

# *Program Evaluation*

## Special Education 2022-23

### LEADERSHIP ■ ■ ■

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- *What is your program's mission/purpose? How well did you serve your mission/purpose this year? How do you know?*
- *Do you plan on any changes for next year? If so, how? Why? If not, how was the mission/purpose validated?*
- *What will be your program's theme and/or central message(s) to your staff relative to your mission/purpose next year? How were those determined?*
- *What is your accountability system for supporting your mission/purpose, goals, actions, and processes? In other words, who is responsible for each of your key actions and/or processes that support your mission/purpose?*
- *What are your key teams that support your mission, purpose, goals, actions, and processes? How is our mission determined?*

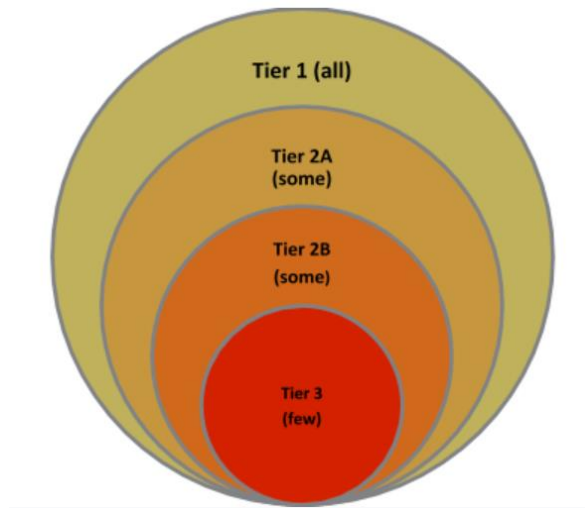
**Mission Statement:** Special Services is dedicated to fostering individual student growth with targeted and meaningful interventions designed through collaboration within a systems-approach.

**Special Services Staff:** Dr. Jennifer Beutel, Crystal James, Dr. Rebecca Goodney, Leah Place, Tyson Van Dyke, Emily Miller, Samantha Wiltz, Katie Parkin, Dane Rader, Derek Kohler, Jessica Schatz, Andrea Brooks, Coleen Johnson, Gail Martin, Benjamin Rackers, Sharon Bates, Marsha Perry, Dana Stephenson, Kellyn Vandevort, Brandy Lister Kathleen Smith, Monica Jaynes, Joshua Jurgens, Allison Kern, Clare Brooks, Billie Brown , Beth Friederich, Jackie Porter, Darcy Lippman, Danille Collins, Rachel Minter, Karen Moreno, Hannah Patron, Stephanie Campbell, Cheri Thatcher, Chris Pfaff, Sherri Johnson, Alisa Yates, Rebecca Ballou, Amanda Hooten, Suzanne Morris, Lauren Parrish, Jessica Johnson, Jessica Cochennet, Amy Crawford, Debbie Kramer, Tracy Shippee, Jennifer Hillman, Amber Thompson, Susie Murphy

**CSIP Alignment:** A2-The percentage of students identified in subgroups (IEP) scoring proficient or advanced on MAP/EOC will increase annually.

The Mission of Special Services was developed in 2015 and is aligned to the Pupil Services Department Mission to ensure the systematic improvement of teaching and learning through the provision of Tiered Support.





**Tier 1: Core Instruction**

High quality core classroom instruction aligned to the District's curriculum implementation through Tier 1 district instructional expectations to all students.

**Tier 2A: Core Instruction *plus* Classroom-level Targeted Intervention**

Students not making progress in Tier 1 are provided with additional, more intensive services within the general classroom. These interventions or additional instructional times may stem from Improvement Teams, individual teacher data analysis or teacher collaboration and could include skills grouping, guiding reading, guided math, etc. Progress monitoring in this tier allows for the teacher to make adjustments to instruction and ensure progress.

**Tier 2B: Core Instruction *plus* Targeted Intervention**

Students not making progress in Tier 2A may move to Tier 2 B to receive individualized or small group intervention targeting student academic and/or behavioral skill deficits. Student data at this tier is carefully tracked to make adjustments in programming and approach. Interventions may include use of the building interventionist, Reading Improvement, targeted instruction in reading or math from non-classroom educators, targeted behavioral skill instruction, triage, etc.

**Tier 3: Core Instruction *plus* Intensive Intervention**

Students not making adequate progress at Tier 2B may move to Tier 3 for individualized, intensive intervention that is frequently monitored to assist in decision making. Interventions at this level may include services from special education personnel on a trial basis, English Language Learner programming, short-term intensive instruction, etc. Student data is essential for problem solving and decision-making regarding next steps for students in this tier of support.

