PROGRAM DESCRIPTION SUMMARY

- **PROGRAM EVALUATION TEAM & DATES OF ANNUAL PROGRAM EVALUATION PROCESS: Component A1**

DIRECTIONS: Conducting a program evaluation should utilize a multi-disciplinary team approach.

Team Members Involved in Annual Program Evaluation Process		
Name	**Position/Title**	**Discipline**
	Asst. Superintendent	Administration
	Director of Special Education	Administration
	Process Coordinator	Elementary School
	Curriculum Coordinator	K-12
	Principal	K-5
	Elementary Sped Teacher	LD
	Sped Transition Coordinator	High School LD, MR
	Middle School Teacher	LD, MR, ED

Dates of Annual Program Evaluation Process			
	MM	**DD**	**Year**
Date Program Description Summary Completed	06	15	04
Date Presented to Board			
Date Sent to Central Office			

- **PROGRAM DESCRIPTION INFORMATION: Components A2 through A6**

DIRECTIONS: **This part of the evaluation deals with preparing a basic description of the district's program prior to conducting the program evaluation**. This information provides context for appropriately analyzing data relative to program goals. Contextual considerations provide supplemental information which may not be readily apparent when reviewing and analyzing data thus aiding in making appropriate conclusions. Note: MSIP required components are indicated by an asterisk.

COMPONENTS		INFORMATION CONSIDERED TO ESTABLISH CONTEXT	
A2	**Type of Program***	**Description of type of program:** • Special Education Early Childhood • Special Education K-12	
		List of Programs/Services:	
		1. Learning Disabilities Emotionally Disturbed	6.Blind
		2. Mental Retardation	7.Deaf
		3. YCDD	8.Other Health Impaired
		4. Speech / Language	9.Autism
		5. Orthopedically Impaired	10. Traumatic Brain Injury
A3	**Program History** (Optional)	**Brief description of program's history:** • The School District has been providing special education services for students with disabilities for many years prior to PL-94-142. Early Childhood Special Education Services were implemented in 1985. A classroom for students with severe Autism was established in 2002. The program focus on reading instructional support for all students receiving special education services began in 2001.	

COMPONENTS		INFORMATION CONSIDERED TO ESTABLISH CONTEXT

A4 — Grade Levels*

Check Type of District:
K – 8:
K – 12: X
Other – Describe:

Level	Number of Buildings for Each Level	Grades Served at Each Level
Elementary	2	K-5
Middle	1	6-8
Junior High	0	
High School	1	9-12

A5 — Number of Employees*

(Note: As an alternative and if available, staff information from district database may be attached)

Educators and Administrators					Support and Other Staff		
Name (specify if vacant)	**Position/Title**	**Cert. Area**	**Less Than Fully Cert. for Position (✓)**	**General Responsibilities/Duties**	**Name (specify if vacant)**	**Position /Title**	**General Responsibilities/Duties**
	Dir of Spec Ed	Admin, LD		Director of Special Education		Secretary	Assist Director of Spec Serv
	Process Coor	Admin, SL		High School, Early Childhood		Para	SC MR Classroom
	Elem Teacher	LD, ED, Elem		LD ED		Para	SC Autism Classroom
	Elem Teacher	LD,ED,MR		MR		Para	One on One Para
	Elem Teacher	Speech/LA		High School S/L			
	Transition Coor	LD,MR,ED		High School Transition			
	Elem Teacher	LD, MR,ED	x	Elem Autism SC			
Number of Administrators: 1							
Number of Teachers Not Appropriately Certificated for Position: 1							
Number of Teachers Appropriately Certificated for Position: 38					Number of Support/Other Staff: 15		
TOTAL NUMBER OF EMPLOYEES: 54							

A6 — Personnel Responsible for Data Collection & Reporting*

Name	Position/Title	Data
	Dir Spec Educ	Census, Personnel, MAP, STARR, SRI, Vocational, Transition
	Process Coor	MAP, STAR, SRI
	Teachers	Classroom / Individual student reading data; Quarterly benchmark CA assessments; September, January, May STAR/SRI/DRA/CAP

PROGRAM EVALUATION SUMMARY

DATES	MM	DD	Year
Date Program Evaluation Summary Completed	06	15	04
Date Presented to Board			
Date Sent to Central Office			

- **<u>PROGRAM EVALUATION INFORMATION</u>: Components B1 through B8**
  Note: MSIP required components are indicated by an asterisk.

