

Continuous Improvement Monitoring Process (CIMP)
June 2014

0625-01 ST. PAUL PUBLIC SCHOOL DISTRICT Demographics

St Paul Public Schools (SPPS) is the second largest school district in Minnesota with a student enrollment of 37,825. The SPPS 'Strong Schools, Strong Communities' strategic plan is aimed at student achievement, alignment and sustainability. A reorganization of the schools and student assignments within their community 'area' was undertaken this school year. The school district is divided into geographical areas with each area containing a range of resources including special education resources to meet the varied and individual needs of students. Each area is aligned in a pathway from elementary to high school to provide continuity in programming. This reorganization resulted in some students changing schools within the students' areas. The second phase of this plan will further develop integrated use of technology and address racial equity as well as the achievement gap between white students and students of color to ensure a premier education for all.

Significant cultural shifts took place this school year. The department formerly called Special Education was renamed the Office of Specialized Services in an effort to emphasize the initiative to highlight the services needed, not the programs themselves or their location. District-wide strategies and professional development have pinpointed the practice of building a master schedule for all schools that includes inclusion models and a significant amount of co-teaching across content areas. In addition, the role of special education support staff was shifted to the role of academic and behavioral coaches. The school year 2013-14 has also included continued efforts to support racial equity work in partnership with the Pacific Educational Group (PEG). Monthly trainings, established protocols and data driven conversations have helped increase the movement of students to least restrictive settings as well as increased rigor in instruction and curriculum in special education classes that matches the general education curriculum and expectations.

The racial make up of SPPS has remained relatively stable over the last 4 years with approximately 77% enrollment of students of color. Racial and ethnic proportions in SPPS for all students served in 2013-14 are: 31 % Asian; 30 % African American; 23 % Caucasian; 14 % Hispanic; and 2 % American Indian.

Families of SPPS students speak over 100 languages and dialects. Approximately 33% of students in SPPS are English Language Learners (ELL).

A stability index shows the stability of classrooms as a function of students' continuous enrollment throughout a given school year. The stability trend has ranged from 91- 92% from 2009-10 to 2012-13. A mobility index indicates the stability of classrooms as a function of students both leaving and enrolling in a specific school during a given school year. The mobility rate has shown an increase from 17-19% between 2009-10 and 2012-

13. Approximately 73% of the student population qualifies for the Free and Reduced Lunch program.

The number of students in SPPS identified as having a disability was 6,819 in 2012-13 and decreased to 6,604 in 2013-14. The racial and ethnic proportions in the SPPS for students with IEPs are:

Race	2012-13	2013-14
African American	23%	22%
Caucasian	19%	18%
Asian	12%	12%
Hispanic	19%	19%
American Indian	27%	27%

The students identified as having an educational disability include:

School Year	Enrollment	Students with Disabilities
2011-12	37,776	18%
2012-13	37,840	18%
2013-14	37,985	17%

Process to develop the Mission and Belief statements:

Special education has worked with the Pacific Educational Group (PEG) over the last 3 years to: (1) disaggregate data related to race and student outcomes; (2) understand systems, beliefs and mindsets that contribute to this outcome and (3) facilitate district and school level discussions coupled with professional development to change fixed mindsets, practices and beliefs that are affecting the outcomes for students of color.

Mission:

Saint Paul Public Schools (SPPS) is committed to reducing the disparity of our most marginalized students, primarily our African American males, by bringing the inequity to the forefront. We will be achieving excellence through equity for all students with disabilities by providing access to culturally responsive curriculum, environments and instructional practices.

Belief Statements:

Our belief statements include the following:

- Special education teachers will have the same expectations for standards and alignments to general education curriculum.
- Principals will have the same expectations for special education teachers and programs as general education.
- Students with disabilities will have access to standards-based curriculum and inclusion to better prepare for general education expectations.
- Students with disabilities in specialized programs will have area pathways to transition from elementary to middle and middle to high school.
- All area pathways for specialized programs will have aligned curriculum.

Process to develop the goal statements:

Special education has worked with the Pacific Educational Group (PEG) over the last 3 years to: (1) disaggregate data related to race and student outcomes; (2) understand systems, beliefs and mindsets that contribute to this outcome and (3) facilitate district and school level discussions coupled with professional development to change fixed mindsets, practices and beliefs that are affecting the outcomes for students of color.

Goal statements:

See goal statements in each indicator area.

Leadership Team Selection Process:

Members of the Saint Paul Public Schools CIMP Leadership Team consists of administrators, the Special Education Advisory Council (SEAC), Principals, Special Education classroom teachers and Teachers on Special Assignment (i.e., Special Education coaches). The CIMP goals are embedded in the Office of Specialized Services' overall goals and objectives to guide the Leadership Team. The direct link to the Special Education coaches in the articulation of the CIMP provide direct action of priorities in the field. Embedding SEAC into the CIMP work has allowed for more parent, special education teacher and community member input.

Leadership Team Membership:

Last First	Position	Length	Responsibility
Keenan Elizabeth	Special Education Director	3	Chair
Neal Teresa	Administrator	3	Principal
Janssen Sara	Parent	5	SEAC Co-Chair
Kelly Jackie	Parent	3	SEAC Co-Chair
Hughes Judy	Special Education Teacher	3	Coach - Compliance
Salava Kristin	Administrator	3	Chair
Natala Brenda	Administrator	4	ECSE Birth-5 Chair
Ghere Gail	Administrator	3	Team Member
Johnson Kristin	Other	3	Saint Paul Public Schools Data Analyst
Wolff Dan	Administrator	3	Team Member
Wren Larry	Administrator	3	Team Member
Pfalz Katie	Administrator	4	Team Member
Meyer Sara	Early Childhood Special Education Teacher	3	ECSE B-5 Team Member - SERC
Lobin Tracy	Early Childhood Special Education Teacher	3	ECSE B-2 Team Member
Wallisch Melissa	Early Childhood Special Education Teacher	4	ECSE B-5 Team Member
Hamel Erin	Early Childhood Special Education Teacher	4	ECSE B-2 Team

Shipp Deb

Principal

3

Member
Team Member

How parents and community are involved in the MNCIMP:SR planning and analysis:

Parent representatives from the district's Special Education Parent Advisory Council participate in ongoing review of the CIMP report and associated action plans, and provide their feedback and recommendations to the Assistant Superintendent of Specialized Services. The CIMP report and associated action plans is also represented to the Community Transition Interagency Committee, which includes community agency representatives, for their additional input.

How the MNCIMP: SR status is communicated to parents and the community:

Parent representatives from the district's Special Education Parent Advisory Council participate in ongoing review of the CIMP report and associated action plans, and provide their feedback and recommendations to the assistant Superintendent of Specialized Services. In addition, the report is put on the Saint Paul Public Schools Special Education website where it can be accessed and read by everyone, including all stakeholder groups.

Part B: K - 12

Indicator 1: Graduation Rates

Analysis:

Your district had an overall Special Education Graduation Rate of **50.7%**

Your district performed **below** the state target Special Education Graduation Rate of **90.0%**

The graduation rate within 4 years for students with disabilities for the school year 2011-12 was 50.7%, which fell below the statewide rate of 56.3%. Calculation of graduation rates changed this reporting period. Prior to this year, graduation rates were based on the percentage of students with Individualized Education Programs (IEPs) graduating from high school with a regular diploma. Beginning this reporting year, graduation rates are calculated based on the percentage of students with IEPs graduating from high school in 4 years with a regular diploma. This change in the calculation formula resulted in an apparent decrease in graduation rates for students with disabilities across the state.

Students with disabilities have the legal right based on individual needs to receive special education services up to the age of 21. Due to the nature and severity of the individual student's disability, some students need additional time in order to achieve IEP goals to graduate with a high school diploma. Thirty-eight percent of special education students continue in SPPS after their fourth year of high school to work on IEP transition goals.

Graduation rates for students with IEPs who live in Saint Paul that are not limited to 4 years have been higher than the statewide rate in previous years. Graduation rates for students who attend the Saint Paul Public Schools have slowly increased in the past five years from 48% to 52% (based on MDE data and the new graduation formula).

Graduation rates for students with IEPs who live in Saint Paul are presented below:

CIMP Reporting Year	Percent of Students	State Rate	State Target
2011	86.0%	85.3%	85%
2012	85.3%	86.6%	85%
2013	88.7%	86.0%	85%
2014	50.7%	56.3%	90%

Due to the success of the Advancement Via Individualized Determination (AVID) program for all students in the district, the Office of Specialized Services has focused resources to increase the number of special education students participating in a co-taught AVID class or in a special education Career and College Readiness class that teaches and implements the 4 essential components of AVID. Research supports the use of AVID to allow students to form relationships and bonds with others as well as to learn strategies to become independent learners, which positively influences their high school educational experience and ability to be career and college ready upon leaving high school. This will in turn increase graduation rates for our students.

There are currently nine special education teachers at the high school level trained to teach AVID through a co-teaching model or as a Career and College Readiness class in a special education setting. Sixty-five high school special education students participated in AVID classes during the 2013-14 school year. The current AVID teachers will receive additional training during the summer of 2014. Six additional high school special education teachers will also be trained to teach AVID during the summer of 2014. In addition to the formal training provided by AVID, SPPS will provide training on these 4 AVID components to all high school special education teachers in order to include the following strategies in all Career and College Readiness courses: A.) Goal Setting and Team Building; B.) Organization; C.) Critical reading; and D.) Focused Note Taking (Cornell Notes). High schools will primarily focus on grade 9 and 10 special education students in order to increase the AVID participation level of students.

