

# **Student Support Services Effectiveness Report 2021-2022**

**Micah Gierkey**

**Executive Director of Student Support Services**



# **Northwest ISD Student Services Department**

# Student Support Services

Dyslexia

Migrant

504

Pregnancy Related Services (PRS)

Parents as Teachers (PAT)

Special Education Services

Homebound (Special Education & 504)

Edgenuity/Online Learning

Guidance/Counseling

At Risk

MTSS

Reading Recovery

Homeless

AVID

Foster Care

Staff Annual Required Trainings for all staff

Student Handbook and Code of Conduct

Title IX

Federal Programs

# Student Services Department



Mary Seltzer Ed.D.  
Director of Student  
Services



Cynthia Elliott,  
Family, Parenting, &  
Pregnancy Outreach  
Coordinator



Victoria Cole, 504/At  
Risk Coordinator



Jennifer Bailey,  
District MTSS  
Coordinator



Ruth Ann Beagle,  
District Dyslexia  
Facilitator

# Compensatory Education

- At Risk Counselor DAEP
- At Risk Academic Support Teachers –Byron, Eaton and Northwest High School
- Intervention Counselors at Byron, Eaton, and Northwest High School
- Reading Recovery Teachers
- Comp Ed Intervention Specialists
- Campus Tutors for At Risk Students
- Math Lab, Literacy Lab, Reading 1,2,3 and Strategic Math
- ACP – Credit Recovery Teachers
- Summer School



- 3 full-time Parent Educators (4 last year-reduced due to Title 1 budget reduction) 1 part-time Parent Educator (same as last year, split position)
- 273 families served with one or more PAT services: Home Visit, Developmental Screening, Developmental Play Group or Resource Connection (288 in 20-21)
- 380 Children served (368 in 20-21)
- 171 families/266 children participated in monthly "Play to Learn" developmental playgroups (168/282 20-21 "drive thru" activity bag pick up)
- 143 children received a community developmental screening (160 in 20-21)
- 53% of children who received a developmental screening scored "needs developmental support" in at least one area of development (45% in 20-21) We saw an increase in developmental delays.
- 28% referred to ECI or Child Find (22% in 20-21), 23% referred to PAT home visiting services (25% in 20-21)
- 67 families received home visits (60 in 20-21)
- Average of 17 months Kindergarten Concept Growth in 9 months of service in PAT home visiting program (13 months growth last year- increase due to serving more children with significant delays)
- 82% of families served have one or more high risk stress factors - i.e. low income, parent with physical or mental health challenges, child with developmental delay etc. (43% in 20-21)
- Our program received the national "Losos" award for innovative practices

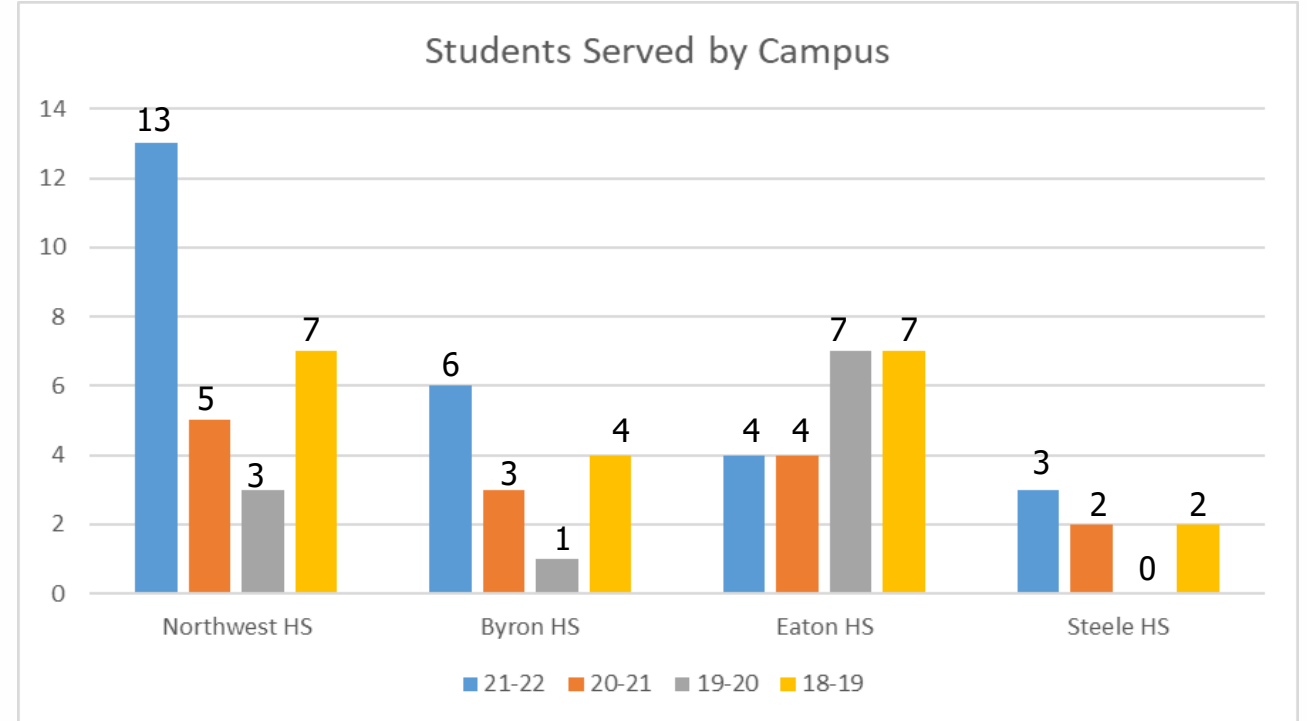
# Pregnancy Related Services

26 students received Case Management Support (14 in 20-21)