COMPONENT		RELEVANT INFORMATION, FINDINGS AND DECISIONS		
			B1 - Program Goals Evaluated*	**B2 - Objectives of Program Goals Evaluated***
B1 & B2	**Performance Goals and Objectives***	STATE OF MISSOURI PERFORMANCE GOALS	<u>SCHOOL ENTRY</u> • Goal A. The performance level of children who receive special education services prior to age five will increase on the School Entry Profile.	Not yet established. The ECSE program will be evaluated and goals established during 2004-05.
			<u>STUDENT ACHIEVEMENT</u> • Goal B. The percentage of students with disabilities in Grade 3 and 7 who are proficient readers will increase, while the percentage that have Missouri Assessment Programs - Communication Arts (MAP-CA) read to them will decrease. • Goal C. The percentage of students with disabilities scoring at the Step 1 and Progressing achievement levels will decrease, while the percentage of students with disabilities scoring at Proficient and Advanced will increase for each of the MAP subject area assessments.	The District's Comprehensive School Improvement Plan (CCSIP) contains one goal: To increase student achievement, PreK-12. To support that goal, two objectives address reading and literacy. All buildings have adopted this goal and the following objectives: • Eighty percent of students will read at or above grade level by FY 2008. The district target goal is 7% improvement each year. • Increase achievement among all subgroups in Math and Communication Arts by 2% annually. • Students with disabilities will improve reading achievement by 2% annually. Math performance for students with disabilities will be analyzed in depth during the 2004-05 year.
			<u>TRANSITION</u> • Goal D. The percentage of students with disabilities graduating with a regular diploma will increase. • Goal E. The percentage of students with disabilities that Dropout of school will decrease. • Goal F. The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students. • Goal G. The percentage of students with disabilities employed or enrolled in continuing education six months post vocational training will increase or be maintained at a high level. • Goal H. The percentage of students with disabilities employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level.	District goal for all students is to decrease the dropout rate for all students by 0.5 percent a year down to 3%. Need to determine if this is an appropriate target for students with disabilities.

COMPONENT		RELEVANT INFORMATION, FINDINGS AND DECISIONS		
B1 & B2	**Performance Goals and Objectives***	OTHER GOALS	**List other goals evaluated:** • None	**List objectives of other goals evaluated:** •

B3 — **Evaluation Procedures/ Evaluation Criteria/Data Analysis***

Describe evaluation procedures and criteria used:

- All buildings will assess the reading levels of all students, including students with disabilities in September, January and May. Elementary buildings will use the Concepts About Print (CAP), Developmental Reading Assessment (DRA), STAR Computerized Reading Assessment, and Scholastic Reading Inventory (SRI). The middle school will use STAR and SRI, and high school will use the SRI. Special Education teachers will compile and chart progress of their students. All reading scores for students with disabilities will be compared to scores of all students. Building results will be submitted to the Director of Special Education for analysis. Criteria to evaluate is stated in the above objectives.

Data analysis results:

SCHOOL ENTRY: Outcome data for the Early Childhood Special Education program is not currently available. Beginning in the 2004-05 year, all children who exit the ECSE program will be assessed using the School Entry Assessment. When data become available from the assessments, a plan will be developed to analyze the results for program improvement.

STUDENT ACHIEVEMENT: MAP achievement data for Communication Arts and Mathematics are summarized in the attached "District Progress at a Glance" document. In general, while some subjects/grade levels are showing improvement, there seems to be no district-wide trend towards improved results. This program evaluation will take an in-depth look at reading achievement. Performance in mathematics will be evaluated during 2004-05.