Students with special education needs are identified through a comprehensive, multidisciplinary evaluation. Most attend the school in their attendance area, but specialized programs are designated for district-wide services at specific buildings.



- Elementary District-Wide Programs (current):
  - Functional Program (students working towards a functional curriculum)- Siegrist Elementary
  - Autism Program (students needing structured teaching and communication support)- Siegrist Elementary
  - Behavior Support Program (students in need of social/emotional/behavior support and strategies)- Compass Elementary
  - Cross-Categorical Program (students requiring more direct instruction in core content)- Compass Elementary
- Middle School District-Wide Programs- the above four program strands blend at Platte City Middle School
- High School District-Wide Programs- all programs strands blend at Platte County High School

## STRATEGIC PLANNING ■ ■ ■

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- *How are our goals developed?*
- *What are our long term goals?*
- *What are our short term goals?*
- *What are your objectives to determine progress?*
- *Which CSIP strategies/actions are most related to the goals of this program?*
  - *How does your budget align to your strategic plan?*

**Goal:** Close the achievement gap for students with disabilities in English Language Arts (ELA).

**Objective:** Annually close the growth gap between students with IEPs and students without IEPs in ELA.

**Goal:** Close the achievement gap for students with disabilities in Math.

**Objective:** Annually close the growth gap between students with IEPs and students without IEPs in Math.

**Goal:** Increase achievement of students with disabilities.

**Objective:** Annually increase MSIP 5 Standard 2: Subgroup Achievement.

## WORKFORCE FOCUS ■ ■ ■

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- *How do we determine what our staff needs?*
- *What are we doing to support our staff to achieve our goals?*

Multiple specialist teams and general education staff are in need of specific strategies. We support our district-wide staff with the following:

Current:



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- Continued special education staff training in Multisensory Structured Language Intervention to directly impact student reading skills
  - Implementation of progress monitoring for students with IEPs using FastBridge
  - Focus on Specially Designed Instruction
  - Revisions to the Student Success Team process to ensure proper interventions have been applied pre-referral

Prior:

- Professional Development on Form G of the IEP (state-required form that outlines students needs, accommodations/modifications and services due to weather- or COVID-related school closures
- Select special education staff participated in Multisensory Structured Language Intervention training (an Orton-Gillingham aligned intervention)
- Trauma training
- Specific Professional Development (behavior strategies, diversity, dyslexia and in-depth reading intervention, Trauma, team-specific)
- Improvement Teams strategies for students below target
- Student Success Teams (SST) strategies and infrastructure
- Progress monitoring tools aligned to strategy implementation
- Safe and Civil Schools Participation

**Special Education Staff needs:** Increased knowledge base of specially designed instruction and teaching modalities, increased awareness of student performance data, ability to progress monitor student goals with fidelity across time, ongoing training in specific reading interventions in use across the District, continued behavior support and training.

**Motor Staff needs:** Ability to monitor goals with fidelity across time, collaboration with general and special education.

**Speech Language Pathology Staff needs:** Training on new regulations regarding eligibility, ability to monitor goals with fidelity across time.

**School Psychology and Process Coordinator Staff needs:** Ability to monitor goals with fidelity across time, build out of Tier 2 interventions, new regulations, revisions to evaluation templates.

**Paraprofessional needs:** Specific training on their student(s) needs, Collaboration with general and special education teachers, accommodation training, neurodiversity, foundations in disability, behavioral training.

## PROCESS ■ ■ ■

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- *What processes did you develop or improve this past year? How were those developed or improved?*
- *What processes will you need to develop or improve next year to support the achievement of your goals? How were those identified? How will those be developed*



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*or improved? What process/improvement actions did we focus on last year to improve this program?*

- *What processes/improvement actions will we focus on this year to improve our processes?*

#### Current Process Improvement Actions

- Increasing/streamlining communication
  - Special education providers, general educators and parents
  - Case managers and general educators
  - Paraprofessionals and teams
  - Inter- and intra-departmental
- Life Skills Lab and post graduation programming
- Compliance
- Tiered Monitoring submissions
- Summer Institute
  - Specially Designed Instruction
  - Co-Teaching refresh
  - Function-based thinking
  - High Leverage Instructional Practices
  - Early Learning curriculum enhancement
  - Transitions

## MEASUREMENT/ANALYSIS/KNOWLEDGE ■ ■ ■

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- *How did you measure the progress of your Strategic Planning Goals?*
- *How did you measure progress in Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What knowledge did you gain for this year related to your continuous improvement?*
- *How did you analyze your data and knowledge? How do you plan on using the data and knowledge gained?*

We measure our progress using the following tools and feedback mechanisms:

- SWOT Analysis
- Office of Special Education Programs (Federal) Review (OSEP)
- Department of Elementary and Secondary Education (DESE) Special Education District Profile
- Missouri Assessment Program (MAP) and End-of-Course Exam (EOC) data
- IEP goal data
- Staff surveys
- Parent surveys/Parent Advisory
- Progress Monitoring Data



## RESULTS ■ ■ ■

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- *What are the results of your progress towards your Strategic Planning Goals?*
- *What are the results in the areas of Leadership, Customer Focus, Workforce Focus, Process/Operations for this year?*
- *What are the results from any SWOT Analysis or other Quality Tools you used from this past year?*
- *What are the results of our SWOT analysis for this year?*
- *How are we doing? How have we done over time? How have we done compared to others (if applicable)?*

### **Special Education SWOT ANALYSIS Themes**

- Collaborative team focused on student outcomes
- Challenged by sub shortages but creative in finding solutions
- Need to fine tune resources for math and writing as district curriculum continues to be built out
- Investigate best fit technology for students in special education
- Need for additional training for students with behavioral needs across all staff
- Leverage master scheduling to increase collaboration with general education counterparts and support staff
- Changes and shifts in service delivery have positively impacted students and programs
- Special Education staff professional development should continue both on PD days and during the year



*Special Education District Profile, 2021-22:*

**Child Count (5K-21) and Parentally-Placed Private School Students (PPPS) (B1)**

The following table indicates the number and incidence rate of students with disabilities by disability category.

Disability Category	Total	PPPS	Incidence Rate 2021-22	State 2021-22
Intellectual Disability	17	0	0.40%	0.96%
Emotional Disturbance	17	0	0.40%	0.78%
Orthopedic Impairment	4	0	0.09%	0.04%
Visual Impairment	0	0	0.00%	0.05%
Hearing impairment	3	0	0.07%	0.12%
Specific Learning Disability	108	0	2.56%	3.57%
Other Health Impairment	76	0	1.80%	3.07%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	4	0	0.09%	0.15%
Autism	49	0	1.16%	1.66%
Traumatic Brain Injury	0	0	0.00%	0.04%
Young Child w/ Developmental Delay	11	0	0.26%	0.34%
Language Impairment	50	0	1.19%	1.09%
Speech Impairment	33	0	0.78%	1.47%
Total	372	0	8.83%	13.34%

Source: District reported data via MOSIS Student Core (December cycle) Child Count data is as of December 1  
 Incidence rate = Total 5K-21 Child Count / K-12 district enrollment

**Percent of Students by Race/Ethnicity (SPP 9/10) (B2)**

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories.

School Year: 2021-22	Amer Indian %	Asian %	Black %	Hispanic %	Multi %	Pacific %	White %	Total %
Total District Enrollment (K-12)	0.1%	2.0%	9.2%	7.9%	6.6%	0.8%	73.3%	100.0%
Total IEP Child Count (5K-21)	0.0%	2.2%	12.1%	7.3%	8.6%	0.0%	69.9%	100.0%
Intellectual Disability	0.0%	0.0%	23.5%	5.9%	0.0%	0.0%	70.6%	100.0%
Emotional Disturbance	0.0%	0.0%	11.8%	0.0%	11.8%	0.0%	76.5%	100.0%
Specific Learning Disability	0.0%	1.9%	16.7%	7.4%	8.3%	0.0%	65.7%	100.0%
Other Health Impairment	0.0%	1.3%	10.5%	9.2%	10.5%	0.0%	68.4%	100.0%
Autism	0.0%	2.0%	10.2%	4.1%	4.1%	0.0%	79.6%	100.0%
Speech/Language Impairment	0.0%	2.4%	7.2%	8.4%	13.3%	0.0%	68.7%	100.0%

Source: District reported data via MOSIS Student Core (October and December cycle) Child Count data is as of December 1



### School-age Educational Environments (SPP 5) (B3)

The following table indicates the amount of time students with disabilities are included in the general education classroom.

Placement Categories	2019-20		2020-21		2021-22		State 2021-22
	#	%	#	%	#	%	%
Inside Regular Class 80% or More (SPP 5A)	227	63.2%	246	64.6%	248	66.7%	56.7%
Inside Regular Class 40-79%	92	25.6%	88	23.1%	80	21.5%	29.3%
Inside Regular Class < 40% (SPP 5B)	36	10.0%	42	11.0%	43	11.6%	8.6%
Private Separate (Day) School*	3	0.8%	5	1.3%	1	0.3%	0.9%
Public Separate (Day) School*	0	0.0%	0	0.0%	0	0.0%	1.3%
Homebound/Hospital*	0	0.0%	0	0.0%	0	0.0%	0.7%
Private Residential Facility*	0	0.0%	0	0.0%	0	0.0%	0.0%
Correctional Facility	0	0.0%	0	0.0%	0	0.0%	0.1%
Parentally Placed Private School	1	0.3%	0	0.0%	0	0.0%	1.8%
State Operated Separate School^	0	0.0%	0	0.0%	0	0.0%	0.7%
Total School Age	359	100.0%	381	100.0%	372	100.0%	100.0%
Total of Separate Placements* (SPP 5C)	3	0.8%	5	1.3%	1	0.3%	3.5%