- 11 pregnancies
- 6 teen moms (started year as a parent)
- 9 teen dads

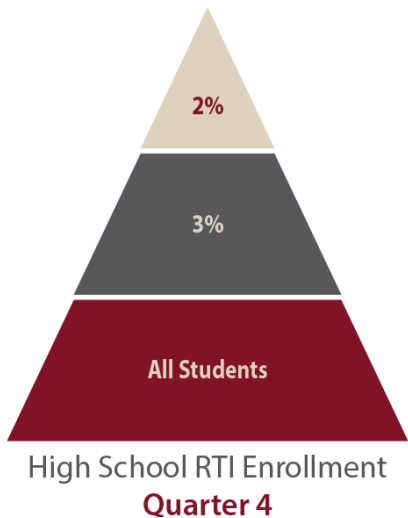
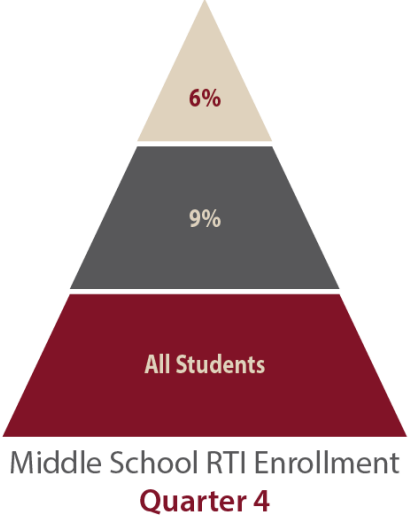
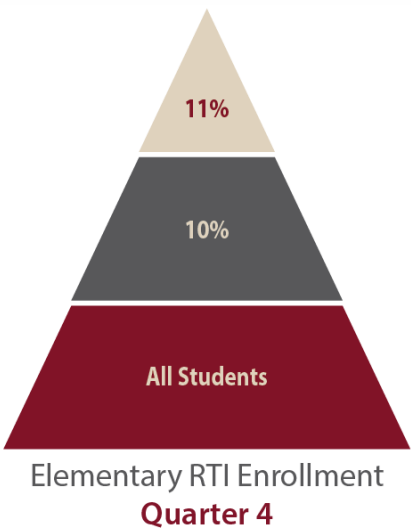
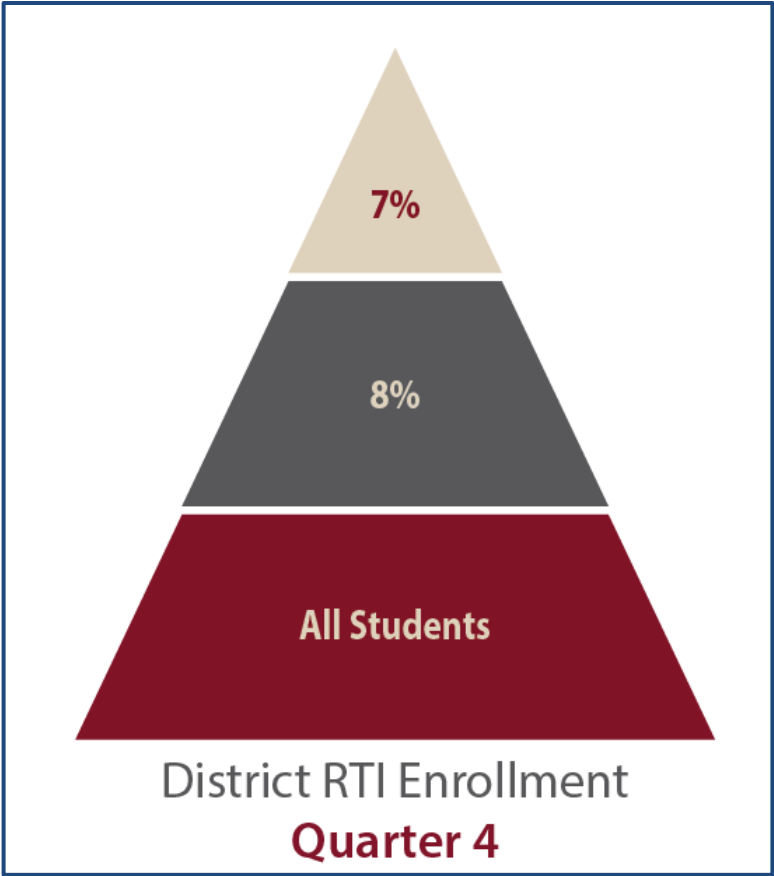
14 graduates

- 8 transferred to other districts or online school
- 4 returning next year





# Response to Intervention (RtI)

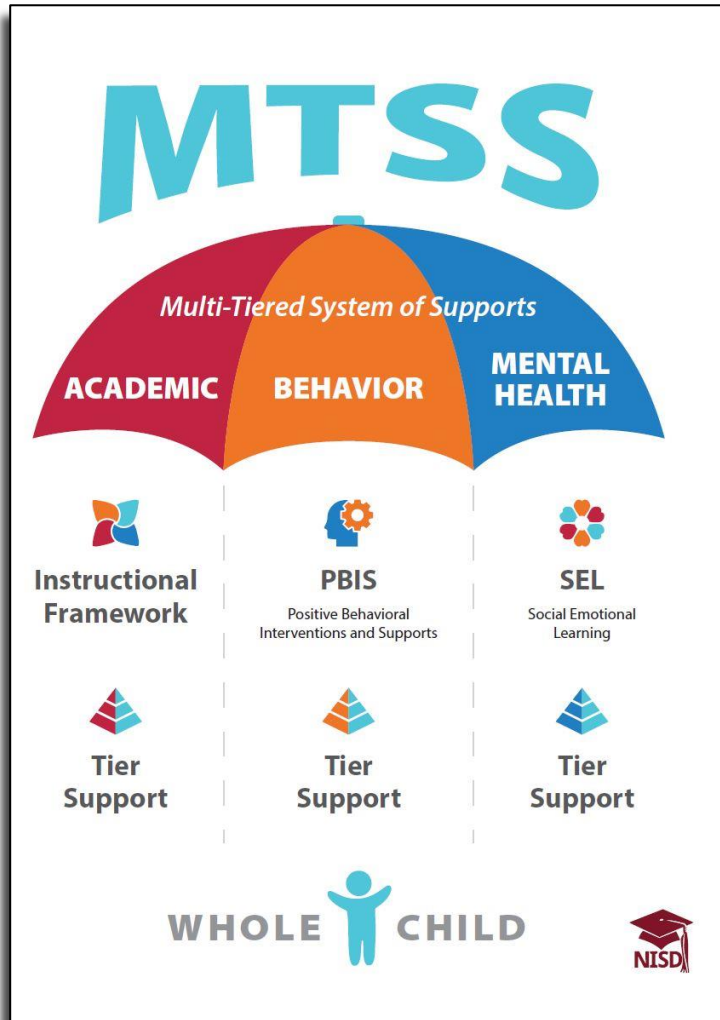


### Year at a Glance:

- 1266 students identified through RTI closed their achievement gap and were exited from RTI
- 388 students were identified through the RTI process and qualified for special education services
- 89 students were identified through the RTI process and qualified for 504 services



# COMING UP NEXT YEAR...



NISD has begun to transition to a Multi-Tier System of Support (MTSS) framework to address the needs of the whole child through academic, behavior and mental health support systems.

During the 2021-22 school year, a district leadership team attended multiple days of TEA's TIER training where we identified our district's strengths and opportunities for growth. We created implementation goals that will be achieved over the next couple of years.



## Section 504

- Over 3,330 students are currently served under Section 504 in NISD.
- All student plans are uploaded into Edugence so teachers can access them at any time.
- Protocols and processes continue to be updated to streamline the 504 process.
- Continued monthly updates and training to clarify laws and procedures at all levels.
- Updated and clarified new dyslexia/dysgraphia procedures using the the updated TEA Dyslexia Handbook.
- Served 12 homebound students under Section 504 over this past year.