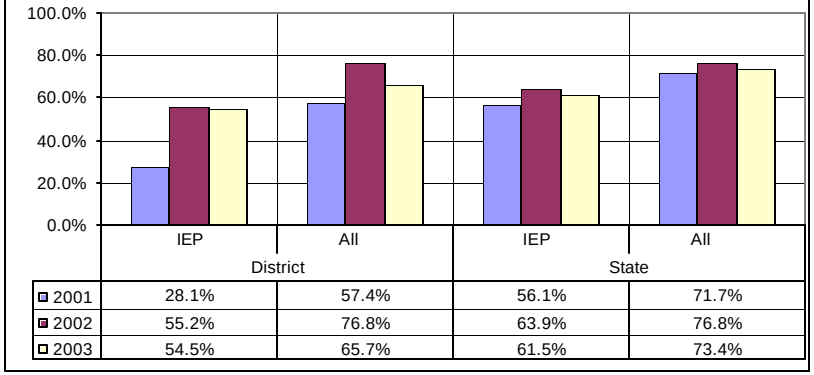
TRANSITION: Data on secondary transition (graduation and dropout rates, vocational participation and graduate follow-up) are summarized in the attached "District Progress at a Glance" document. In summary, over the past three years, graduation and dropout rates for students with disabilities have improved dramatically. The graduation rate is less than a percent below the rate for all students, and the dropout rate is actually lower than the rate for all students. Vocational participation rates for students with disabilities are comparable to those for all students.

In summary, the initial review of data supports the district CSIP's emphasis on increasing student achievement, especially in the area of reading. Following is a summary of district reading performance. Additional detail is available in the "Data Analysis – Drill Down Process" document.

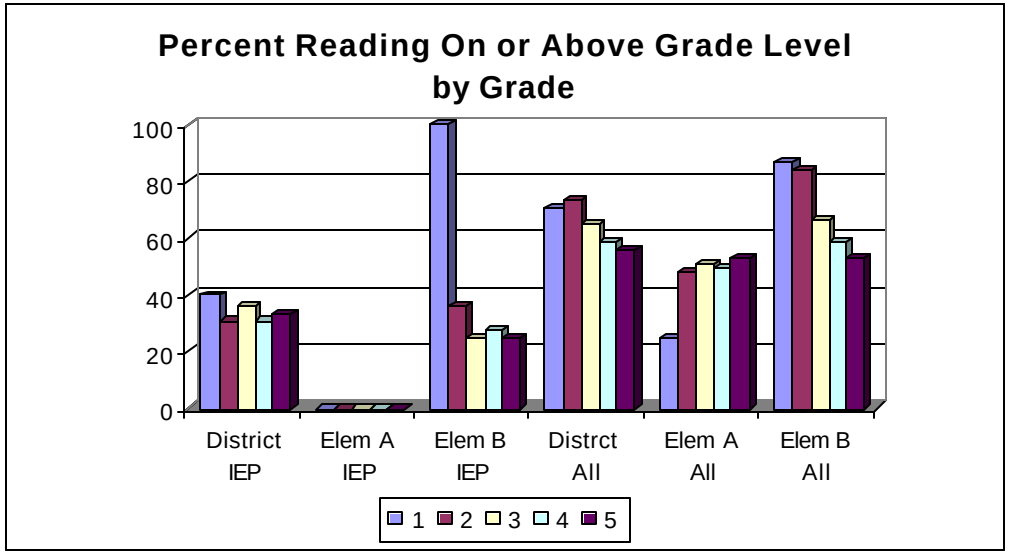
READING PERFORMANCE DATA ANALYSIS:

Communication Arts AYP	District & State 2002	District & State 2003	District & State 2004
Goal	18.4	19.4	20.4
All Students	D=23.7 Met S=30.7 Met	D=27.9 Met S=29.7 Met	D=19.2 Not Met S=29.9 Met
IEP Students	D=10.7 Not Met S=8.5 Not Met	D=9.4 Not Met S=8.9 Not Met	D=4.9 Not Met S=10.5 Not Met

COMPONENT	RELEVANT INFORMATION, FINDINGS AND DECISIONS



	District IEP	District All	State IEP	State All
2001	28.1%	57.4%	56.1%	71.7%
2002	55.2%	76.8%	63.9%	76.8%
2003	54.5%	65.7%	61.5%	73.4%



Grade 3 students with disabilities met the district targeted objective of increasing reading scores by 2% in 2002 but did not meet it in 2003. Grade 7 did not meet the targeted objective in 2002 or 2003.