Goal statement:

SPPS will increase the special education high school graduation rate from 50.7% to 56.3% by increasing the AVID participation rate, strategic monitoring of student progress and outreach to assure student attendance and engagement by June 2015.

Strategies:

SPPS efforts to increase the graduation rates of students with IEPs within 4 years will include the following:

- Increase monitoring of each student's Course of Study on IEP to help ensure that each student is on-track to graduate in 4 years and fulfill the requirements of the Career and College Ready checklist.
- Focus on the performance of grade 9 students. Identify any student at risk for failing a course before the end of quarter 1. Determine and implement if reading or other academic interventions and/or study skills interventions are needed.
- Development of the AVID program to include systematic teacher training and increased student participation.
- Align all Career and College Readiness classes to include four components of the AVID program.
- Services of the Teachers/Coordinators of Work-Based Learning including Career and Technical Education programs.
- Outreach to assure student attendance and engagement through the provision of:
 - Alternative to earning credits (e.g., evening programs, summer ALC, on-line courses, etc.);
 - Co-taught classes with one special education teacher and one general education teacher;
 - Universal Design for Learning including ipads for all students;
 - Culturally relevant curriculum and teaching practices; and
 - Family Involvement activities.

Data – Collection:

Datacenter.spps.org/Graduation_Rate

http://www.spps.org/spps_graduation_rates_surpass_state_averages_narrow_achievement_gap

- Quarterly data on grade 9 students at risk for failure at each high school
- AVID data including teachers trained in each competency and student participation rates.
- Quarterly data retreats for special education administrators to analyze and share with special education coaches in order to communicate with all professional special education staff.

Indicator 2: Drop-Out Rates

Analysis:

Your district had an overall Special Education Dropout Rate of **4.2%**

Your district performed **below** the state target Special Education Dropout Rate of **4.3%**

The following table indicates the dropout rates of students with disabilities in SPPS over the last six years.

Reporting Year	Percent of Students with Disabilities Dropping Out of High School
2008 - 09	6.8%
2009 - 10	6.8%
2010 - 11	4.6%
2011 - 12	4.9%
2012 - 13	3.7%
2013 - 14	4.2%

The dropout rates for SPPS have generally decreased over the past six years with the exception of a slight increase in 2013-14. The increase was still below earlier dropout rates from previous years and remains below the State target of 4.3% over the last two years.

The following action plan designed to improve graduation rates also serves to maintain low dropout rates for students with disabilities including:

- Maintaining the same IEP manager throughout high school as much as possible to provide continuity, a relationship with a trusted adult and monitoring of courses of study to address progress toward graduation, attendance and transition goals.
- An IEP process of credit attainment and course work (Grad Plan) including a Career and College Ready checklist.
- Services of the Teachers/Coordinators of Work-Based Learning including Career and Technical Education programs.
- Outreach to assure student attendance and engagement through the provision of:
 - Alternatives to earning credits (e.g., evening programs, summer ALC,

- on-line classes, etc.).
- Co-taught classes with one special education teacher and one general education teacher.
- Universal Design for Learning.
- Culturally relevant curriculum and teaching practices.
- Equity teams at all SPPS school.
- Family engagement activities.

Indicator 3: Student Achievement

Analysis:

Special Education Participation Rate:

Your district had an overall Special Education Participation Rate of **98.5 %**

Your district performed **above** the statewide Special Education Participation Statewide Target of **95.0 %**

Participation Rates for Students with Disabilities

2010-11	96.8%
2011-12	97.5%
2012-13	98.5%

The participation rate of students with disabilities in SPPS has increased over the last three years and has been over the statewide target of 95%. SPPS has made direct efforts to maintain a high participation rate in statewide assessments. Staff has received professional development on the decision-making process for assessment selection (MCA, MCA-M or MTAS) and standards based IEPs. The Office of Specialized Services has communicated the expectation that all students with disabilities will be tested with the appropriate assessment.

Special Education Proficiency Rates

The "Special Education Proficiency Rate" is the percentage of students with disabilities who scored in the proficient range on statewide assessments. Proficiency data includes students with IEPs who were tested using statewide assessments with and without accommodations, including Alternate Assessment against Alternate Achievement Standards. A student with an IEP is considered proficient if scoring at the "Partially Meeting", "Meeting", or "Exceeding" achievement levels.

The table below displays whether your school district's Special Education Proficiency Rate met the state's Special Education Proficiency Statewide Target. If there is a grade level skill area where the answer is "No", your district has a score lower than the statewide proficiency target for that area. Using the data provided in the link above, your leadership team must analyze and address the reasons below.

Was your district at or above the 'state proficiency rate for grades and skills assessed' as noted on your District Data Profile?

Special Education Proficiency Statewide Target Met For Year 2012-2013 ?

Grade	Math	Reading
3	No	No
4	No	No
5	No	No
6	No	No
7	No	No
8	No	No
10	--	No
11	No	--

For any grade level or subject where the district rate is less than the statewide proficiency target, describe the circumstance(s) that contributed to your district's proficiency rates:

SPPS uses the "Meeting" or "Exceeding" achievement levels and does not include "Partially meeting" when reporting student achievement in order to properly compare general education and special education students performance. As a result, SPPS numbers are significantly lower than those reported by MDE.

Proficiency Rates of SPPS Students with IEPs

(Based on the SPPS criteria that a student with an IEP is considered proficient if scoring "Meeting" or "Exceeding" achievement levels.)

Year	Math	Reading
2010-11	20%	29%
2011-12	19%	29%
2012-13	19%	22%

The overall scores in Math remained unchanged over this three-year period. Scores on the Reading test went down due to the new version of the test that is aligned to the Common Core standards, which resulted in decreased performance in the statewide rate.

Proficiency Rates for Students with Disabilities by Grade (based on the state criteria that a student with an IEP is considered proficient if scoring at the 'Partially Meeting', 'Meeting', or 'Exceeding' achievement levels.)

Grade	<u>Math</u>					
	2012-13		2011-12		2010-11	
	SPPS Rate	State Target	SPPS Rate	State Target	SPPS Rate	State Target
3	39.9%	94%	44.4%	91%	49.1%	88%
4	38.2%	91.3%	40.5%	87%	40.3%	88.6%
5	41.7%	88.5%	41.7%	82.2%	39.8%	77%
6	42.8%	88.5%	41.5%	82.8%	39.7%	77.1%
7	43%	88.2%	38.4%	82.3%	40.8%	76.5%
8	40.6%	88.1%	36.9%	82.2%	38.6%	76.2%
11	30.9%	79.5%	27.5%	69.2%	29.6%	60%

Reading

Grade	2012-13		2011-12		2010-11	
	SPPS Rate	State Target	SPPS Rate	State Target	SPPS Rate	State Target
3	28%	92.1%	42%	88.1%	47.8%	84.1%
4	26.3%	91.3%	42%	86.9%	43.7%	82.6%
5	42.7%	92%	59.1%	88%	61.2%	84%
6	44.6%	91.5%	57%	87.3%	61.3%	83%
7	41.4%	90.2%	51.8%	85.3%	47.8%	80.4%
8	36.7%	89.7%	55.2%	84.6%	44.9%	79.5%
10	42.7%	89.9%	59.9%	84.9%	60.9%	79.9%

Math Proficiency by Race and Special Education Status

(Based on the SPPS criteria that a student with an IEP is considered proficient if scoring "Meeting" or "Exceeding" achievement levels.)

	American Indian	Asian	Hispanic	African American	Caucasian	Sp Ed Total
2010-11	12%	17%	14%	13%	37%	20%
2011-12	7%	18%	18%	11%	37%	19%
2012-13	12%	19%	16%	11.7%	36%	19%

Reading Proficiency by Race and Special Education Status

(Based on the SPPS criteria that a student with an IEP is considered proficient if scoring "Meeting" or "Exceeding" achievement levels.)

	American Indian	Asian	Hispanic	African American	Caucasian	Sp Ed Total
2010-11	20.2%	19%	25%	23%	48%	29%
2011-12	27.7%	21%	25%	22%	50%	29%
2012-13	15.6%	20%	16%	15.8%	38%	22%

For the school year 2012-13, the achievement rates for all students with disabilities in SPPS fell below the state target in both reading and math for all grade levels. Students performed better in reading than math from 5th grade through high school. Reading proficiency is lowest in grades 3 and 4. Math achievement decreases over grade levels. This decrease is consistent with the decrease in math and reading achievement levels for the statewide targets. Lower achievement rates for students with disabilities in SPPS may be related to these students not receiving standards-based instruction and curriculum alignment in the special education setting. Proficiency in reading decreased from 2011-12 to 2012-13 for all grade levels. This is most likely due to the new version of the MCA Reading test that is aligned to the Common Core standards, which resulted in decreased performance in the statewide rate.

Math proficiency has remained relatively consistent by race over the past three years. Caucasian students outperformed children of color by 17-24% with African American student displaying the greatest discrepancy. The American Indian group is relatively small. As a result, this percentage should be interpreted with great caution. American Indian students did, however, perform significantly lower than Caucasian students on the

Math state assessments. The state rate of math proficiency ("Meeting" or "Exceeding" standards) is 32%.

