

Program Evaluation: Special Education 2023-2024



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Pupil Services District Liaisons for Special Education: Cherie Thatcher, Joshua Jurgens,
Andrea Brooks, Tracy Shippee, Suzanne Morris, Emily Miller

Leadership

- How is our mission determined?
- What is our purpose?

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, Jennifer Mann, Dr. Rebecca Goodney, Leah Place, Tyson Van Dyke, Emily Miller, (District Liaison), Samantha Wiltz, Katie Parkin, Dane Rader, Derek Kohler, Jessica Ratsch, Hannah Patron, Andrea Brooks (District Liaison), Coleen Johnson, Gail Martin, Sharon Bates, Marsha Perry, Dana Stephenson, Ethan McLean,, Brandy Lister Kathleen Smith, Monica Jaynes, Joshua Jurgens (District Liaison), Allison Kern, Tiffanie Schuette, Jill Mueller , Leandra Putman, Kathleen Ricker, Beth Friederich, Cheri Bonsignore, Jackie Porter, Darcy Lippman, Danille Collins, Carrie Kilian, Rachel Minter, Karen Moreno, Kristn Dunlap, Stephanie Chapman, Cherie Thatcher (District Liaison), Chris Pfaff, Sherri Johnson, Meghan Marsh, Rebecca Ballou, Amanda Hooten, Suzanne Morris (District Liaison), Lauren Parrish, Susan Finn, Jessica Cochennet, Amy Crawford, Lauren Hawkins, Tracy Shippee (District Liaison), Amber Thompson, Carrie Wolfer, Kriste Brockway, Susie Murphy, Paraprofessional Staff

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.

Customer Focus

- Who are our customers relative to this program?
- How do we determine the needs of the customer?
- What are the needs of the customer?

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. All buildings provide specially designed instruction for students with disabilities through a pull out/push in model. For students needing more support, District Level Programs are provided.

- Elementary District-Wide Programs (current):
 - Functional Program (students working towards a functional curriculum)- Siegrist Elementary



- Autism Program (students needing structured teaching and communication support)-Compass Elementary and Barry 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
- Occasionally, student needs exceed the continuum within the district and contracted placements are needed. This means that a few students are served outside the district at private special education sites at district expense.

Workforce Focus

- How do we determine 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

- 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
- Ongoing compliance updates
- Revisions to the Student Success Team (SST) 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

Needs

- **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, increased collaboration time with general educators..
- **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.
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Process

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

Ongoing Process Improvement Actions

- Development and implementation of Fidelity Protocols
- 18-21 Year Old Program Development
 - Fact finding meetings
 - Site Visits
 - Pamphlet overview in development
- District-Level Program Placement
 - Fact finding meetings
 - Thought Exchange

The Special Education Team, along with District Leadership, has been seeking feedback and ideas related to the placement of district-level special education programs at the elementary level. While most students with disabilities are served through the building they'd regularly attend based on their attendance boundary, some students need more support. The District has established the following programs to provide that extra support, serving students across the District:

- Autism (Barry Elementary, Compass Elementary)
- Cross Categorical (Compass Elementary)
- Behavior Support (Compass Elementary)
- Life Skills (Siegrist Elementary)

In the above scenario, all programs would feed into Platte City Middle School except students in the Autism program at Barry Elementary, which would feed into Platte Purchase Middle School.

We've held several meetings for feedback and would like your participation in this Thought Exchange to hear your ideas. The team, including parents, would like your thoughts.





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- Compliance
- Tiered Monitoring submissions
- Continued implementation of Special Education-specific Summer Institute
 - Specially Designed Instruction resources
 - Co-Teaching refresh
 - Function-based thinking
 - High Leverage Instructional Practices
 - Transitions

Measurement/Analysis/Knowledge

- What are the results of our SWOT analysis for this year?
- What are our measures to determine progress/success?

Current Measures

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



- Staff surveys
- Progress Monitoring Data

Elementary Special Education SWOT ANALYSIS Themes

- Collaborative team focused on student outcomes is a strength
- Challenged by sub shortages but buildings are 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

Secondary Special Education SWOT ANALYSIS Themes

- Supported by Dr. Beutel and building administrators
- Teachers love the reading comprehension, phonics-based approach, and math intervention classes and FastBridge data acknowledges academic gains.
- PLD days are beneficial:
 - training on IEP writing and transition plans improved knowledge of IEP compliance
 - alignment and streamlining of district, building, and department goals
 - guest speakers added insight and opportunities for the transition plan
- Need a program for 18-21 year olds
- Middle school programming is not equitable (District level programs only at north campus)
 - Alignment of programs between north and south middle school campuses
- Increase teacher retention
 - Teacher shortage/growing population/comparable salaries
- Would like more time to collaborate with general education teachers and paras

