Program Evaluation Monitoring Report   Special School District
Report 3, 2018-19

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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.

Delinquent and Courts Programs

Report Coordinator
John Miller, Principal, SSD Courts Programs

Evaluator
Matthew Traughber, Evaluation and Research Administrator

Summary and Recommendations

- Student enrollment in Courts programs declined in 2018. The median student enrollment days in 2018 was 10 for the Juvenile Detention Center (down from 15 in 2017) and 43 for Lakeside.

- Staff climate survey results suggest largely favorable impressions, though lower agreement with the item, "I feel supported by other SSD teachers and staff" may warrant follow-up.

- Student credit attainment increased considerably from 2017 to 2018 and surpassed established targets. Most students are earning credits at a pace similar to or higher than students on a typical high school schedule. The method of analyzing credit attainment employed in this evaluation (i.e., credits earned in reference to time enrolled) had not previously been utilized. Moving forward, Courts staff will be able to monitor and plan around these results.

- The student reading growth target of 80% of students gaining the equivalent of 1.5 grade level equivalent (GLE) scores per year was met each of the previous two years. The math target (60% of students making a 1.5 GLE gain) was also met overall, though the percent of students attending Lakeside who achieved the target declined in 2018. Relatively few students were included in the academic growth analyses, particularly in the case of JDC, given the short stays of students in Courts settings. Initial reading and math scores of students entering Courts programs typically fall well below grade level expectations.

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

No new actions will be developed at this time.

Brief Program Description

The SSD St. Louis County Court Schools provide educational services for students at the Juvenile Detention Center (JDC) and Lakeside Center. Students are provided with instruction and the opportunity to earn credits to go towards their graduation. JDC is located in the St. Louis County Family Court Center. Students are detained at JDC due to crimes committed in the community. Students may be detained for as briefly as one day or to a maximum of one year. Lakeside School is a school program housed at Marygrove, a residential treatment center located in Florissant, Missouri. Students are court-ordered into Lakeside. Students in the Courts programs range in age from 13-17.

At both Courts program sites, students receive academic instruction in core content areas as well as social skills training. Class sizes are small to provide individualized instruction. Teachers focus on student assets, have high expectations for all students, and provide meaningful learning, including PLATO computer-assisted instructional software used to help students recover credits they failed to earn in previous classes. Title I services provide students with timely access to reading supports; all students are eligible for remedial services.

Courts program staff provide individual, group, and family therapy to students. SSD guidance counselors work with students to explore post-secondary school outcomes. The focus of the program is to give students the skills they need to make a successful transition back to their home school and/or post-school life after graduation. Students who enter a Courts program often have a history of sporadic school attendance, instructional gaps, and poor academic outcomes. Uncertainty with respect to length of stay makes educational planning for students in the Courts program challenging; approximately half of all students exit the program within 2 weeks.

The key, broad goals of this program include:

1. Students will earn high school credits each semester.
2. Students will make progress toward grade-level proficiency in reading and math.

Please consult the Courts 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 Courts program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on 12/9/14.

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

Action Plan 1: Examine cases at Lakeside where students did not improve one grade level in Reading.

> Status of Action Plan: Complete. Staff examined student's results that did not meet the goal to identify a
pattern.

Action Plan 2: Identify measures of performance that go beyond STAR assessments for each location.

> Status of Action Plan: Complete. Practice EOCs and writing prompts are given to student each session in order to measure performance of Courts program students in the areas of math, reading, and writing.

Action Plan 3: Identify impact of students at Courts programs on SSD MSIP scores.

> Status of Action Plan: Complete. The Building Leadership Team worked to identify areas that could be addressed. Courts students comprise a small percentage of "accountable" scores.

Action Plan 4: Host "open houses" inviting all registrars, a building principal, and counselor to visit both JDC and Lakeside to build capacity of understanding for the process when students enter JDC/Lakeside.

> Status of Action Plan: Complete. Open houses were held, but the attendance was low.

Action Plan 5: Develop a process to ensure the IEPs are completed and services delivered as needed for the students in their transient stages.

> Status of Action Plan: Complete. As soon as students with IEP enrolled in the school they were assigned a case manager to check IEPs for compliance.

Action Plan 6: Identify targets for measures beyond STAR assessments.