A review of building and grade level DRA, STAR and SRI data indicates that the percent of students with disabilities who are reading on grade level is on average, 38% lower than all students. A higher percentage of first grade students, both all students and students with disabilities, are reading on grade level than any other grade. Grades 6, 7 and 8 scores are the lowest in the district.

Reading assessments (DRA, STAR, SRI) administered in September and May to all students, as well as students with disabilities, show significant gains for both groups. Students with disabilities demonstrated an average increase of 13.4% while all students increased an average of 23.9%.

COMPONENT		RELEVANT INFORMATION, FINDINGS AND DECISIONS
		Conclusions: • At the high school level, students in resource classes made more individual progress than those in CWC classes, however those students in CWC classes were closer to reading on grade level and progress would not be as dramatic. Both service models appear to be appropriate based on student need. Those students demonstrating progress had a commitment to learning to read while those who made little progress had attendance issues and were not motivated to learn. • Teacher surveys suggest that oral accommodations were not used consistently throughout the school year as well as for the MAP • Decisions about reading instruction delivery, professional development and LRE were not always resulting in each student getting the best instruction possible
B4	**Cost Analysis** (Optional)	Not Completed
B5	**Strengths/ Effectiveness of Program Based on Data Analyses***	**List specific strengths of program and supporting evidence based on data/cost analyses:** • Program focus on reading has demonstrated its effectiveness in individual student progress as recorded on the CAP, DRA, STAR and SRI • Graduation and dropout rates for students with disabilities are improving significantly
B6	**Concerns Regarding Program Based on Data Analyses***	**List specific concerns of program and supporting evidence based on data/cost analyses:** • Multiple reading assessments; elementary, middle and high school not using the same reading assessment. Comparisons are not reliable. • Format in reporting reading data is not consistent system-wide • Administration of the assessment may not be consistent from building to building i.e. middle school scores much lower • While gains were demonstrated in the CAP, DRA, STAR and SRI, gains were not demonstrated on the MAP • Students with disabilities did not meet AYP at the district level in communication arts for the past three years
B7	**Recommendations to Achieve Goals***	**List recommendations:** • District to provide a common reading assessment K-10 to be utilized for reporting reading data • Develop a common format for reporting reading data • Skill gaps need to be identified for all students • Develop parent survey regarding reading instruction practices and levels of reading support at home • Continue professional development for staff on data analysis • Continue professional development in the teaching of reading strategies and interventions; reading in the content area • Continue district focus on instruction in compare and contrast, cause and effect, and vocabulary development • Continue district focus on usage of cooperative learning strategies
B8	**Action to be Taken***	**Provide outline of action plan:** • Meet with district administration to discuss purchase of common K-10 assessment for reading (04-05) and math (05-06) • Meet with district administration to develop a common format for reporting reading (04-05) and math (05-06) data • Develop a timeframe for identifying skill gaps for students in reading (04-05) and math (05-06) • Work with curriculum coordinators to develop a curriculum map for implementing identified deficit areas in reading (04-05) and math (04-05) • Meet with building and district level professional development committees to address professional development needs in reading and math • Work with building principals to identify specific "look fors" in their classroom "walk throughs" around identified skill gap areas

DATA ANALYSIS: USING A DRILL DOWN PROCESS OF ANALYSIS TO EVALUATE PROGRAM GOALS

DATA ANALYSIS – DRILL DOWN PROCESS

Date Data Analysis Conclusions Completed: 06 | 15 | 04

Performance/Program Goal: Goal B: The percentage of students with disabilities in Grade 3 & 7 who are proficient readers will increase, while the percentage that have MAP CA read to them will decrease. Students with disabilities will increase reading achievement by 2% annually.