Reading proficiency rates significantly decreased from 2011-12 to 2012-13 for students of all races due to the content change of the Reading assessment. Caucasian students demonstrated proficiency at a greater rate than students of color. All students of color with IEPs performed below the Special Education total percentage of reading proficiency. The state rate of reading proficiency ("Meeting" or "Exceeding" standards) is 33%. Over the last few years, the office of Specialized Instruction has begun significant initiatives to address achievement including increased:

1. Access to the general education setting for students with disabilities.
2. Co-teaching using specialized instruction in general education based on standards-based instruction.
3. Instructional coaching of direct service providers in academic areas with general education literacy and math coaches.
4. Training and implementation of strategies to address racial equity, especially for African American students.
5. Participation of special education staff in Professional Learning Communities with general education staff.

If your team determines there is a high level of need in one or more grade level skill areas, please describe your current activities and how you are linking to district improvement efforts, e.g. NCLB Improvement Plan or LEA grants:
This is a high level of need for all grade levels and for students of color. See the 'Strategies' section for activities that will be carried out in 2014-15.

Adequate Yearly Progress

Did your district make AYP for the Special Education subgroup? **No**

See 'Strategies' section for the AYP improvement plan for 2014-15.

Goal Statements:

Math: SPPS will increase the percentage of students with disabilities scoring proficient on the MCA, final MCA-M & MTAS math from 19% to 32% by 2015.

Racial Disparity: SPPS will increase the percentage of African American students in special education scoring proficient on the MCA, final MCA-M & MTAS math from 11.7 % to 32% by 2015.

Reading: SPPS will increase the percentage of students with disabilities scoring proficient on the MCA, final MCA-M & MTAS reading from 22% to 33% by 2015.

Racial Disparity: SPPS will increase the percentage of African American students in special education scoring proficient on the MCA, final MCA-M & MTAS reading from 15.8 % to 33% by 2015.

Strategies:

- Improve the quality of standards based IEPs and instruction.
- Students with disabilities will receive literacy instruction in the general education setting and, if needed, specialized instruction will be provided at a different time of the school day.
- Students receiving special education services in separate settings will have greater access to the general education curriculum and setting.
- Increase the number of schools, classrooms and special education staff and students participating in the co-teaching model.
- Expand the co-teaching model to include speech/language clinicians providing literacy related services in kindergartens.
- Professional development and implementation of racial equity work.
- Continue to train staff in the use of Universal Design for Learning and link usage to the SPPS referendum for a personalized learning platform.
- Special education staff will continue to participate in Professional Learning Communities with general education teams.
- Continue to develop data analysis skills among special education administrators, coaches and professional staff.
- Continue to provide job-embedded coaching for academic and behavior needs to all special education staff.
- Continue the use of the Literacy Coursework decision tree for students in special education to provide curriculum instruction and strategies for special education teachers to ensure access to the general education setting.
- Expand the AVID program to include high school special education students.
- Curriculum realignment of all English Language Arts instruction to be consistent with the Common Core State Standards.

Data Collection:

The following data will be collected:

- MCA scores from 2014
- MAP scores (where applicable)
- Mondo scores
- OLPA math data
- Quarterly data retreats for special education administrators to analyze and share with special education coaches in order to communicate with all professional special education staff.

Indicator 4: Suspensions and Dismissals

Analysis:

Your district had an overall Special Education Suspension/Expulsion Rate of **2.8%**

Your district performed **above** the Statewide Rate of Students with IEPs Suspended and Expelled > 10 Days of **0.8%**

MDE DATA: Suspensions (10+ days) for Student with Disabilities

CIMP Report Year	Data from School Year	% of Students
2009-10	2007-08	2.3%
2010-11	2008-09	1.6%
2011-12	2009-10	2.2%
2012-13	2010-11	3.4%
2013-14	2011-12	2.8%

The overall percent of students with disabilities who have been suspended (10+days) has increased over a five year period from 2007-08 to 2011-12. The percent of students with disabilities who were suspended in 2011-12 (to be reported for this CIMP report) decreased from 3.4% to 2.8% which is in line with earlier percentages of suspensions rates under or around 2.0%. It is important to note that the suspension data for CIMP lags two years behind the reporting year. The percent of students for 2013-14 is based on suspension data from the 2011-12 school year. A review of the last three school years provides a more accurate picture of the current state of suspension levels for students with disabilities and SPPS efforts to address this problem of concern.

In 2011-12, when the then new Assistant Superintendent of Specialized Services began in SPPS, the percentage rate had increased to an overall high of 3.4% for the school year 2010-11. The Assistant Superintendent, the Office of the Superintendent along with the special education leadership team initiated intense intervention to reduce the suspension of students with disabilities, especially African American students. All school administrators received direct professional development on the legal requirements related to the discipline of students with disabilities. Positive approaches such as PBIS were implemented across the school district to prevent or deescalate behavior problems for all students.

Additional requirements were put in place for school administrators for the school year 2012-13. When a school administrator was considering suspension of a student with a disability during that school year, the administrator was required to contact a special education administrator prior to any dismissal or suspension to discuss alternatives to dismissal or suspension. If at all possible, sending a student home was to be avoided and was only used if all other alternatives had been attempted, documented and communicated. If a suspension was still warranted after other options were attempted or considered, the number of days of suspension were reduced whenever possible. In addition, suspensions for the same type of behavior by a student were avoided unless a new Behavior Intervention Plan (BIP) had been developed by the IEP team. Based on SPPS data, the rate of suspensions for students with disabilities decreased for the school year 2012-13. Following two years of intense intervention, the suspension for 10+ days (not including dismissals) rates for students with disabilities dropped to .9% based on SPPS data.

The percent of African American students with disabilities who were suspended (10+ days) was greatest at 80% of the all the students with disabilities who were suspended for 10+ days.

Suspensions (10+ days) for African American Students with Disabilities Suspended
(Source: SPPS internal data)

2009-2010	3.0%
2010-2011	4.7%
2011-2012	4.0%
2012-2013	1.9%

Suspensions (10+ days) for Caucasian Students with Disabilities Suspended (Source: SPPS internal data)

2009-2010	0.7%
2010-2011	0.6%
2011-2012	0.8%
2012-2013	0.1%

The start of the 2014-15 school year will again include substantial training for all administrators on discipline requirements, reemphasis on the need for increased communication related to discipline and striving to utilize alternatives to dismissal and suspension that allow students to remain at school.

Goal Statement:

SPPS will implement an action plan that was developed in collaboration with consultants from Pacific Education Group (PEG)) to reduce the rates of suspensions and dismissals for African American students with disabilities for 10 or more school days from 1.9% to 0.8% for the 2014-2015 school year.

Strategies:

District-wide co-teaching implementation, thereby increasing access to general education curriculum for students with disabilities.

- Continue with development of Administrative Transfer Committee to reduce student expulsions and transfers, and looking at current practices to identify ineffective interventions.
- District-wide participation with Vertical Team model, thereby providing needed support with alignment with general education curriculum and partnering with PBIS initiatives.
- Creation of an intervention for Homebound services that offers authentic attempts to continue to meet students academic and behavioral needs when a significant change has been made to how and when those services are delivered.
- Continue to stress and articulate the quality indicators that make effective EBD programs including: classroom organization and management, behavior management, academic instruction, affective education and counseling. All of

these areas will be addressed in the program articulation. Each area identified for improvement includes:

- Classroom organization and management
- Predictable classroom routines (including morning meeting)
- Smooth transitions
- Established protocol for suspension and dismissal
- Behavior Intervention Plans reviewed weekly with case managers and students.
- Behavior management
- Clearly stated behavior rules posted
- Non-Violent Crisis Interventions training
- Exit plans for all students
- Eliminating unnecessary use of exclusionary timeout and an intervention space
- Consistent expectations for instruction
- Consistent articulation of district pathways for each subject area
- If a suspension takes place and the special education supervisor signed off, the team will have to meet with the special education supervisor to determine what were the factors that lead up to the suspension. The team will have to adjust the student's plan for the next day.
- The special education supervisor has oversight on suspensions for any particular student. The special education supervisor will work with the special education coach and contact the special education behavior coach to assist with the student who was having difficulty.
- Use of the Nurtured Heart approach
- Instructional and behavioral coaching for all paraprofessionals and EBD teachers on a weekly basis.
- The Assistant Superintendent of the Office of Specialized Services and supervisors will meet quarterly to analyze the suspension data through a racial equity lens. This team will identify schools with high suspension and dismissal rates and will identify a plan of action for correction.
- Racial equity training for the special education leadership team with a consultant from the Pacific Education Group.
- Psychologists will continue to participate on the Student Assistance Team (SAT) in order to continue to track identified students referred to the SAT team or currently involved in the intervention process as part of the Early Intervening Services (EIS).