District Level Special Education Program SWOT ANALYSIS Themes

- The new adaptive curriculum is well liked, teachers would like more training with it
- Professional development has been appropriate, teachers would like that continued on PLDs
- Extra money budgeted for para collaboration with teachers is appreciated
- Consider stipends for extra, outside of school hours duties specific to SPED staff (IEPs, parent collaboration, paraprofessional collaboration) on par with other districts
- Increase mentorship for new staff across all job functions

Speech Language Pathologists Program SWOT ANALYSIS Themes

- Supported by Dr. Beutel
- Loving the new “Everyday Speech” Social skills curriculum
- Supported by Sped Staff at Secondary Level, ECSE and self-contained to do a “Push-in” approach to Language Therapy
- Added SLP position this year which has helped with caseloads
- Working to schedule collaboration as a team outside of PLDs is challenging
- Learning about Compliance changes after 1st Quarter is a challenge
- On-boarding for new SpEd staff needs to include the paperwork “how tos,” building specific procedures, training on special education software, etc.
- New SLPs to the district need concentrated time with their SLP mentors in the area of speech and language, special services, and software training.
- More Money Allocated (stipends) for Continuing Education so that we can stay abreast of the best techniques in our field.
- No clear cut plan for determining when a student should qualify for an IEP for Sound System Disorder rather than just continuing Speech Intervention Plans.



Process Coordinator/School Psychologists SWOT ANALYSIS Themes

- Strong Pupil Services leadership
- Dedicated team
- Have assessment resources and we have been able to recommend/purchase some additional support materials for staff.
- Difficulty keeping up with increased evaluation numbers and acuity of student evaluations
- District calendar such that Friday Early Childhood Special Education meeting times are limited
- Staffing shortages have made it difficult in Early Childhood Special Education
- Difficult to provide the ideal amount of support to multiple buildings, programs and responsibilities
- Hire additional staff so that each process coordinator/school psychologist is assigned just one building; More training opportunities and gradual release of tasks
- District and building leadership need to gain proficiency in the Teaching & Learning System to aid in all the special education processes with school psychologists/process coordinators to better support the needs of all students and staff

Motor Team SWOT ANALYSIS Themes

- Equipment needs are met
- Contracting some services due to lack of applicants (OT/PT)
- Documentation with Google Forms has improved efficiency of daily documentation and data tracking
- Strong communication between motor team staff members
- Difficulty keeping up with rapidly growing caseload numbers and acuity of student needs- caseload vs workload balance
- Travel time between buildings impacts time for treatment and documentation
- More time needed to communicate with classroom teachers and support staff
- More treatment space and then additional equipment needed in some buildings

Paraprofessional Team SWOT ANALYSIS Themes

- Appreciation of team synergy, focus on student needs and collaboration
- Emphasis on training has been beneficial; need to continue as need evolve and we continue to change staff
- Need scheduled, dedicated, paid collaboration time
- Opportunity for a PCR-3 cohort of Pathways for Paras program next year
- Continue to explore pay and benefits as a way to keep staff (longevity stipends?)
- Opportunity to create District Liaison positions for paraprofessionals
- Inclusion in summer learning provided a jump start

Special Education Parent Advisory Needs

- Training in IEP team participation, understanding data collection and assessments for students with IEPs
- Opportunities to continue to refine home/school collaboration
- Transition Planning, Guardianship, Post High School information
- Refinement of level to level transitions
- Input on Task Forces (District Level Programming and 18-21 Year Old Program Development)



Results

- How are we doing? How have we done over time? How have we done compared to others (if applicable)?

Special Education District Profile, 2022-23

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 2022-23	State 2022-23
Intellectual Disability	14	0	0.33%	0.92%
Emotional Disturbance	24	0	0.57%	0.74%
Orthopedic Impairment	2	0	0.05%	0.04%
	0	0	0.00%	0.00%
Visual Impairment	0	0	0.00%	0.05%
Hearing impairment	3	0	0.07%	0.12%
Specific Learning Disability	118	0	2.80%	3.59%
Other Health Impairment	67	0	1.59%	3.10%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	5	0	0.12%	0.14%
Autism	55	0	1.31%	1.79%
Traumatic Brain Injury	2	0	0.05%	0.04%
Young Child w/ Developmental Delay	20	0	0.47%	0.36%
Language Impairment	50	0	1.19%	1.15%
Speech Impairment	31	0	0.74%	1.37%
Total	391	0	9.28%	13.43%