> Status of Action Plan: Complete. Practice EOCs and writing prompts are given to student each session in order to measure performance of courts program students in the areas of math, reading, and writing.

Action Plan 7: Host a mini conference/meeting with the other circuits to compare processes, programming and opportunities for students.

> Status of Action Plan: Discontinued. Initially such collaboration was proposed as an opportunity to exchange best practices. However, programmatic features and constraints unique to the St. Louis County Detention Center were found to minimize the potential value of a conference/meeting of this nature.

Action Plan 8: Make contacts within the other circuits within the state to get comparison data.

> Status of Action Plan: Discontinued. Dissimilarities between the St. Louis County Detention Center and other area/state facilities likely preclude valid comparisons that would inform practice improvements. Also see Action Plan 7.

Action Plan 9: Monitor measures for continuous improvement.

> Status of Action Plan: Complete. Data is collected and analyzed in the areas of behavior and academics in order to continuously improve.

Action Plan 10: Facilitate a smooth transition process for students leaving JDC/Lakeside for the next educational step.

> Status of Action Plan: Complete. We currently attempt to communicate with programs students are transitioning to in order to share information to assist in making the transition successful for the students.

Descriptive Program Data:

Delinquent and Courts programs in combination had 279 enrollments[1] over the course of the 2017-18 school year, down from 330 in 2016-17. Average and median total enrollment days for students at JDC and Lakeside in 2017 and 2018 are provided in the table below. Enrollment declines at JDC are attributed to a new screening process used by the detention center to determine whether assignment of juveniles to locked detention is appropriate.[2] While the number of juveniles detained has decreased, those who enroll are detained on the basis of serious offenses and thus deemed to pose a significant threat to the community. Furthermore, the number of juveniles enrolled who utilize County clinical services (i.e., services directed toward individuals with significant mental health needs) has dramatically increased (even though enrollments have decreased). Courts program staff include one administrator, 13 teachers, and 11 other staff (student services, clerical, etc.).

	Average Total Student Enrollment Days		Median Total Student Enrollment Days		Total Enrollments[1]	
Site	2017	2018	2017	2018	2017	2018
JDC	21.2	15.8	15.3	10	330	229
Lakeside	52.5	55.1	43.5	43	68	50

Note. Some students were enrolled at both JDC and Lakeside during a school year.

Total Program Cost

The FY 2018-19 budget for Courts programs is $2,062,045. Staffing-related costs comprise over 96% of allotted funds. This equates to a per-enrollment cost of $7,391 based on the 2017-18 unique enrollment count. Note that this is not the cost per full-time equivalent student.

Monitoring Results

Voice of Customer Assessment:
The District Climate survey conducted in 2017-18 serves as one source of voice of customer feedback. Results are available for staff. Survey results indicated largely favorable impressions, with agreement percentages for most items exceeding 80%. Agreement with the item, "I feel supported by other SSD teachers and staff" was 73%, which may warrant further exploration.

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[1] Total Enrollments represents every student enrollment that occurred across the year. Thus successive enrollments of the same student who entered a given Courts program multiple times would contribute to this count; the "unique" count of students served is lower.

[2] The process was modified in response to findings of an investigation into the St. Louis County Family Court by the U.S. Justice Department. The investigation found that the family court failed to provide constitutionally required due process to children appearing for delinquency proceedings and that the court's administration of juvenile justice discriminated against Black children. See
https://www.justice.gov/opa/pr/justice-department-releases-findings-constitutional-violations-juvenile-delinquency-matters

Objective 1.1: Students enrolled in Courts programs will earn or recover academic credits at a minimum rate equivalent to six credits per year.

Measure: Proportion of students earning credits at a rate equivalent to 6 per school year or more (rate is based on DESE graduation standard of 24 credits per 4-year high school program; individual student targets based on pro-rated days were rounded down to the nearest 0.25 to correspond with minimum credit accrual increments). Includes high school students only who have attended a minimum of 22 days during a school year (22 days is equivalent to state minimum "seat time" required to earn .25 credit for a course).