TABLE I: STEPS FOR "WHAT"

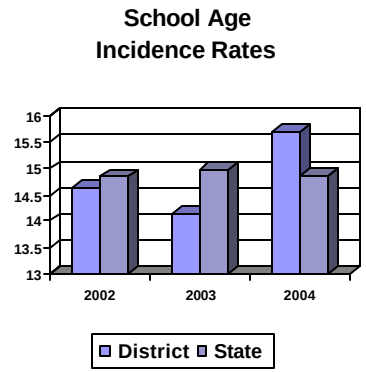
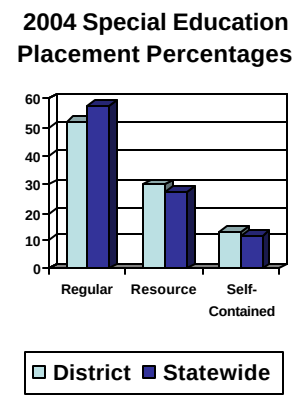
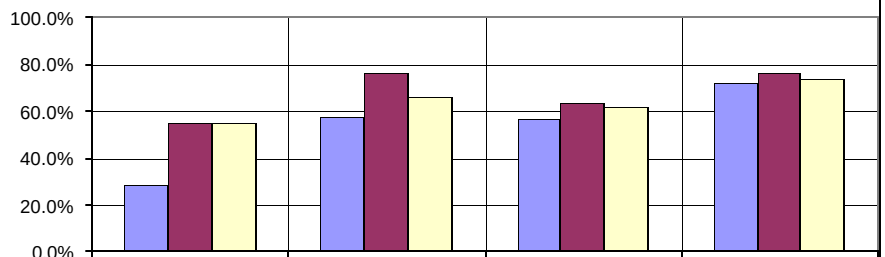
	Step No.	Description	Facts/Data/Questions Examined by Team	
WHAT	STEP 1	Collect Data Needed to Evaluate Program Goal (presently available). (See *Document 2: Listings of Data for Consideration* for a listing of data and potential places to find data)	Demographics: Child count/placement data Referral data Attendance data	Perceptions: Anecdotal information
			Student Learnings: Classroom assessment data District assessment data MAP and AYP data	School Processes: Inclusion practices Professional development plans Special education referral processes
	STEP 2	Examine Data and Consider What To Look for: • Look at targets and benchmarks including trends • Look at emergent trends • Compare/contrast within and between groups/subgroups (Refer to: ✓*Appendix D - Templates for Graphing Your Data* for assistance in graphing particular data. ✓*Document 3:Questions to Facilitate Thinking Processes to Get to "Why"*)		

TABLE I: STEPS FOR "WHAT"

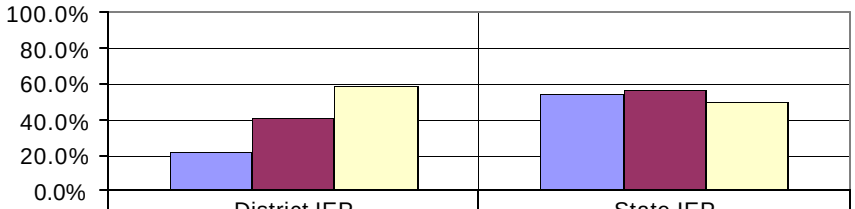
	Step No.	Description	Facts/Data/Questions Examined by Team