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: 2022-23	Amer Indian %	Asian %	Black %	Hispanic %	Multi %	Pacific %	White %	Total %
Total District Enrollment (K-12)	0.4%	2.3%	9.8%	8.8%	5.7%	0.9%	72.2%	100.0%
Total IEP Child Count (5K-21)	0.5%	2.8%	14.1%	9.5%	5.4%	0.0%	67.8%	100.0%
Intellectual Disability	0.0%	0.0%	21.4%	7.1%	0.0%	0.0%	71.4%	100.0%
Emotional Disturbance	0.0%	0.0%	4.2%	8.3%	4.2%	0.0%	83.3%	100.0%
Specific Learning Disability	0.0%	1.7%	16.9%	11.9%	5.9%	0.0%	63.6%	100.0%
Other Health Impairment	0.0%	0.0%	14.9%	9.0%	7.5%	0.0%	68.7%	100.0%
Autism	1.8%	3.6%	16.4%	3.6%	1.8%	0.0%	72.7%	100.0%
Speech/Language Impairment	1.2%	6.2%	9.9%	9.9%	7.4%	0.0%	65.4%	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	2020-21		2021-22		2022-23		State 2022-23
	#	%	#	%	#	%	%
Inside Regular Class 80% or More (SPP 5A)	246	64.6%	248	66.7%	252	64.5%	56.5%
Inside Regular Class 40-79%	88	23.1%	80	21.5%	85	21.7%	29.3%
Inside Regular Class < 40% (SPP 5B)	42	11.0%	43	11.6%	50	12.8%	9.0%
Private Separate (Day) School*	5	1.3%	1	0.3%	4	1.0%	0.8%
Public Separate (Day) School*	0	0.0%	0	0.0%	0	0.0%	1.2%
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	0	0.0%	0	0.0%	0	0.0%	1.7%
State Operated Separate School [^]	0	0.0%	0	0.0%	0	0.0%	0.7%
Total School Age	381	100.0%	372	100.0%	391	100.0%	100.0%
Total of Separate Placements* (SPP 5C)	5	1.3%	1	0.3%	4	1.0%	3.4%

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

Initial Evaluation Timelines (SPP 11) (Table D)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number evaluated	NA	71	NA	NA	68
Number within acceptable timelines	NA	71	NA	NA	68
Percent within acceptable timelines	NA	100.0%	NA	NA	100.0%
State % within acceptable timelines	99.0%	99.2%	98.4%	98.5%	98.7%

Note: Data collected from districts in year prior to monitoring review



Suspension/Expulsion Data (SPP 4A/4B) (Table F)

School Year 2022-2023	Students with Disabilities			Nondisabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	52	12.15	11.62	128	3.32	5.75	3.66	2.02
OSS > 10 Days	5	1.17	2.52	16	0.41	1.04	2.82	2.42
ISS - All	52	12.15	13.17	200	5.18	8.13	2.34	1.62
ISS > 10 Days	1	0.23	1.08	1	0.03	0.46	9.01	2.37
Total OSS and ISS	84	19.63	19.20	270	7.00	11.34	2.80	1.69
Incident Counts								
OSS - All	90	21.03	24.78	174	4.51	9.79	4.66	2.53
OSS > 10 Days	5	1.17	2.70	16	0.41	1.11	2.82	2.43
American Indian	0	0.00	2.37				0.00	2.13
Asian	0	0.00	0.45				0.00	0.40
Black	1	1.67	6.46				4.02	5.82
Hispanic	0	0.00	1.81				0.00	1.63
Multi Racial	0	0.00	2.83				0.00	2.55
Pacific Islander	0	0.00	1.77				0.00	1.60
White	4	1.39	1.90				3.35	1.71
ISS - All	99	23.13	31.53	335	8.68	16.57	2.66	1.90
ISS > 10 Days	1	0.23	1.10	1	0.03	0.46	9.01	2.40
Total OSS and ISS	189	44.16	56.31	509	13.19	26.36	3.35	2.14

Source: District reported data via MOSIS Discipline and MOSIS Student Core.
 # is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 3-21 child count excluding PPPS
 ISS All = Any incident resulting in an in-school suspension
 ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days
 OSS All = Any incident resulting in an out-of-school suspension
 OSS >10 days = Any incident resulting in an out-of-school suspension for more than 10 consecutive or cumulative days
 OSS includes out-of-school suspensions, expulsions or unilateral removals
 Note: The ratios for the racial/ethnic groups use the Nondisabled OSS>10 days for all races as the comparison group

Tiered Monitoring Results
Part B to Part C Transitions

	Summary of IEP in Place	Summary based on LEA acceptable Reasons	Final Score
Yes:	8	8	8
No:	0	0	0
N/A:	6	6	6
Percent:	100%	100%	100%