## At Risk

- NISD currently serves over 9,000 students classified as At Risk.
- Procedures and qualification criteria updated to streamline reporting process for more accurate reporting. Student Services pre-coded some criteria to assist campuses with the process. We plan to continue to do so next year.
- Online training at multiple times was implemented to help train all campus designees at their convenience.

# Reading Recovery

- Reading Recovery teachers served students at Seven Hills Elementary, Prairie View Elementary, and Clara Love Elementary.
- Within these campuses, Reading Recovery teachers provided 1:1 services to approximately 40 students and small group instruction to approximately 80 students through academic RtI.

# Dyslexia Services

	<u>2020-2021</u>	<u>2021-2022</u>
Elementary	892	1,038
Middle School	127	260
High School	13	33
TOTAL	1,032	1,331

- Increased by 299 students from last year - a common trend across the state. These numbers include not only dyslexic students in 504, but also dyslexic students in special education whose ARD Committee has determined services in the general education setting are more appropriate.
- House Bill 1886 now requires us to screen all Kindergarten and First Grade students for dyslexia.
- The state now requires students suspected of dysgraphia to be evaluated.
- TEA updated evaluation procedures through the Dyslexia Handbook.

## **McKinney-Vento (Homeless)**

- Supported 194 students coded as homeless during the school year, supplying transportation, free lunch or school supplies to those in need.
- Training for office managers and counselors on qualification criteria and what to look for when registering students to help identify homeless families/students.
- Creating transportation contracts and confirmation letters to go to families to improve expectations and communication with our families in need.

## **Foster Care**

- We are currently tracking over 40 students identified as under the current care of Department of Family and Protective Services.
- Streamlined reporting process for use by Food and Nutritional Services to help provide free lunches to those who qualify.

# AVID

- The goal of the AVID program is to close the achievement gap by preparing all students for college readiness and success in a global society.
- The AVID program served approximately 350 students during the 2021-2022 school year at Chisholm Trail Middle School, Pike Middle School, and Northwest High School.



## 2022 Summer School

	Total 2021	As of June 1, 2022
Elementary	725	847 3- 5 Math and Reading HB4545
Middle School	272	787 6-8 Math and Reading HB4545 Credit Recovery/Original Credit
High School	657	1,047 9-12 All EOC HB4545 Credit Recovery/Original Credit
Total	1,726	2,681

# Title IX Summary

- NISD responds to reports of sexual harassment and discrimination following the procedures put into place in 2020. This includes contacting the Title IX Coordinator, offering supportive measures, and, if necessary, completing a formal investigation.
- All campus staff (including guest educators) are trained annually on Title IX and the steps to take when a district employee has knowledge of a possible Title IX violation.

# Guidance and Counseling

## Provide training, consultation, and support for 71 counselors



Jamie Farber, Ed.D.  
Director of Guidance and  
Counseling

NISD school counselors (64) serve ALL students through a comprehensive school counseling program:

- ES Counselors: 23
- MS Counselors: 19
- HS Counselors: 22

NISD intervention counselors (7) serve students who have tier 2/tier 3 needs:

- HS/DAEP Intervention/At-Risk Counselors: 4
- Truancy Intervention Counselors: 3



## K-12 Guidance

Implemented an NISD three-year framework in 2021-2022 school year to include:

- District adopted SEL competencies (aligned with state school counseling competencies)
- State adopted character traits
- Other state mandated prevention lessons

Students are required to receive instruction in certain character traits at least once in each of the following grade bands: K-2, 3-5, 6-8, and 9-12.





# Satchel Pulse

Implemented Satchel Pulse, an SEL software system, in the 2021-22 school year in grades 3-5:

- Satchel Pulse provides a universal social-emotional screener.
- Students completed their own self-assessment.
- The screener is aligned to the District's SEL competencies.

District Level Data: Competencies Ranked by Elementary Student Self-Perception:

1. Social awareness (TOP)
2. Relationship skills
3. Self-awareness
4. Responsible decision-making
5. Self-management (Struggle with the most.)





# Satchel Pulse

## Areas of Strength:

1. Appreciating diversity (20)
2. Respect for others (20)
3. Self-efficacy (18)
4. Accurate self-perception (16)
5. Ethical responsibility (9)
6. Organizational skills (8)
7. Recognizing strengths (7)
8. Goal setting (3)
9. Self-discipline (1)
10. Self-motivation (1)
11. Social engagement (1)

## Areas for Improvement:

1. Identifying emotions (20)
2. Perspective taking (20)
3. Identifying problems (19)
4. Stress management (19)
5. Solving problems (7)
6. Evaluating (6)
7. Self-confidence (5)
8. Impulse control (4)
9. Analyzing situations (1)
10. Communication (1)
11. Teamwork (1)

# Responsive Services

Examples include abuse, academic concerns, anxiety, conflict, grief, self-harm, substance use, relationship concerns, stress, and suicide intervention.

2021-2022 Suicide Interventions: 502

- Elementary: 151
- Middle School: 139
- High School: 212





# Individual Planning

- High school counselors advise students one-on-one, annually to edit their four-year plans and to adjust courses for the next school year.
- Approximately 6,215 individual planning meetings were conducted from January to March.

\*\*\*New this year in Texas - Campus counselors and the District's two college and career facilitators were required to track the completion of the FAFSA for all seniors (1,727). Every senior completed the FAFSA or an exemption form.



# **Northwest ISD Special Education Department**

# Special Education Directors



Kris Kelly, Director of Related  
Services and Instruction



Stacey Parker, Director of  
Evaluation and Compliance

# Special Education Coordinators



Michelle Hancock,  
Elementary Coordinator



Lynn Austin,  
Transition Coordinator



Elizabeth Elliott-  
Norman,  
Secondary Coordinator



Stacy White,  
Child Find Coordinator

# Special Education Programs

## **ECSE-Early Childhood Special Education**

Seven Hills, J.C. Thompson, Hughes, Lakeview, Nance, Berkshire, Justin (Full Day)

## **PACEE-Providing Academic and Communication in Every Environment**

Sendera Ranch (3), Cox (2), Hughes, Seven Hills, Hatfield, Lance Thompson

## **SLC- Structured Learning Class**

Hughes, Nance, Prairie View, Haslet, Schluter, Lakeview

## **SEAC- Social, Emotional Academic Class**

Haslet, Schluter, Prairie View, Hatfield, Beck, Berkshire and all secondary campuses