MAP Grade 3 Reading
Percent Satisfactory and Proficient



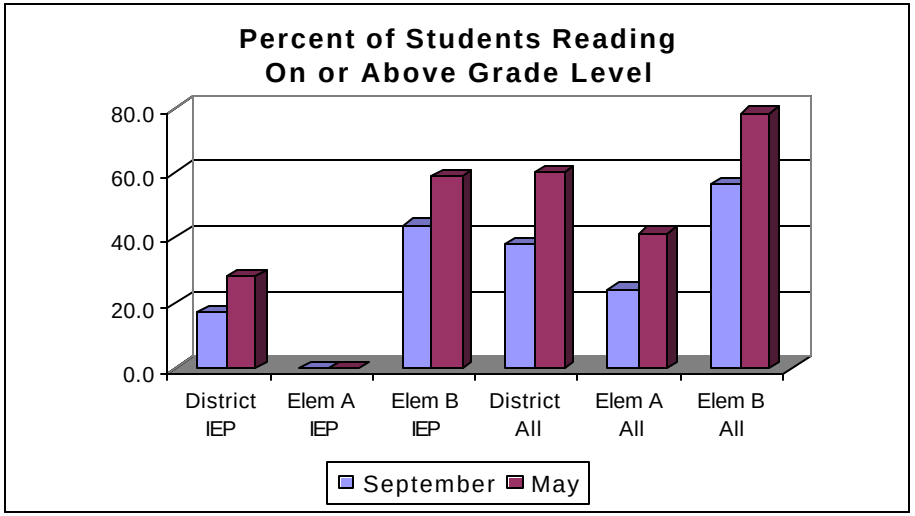
	District IEP	District All	State IEP	State All
2001	28.1%	57.4%	56.1%	71.7%
2002	55.2%	76.8%	63.9%	76.8%
2003	54.5%	65.7%	61.5%	73.4%

MAP Grade 3 Communication Arts - IEP
Percent with Oral Accommodations



	District IEP	State IEP
2001	21.9%	53.7%
2002	41.4%	56.0%
2003	59.1%	50.2%

TABLE I: STEPS FOR "WHAT"

	Step No.	Description	Facts/Data/Questions Examined by Team
			 The gap between where all students and IEP students are performing was 29.3% in 2001, 11.6% in 2002, and 11.2% in 2003 for grade 3. This is comparable to state data. For grade 7, the gap in 2001 was 39.1%, 30.0% in 2002 and 36.9% 2003. Grade 3 students with disabilities met the district targeted objective of increasing reading scores by 2% in 2002 but did not meet it in 2003. Grade 7 did not meet the targeted objective in 2002 or 2003.
	STEP 3	Consider Compliance Implications and Identify Concerns	• District Communication Arts results are not meeting the minimum acceptable levels for compliance • AYP – Communication Arts: o Met for all students for 2002 and 03, not met in 2004 o Not met for students with disabilities in all years • Concerns: o Oral accommodations in third grade are increasing o Performance for IEP students in district is below state o District scores are getting worse o Reading proficiency differs greatly by buildings

School Processes, Demographics, Perceptions, and Student Learnings from Victoria L. Bernhardt's *Data Analysis for Comprehensive Schoolwide Improvement*, Eye on Education, Inc. 6 Depot Way West, Larchmont, NY 10538 (1998)

➢ NEXT STEPS: After completing Steps 1-3, proceed to Table II on the next page to get to "why."

DATA ANALYSIS – DRILL DOWN PROCESS

TABLE II: STEPS FOR "WHY"				
	Step No.	**Description**	**Facts/Data/Questions Examined by Team**	
WHY	STEP 4	Identify Other Measures/Questions to Consider (possible root causes based on data) (See *Document 2: Listings of Data for Consideration* for a listing of data and potential places to find data)	Demographics: • Disability diagnosis • Placements • Free-reduced lunch and/or socio-economic status	Perceptions: • Speech Language Parent Survey
			Student Learnings: • Building level reading data • Grade level reading data	School Processes: • Inclusion practices in relation to reading achievement • Inclusion of special education teachers in general education professional development

TABLE II: STEPS FOR "WHY"