Data-Collection Procedures:

- 10+ Day Suspension Rates for Students with Disabilities by race
- 10+ Day Suspension Rate for Special Education and Student Groups
- Minnesota Department of Education Special education Suspension/Expulsion Self-Assessment for SPPS indicator 4B
- Campus Data- 10+ Day Suspension rate for Special Education Students during 2014-15

Progress:

As directed by MDE, St. Paul Public Schools provided Early Intervening Services (EIS) to students in general education in 2012-13. The Department of Special Education focused on early implementation of effective behavioral and academic interventions as part of the response to the high suspension and dismissal rate of African American students with disabilities. The goal is to reduce students referred to special education through targeted early intervention support by interrupting predictable patterns that emerge for our students of color. School psychologists served as members of the Student Assistance Teams (SAT) in 29 schools to help plan appropriate interventions for students in general education. Within these schools, the psychologists followed 328 students. Of these students, 212 (64.6%) students were referred for academic concerns and 162 (49.4%) for behavior concerns. Of this total, 9.7% moved out of district during the intervention period. For the remaining 297 students, 70.4% of the students made progress in response to the targeted interventions while 29.6% were referred for a special education evaluation. These findings provide baseline data on the effectiveness of prior interventions and the need for special education evaluation through the involvement of school psychologist on SAT teams.

To increase the likelihood that a significant positive change would be evident in many areas involving students from diverse backgrounds, SPPS enlisted the services of the Pacific Education Group to train staff in areas involving racial equity. This work is in coordination with efforts to address the achievement gap in ways that result in underlying assumptions of racism being uncovered and addressed. Administrators were initially trained and then followed-up as trainers for other professional groups such as psychologists, building special education coaches and district special education coaches. This work is ongoing and will continue to fold-in other groups such as teachers and paraprofessionals next school year.

Indicator 5: Federal Instructional Settings 6-21

Analysis:

Inside the regular class 80% or more of the day, Part B Indicator 5A:

Your district had an overall Instructional Setting Rate of **55.6%**

Your district performed **below** the state target Instructional Setting Rate of **62.5%**

Federal Setting	2011-12	2012-13	2013-14	State Target
Federal Setting 1	54.7%	55.6%	57.7%	62.5%
Federal Setting 3	15.8%	15.4%	12.4%	<8.8%
Federal Settings 4+	5.5%	5.4%	5.6%	<4.0%

Table 2. Special Education Overall Federal Settings by Race (SPPS internal data)

Race/Ethnicity	2010-11	2011-12	2013-14	2013-14
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African American				
FS I:	47%	45%	46%	49%
FS III:	21%	21%	20%	15%
FS IV:	5%	6%	6%	7%
Asian American				
FS I:	63%	60%	60%	61%
FS III:	12%	4%	15%	13%
FS IV:	5%	4%	4%	5%
Caucasian				
FS I:	63%	63%	65%	66%
FS III:	12%	12%	12%	9%
FS IV:	5%	6%	5%	5%
Hispanic				
FS I:	61%	60%	59%	65%
FS III:	12%	12%	13%	10%
FS IV:	4%	4%	4%	4%
American Indian				
FS I:	60%	49%	49%	59%
FS III:	16%	18%	16%	11%
FS IV:	6%	6%	8%	6%

The percentage of students with disabilities served inside the regular classroom setting 80% or more of the school day (Federal Setting 1) has increased from 54.7% to 55.6% due to the co-teaching initiative where a special education teacher and a general education teacher team together and provide instruction in the general education classroom. More current SPPS data for 2013-14 shows 57.7% of all special education students are receiving their services in the Federal Setting 1 (FS1) environment. When data is disaggregated, Caucasian and Hispanic students are educated inside the regular class 80% or more of the school day at a higher rate than the state target. Asian American, American Indian and African American students are below the state target. African American students are the least likely to receive services in the FS 1.

Inside the regular class less than 40% of the day, Part B Indicator 5B:

Your district had an overall Instructional Setting Rate of **15.4%**

Your district performed **above** the state target Instructional Setting Rate of **8.8%**

Federal Setting	2011-12	2012-13	2013-14	State Target
Federal Setting 1	54.7%	55.6%	57.7%	62.5%

Federal Setting 3	15.8%	15.4%	12.4%	<8.8%
Federal Settings 4+	5.5%	5.4%	5.6%	<4.0%

Table 2. Special Education Overall Federal Settings by Race (SPPS internal data)

Race/Ethnicity	2010-11	2011-12	2012-13	2013-14
African American				
FS I:	47%	45%	46%	49%
FS III:	21%	21%	20%	15%
FS IV:	5%	6%	6%	7%
Asian American				
FS I:	63%	60%	60%	61%
FS III:	12%	14%	15%	13%
FS IV:	5%	4%	4%	5%
Caucasian				
FS I:	63%	63%	65%	66%
FS III:	12%	12%	12%	9%
FS IV:	5%	6%	5%	5%
Hispanic				
FS I:	61%	60%	59%	65%
FS III:	12%	12%	13%	10%
FS IV:	4%	4%	4%	4%
American Indian				
FS I:	60%	49%	49%	59%
FS III:	16%	18%	16%	11%
FS IV:	6%	6%	8%	6%

The percentage of students with disabilities served inside the regular classroom setting less than 40% of the day (Federal Setting 3 or FS 3) has decreased from 15.8% to 15.4%. Updated SPPS data for 2013-14 demonstrates a greater reduction from 15.4% to 12.4% as the focus on co-teaching centered on students once placed in specialized programs for the majority of the school day. Overall, the percent of students remains greater than the state target of less than 8.8%.

When the data is disaggregated, further analysis shows differences in the percent of students with disabilities by race that received special education services in FS 3. The percentage of students in all racial groups at the FS 3 level decreased. The greatest decrease was with the African American and American Indian categories. However, African American students still yield the highest percentage of students served in FS 3 over the last 3 years. It is the continued goal of SPPS to decrease the number of students receiving special education service in a separate class (FS 3), especially African

American students who continue to represent the highest percentage of students served in this setting.

To make the aforementioned a practice, a major reorganization of the schools into neighborhood areas as part of 'Strong Schools, Strong Communities' took place. In addition, greater access to least restrictive settings through co-teaching classrooms has been provided for these students so that they can be served to the greatest extent possible in the general education setting with peers. Subsequently, this provides instruction and curriculum in the special education setting that aligns with the common core framework while providing differentiated and focused instruction. In addition, targeted staff development focused on racial equity will continue through next school year as SPPS continues to work on this goal and align environments and instructional practices to culturally relevant pedagogy.

The following percentages represent the racial make up of kindergarten students in Settings 3 & 41 (separate classes):

American Indian	1%
Asian American	21%
Hispanic	19%
African American	41%
Caucasian	19%

This information demonstrates that African American students are placed in more restrictive settings as young as kindergarten, highlighting the need to develop more opportunities for specialized instruction to be provided within the general education setting. The strategies listed above have also been applied to Kindergarten settings in the SPPS.

Served in separate schools, residential facilities, or homebound/hospital placements, Part B Indicator 5C:

Your district had an overall Instructional Setting Rate of **5.4%**

Your district performed **above** the state target Instructional Setting Rate of **4.0%**

Federal Setting	2011-12	2012-13	2013-14	State Target
Federal Setting 1:	54.7%	55.6%	57.7%	62.5%
Federal Setting 3:	15.8%	15.4%	12.4%	<8.8%
Federal Settings 4+	5.5%	5.4%	5.6%	<4.0%

Table 2. Special Education Overall Federal Settings by Race (SPPS internal data)

Race/Ethnicity	2010-11	2011-12	2012-13	2013-14
----------------	---------	---------	---------	---------

African American				
FS I:	47%	45%	46%	49%
FS III:	21%	21%	20%	15%
FS IV:	5%	6%	6%	7%
Asian American				
FS I:	63%	60%	60%	61%
FS III:	12%	14%	15%	13%
FS IV:	5%	4%	4%	5%
Caucasian				
FS I:	63%	63%	65%	66%
FS III:	12%	12%	12%	9%
FS IV:	5%	6%	5%	5%
Hispanic				
FS I:	61%	60%	59%	65%
FS III:	12%	12%	13%	10%
FS IV:	4%	4%	4%	4%
American Indian				
FS I:	60%	49%	49%	59%
FS III:	16%	18%	16%	11%
FS IV:	6%	6%	8%	6%

The percent of students with disabilities in SPPS served in separate schools, residential facilities or homebound/hospital placements (Federal Settings 4-8) remained relatively unchanged from 5.5% in 2011 to 5.6% in 2013. The percent of students was greater than the State target of <4% for all 3 years. Further analysis shows differences in the percentage of students with disabilities by race that received special education services in separate schools, residential facilities or homebound/hospital placements. For example, the percent of Hispanic students with disabilities served in Federal Settings 4-8 (FS 4-8) was at the State target at 4.0%. All other racial categories were above the state target with African American being the largest at 7%.

To make the aforementioned a practice, a major reorganization of the schools into neighborhood areas as part of 'Strong Schools, Strong Communities' took place. In addition, greater access to least restrictive settings through co-teaching classrooms has been provided for these students so that they can be served to the greatest extent possible in the general education setting with peers. Subsequently, this provides instruction and curriculum in the special education setting that aligns with the common core framework while providing differentiated and focused instruction. In addition, targeted staff development focused on racial equity will continue through next school year as SPPS continues to work on this goal and align environments and instructional practices to culturally relevant pedagogy.