## **Occupational Prep**

All high schools

## **RISE- Reaching Independence through Supported Education**

Steele Accelerated High School - Moved to Legacy Learning Center in January

## **Horizons - Adult Transition Services**

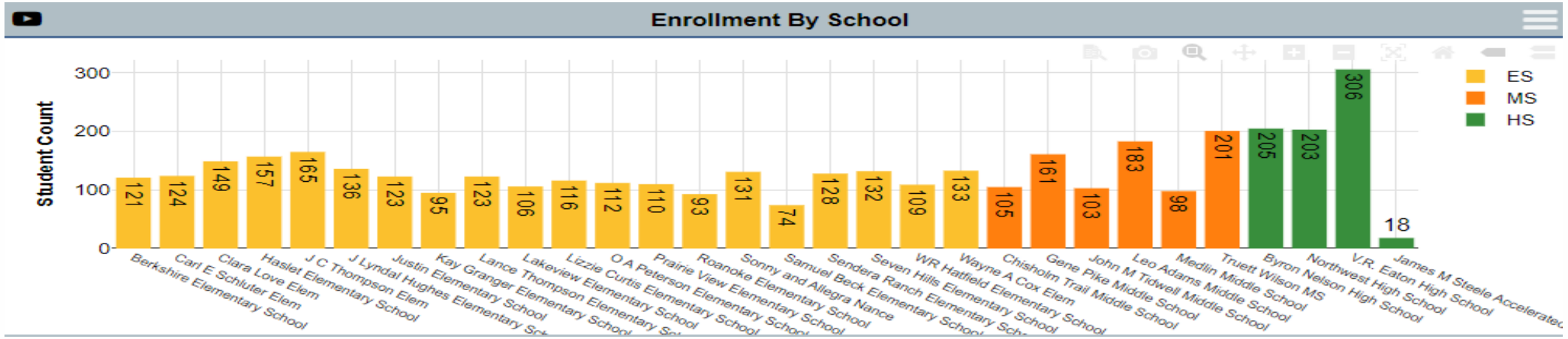
Steele Accelerated High School - Moved to Legacy Learning Center in January

## **Collaborative Consultation** - All campuses

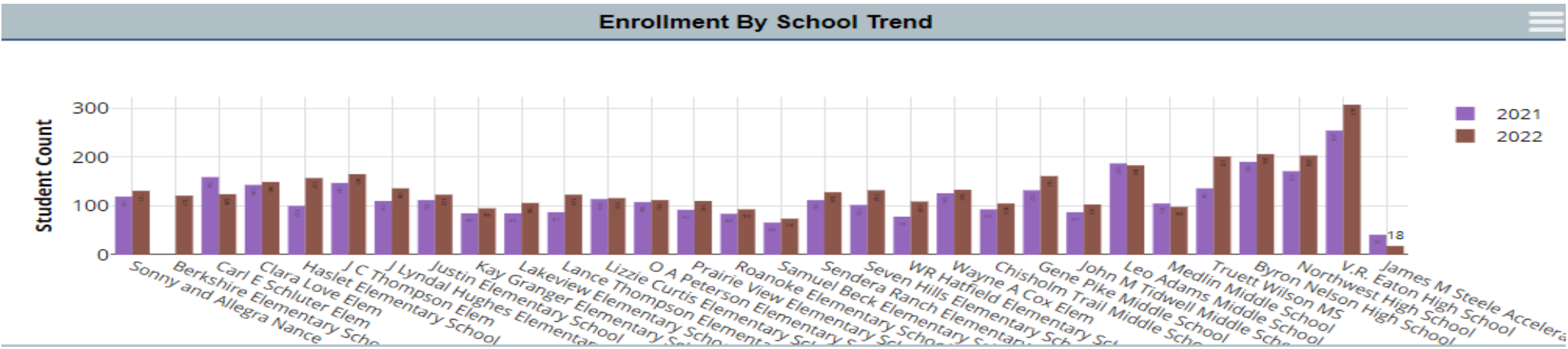
## **Resource/Applied** - All campuses



# 2021-2022 Students enrolled by campus who receive special education services and supports



## 2020/2021- 2021/2022 enrollment by campus



# Elementary Growth

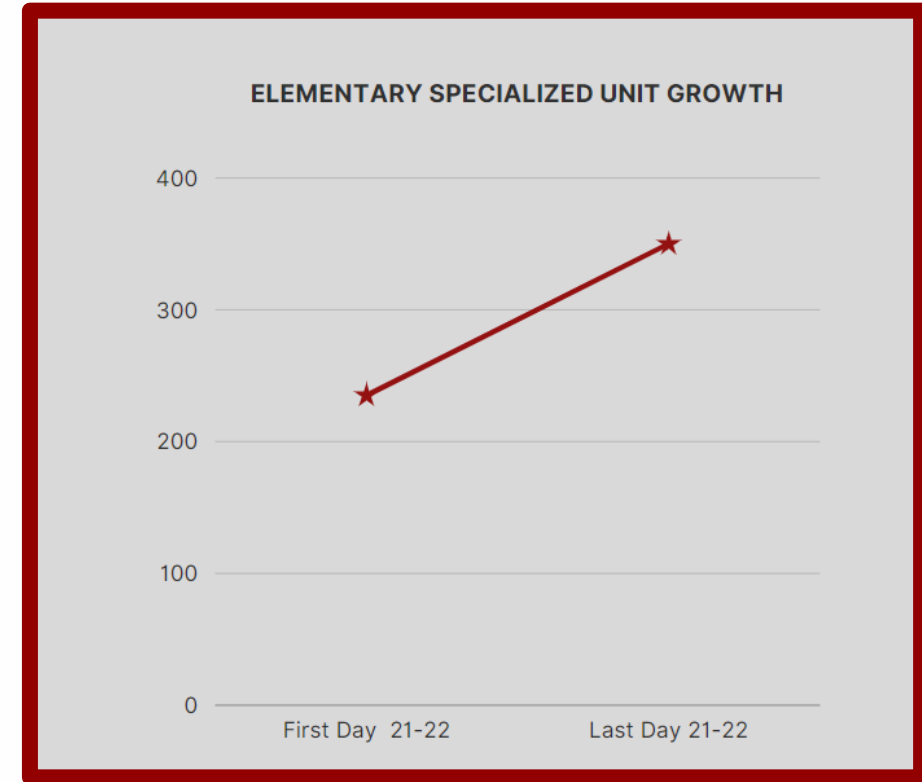
Specialized Units  
(PACEE, SLC, SEAC, ECSE)