Performance Target: 80%.
Other Comparative Benchmark(s) (if appropriate/applicable): N/A
Monitoring Schedule: Twice per year at semester

Results: Students in Courts programs have the opportunity to earn/recover core high school credits at an accelerated rate and in a relatively brief span of time through instructional periods that are double the minutes of most high schools and individualized instruction available through the online PLATO program. Objective 1.1 results for school years 2017 and 2018 are displayed in the chart and table below. This represents a new way of examining credit accrual compared to what has been utilized in past years (i.e., Courts staff have not had access to these metrics for use prior to analysis conducted for the current program evaluation). The 80% target was met overall and for each site in 2018. Furthermore, the percentage of students earning credits at the desired pace increased considerably from 2017 to 2018.

Percent of Courts Students Meeting Credits Target
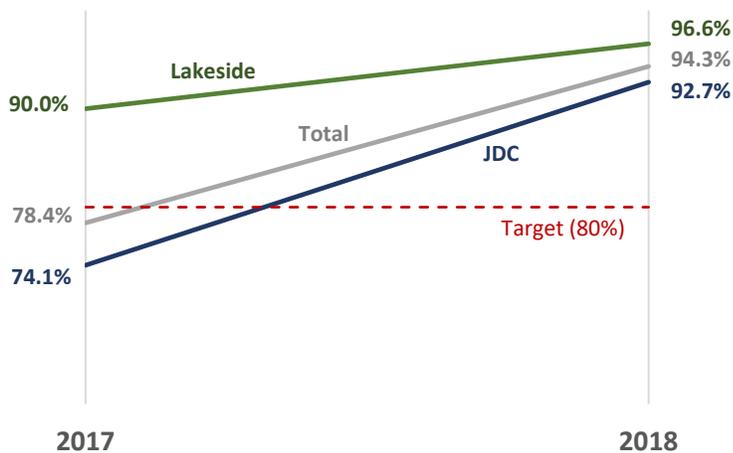
	Percent Meeting Target		Count of Students Included	
Site	2017	2018	2017	2018
JDC	74.1%	92.7%	81	41
Lakeside	90.0%	96.6%	30	29
Total	78.4%	94.3%	111	70

Objective 2.1: Students will demonstrate growth in reading that brings them closer to grade level expectations.

Measure: Proportion of students demonstrating growth equivalent to 1.5 grade levels per year on the STAR reading[3] vocabulary assessment. Limited to students taking two or more assessments and attended 44 consecutive school days. Students performing at grade level or higher are assumed to have met the target regardless of growth.

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[3] Note that students in Courts programs complete a different, older version of the STAR assessments than do students attending SSD separate public schools.

Performance Target: 73%. Target is based 4-year average result among non-courts students receiving targeted Title 1 instruction.
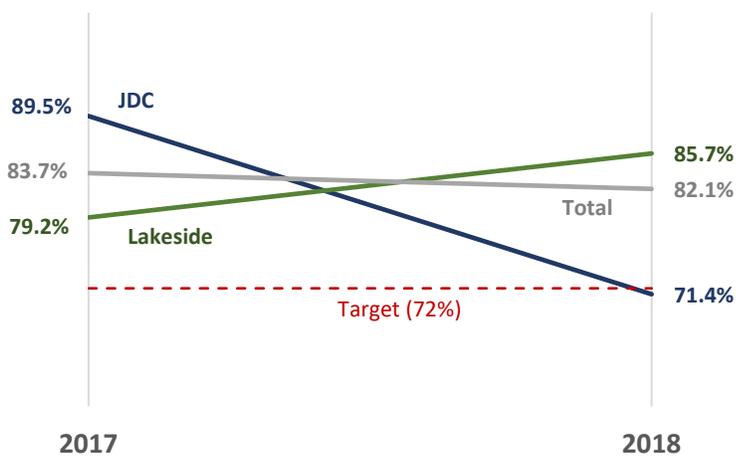***Other Comparative Benchmark(s) (if appropriate/applicable):*** SSD school Title I students
Monitoring Schedule: Quarterly

Results: Results are pictured in the figure below. Similar to the analysis of credit accrual, assessment of achievement gains referenced against time in attendance represents a novel method for examining academic growth among students attending Courts. The performance target was met each of the previous two school years. Only seven students attending JDC met the inclusion criteria in 2018, which is a function of the brief enrollment durations of students in this program. Greater variability in goal achievement from year to year is expected as the number of students included in the analysis decreases.