Initial Evaluation within Timelines

	Summary of Eligibility Determined within 60 days	Summary based on LEA acceptable Reasons	Final Score
Yes:	60	68	68
No:	8	0	0
Percent:	88.23%	100%	100%

File Review Summary

File Review Totals			
	LEA	DESE	Final
yes:	368	87	358
no:	0	7	7
n/a:	77	18	80
percent:	100	92.55	98.08
Total Student Reviews: 20			
Indicators out of compliance: 6			

Note: After further review, DESE determined 5 indicators were found out of compliance rather than 6

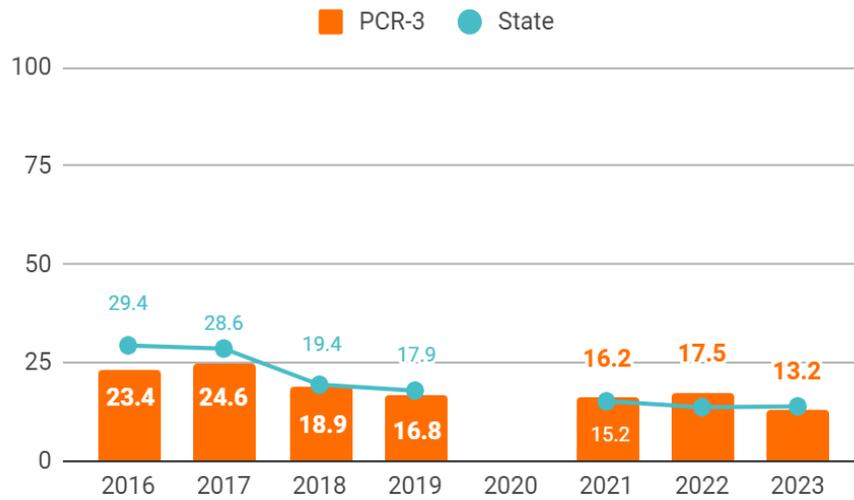
Parent Survey: I am satisfied with the special education services my child receives. (Parents)				
Building	2019 SPI	2020 SPI	2021 SPI	2022 SPI
<i>Pathfinder</i>	428.13	428.57	411.11	408.89
<i>Barry</i>	394.44	404.76	422.22	390.91
<i>PCMS</i>	426.92	402.00	414.72	389.74
<i>PCHS</i>	378.26	365.52	382.98	353.85
<i>Siegrist</i>	438.71	413.51	417.14	389.19
<i>Compass</i>	442.31	441.18	425.93	431.81
<i>District-Wide (# respondents)</i>	421.57 (204)	402.78 (252)	413.57 (221)	395.71 (167)



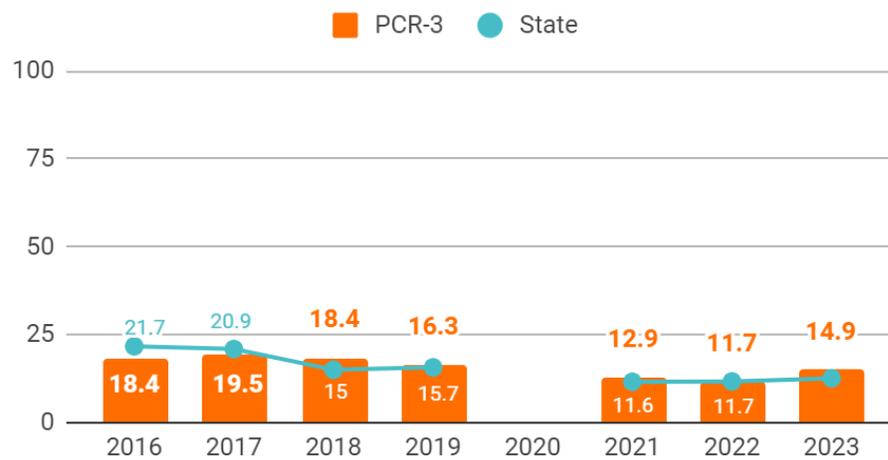
District Level MAP and EOC Assessment Results for Special Education Students

Data shown as % of students in the Top 2 Levels

IEP Students - ELA: Percentage in Top 2 Levels



IEP Students - Math: Percentage in Top 2 Levels



Strategic Planning

- How are goals developed?
- What are our long-term goals?
- What are our short-term goals?
- What are our objectives to determine progress?

Goal

Increase achievement of students with disabilities.

Objective

Annually increase MSIP 5 Standard 2: Subgroup Achievement.