2021 -2022 First Day of School - 235

2021-2022 Last Day of School - 350

Increase of 115 students

**49% Increase**





# Elementary Growth

## Resource/Inclusion

2021 -2022 First Day of School – 1,055

2021-2022 Last Day of School – 1,487

Increase of 432 students

**41% Increase**



# Secondary Growth

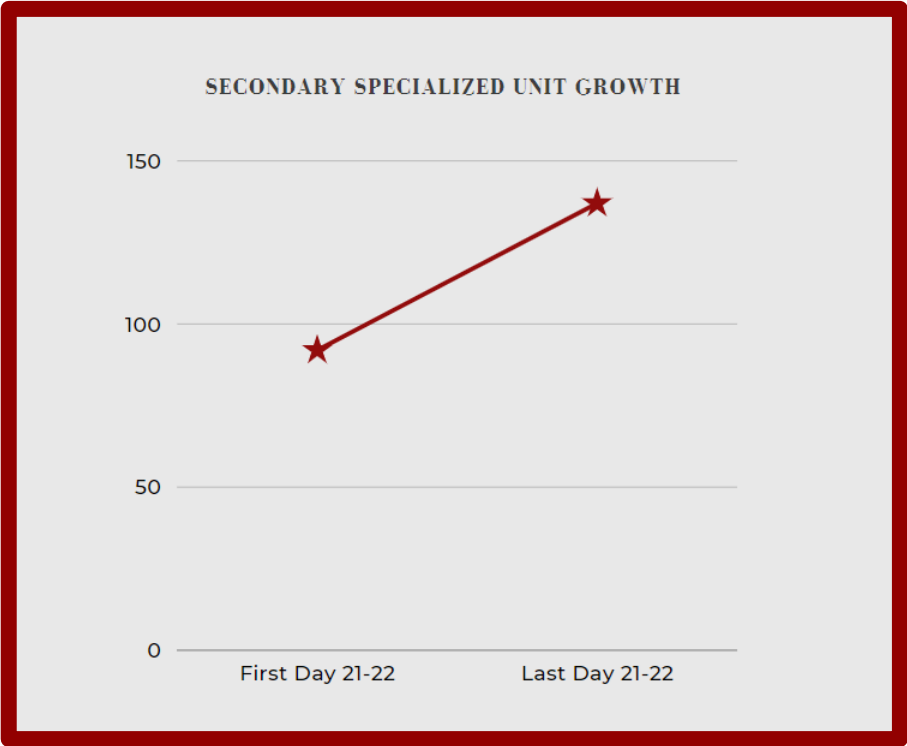
## SOAR

2021 -2022 First Day of School - 92

2021-2022 Last Day of School - 137

Increase of 45 students

**48% Increase**



# Secondary Growth

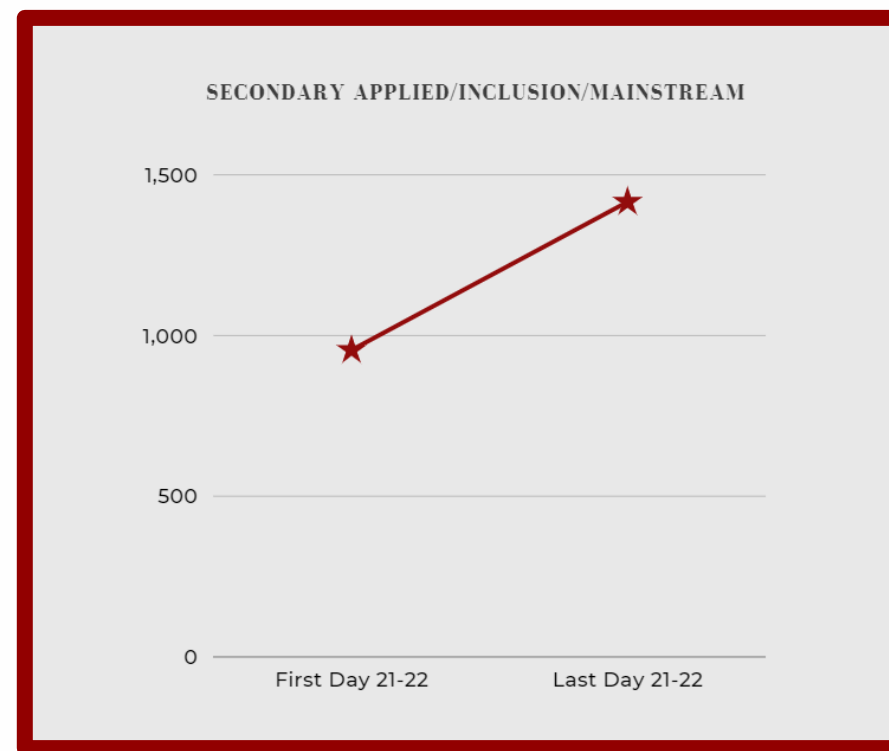
## Applied/Inclusion/Mainstream

2021 -2022 First Day of School - 955

2021-2022 Last Day of School – 1,416

Increase of 461 students

**48% Increase**



# Instruction - Elementary ELA

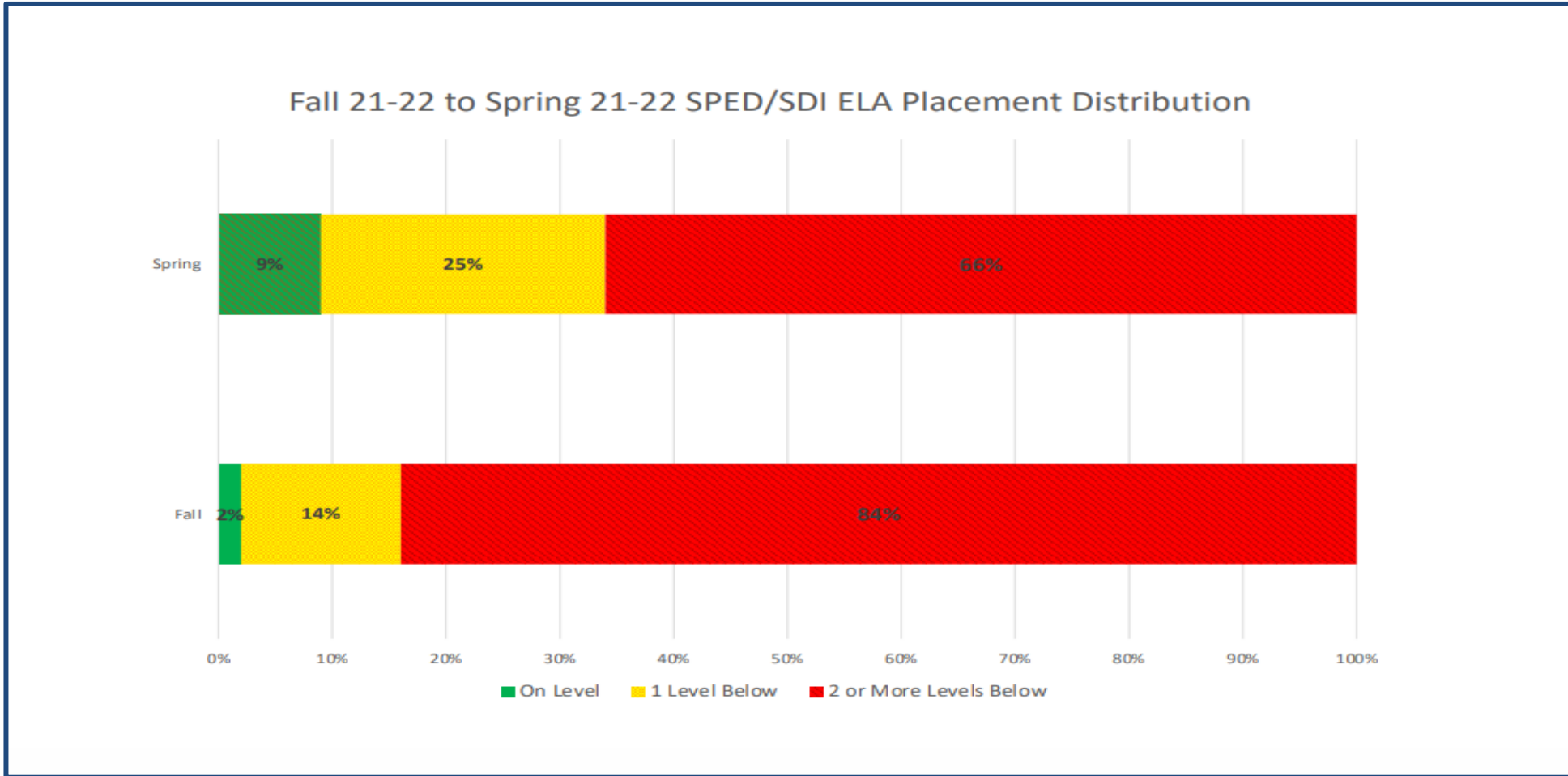
Continued instruction for students with a reading disability and/or dyslexia.