One interpretive caveat to these academic growth results is that students are administered the initial assessment within several days of entry into JDC, and there is suspicion that taking this assessment during the period of adjustment to the corrections setting could result in entry scores that underestimate a student's true skill level (which can then lead to inflated estimates of growth based on pre- and post-score comparisons). In addition, based on entry-level STAR scores, students are arriving at Courts programs with reading and math skill levels that lie well below grade-level expectations. On average over two years, entry level scores of students entering a Courts program fell 3.4 grade level equivalent scores (GLEs)[4] below enrollment grade level in reading, and 3.6 GLEs below enrollment grade level in math.

Percent of Courts Students Meeting STAR Reading Target

	Percent Meeting Target		Count of Students Included	
Site	2017	2018	2017	2018
JDC	89.5%	71.4%	19	7
Lakeside	79.2%	85.7%	24	21
Total	83.7%	82.1%	43	28

Objective 3.1: Students will demonstrate growth in math that brings them closer to grade level expectations.

Measure: Proportion of students demonstrating growth equivalent to 1.5 grade levels per year on the STAR math assessment. Limited to students taking two or more assessments and attended 44 consecutive school days. Students performing at grade level or higher are assumed to have met the target regardless of growth.

Performance Target: 60%. Target is double the rate of students demonstrating growth of 1.5 GLE across the year at SSD public separate schools.

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[4] Note that the GLE metric represents the grade level of students who, on average, achieve the same raw score. It is not an indicator of whether a student has mastered content taught or encountered at a given grade level, and thus it would be somewhat of a misnomer to state that a student who achieved a GLE of 4.5 is "performing at a 4th grade level."

Other Comparative Benchmark(s) (if appropriate/applicable): SSD separate school students
Monitoring Schedule: Quarterly

Results: Results appear in the chart and table below. The number of students who met the inclusion criteria was relatively low (only 5 for JDC in 2018). Overall, the 60% target was met each of the previous two years. The rate among students attending Lakeside declined and fell just below the target in 2018, however.

Percent of Courts Students Meeting STAR Math Target
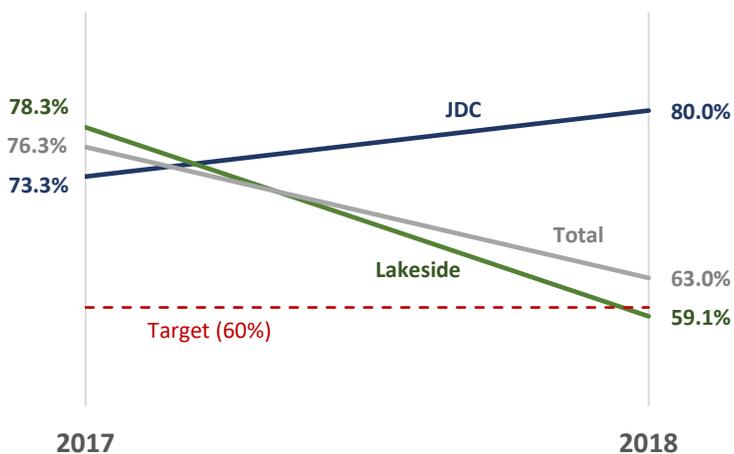
Site	Percent Meeting Target		Count of Students Included	
	2017	2018	2017	2018
JDC	73.3%	80.0%	15	5
Lakeside	78.3%	59.1%	23	22
Total	76.3%	63.0%	38	27

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.

Employee Wellness

Report Coordinator
Ilene Knobler, Director of Insurance and Benefits

Evaluator
Matthew Traughber, Evaluation and Research Administrator

Contributors
Debra Kiso, Aetna Wellness Account Consultant
Diane Andrea, J.W. Terrill
Lisa Paschke, Personal Assistance Services

Summary and Recommendations

- A District-wide Wellness survey was conducted in fall of 2017 that provided feedback regarding employee awareness of the program and utilization and perceived benefit of program-sponsored opportunities, as well as future Wellness topics of interest. A high-level summary of results is provided in an appendix.

- On the whole, Wellness program offerings continue to increase, as does the number of staff who participate in Wellness classes and events.

- Both the number of Wellness representatives and the number of SSD work sites with a representative increased in 2018.

- Employee Assistance Program utilization has increased each of the past two years and was 16.8% in 2018, which far exceeds comparative benchmarks.

- The number of employees accessing preventive services (in the form of mammograms and blood work screenings) offered at District health fairs increased in 2018. In contrast, preventive services received through the medical plan declined.