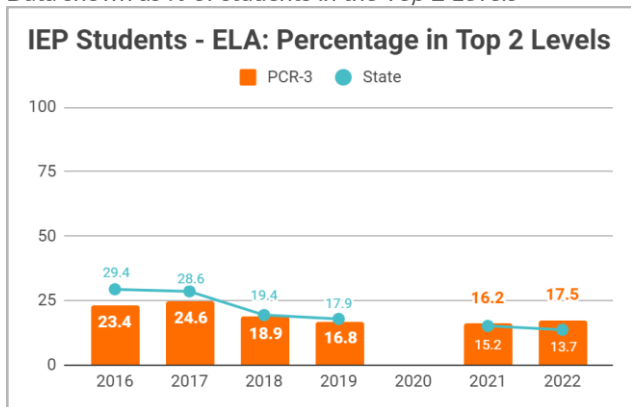
Source: District reported data via MOSIS Student Core (December cycle)

\*Total Separate\* includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

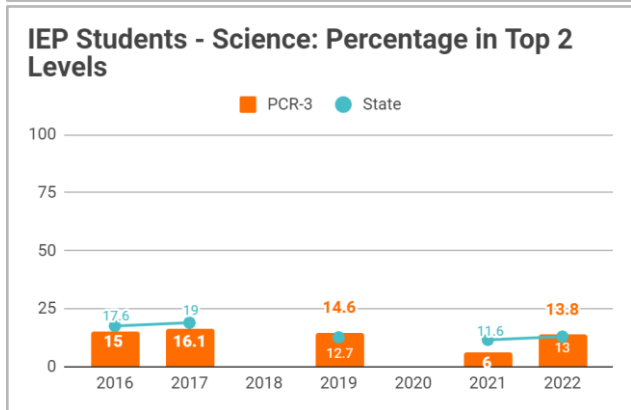
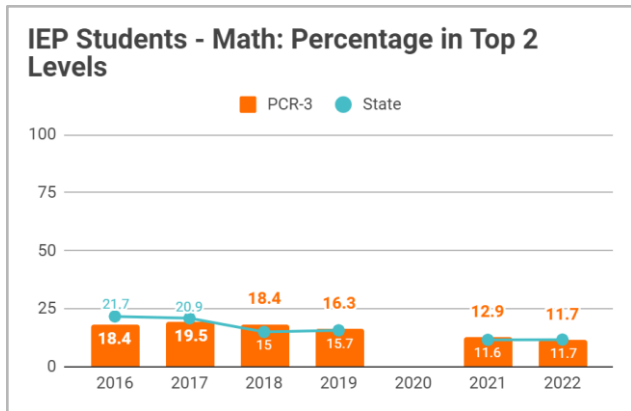
^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

### District Level MAP and EOC Assessment Results for Special Education students:

Data shown as % of students in the Top 2 Levels







## Parent Survey: I am satisfied with the special education services my child receives

Building	2017-18 SPI	2018-19 SPI	2019-20 SPI	2020-21 SPI	2021-22 SPI
<i>Pathfinder</i>	434.04	434.69	428.13	428.57	411.11
<i>Barry</i>	411.11	396.15	394.44	404.76	422.22
<i>PCMS</i>	396.15	405.00	426.92	402.00	414.72
<i>PCHS</i>	400.00	382.98	378.26	365.52	382.98
<i>Siegrist</i>	451.43	434.04	438.71	413.51	417.14
<i>Compass</i>	429.17	390.91	442.31	441.18	425.93
<i>District-wide</i>	426.11	412.64	421.57 (204)	402.78 (252)	413.57 (221)



## SPECIAL EDUCATION PARENT ADVISORY Themes

### Strengths

- Quality of Staff
- Hands on and real world learning opportunities
- Social Emotional learning at elementary
- Feel part of the team

### Weaknesses

- Instructional rigor
- Communication from case managers
  - Frequency
  - Specificity
  - “Sharing the day”
- Inclusivity in the regular activities in the school is lacking in places
- Collaboration between parent, special education and general education needs to increase
- Social Emotional learning at secondary level