73% of students made at least a year's growth in their DRA level.

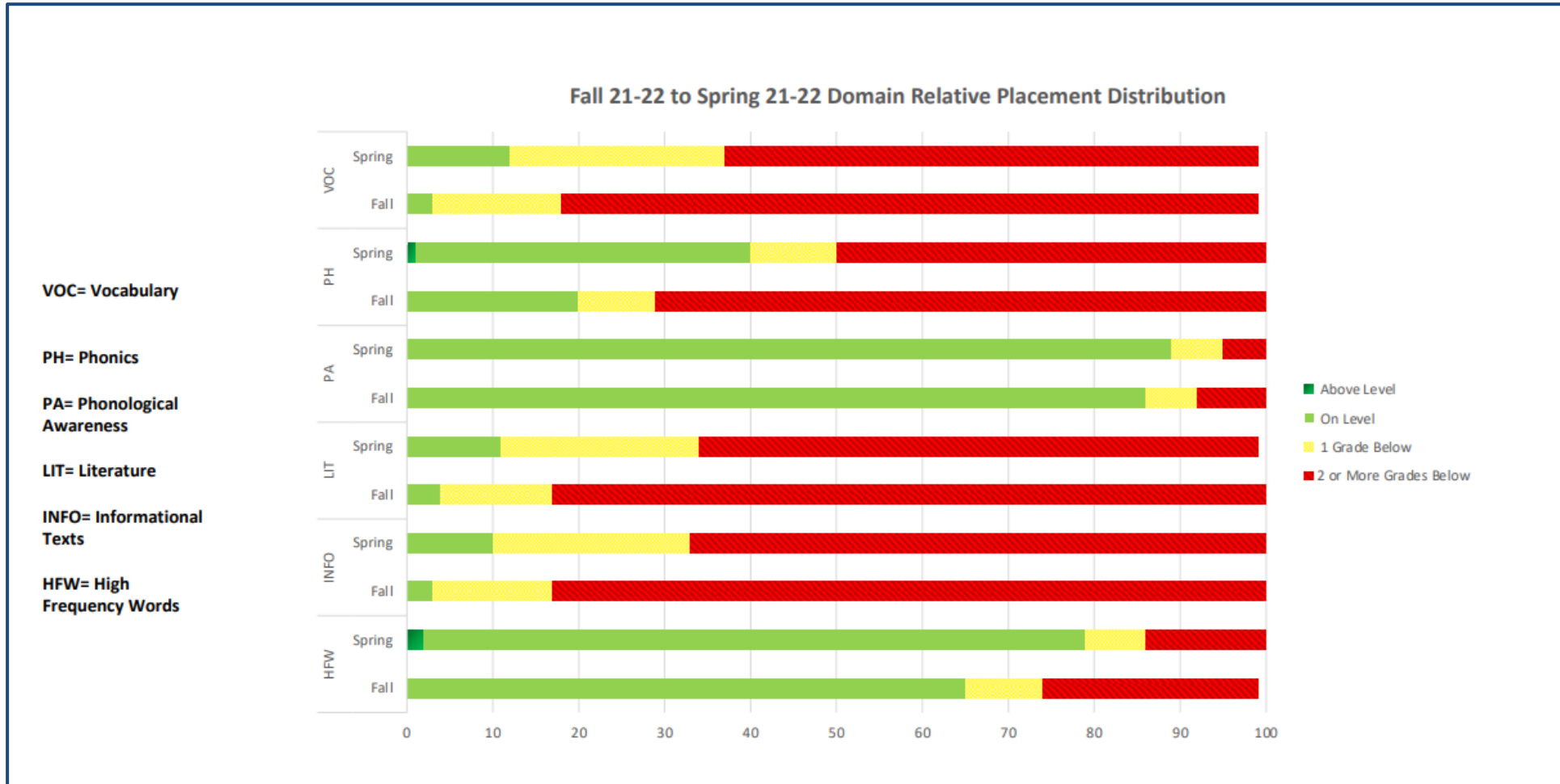
Implemented handwriting for students with dysgraphia and for students with deficits in written expression.

92% of students made progress in writing.

