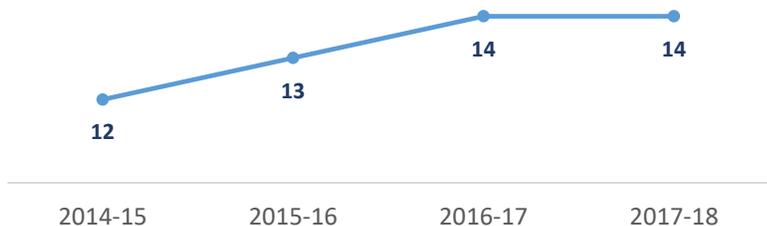
Objective 3.2: The number/proportion of students enrolled in POS agencies over time will remain consistent or decrease.

Measure: St. Louis County private/separate day facility rates as reported on the County-wide Special Education Profile
Performance Target: (1) Maintain or decrease rate of private separate placements; (2) Maintain a rate of private separate placements that lies below the state-wide rate
Other Comparative Benchmark(s) (if appropriate/applicable): State-wide private separate placement rate
Monitoring Schedule: Annually (comparisons to the state from the prior year can be reviewed following publication of the Special Education Profiles, which typically occurs in late fall)

Results: This target was met. The rate of private separate placements among students with IEPs in St. Louis County has held at 0.4% each of the last 3 years. The state-wide rate of 0.8% in 2017 was double that for St. Louis County.

	2011	2012	2013	2014	2015	2016	2017
SSD Private Separate Placement Rate	0.6%	0.4%	0.3%	0.3%	0.4%	0.4%	0.4%
State-wide Private Separate Placement Rate	0.6%	0.6%	0.7%	0.7%	0.7%	0.8%	0.8%

Source: Missouri DESE annual Special Education Profiles.

Objective 3.3: Students will receive high intensity SEB interventions in the referring school prior to their change of placement to POS.

Measures:
3.3(a): The proportion of students enrolling in POS agencies from within St. Louis County over the course of the year who had a functional assessment derived behavior intervention plan prior to change of placement.
3.3(b): The proportion of students enrolling in POS agencies from within St. Louis County over the course of the year who received social work services prior to change of placement.

Performance Target for 3.3(a) and 3.3(b): 80%
Other Comparative Benchmark(s) (if appropriate/applicable): N/A
Monitoring Schedule: Twice per year following the conclusion of each semester

Results: It is generally an expectation that students who experience social-emotional-behavioral (SEB) concerns are provided behavioral intervention of increasing intensity before being considered for more restrictive placements. Results are provided in the table below. These data include all students for whom a change of placement meeting was initiated and to which a POS representative was invited (not all of these students ultimately enrolled at a POS agency). The data exclude students who transfer to a POS agency from a school outside of St. Louis County, as SSD would have

no input into IEP/service design for these students. Though targets were not met for 2017-18, the rates of students with behavior intervention plans (BIPs) and direct social work minutes in the IEP increased over 2016-17. The increase in the inclusion of BIPs in the IEPs of students at the time of change of placement consideration more than doubled over the prior year. This result suggests that schools are increasingly implementing (and/or better documenting) the full spectrum of best-practice behavioral strategies available prior to initiating a change of placement to POS.

Behavior Intervention Plans and Direct Social Work Services Prior to Change of Placement

	2015-16	2016-17	2017-18
Behavior Intervention Plan	55.6% (10/18)	37.5% (6/16)	77.3% (17/22)
Direct Social Work	33.3% (6/18)	68.8% (11/16)	72.7% (16/22)

Note. Results through time of spring program evaluation report. Includes all change of placement meetings to which a POS representative was invited. Excludes transfers from outside of St. Louis County. Note that in some cases, direct social work is declined as a service in favor of intervention alternatives that may be more appropriate given a student's disability and presenting concerns.

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:** See additional action plan added on page 1.

Rationale for Selection(s): Measures remain appropriate

Appendix A
Children's Global Assessment Scale (CGAS)

The Children's Global Assessment Scale (CGAS) was first published in 1983. It is a measure developed by Schaffer and colleagues to provide a global measure of level of functioning in children and adolescents. The measure provides a single global rating only, on a scale of 0-100. In making their rating, clinicians make use of a glossary to determine the meaning of the points on the scale.

The CGAS has potential limitations as a program evaluation tool. These include use of a single "item" as the basis of assessing improvement, a somewhat subjective (and/or setting-influenced) rating system, unclear inter-rater reliability, possible lack of sensitivity to change over relatively short periods of time, and omission of the client (student) perspective. These limitations may preclude strong conclusions and comparisons regarding the efficacy of services the POS agencies provide.

Score Range	Qualitative Descriptors	Alternate Qualitative Descriptors
100-91	Superior functioning	Doing very well
90-81	Good functioning	Doing well
80-71	No more than a slight impairment in functioning	Doing all right – minor impairment
70-61	Some difficulty in a single area, but generally functioning pretty well	Some problems – in one area only
60-51	Variable functioning with sporadic difficulties	Some noticeable problems – in more than one area
50-41	Moderate degree of interference in functioning	Obvious problems – moderate impairment in most areas or severe in one area
40-31	Major impairment to functioning in several areas	Serious problems – major impairment in several areas and unable to function in one area
30-21	Unable to function in almost all areas	Severe problems – unable to function in almost all situations
20-11	Needs considerable supervision	Very severely impaired – so impaired that considerable supervision is required for safety
10-1	Needs constant supervision	Extremely impaired – so impaired that constant supervision is required for safety

Note:
71-100 indicates normal functioning
61-70 indicates a probably clinical case
1-60 indicates a definite clinical case