Goal Statements:

For the school year 2014-15, SPPS will change the percent of students in federal settings from:

- Fifty-five point six (55.6) percent to 62.5% in Federal Setting 1. (Current: 57.7%)
- Fifteen point four (15.4) percent to 8.8% in Federal Setting 3. (Current 12.4 %)
- Five point four (5.4) percent to 4.0% in Federal Setting 4. (Current 5.6 %)

Strategies:

Saint Paul Public Schools is committed to reducing the disparity of our most marginalized students, primarily our African American males, by bringing the inequity to the forefront. We will be achieving excellence through equity for all students with disabilities by providing access to culturally relevant and responsive curriculum, environments and instructional practices. SPPS will implement and lead with a racial equity mission and goals. The staff will continue to deepen, transform, develop, sustain and support equitable practices for our staff and students to include, but not limited to:

- Identification and review of Federal Settings by race and ethnicity each quarter.
- Identification, transformation and support of general education setting/special education setting services.
- Implementation of effective co-teaching models for more scholars to include scholars from specialized programs and exit plans from Federal 3 programs to a least restrictive environment.
- Standards-based IEP training and writing.
- Site-specific building level coaching and targeting professional development for special and general education teachers.
- Expansion of the Universal Design for Learning initiative providing greater access to the general education curriculum.
- Assurance and advocacy for special education teachers' participation in Professional Learning Community activities on general education teams.
- Trauma-based training for social workers.
- The addition of psychologists to the racial equity training in order to act in an important role in helping teams determine special education eligibility.
- Parent involvement initiatives through special education and the Office of Family Engagement.
- Speech and language therapists co-teaching in a push-in model for elementary students, especially at the kindergarten level.
- Collaboration between special education teachers and building level content area coaches.
- Culturally responsive and relevant curriculum, strategies and perspectives, practices and assessments.
- Utilization, engagement, and sustainment of Department mission and goals as related to racial equity.
- Courageous Conversations about race regarding access and inclusion.
- Multiple perspectives including the teacher, administrator and student voice regarding inclusion.

- Professional development regarding co-teaching.
- Professional development and increased student access to co-taught AVID classes.
- Strategic and purposeful changes in practice regarding referrals to more restrictive settings and
- Quarterly data retreats for special education administrators to analyze and share with special education coaches in order to communicate with all professional special education staff.

Moreover, we will be working on continued implementation of all the strategies listed above with the focus on consistency and fidelity.

Data-collection:

- Federal Setting trends from 10-11, 11-12, 12-13, 13-14, 14-15
- MARSS December 1 Count Reports
- Disaggregated data for Female, Male, American, Asian American, Latino, African American and Caucasian data categories for Elementary, Middle and High Schools (Disability by Building)
- Elementary and Secondary Special Education Teacher Survey data from Professional Learning Communities participation and Co-teaching Trainings.

Part B: 3-5

Indicator 6: Federal Instructional Settings 3-5

Analysis:

Attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program, Part B

Indicator 6A:

Your district had an overall Instructional Setting Rate of **51.52%**

Your district performed **below** the statewide Instructional Setting Target Rate of **52.0%**

Federal Settings	2009-10	2010-11	2011-12	2012-13	2013-14	State Target
	MDE data year	MDE data year	MDE data year	MDE data year	(SPPS internal data)	
FS 31 & 33	50.16%	44.75%	52.9%	51.5%	49.3%	52.0%

According to MDE data comparing school year 2011-12 to 2012-13, SPPS decreased the number of children attending and receiving special education services in the regular early childhood program from 52.9% to 51.5%. More current SPPS data (as of April 2014) show that students attending a regular early childhood program receiving services in that setting decreased from 51.5% to 49.3%. This is likely due to the increase in students receiving services at home.

SPPS prioritizes providing ECSE services in the setting where the child spends the majority of time. This includes Early Childhood Family Education, preschool, kindergarten, childcare and the home settings. Students receiving services in the early childhood or kindergarten classrooms (Federal Settings 31, 32, 33, and 34) make up 57% of students ages 3-5 receiving special education services. Seventeen percent of students ages 3-5 receive special education services in the home, Federal 45 setting. Therefore, 74% of the ECSE students receive services in the home or in a non-special education setting.

In 2013-2014, ECSE self-contained classrooms were co-located with Pre-K classrooms in 14 elementary schools rather than in 7 separate sites. ECSE Self-Contained and Pre-K teachers participated in Professional Learning Communities (PLC) together and in joint professional development and curriculum planning in anticipation of co-teaching in 2014-2015. SPPS held slots for ECSE students in PreK classrooms in 31 schools. These students were supported by ECSE Inclusion teachers and related service providers in the buildings. Pre-K and ECSE leadership, coaches and teacher representatives developed the co-teaching model for 2014-2015. Co-teaching will increase the options for inclusion for students with more significant needs who were enrolled in setting 45 previously.

Speech/Language classrooms were eliminated at the end of the 2012-2013 school year. Speech/language students are now served in more inclusive settings that include community preschools, Pre-K classrooms, Head Start and at home. The Primary Service Provider (PSP) model was implemented by the 3-5 ECSE Inclusion Program beginning in September 2013. The PSP model shifts intervention to coaching families instead of only working directly with the child. Services were provided in natural settings at home, community preschools, and childcare centers. Students were placed by SPPS in several community preschools as a pilot project.

Access to inclusive preschool options is improving. SPPS expanded the number of Pre-K classrooms for 4 year old students in 2013-2014 and will increase enrollment in 2014-2015 as well. In the 2013-2014 school year, there was a decline in the number of Head Start classrooms due to federal budget sequestration.

SPPS early learning leadership is working with Head Start, community preschool and childcare leaders to identify community settings that can provide inclusive experiences for 3 and 4 year old students so that all children in ECSE have the opportunity to attend an early childhood setting. Currently, some children whose families would prefer a school setting are served at home due to a lack of access to regular preschool settings in the community. This work will occur in collaboration with existing early learning groups including the St. Paul Promise Neighborhood, Generation Next and the PreK-Grade 3 Leadership Team that met this school year under MDE leadership. Expanding inclusive settings in the community will decrease the number of children in setting 45 and increase the number of children in settings 31 and 33.

Attending a separate special education class, separate school or residential facility, Part B Indicator 6B:

Your district had an overall Instructional Setting Rate of **34.57%**

Your district performed **above** the statewide Instructional Setting Target Rate of **19.0%**

Federal Settings	2009-10 MDE data year	2010-11 MDE data year	2011-12 MDE data year	2012-13 MDE data year	2013-14 (SPPS internal data)	State Target
FS 41, 42 & 43	33.88%	33.44%	29.8%	34.6%	23.6%	19.0%

According to MDE data comparing school year 2011-12 to 2012-13, SPPS increased the number of children attending a separate special education classroom, separate school or residential facility from 29.8% to 34.6%. However, more current SPPS data (as of April 2014) show that SPPS decreased the number of students receiving services in separate special education settings from 34.6% to 23.6%. This 11% decrease is a result of the priority to place children in inclusive settings rather than self-contained classrooms

during the 2013-14 school year. The 11% decrease moves SPPS closer to the state target of 19%.

SPPS prioritizes providing ECSE services in the setting where the child spends the majority of time. This includes Early Childhood Family Education, preschool, kindergarten, childcare and the home setting. Students receiving services in the early childhood or kindergarten classrooms make up 57% of students ages 3-5 receiving special education services. Seventeen percent of students ages 3-5 receive special education services in the home, Federal 45 setting. Therefore, 74% of the ECSE students receive services in the home or in a non-special education setting.

In 2013-2014, ECSE self-contained classrooms were co-located with Pre-K classrooms in 14 elementary schools rather than in 7 separate school sites. ECSE Self-Contained and Pre-K teachers participated in PLC together and in joint professional development and curriculum planning in anticipation of co-teaching in 2014-2015. SPPS held slots for ECSE students in PreK classrooms in 31 schools. These students were supported by ECSE Inclusion teachers and related service providers in the buildings. Pre-K and ECSE leadership, coaches and teacher representatives developed the co-teaching model for 2014-2015. Co-teaching will increase the options for inclusion for students with more significant needs who were enrolled in setting 45 previously. Speech/Language classrooms were eliminated at the end of the 2012-2013 school year. Speech/language students were served in more inclusive settings that included community preschools, Pre-K classrooms, Head Starts and at home. The Primary Service Provider (PSP) model was implemented by the 3-5 ECSE Inclusion Program beginning in September 2013. Services were provided in natural settings at home, community preschools, and childcare centers. Students were placed by SPPS in several community preschools as a pilot project.

Access to inclusive preschool options is improving except for inclusive services for 3 year old children. SPPS expanded the number of Pre-K classrooms for 4 year old students in 2013-2014 and will increase enrollment in 2014-2015 as well. In the 2013-2014 school year, there was a decline in the number of Head Start classrooms due to federal budget sequestration. As the number of children recommended for setting 41 decreased, some children were served at home rather than a segregated setting, resulting in 22.9% receiving services in setting 45.

SPPS early learning leadership is working with Head Start, community preschool and childcare leaders to identify community settings that can provide inclusive experiences for 3 and 4 year old children so that all children in ECSE have the opportunity to attend an early childhood setting. Currently, some children whose families would prefer a school setting are served at home due a to lack of access to regular preschool settings in the community. This work will occur in collaboration with existing early learning groups including the St. Paul Promise Neighborhood, Generation Next and the PreK-Grade 3 Leadership Team that met this school year under MDE leadership. Expanding inclusive settings in the community will decrease the number of children in setting 45 and increase the number of children in settings 31 and 33. All of these factors contributed to the

decrease in students receiving services in separate special education settings and set the stage for a greater decrease in 2014-2015.