- Per District climate survey results, agreement among employees that SSD "provides opportunities that promote employee wellness" is growing. The percent of staff who expressed agreement with this item increased nearly three percentage points in 2018. Increases in agreement have occurred among partner district teachers and paraprofessionals, potentially suggesting that awareness and utilization of the Wellness program are increasing among these work segments.

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

No new action plans will be developed at this time. Continue working toward achievement of ongoing and in-progress plans.

Brief Program Description

The mission of the Special School District Employee Wellness program is to improve the health and well-being of SSD employees and promote healthy lifestyles which, in turn, foster an environment to enhance student success. Employees who are healthy physically, emotionally and financially are typically more satisfied and engaged at work and, consequently, more productive. The long-term goals of the program are to improve staff health and job satisfaction, and to mitigate health care and worker's compensation costs.

The Wellness program seeks to expand wellness opportunities for employees. Activities and goals of the program include surveying staff to determine interests regarding wellness and work/life benefits, increasing awareness of wellness resources, and expanding the scope of wellness offerings. The program aims to demonstrate to staff that SSD

cares about their well-being. A Wellness Committee, the medical third party administrator (TPA; SSD contracts with Aetna), SSD's benefits broker (J.W. Terrill), and the employee assistance program (EAP; SSD contracts with Personal Assistance Services, or PAS) are all critical to the success of a wellness program.

The key, broad goals of this program include:

3. Increase the availability of wellness resources and activities to employees, including providing employees with location-specific wellness programming.

4. Global indicators of overall employee wellness and satisfaction will reflect desirable trends in employee well-being over time.

Please consult the Employee Wellness 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 Employee Wellness program is required under Board Policy IM. The most recent full/comprehensive evaluation of this program was approved by the Board on 7/19/17.

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

Action Plan 1 (expected completion date: June 2018): Further refine methods for systematically tracking participation in wellness programming (e.g., fitness events and seminars).

Status of Action Plan: Nearing completion. Progress has been made in this regard. The Director of Benefits and Risk Management and external partners reviewed and updated methods for participation tracking over the course of 2017-18. Tracking methods will continue to be refined over 2018-19.

Action Plan 2 (expected completion date June: 2018): Work with the Communications department to establish a designated Wellness program site on SSD Life (currently Wellness program information is housed under the SSD Life site for Insurance and Benefits).

Status of Action Plan: Delayed. Development of new pages on SSD Life is on hold until the ongoing SharePoint upgrade is complete. In the interim, Wellness program information and links are featured prominently on the Insurance and Benefits main page. In addition, there is a dedicated SSD Life site for Wellness representatives.

Action Plan 3 (expected completion date: June 2018): Develop and implement strategies to promote fitness class attendance/persistence and reduce fitness class cancellations due to insufficient registered participants. Refine procedures for making programming adjustments when events experience low demand.

Status of Action Plan: Complete.

Action Plan 4 (expected completion date: fiscal year 2018): Conduct a Wellness survey every 3-5 years. Review and revise the survey as appropriate to effectively assess awareness of, participation in, and satisfaction with the Wellness program.

Status of Action Plan: Complete. The survey was administered in December of 2017 (see additional information below).

Action Plan 5 (expected completion date: Ongoing): Engage in efforts and planning to continually increase the number of wellness representatives and number of buildings/sites/programs, particularly those in partner districts, that have access to wellness representation.

Status of Action Plan: Ongoing. The number of wellness representative volunteers grew in response to an invitation to participate that was included in the 2017 Wellness survey. Recruitment occurs through Directors

meetings and via word-of-mouth. Further increasing participation so that all SSD staff have a Wellness representative remains an ongoing objective.

Action Plan 6 (expected completion date: Ongoing): Continue to expand the breadth and reach of wellness by effectively promoting and disseminating information regarding the program to staff.

> Status of Action Plan: Ongoing. Progress has been made as evidenced by the increasing number of wellness events offered, wellness representatives, and sites with a designated Wellness representative. Room for continued improvement remains.

Action Plan 7 (expected completion date: Ongoing): Devise methods to evaluate the success of the Wellness program in achieving desirable long-term outcomes identified in this report.