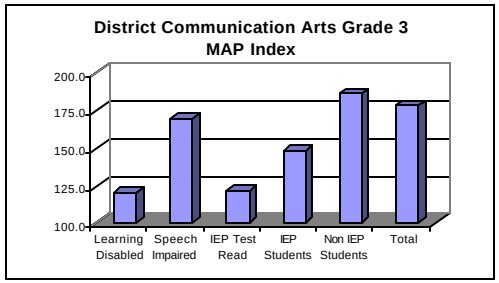
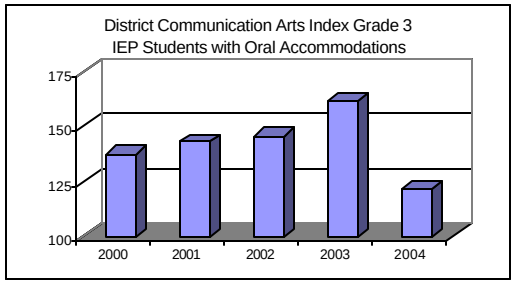
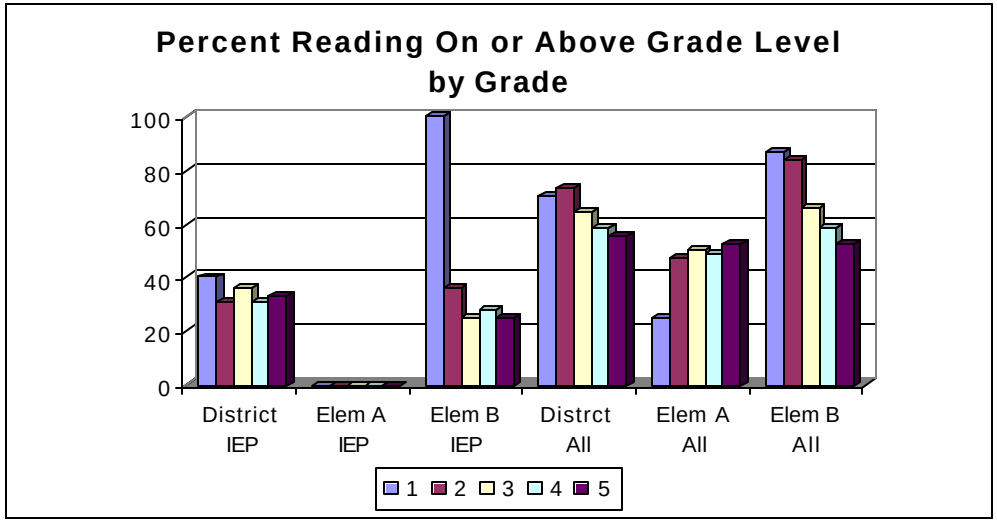
	Step No.	Description	Facts/Data/Questions Examined by Team
	STEP 5	Drill Down Data, Analyze and Consider Implications *(*Refer to *Document 3:Questions to Facilitate Thinking Processes to Get to "Why"*)	   Other areas to dig in to: • Reading performance disaggregated by teachers with and without professional development in reading instruction • Reading performance by instruction delivery methods • Reading performance/progress by attendance

TABLE II: STEPS FOR "WHY"			
	Step No.	**Description**	**Facts/Data/Questions Examined by Team**
	STEP 6	Identify Gaps/Additional Information Needed (not presently available) *PLEASE NOTE: There are ALWAYS gaps in information needed to complete an analysis. What additional information is needed to form a conclusion and develop strategies for improvement? Think of a way to collect those information e.g. formal or informal observations, surveys/questionnaires, etc.*	Deficit skill areas by building and grade level for students with disabilities How assessment was administered in each building Why building results are so different
	STEP 7	Determine Conclusions (based on analysis of information gathered and analyzed for Steps 1-6)	• Those students demonstrating progress had a commitment to learning to read while those who made little progress had attendance issues and were not motivated to learn • Teacher surveys suggest that oral accommodations were not used consistently throughout the school year as well as for the MAP • Decisions about reading instruction delivery, professional development and LRE were not always resulting in each student getting the best instruction possible

School Processes, Demographics, Perceptions, and Student Learnings from Victoria L. Bernhardt's *Data Analysis for Comprehensive Schoolwide Improvement*, Eye on Education, Inc. 6 Depot Way West, Larchmont, NY 10538 (1998)

➢ NEXT STEPS: After completing Steps 1-7, you should now be prepared to evaluate other goals or to proceed to Section II-B: Component B4.

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