Goal Statements:

1.) SPPS will increase the percent of children attending and receiving their special education services in a regular early childhood program from 49.3% to at least 52% by June 2015.

2.) SPPS will decrease the percent of children receiving their special education services in separate special education settings from 23.6% to 19.0% by June 2015.

Strategies:

In 2014-2015, SPPS will have co-taught ECSE/PreK classrooms in ten elementary schools. Co-taught classrooms will serve ECSE students with a variety of disabilities with 6 slots for ECSE students and 14 slots for general education students in each half-day classroom. In addition, 2 ECSE slots are held in each classroom at 21 Pre-K sites. Professional development and coaching support will be aligned with the co-teaching model occurring in special education and ELL in elementary grades. This will provide a fluid transition to kindergarten and first grade.

In 2014-2015, SPPS will have 7 classrooms with the model comprised of an ECSE self-contained class in the AM and PreK students in the PM taught by a dual licensed ECSE/PreK teacher. This model allows SPPS to increase PreK slots for all students and build capacity to teach all students to a high level of expectations. Three year olds who need ECSE self-contained classes will have a year of specialized instruction at school before entering Pre-K with their peers with a goal toward full inclusion in kindergarten. Elementary schools will have Early Learning Teams to provide blended learning experiences for ECSE, Pre-K and K students. The collaboration with ECSE/PreK is expected to result in a decrease of 4-year-old students served in settings 41 and 45 and an increase of 4-year-old students in setting 31.

In 2014-2015, Early Learning Leadership will increase collaboration with community partners including ECFE, Head Start, community preschools and childcare settings. Two ECFE classes will be co-taught with ECSE in 2014-2015. ECSE Inclusion and B-3 staff are now co-located in a building with Head Start and ECFE programs on the West Side of St. Paul.

Strategies for increasing access to inclusive settings for 3-5 year old children in ECSE:

- Early learning leadership will facilitate professional development for co-teaching teams and on-going collaborative training opportunities aligned with elementary co-teaching frameworks.
- Ongoing collaboration with ECSE and Pre-K coaches and leadership.
- Ongoing PLCs with ECSE and Pre-K teachers that focus on student achievement.
- ECSE Inclusion staff will continue trainings on effective teaming, adult coaching strategies, embedded instruction, and writing functional

goals and objectives within the child's natural environment and routines.

- Early Learning SPPS and community leaders will collaborate to develop structures that facilitate collaboration and consultation between ECSE and community site staff (e.g., Head Start) to improve outcomes for children in natural settings.
- Early Learning leaders in St. Paul will collaborate to develop pathways and a smooth transition from early childhood to entering school, as a part of the St. Paul PreK - Grade 3 Leadership Team.
- In 2014-2015 SPPS will pilot purchasing slots in community preschools to provide more inclusive settings for 3 year old children in ECSE who do not currently have access to an inclusive preschool, Pre-K or Head Start in order to increase the number of children enrolled in an inclusive setting.
- Greater ECFE collaboration including 2 co-taught classes with ECSE Social Workers (one east, one west), and collaboration with ECSE educators in Family Literacy ECFE classes.
- Increased collaboration with Head Start and ECSE at the leadership level to ensure ECSE students are successful in this inclusive setting and do not need to transition to a segregated setting.

Data Collection:

- Federal Setting Report Data from MDE in 2012, 2013 and 2014 to analyze trend data.
- ECSE enrollment data in Saint Paul Public School

Indicator 7: Special Education Preschool Outcomes

Analysis:

This indicator consists of three improvement outcome areas. Each area's performance is measured by two summary statements. Please refer to the summary statements definitions below when interpreting your district's data:

Summary 1: Of those children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary 2: The percent of children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program.

Outcome A: Positive social-emotional skills (including social relationships)

Summary 1: Your district had an overall Rate of **59.39%**. Your district

performed **below** the state target rate of **81.00%**.

Summary 2: Your district had an overall Rate of **51.09%**. Your district performed **below** the state target

	MDE data 2011-12	MDE data 2012-13	State Rate
Percent of Children who Substantially Increased Rate of Growth by Age 6 or Exiting Program	58.9%	59.4%	71.9%
Percent of Children who were Functioning within Age Expectations Age 6 or Exiting Program	51.1%	51.1%	54.8%

Based on a review of the outcome data from 2011-2013, SPPS students in Part B (3-5) who substantially increased their rate of growth increased from 58.9% in 2011-2012 to 59.4% in 2012-13 before they exited the program. This is well below the state rate of 71.9%. Students functioning within age expectations by the time they turned 6 years of age maintained and showed no growth from 51.1% in 2011-12 to 51.1% in 2012-13. SPPS student performance continues to be below but close to the state target for exiting from Part B service.

Child Outcomes Summary Forms (COSFs) training was provided to all new staff in the fall of 2013 and will be provided to all staff in the fall of 2014. On-going support and discussions were provided to staff on the Hawaii Early Learning Profile (HELP) as a crosswalk tool in assisting with completing COSF data. Continued support on administering, scoring, and the use of the HELP as a crosswalk tool to complete COSFs has been ongoing to improve data collection.

ECSE self-contained programs started using the Discovering Our World curriculum to align with general education. It is a curriculum developed by SPPS that believes children can construct meaningful knowledge that is relevant to their world by connecting what they know to new information and learning within the context of social relationships. This curriculum will continue to be used in our self-contained programs as well as our co-taught ECSE/Pre-K classrooms in the fall 2014 with ongoing training to support adaptations to the curriculum as needed. Increased access to inclusive settings for more children should also increase positive social emotional skills.

Outcome B: Acquisition and Use of Knowledge and Skills.

Summary 1: Your district had an overall Rate of **60.07%**. Your district performed **below** the state target rate of **82.00%**.

Summary 2: Your district had an overall Rate of **48.91%**. Your district performed **below** the state target rate of **54.00%**.

	MDE Data for 2011-2012	MDE Data for 2012-13	State Rate
Percent of Children who Substantially Increased Rate of Growth by Age 6 or Exiting Program	60.5%	60.1%	72.9%
Percent of Children who were Functioning within Age Expectations Age 6 or Exiting the Program	49.5%	48.9%	53.8%

Based on a review of the outcome data from 2011-2013, students in Part B (3-5) in SPPS who substantially increased rate of growth have decreased slightly in rate from 60.5% in 2011-12 to 60.1% in 2012-13 before they exited the program. This continues to be well below the state rate. Students functioning within age expectations by the time they turn 6 years of age also decreased from 49.5% in 2011-12 to 48.9% in 2012-13. This is also below the state rate.

COSF training was provided to all new staff in fall 2013 and will be provided to all staff in fall 2014. On-going support and discussions were provided to staff on the Hawaii Early Learning Profile (HELP) as a crosswalk tool in assisting with completing COSF data. Continued support on administering, scoring, and use of the HELP as a crosswalk tool to complete COSFs has been ongoing to improve data collection.

ECSE self-contained programs started using the Discovering Our World curriculum to align with general education. It is a curriculum developed by SPPS that believes children can construct meaningful knowledge that is relevant to their world by connecting what they know to new information and learning within the context of social relationships. This curriculum will continue to be used in our self-contained programs as well as our co-taught ECSE/Pre-K classrooms in fall 2014 with ongoing training to support adaptations to the curriculum as needed. As ECSE teachers become more familiar with the curriculum, the quality of instruction and outcomes for the acquisition and use of knowledge and skills including early language/communication and early literacy should increase.

Outcome C: Take appropriate action to meet needs.

Summary 1: Your district had an overall Rate of **69.96%**. Your district performed **below** the state target rate of **82.00%**.

	MDE Data for 2011-12	MDE Data for 2012-13	State Rate
Percent of Children who Substantially Increased Rate of Growth by Age 6 or Exiting Program	66.5%	70.0%	73.1%

Percent of Children who were Functioning within Age Expectations Age 6 or Exiting the Program	62.3%	60.6%	65.2%
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Based on a review of the outcome data from 2011-2013, students in Part B (3-5) in SPPS who substantially improved their rate of growth increased from 66.5% in 2011-12 to 70.0% in 2012-13 before they exited the program. Students who substantially increased their rate of growth by age 6 or exiting the program continues to below the state rate of 73.1%. Students functioning within age expectations by the time they turned 6 years of age decreased from 62.31% in 2011-12 to 60.6% in 2012-13. SPPS student performance for those functioning within age expectations continues to be below the state rate for exiting from Part B service. Factors that may have impacted SPPS not meeting the state target for use of appropriate behaviors to meet their needs include: high rate of children learning at least two languages at one time; cultural experience and expectations for acquiring self help skills vary from culture to culture; and in a routines-based interview, parents may not identify self-help skills as a priority.

COSF training was provided to all new staff in fall 2013 and will be provided to all staff in fall 2014. On-going support and discussions were provided to staff on the Hawaii Early Learning Profile (HELP) as a crosswalk tool in assisting with completing COSF data. Continued support on administering, scoring, and use of the HELP as a crosswalk tool to complete COSFs has been ongoing to improve data collection.