> Status of Action Plan: Ongoing. Wellness program leadership revisits performance measurement strategies annually in connection with program monitoring. As the reach of the program expands, additional or alternative strategies for assessing impact will be considered. Research findings on the effects of employee wellness programs, while mixed, may provide insights regarding outcome measurement.

Descriptive Program Data

See data presented under the program objectives below. A Wellness program "recap" of initiatives by location for 2017-2018 is available upon request.

Total Program Cost

The TPA provides wellness funds which enable SSD to offer programming and participation incentives. Currently Aetna contributes $100,000 annually for Wellness program funding.

Monitoring Results

Voice of Customer Assessment

The Wellness program seeks voice of customer feedback through a staff Wellness survey administered every 3-5 years, participant evaluation of fitness classes, events, and seminars, and through feedback regarding the program solicited from Wellness representatives.

The Wellness survey was most recently administered in December of 2017. A high-level recap of the survey results can be found in **Appendix A**. Survey results were analyzed by Wellness committee members and disaggregated results were disseminated to stakeholders.

Objective 1.1: The number of wellness activities and seminars offered will increase each school year.

Measure: Count of wellness activities and events offered.
Performance Target: Yearly increase
Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable
Monitoring Schedule: Twice per year following each semester

Results: See below under Objective 1.2.

Objective 1.2: Participation in wellness activities and seminars will increase each school year.

Measure: Estimated count of combined attendance at all wellness activities and events (disaggregate by provider/type).
Performance Target: Yearly increase
Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable

Monitoring Schedule: Twice per year following each semester

Results: Results for Objectives 1.1 and 1.2 are displayed in the table below. Over three years there has been some variation of offerings and attendance, depending on provider. PAS seminars and seminar attendance have experienced a notable increase over three years. At this point the number of presentations and events offered by Aetna and J.W. Terrill is relatively low (between two and five per year the last two years). The number of fitness classes offered increased by 44% in 2018.

Wellness Activity/Event Counts and Participation

	2016		2017		2018	
Event Type	Count	Attendees	Count	Attendees	Count	Attendees
PAS Seminars	20 (26.5 hrs)	424	26 (43.5 hrs)	1044	37 (52.5 hrs)	1320
Aetna Presentations*	10	347	5	580	4	210
J.W. Terrill Events*	4	100	4	135	2	60
Fitness Class Series/Events	18	Varies	18	Varies	26	Varies

Note. Attendance results for event types with an asterisk represent estimates. Fitness class instructors log the number of participants each class session, but currently attendance tracking methodology prevents generation of unique participant counts. Fitness classes must average at minimum 4 participants per class session to avoid cancellation.

Objective 1.3: The number of sites and partner districts with designated Wellness representatives will increase.

Measure (a): Count of staff members who served in the role of Wellness representative at any point during the fiscal year.
Measure (b): Count of buildings/sites/departments that have a Wellness representative at any point during the fiscal year.
Performance Target: Yearly increase
Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable
Monitoring Schedule: Annual

Results: Results over three years are shown below. Both the number of Wellness representatives and the number of sites that have a designated Wellness representative continue to increase.

Wellness Committee Representation and Reach

Measure	2016	2017	2018
Wellness Representatives	75	79	102
Sites with Representatives	45	46	72

Objective 2.1: EAP utilization will increase over time.

Measure: Proportion of workforce that utilizes EAP services at any point in the fiscal year.
Performance Target: Rate exceeding the industry average
Other Comparative Benchmark(s) (if appropriate/applicable): (1) PAS "book of business" (2) Industry average for sector
Monitoring Schedule: Quarterly

Results: Results are shown in the table below. The rate of PAS/EAP utilization has increased each of the last two years. SSD's utilization far exceeds that for the PAS "book of business" (6.7% in 2018) and the industry average for the education sector of 10.1% in 2018.

PAS/EAP Utilization

Measure	2016	2017	2018
PAS/EAP Utilization	14.9%	15.3%	16.8%

Objective 2.2: Use of preventive care services offered at health fairs and through the medical plan (i.e., mammograms, blood analysis) will increase over time.

Measure: Counts of staff that participate in mammograms and blood analysis.[5]
Performance Target: Yearly increase
Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable
Monitoring Schedule: Once per year at the end of the fiscal year.

Results: Results are displayed in the table below. Year-over-year, staff members are taking advantage of the preventative services offered at District health fairs in greater numbers. Mammograms and blood work screenings received through the medical plan declined in 2018, however.