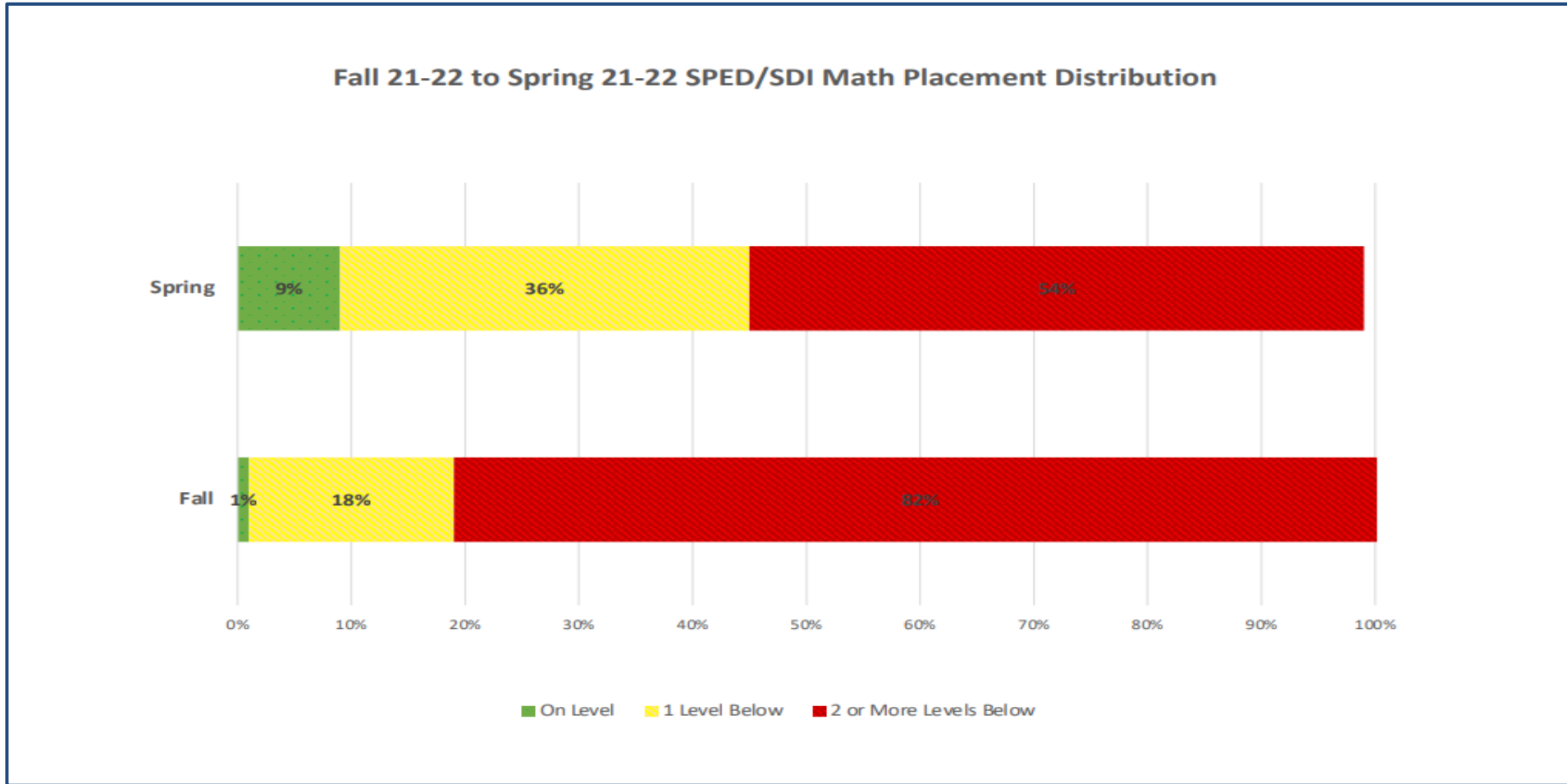
# Special Education iReady 2021-2022 Reading