ECSE self-contained programs started using the Discovering Our World curriculum to align with general education. This curriculum will continue to be used in our self-contained programs as well as our co-taught ECSE/Pre-K classrooms in fall 2014 with ongoing training to support adaptations to the curriculum as needed.

Examination of our practices as a mostly white, English speaking staff continues within the frame of our racial equity work in SPPS. Central to this work is examining our interpretation of developmental norms to ensure staff is culturally sensitive and de-centering white middle class norms. Determining whether self-help skills are 'typical' varies considerably across cultures and has a significant impact on data collection. ECSE staff will work closely with language interpreters and others in the community with culturally specific knowledge to develop mutual awareness of trust in order to conduct evaluations that are culturally sensitive.

Goal Statements:

1. The percent of preschool children with disabilities will show substantial growth in:
 - a. Positive social-emotional skills from 59.4% to 62.0%
 - b. Acquisition and use of knowledge from 60.1% to 63.0% and
 - c. Appropriate behavior from 70.0% to 73.1% .

2. The percent of preschool children with disabilities will show an increase in functioning within age expectations in:
 - a. Positive social-emotional skills from 51.1% to 54.8%

- b. Acquisition and use of knowledge from 48.9% to 53.8% and
- c. Appropriate behavior from 60.6% to 65.2%.

Strategies:

Strategies for increasing preschool outcome percentages in ECSE include:

- Continued use and training on Discovering Our World curriculum in ECSE that aligns with general education Pre-K.
- Continued coaching to staff around using the HELP as a crosswalk tool with our diverse population in SPPS.
- Analyze Winter/Spring data from the HELP and Individual Growth and Development Indicators to monitor student progress.
- Share outcome data for SPPS compared to state targets to increase staff awareness and understanding of student needs in SPPS.
- ECSE staff will participate in Professional Learning Communities and group trainings with general education to increase understanding and use of curriculum, assessments, and instructional rigor during class sessions to increase student access to the general education curriculum and facilitate growth and development.
- Provide continued training on adult coaching, routines-based interventions, and COSF training and examples.
- Provide continued coaching on specific instructional strategies and assessment in ECSE and PreK Classrooms in co-taught, ECSE and PreK settings, with alignment between PreK and ECSE coaching.
- Pilot the use of intervention curricula for Phonemic Awareness and Zones of Regulation in several Head Start and PreK classrooms.
- Continue racial equity work and examination of the HELP with a racial and cultural lens.

Data-Collection:

- Winter/Spring HELP data
- Winter/Spring Individual Growth and Development Indicators
- SPPS outcome data for student targets
- COSF data

Part C: Birth – 3

Indicator 2: Natural Environment Birth – 3

Analysis:

Early Intervention Services at home or in community settings, Preliminary Part C Indicator 2 for 2013-2014:

Your Special Education Administrative Unit (SEAU) had an overall Natural Environment Setting Rate of **97.0%**

Your SEAU Unit performed **above** the state target Natural Environment Setting Rate of **95.0%**

The Saint Paul Public School percentage of infants and toddlers with Individual Family Service Plans (IFSPs) who primarily receive early intervention services in their homes or in programs for typically-developing children is at a rate of 97.2%, above the state target of 95%. This is consistent with the district's percentage from last year. The primary service provider builds the relationship with the caregiver(s) in the home environment and empowers them to support their child's development during regular routines in the natural environment and based on the culture of the home. SPPS will continue to build on this philosophy and service provision through professional development of primary service providers, routines-based interventions in natural environments and adult coaching during the 2014-15 school year.

Indicator 5: Child Find Birth – 1

Analysis:

Children Birth to Age 1 with Individual Family Service Plans (IFSPs), Preliminary Part C Indicator 5 for 2013-2014:

Your Special Education Administrative Unit (SEAU) had an overall Child Find Rate of **1.06%**

Your SEAU performed **above** the state target Child Find Rate of **0.90%**

Child find for children from birth to age 1 for SPPS in 2013-14 (2012-13 data) was 1.06%, which is above the state target of .88%. SPPS significantly increased their Special Education Administrative Unit (SEAU) rate from .86% to 1.06% based on the comparison of the data 2011-12 and 2012-13 data.

A review of the referral source data, enrollment data, evaluation data, and Interagency Early Intervention Committees (IEIC) child find data identified an increase in communication and collaboration with referral source agencies that increased our child find. We need to continue this collaboration partnership with the referral agencies and IEIC child find sub committee in order to continue to increase our child find rate. The St. Paul Early Childhood Evaluation team is continuing their outreach to agencies by providing them the information and resources needed to make referrals. Our Part C

service providing team continues to reach out to the families they are providing services to and making referrals as needed while out in the community and homes.

Indicator 6: Child Find Birth – 3

Analysis:

Children Birth to Age 3 with Individual Family Service Plans (IFSPs), Preliminary Part C Indicator 6 for 2013-2014:

Your Special Education Administrative Unit (SEAU) had an overall Child Find Rate of **2.01%**

Your SEAU performed **below** the state target Child Find Rate of **2.40%**

Child find for children from Birth-3 for SPPS in 2012-13 was 2.01%, which is below the state target of 2.4%. This rate showed a slight increase from the 2011-12 rate of 1.99%. After a review of referral source data, evaluation trend data, and Interagency Early Intervention Committees (IEIC) child find, the data show an increase of approximately 90 more referrals in 2013-14 from 2012-13. Referrals from child care centers and ECFE continue to be fewer than anticipated.

Staff at St. Paul Public Schools has continued to participate in the Region 11 IEIC as well as the Child Find Sub-Committee within the IEIC to support identifying and developing regional, local, and Local Education Agency roles and responsibilities. In addition, SPPS staff continues to meet with Ramsey County Help Me Grow. All referrals are processed by the Part C serving team instead of a separate evaluation team to increase consistency in staffing when attempting to build relationships with families. The challenges to assessing many students included: the inability to contact parents, parents declining the referral or evaluation, and the unavailability of the parent in cases where a referral was the result of Child Abuse and Treatment Act (CAPTA).

SPPS evaluation data July 2013 through April 2014:

Total Number of evaluations for Part C Team:

CLOSED 628

IN PROCESS 28

Part C	182
Parts C & B	54
Eligible	243
Evaluated and found ineligible	47
No parent response	79
No concerns	32
Declined evaluation	57
Declined referral	2

Goal Statements:

St. Paul Public School will increase the Special Education Administrative Unit (SEAU) Rate for infants and toddlers Birth - 3 year of age with Individual Family Service Plans (IFSPs) from 2.01% to 2.4% by June 2015.

Strategies:

ECSE Team actions for the 2014-15 school year will include:

- ECSE staff in St. Paul Public Schools will continue with the processes for follow up to referral sources to increase communication with other resources in the community.
- ECSE staff will continue to form connections and develop relationships with Early Head Start (EHS), Early Childhood Family Education (ECFE), Think Small, hospitals, clinics, child protection, and public health nurses to share referral process information. ECFE and Early Childhood Special Education (ECSE) will continue to collaborate and increase relationships and understanding of ECSE services as we continue to implement the Primary Service Provider (PSP) model in ECFE as well as other childcare settings. Implementation of the PSP service delivery model in community programs will facilitate relationships to ultimately increase understanding of ECSE and referrals from child care centers, Head Start, ECFE, etc.
- ECSE staff will continue to participate on the IEIC Regional Committee as well as the Child find Sub Committee to work collaboratively with community partners in child find processes, resources, and activities.
- ECSE staff will continue to attend Ramsey County Help Me Grow (HMG) meetings. SPPS will no longer contribute financially to Ramsey County Help Me Grow as of July 1, 2014. ECSE staff met with Ramsey County Child Protection Workers in June 2014 to review state HMG referral information and suggested referrals be made early in the CAPTA process rather than when cases are closed to increase the number of successful parent contacts.
- -ECSE staff will work closely with language interpreters and others in the community with culturally specific knowledge to develop mutual awareness and trust in order to decrease the number of evaluations that are declined and increase the number of referrals particularly in the Hmong and Somali communities.

Data-Collection:

- Referrals source data
- Evaluation trend data
- Trend data for B-3 enrollments.

Indicator 3: Child Outcomes

Analysis:

This indicator consists of three improvement outcome areas. Each area's performance is measured by two summary statements. Please refer to the summary statements definitions below when interpreting your Special Education Administrative Unit's (SEAU) data:

Summary 1: Of those infants and toddlers who entered or exited early intervention below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 3 years of age or exited the program.

Summary 2: The percent of infants and toddlers who were functioning within age expectations in Outcome A by the time they turned 3 years of age or exited the program.

Outcome A: Positive social-emotional skills (including social relationships)

Summary 1: Your district had an overall Rate of **56.56%**. Your district performed **below** the state target rate of **66.00%**.

Summary 2: Your district had an overall Rate of **54.60%**. Your district performed **above** the state target rate of **43.00%**.