Preventive Care Services Utilization

Service	2016	2017	2018
Mammograms (Health Fairs)	40	44	77
Mammograms (Medical Plan)	Not Avail.	1825	1498
Blood Work Screenings (Health Fairs)	195	240	257
Blood Work Screenings (Medical Plan)	1689	2131	1424

Objective 2.3: Staff perceive that SSD provides opportunities that promote employee wellness.

Measure: Percent agreement with the Climate Survey item, "SSD provides opportunities that promote employee wellness (i.e., employee health and general well-being)."
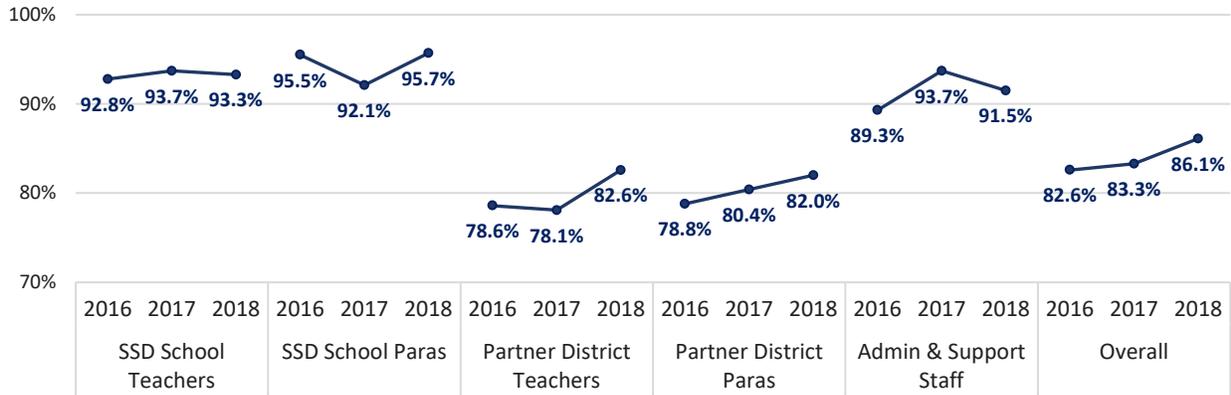*Performance Target:* Yearly increase
Other Comparative Benchmark(s) (if appropriate/applicable): Not applicable
Monitoring Schedule: Once per year in spring following SSD Climate survey administration

Results: Results over three years are displayed in the chart below. Climate survey results are disaggregated by the employee segments of SSD school teachers, partner district teachers, SSD school paraprofessionals, partner district paraprofessionals, and support staff (support staff roles include administrator, clerical, transportation, and other support/non-instructional roles). The target of an annual increase was met. Agreement that SSD provides opportunities that promote employee wellness increased nearly three percentage points in 2018, and agreement among several employee groups was quite high at over 90%. Substantial increases in agreement percentage have occurred among partner district teachers and paraprofessionals over two years. However, agreement rates remain higher among SSD school/site staff, and the percent responding "strongly agree" to this item is approximately twice as high among teachers and paraprofessionals working in SSD schools than it is among teachers and paraprofessionals working in partner district assignments.

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[5] Mammograms and blood work analysis represent only two types of preventative services among many. These were chosen as measures because they are offered through the SSD Health Fair.

SSD provides opportunities that promote employee wellness

	SSD School Teachers			SSD School Paras			Partner District Teachers			Partner District Paras			Admin & Support Staff			Overall		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
	92.8%	93.7%	93.3%	95.5%	92.1%	95.7%	78.6%	78.1%	82.6%	78.8%	80.4%	82.0%	89.3%	93.7%	91.5%	82.6%	83.3%	86.1%

Note. The counts of SSD climate survey respondents in 2018 were as follows: SSD school teachers 362 (64% response rate); SSD school paraprofessionals 164 (41%); partner district teachers 1232 (58%); partner district paraprofessionals 421 (30%); "other" staff 345 (45%).

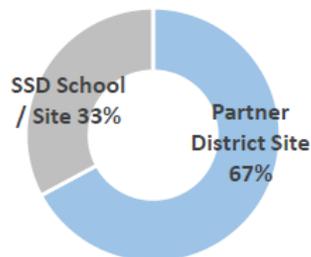**Ongoing Evaluation Planning:** (select all that apply)

☒ **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:** _____

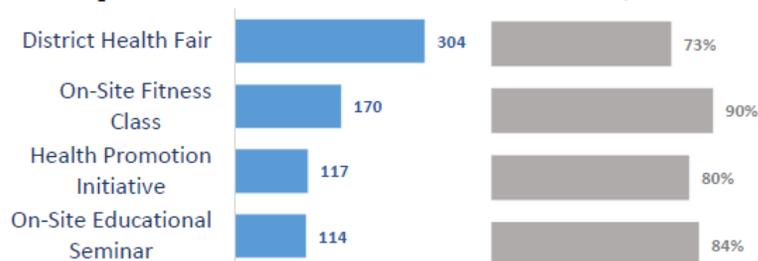**Rationale for Selection(s):** Current measures remain appropriate.

Appendix A
2017-18 SSD Employee Wellness Survey Overview

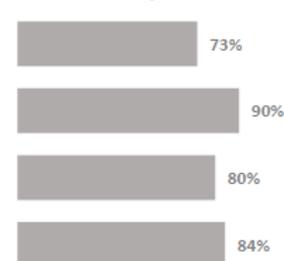# 2017-18 SSD Employee Wellness Survey Overview

1285 Survey Respondents

SSD School / Site 33%

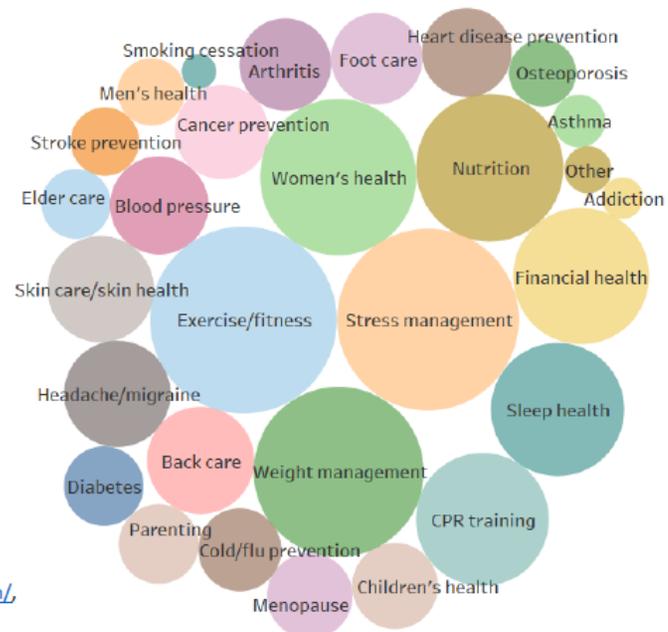Partner District Site 67%

How Many Respondents Participated...

Activity	Count
District Health Fair	304
On-Site Fitness Class	170
Health Promotion Initiative	117
On-Site Educational Seminar	114

And Did They Find it Beneficial?
% rating 4 or 5 on 5-pt scale from "not beneficial" to "very beneficial"

	Percent
District Health Fair	73%
On-Site Fitness Class	90%
Health Promotion Initiative	80%
On-Site Educational Seminar	84%

How Aware Are Staff of Wellness Opportunities?

HIGH Awareness
Flu shots
Employee Assistance Program (EAP)
District health fair

MODERATE Awareness
On-site fitness classes
SSD Employee Wellness Committee
Fitness center discounts
On-site health screenings

LOW Awareness
Health promotion initiatives
Educational seminars on well-being
Aetna's 24/7 nurse line

What Topics Do Staff Want to Learn More About?

Smoking cessation · Arthritis · Foot care · Heart disease prevention · Osteoporosis · Men's health · Cancer prevention · Asthma · Stroke prevention · Women's health · Nutrition · Other · Addiction · Elder care · Blood pressure · Skin care/skin health · Exercise/fitness · Stress management · Financial health · Headache/migraine · Sleep health · Back care · Weight management · Diabetes · CPR training · Parenting · Cold/flu prevention · Children's health · Menopause

*For more information regarding the SSD Employee Wellness Program, visit www.ssdlife.org/InsBen/, contact your wellness champion, or contact Ilene Knobler at ikknobler@ssdmo.org.