Summary Statement	Statewide Rate	Statewide Target	MDE data for 2011-12	MDE data for 2012-13	Change	Goal
Substantial growth by 3 years	57.7%	66.0%	50%	56.6%	+6.6%	60%
Functioning within age expectations at 3 years	49.5%	43.0%	43.1%	54.6%	+11.5%	55%

Based on a review of the outcome data from 2011-1313 for building positive social emotional skills, students in Part C (0-3) in SPPS were generally consistent in their substantial growth from 50% in 2011-12 up to 56.6% in 2012-13 before they exited the program. Despite a growth of 6.6% from last year, this is still slightly below the statewide target rate of 57.7%. Students functioning within age expectations by the time they turned 3 years of age have steadily increased from 43.1% in 2011-12 to 54.6% in 2012-13, which is above the state target rate of 43%. The percentage of students (0-3) who are functioning within age expectations at age 3 in the area of positive social emotional skills showed significant growth with a 11.5% increase.

Input from staff revealed concerns with difficulties with the data collection methodology in that, completion of the COSF on all students has been a challenge system wide. The

Hawaii Early Learning Profile (HELP) was introduced in the fall of 2012 as a new tool to crosswalk with the COSF. In St. Paul's diverse community, items on the HELP must be considered within the cultural context of the family. Items that are not culturally relevant are excluded. Continued coaching support on administration, scoring and use of the HELP as a crosswalk tool to complete the COSFs has been on-going this school year to improve data collection. In addition, ongoing training and reflection on cultural and linguistic diversity and racial equity has been provided. A reflective practice Professional Learning Community and additional training on infant mental health may have contributed to growth in social emotional outcomes.

Outcome B: Acquisition and use of knowledge and skills.

Summary 1: Your district had an overall Rate of **50.76%**. Your district performed **below** the state target rate of **68.00%**.

Summary 2: Your district had an overall Rate of **50.00%**. Your district performed **above** the state target rate of **44.00%**.

Summary Statement	Statewide Rate	Statewide Target	MDE data for 2011-12	MDE data for 2012-13	Change	Goal
Substantial growth by 3 years	61.2%	68.0%	58.6%	50.8%	-7.8%	55%
Functioning within age expectations at 3 years	45.1%	44.0%	41.3%	50.0%	+8.7%	51.0%

Based on a review of the outcome data regarding the acquisition and use of knowledge and skills, students in part C (0-3) in SPPS decreased in substantial growth rate from 58.6% in 2011-12 to 50.8% in 2012-13. This continues to be below the state target rate of 68.0%. Students functioning within age expectations by the time they turned 3 years of age increased from 41.3% in 2011-12 to 50% in 2012-13, which is above the state target rate of 44%.

Input from staff revealed concerns with difficulties in the data collection methodology, in that, completion of the COSF on all students has been a challenge system wide. The Hawaii Early Learning Profile (HELP) was introduced in the fall of 2012 as a new tool to crosswalk with the COSF. Staff has indicated the HELP is not always culturally appropriate so its results may be not be appropriate based on the culture of the family. Continued coaching support on administration, scoring and use of the HELP as a crosswalk tool to complete the COSFs has been on-going this school year to improve data collection.

B-3 teams are still relatively new at evaluation and using the HELP to measure progress. The fact that the percentage of students making substantial growth has declined over the last two years needs to be investigated further. Many items on the HELP are not culturally relevant to families. Leaving items blank could skew the overall results. In contrast, Part C students in SPPS are exiting the program at age level at a higher rate than the state. This could indicate that children may be over-identified initially. Ongoing professional development is needed to build competence and reliability in data collection within the context of the population of SPPS.

Outcome C: Take appropriate action to meet needs.

Summary 1: Your district had an overall Rate of **53.38%**. Your district performed **below** the state target rate of **70.00%**.

Summary 2: Your district had an overall Rate of **52.30%**. Your district performed **above** the state target rate of **46.00%**.

Summary Statement	Statewide Rate	Statewide Target	MDE data for 2011-12	MDE data for 2012-13	Change	Goal
Substantial growth by 3 years	62.7%	70.0%	55.9%	53.4%	-2.5%	58%
Functioning within age expectations at 3 years	49.7%	46.0%	40.6%	52.3%	+11.7%	53.0%

Based on a review of outcome data on taking appropriate action to meet needs, students in part C (0-3) in SPPS decreased in substantial growth rate in the use of appropriate behaviors to meet their needs from 55.9% in 2011-12 to 53.4% in 2012 -13 before they exited the program. This is below the state target rate of 70%. Students functioning within age range in the use of appropriate behaviors to meet their needs by the time they turned 3 years of age increased from 40.6% in 2011-12 to 52.3% in 2012-13 which is above the state target rate of 46.0%. This demonstrates a substantial percentage increase of 11.7%.

Staff has indicated the HELP is not always culturally appropriate so the results may be not be appropriate based on the culture of the family. Continued coaching support on administration, scoring and use of the HELP as a crosswalk tool to complete the COSFs has been on-going this school year to improve data collection.

Goal Statements:

1. Infants and toddlers with disabilities will substantially increase their rate of growth by the age of three in:
 - a. Positive social-emotional skills from 56.6% to 60.0%.
 - b. Acquisition and use of knowledge from 50.8% to 55%.
 - c. Use of appropriate behavior to meet needs from 53.4% to 58%.

2. Infants and toddlers with disabilities will function within age expectation by the age of three in:
 - a. Positive social-emotional skills from 54.6% to 55%.
 - b. Acquisition and use of knowledge from 50% to 51%.
 - c. Use of appropriate behavior to meet needs from 52.3% to 53%.

Strategies:

- Provide coaching to staff around using the HELP as a crosswalk tool.
- Share outcome data for SPPS compared to state targets to increase staff understanding of student needs in SPPS and use data for a PLC student achievement focus.
- Analyze fall/winter/spring data from the HELP to monitor student progress.
- Provide training on the Primary Service Provider (PSP) model, adult coaching strategies, and routines- based intervention with individual coaching for teachers to increase the implementation with fidelity of research based service delivery practices.
- Provide PSP with individual coaching sessions throughout the 2014-15 school year to increase modeling and reflective practices with parents during routines in the home setting.
- Train on culturally appropriate practices and interpretation of materials including the HELP.
- Expand knowledge of cultural norms that exist within the diverse racial and ethnic populations that reside and attend schools in St. Paul to better prepare a primarily white staff to perform culturally and linguistically appropriate evaluations and interventions.

Data Collection:

The following data will be collected from 2014-15 to determine progress including:

- SPPS outcome data for student targets.
- Progress reports based on the HELP
- COSF data
- Disaggregate data by race and home language

Indicator 4: Part C Family Outcomes

Analysis:

Know their rights, Part C Indicator 4A:

Your Special Education Administrative Unit (SEAU) had an overall Family Outcomes Rate of **86%**

Your SEAU performed **below** the state target Family Outcomes Rate of **95%**

Effectively communicate their children's needs, Part C Indicator 4B:

Your Special Education Administrative Unit (SEAU) had an overall Family Outcomes Rate of **86%**

Your SEAU performed **below** the state target Family Outcomes Rate of **90%**

Help their children develop and learn, Part C Indicator 4C:

Your SEAU had an overall Family Outcomes Rate of **80%**

Your SEAU performed **below** the state target Family Outcomes Rate of **92%**

The percent of families participating in part C who report that early intervention services have helped the family.

CIMP Report Data from	2012-13 2011-12	2013-14 2012-13	State Target
A. Know their Rights	71%	86%	95%
B. Communicate their Children's Needs	79%	86%	90%
C. Help their Children Develop and Learn	80%	80%	92%

ECSE Family Outcome ratings related to their perceptions of how early intervention has helped their family increased or remained the same for all three measures. The change in the model of service delivery that has occurred over the last few years may have impacted family ratings related to the helpfulness of intervention. The current model of Primary Service Provider (PSP) implemented in 2012-13 shifts intervention to coaching the families instead of working directly with the child. This change in the model has resulted in more positive ratings of help to the family. Furthermore, the focus of educating parents about their rights for the 2012-13 school year through parent coaching and parent groups seems to have helped the families understand it better, as our percentage of families that understood their rights climbed 15 percent from 71% to 86% for that school year in 2012-13. Likewise, the percentage of families who were able to communicate their needs went up 7 percent from 79% to 86% in 2012-13. The percentage of families participating in Part C who report that early intervention services assisted them in helping their children to develop and grow remained at 80% from 2011-12 to 2012-13.

It is expected that by increasing broader parent participation in parent groups, as staff receive more refined training in implementing the PSP model, and increasing the return rates of parent surveys at the time of evaluation and exiting from Part C, positive parent ratings will continue to rise.

Goal statements:

St. Paul Public Schools will increase the percent of families in Part C who report that early intervention services have helped the family in the following areas and rates:

- a. Know their rights from 86% to 90%.
- b. Effectively communicate their children's needs from 86% to 90%.
- c. Help their children develop and learn from 80% to 85%.

Strategies:

- -Continue to use the PSP model.
- -Continue to use the Family Outcome Survey during the evaluation process.
- -Train new B-3 licensed staff in the Family Outcome survey.
- -ECSE families are invited to SPPS Special Education family groups that are now inclusive of the early childhood perspective.
- -B-3 family groups will be held monthly in 2014-2015 and will be led by social workers.
- -Two co-taught ECFE/ECSE parenting classes will be held to increase parent ability to help their child develop and learn.
- -Developing consistency in language interpreters in B-3 will allow families to obtain information accurately and from trained interpreters in their home language.
- -Continue to review the Family Outcome Survey at annual IFSP meetings.

Data-collection:

- State Target data
- Annual performance reports for SPPS
- Parent involvement data
- File reviews