# iReady Reading Reading Domain Growth

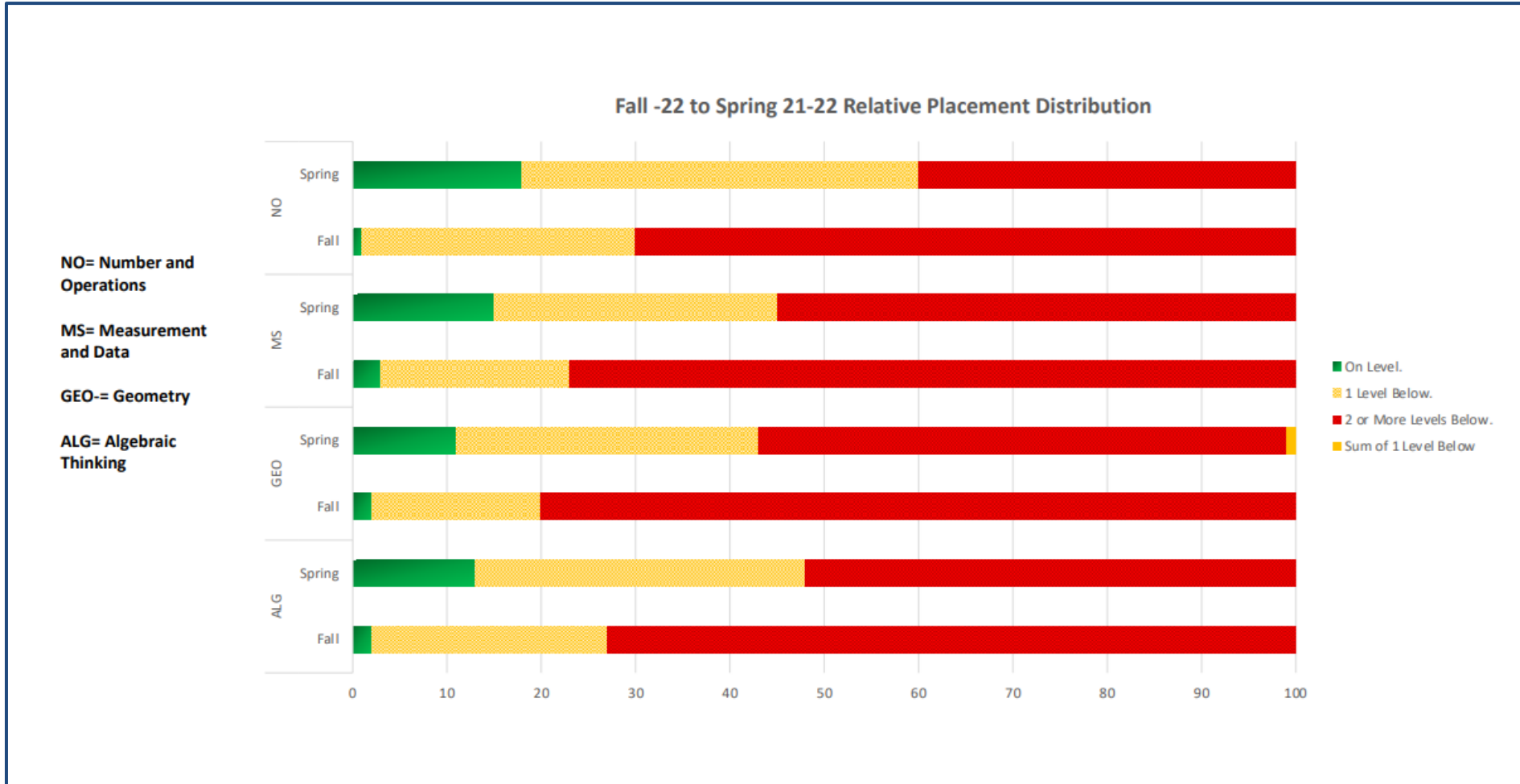


# Special Education iReady 2021-2022 Math





# iReady Math Domain Growth



# Secondary Special Education Celebrations

- All secondary teachers received training on creating legally defensible transition plans.
- Implemented Reading classes at the middle and high school levels.
- Implemented the College Transition to better prepare and equip students with services for higher education.
- Implemented the PATH to Career class to better prepare students for competitive employment.
- Met State Performance Plan Indicator 13 (secondary transition) with 100% compliance.
- **99% of 14- to 21-year-old students actively participated in or led their ARD meeting.**
- Developed partnership with TWS & Work Ready Texas where students were given the opportunity to participate in a paid work experience during the school year and/or summer.
- Collaborated with CTE to provide specific training to increase access for students with special education services and increase CCMR.
- **96% of students with special education services met CCMR standards upon graduation.**
- 30% of students with special education services enrolled in higher education within 1 year of leaving high school.
- **88% of students with special education services were competitively employed within 1 year of leaving high school.**
- Opened Legacy Learning Center and moved our adult transition program (RISE/Horizons) there.
- Opened the Sunrise Creations student-led business storefront.
- Restructured a SOAR classroom to meet the significant needs of students.



# Itinerant Staff

## **1,897 Evaluations/re-evaluations, ARD's (5,324+), staffing, & direct support of students**

Occupational Therapy (9) - 541 students supported

Physical Therapy (4) - 205 students supported

Orientation & Mobility (1) - 14 students supported

Psychological Services - 244 students supported

Students on Behavior Intervention Plans - 411

Speech (29) - 2,027 students supported

Deaf and Hard of Hearing (2) - 58 students supported

Blind/Visually Impaired (2) - 39 students supported

Music Therapist (1) - 64 students supported

Adapted Physical Education - 87 students supported

Personal Care Services provided - 4,270

Homebound Teachers (2 ½) - supported 32 students

Diagnosticians (36) – 3,380 students

Licensed Specialist in School Psychology (9)

Contract Special Education Counselor (1)

Contract Audiologist (1)

Braillist (1)

Extended School Year (ESY) - 32 students

Special Education Teachers - 193

Special Education Paraprofessionals - 202

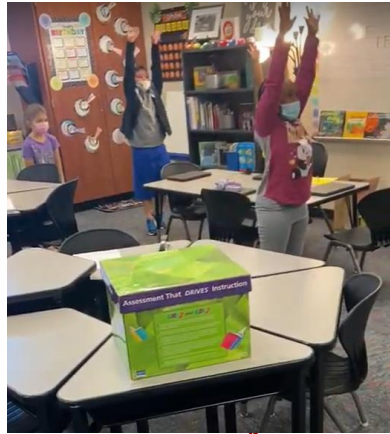
1:1 student support (6)

Intervener (3)

# Instruction In Action!



**SLC**  
Learning to demonstrate use of location words such as: *over, under, in, out, next to....*)



**OAP Resource**  
Multisensory Letter Learning



Once our sounds and words are familiar, we take turns guiding the practice. We use Rhythm Sticks, shakers, and other instruments to tap out sounds, words, etc. At first, they echo me or each other but we do say words, letters, and sounds together to add variety and to keep them on their toes!



**Beck Resource**  
Phonics for Reading Lesson

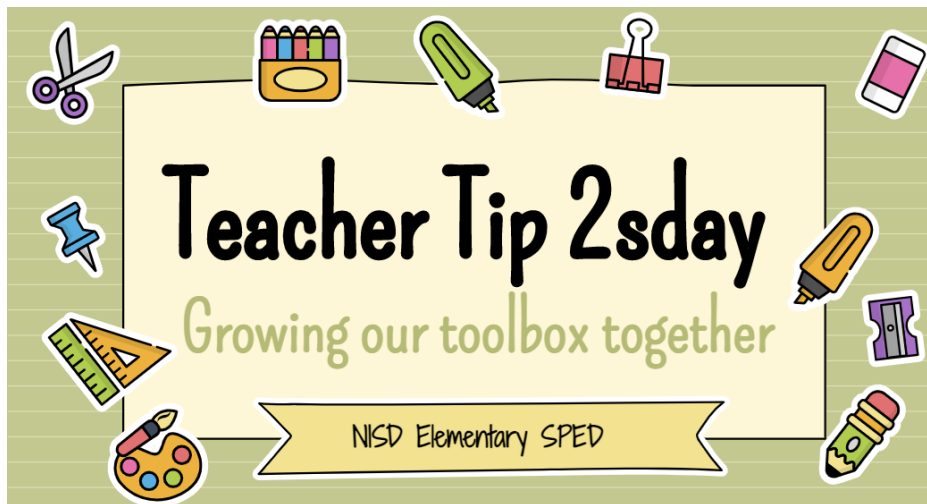
**7 Hills Resource**  
Developmentally appropriate handwriting instruction with Handwriting without Tears.



**PACEE**  
Environmental Print and Letter ID



# We are Elementary Special Education!





# Professional Development

Elementary SPED teachers had monthly PLC meetings as well as some fun!!

Handwriting without Tears Training!!

Ice Cream Treats to keep our teachers cool!



Always thankful for our teachers and paras!



Data collection and SHARS billing PD!



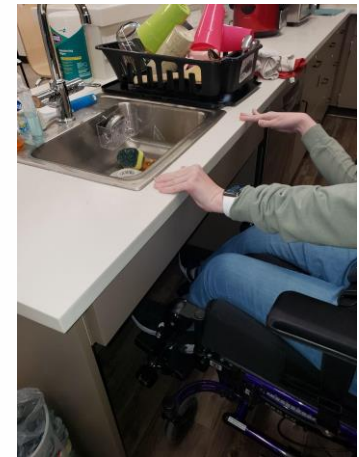
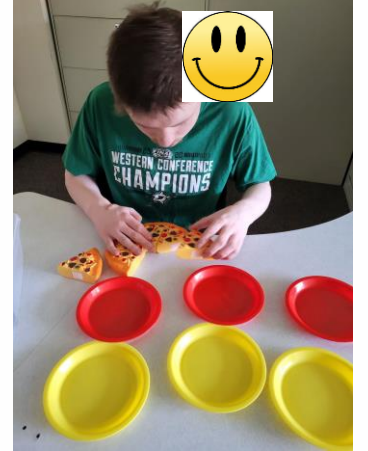
Filling those Teacher Toolboxes!!



**Northwest**  
INDEPENDENT SCHOOL DISTRICT

# Professional Development- Secondary

- Monthly Sped Department Chair meetings
- Weekly school specific Sped PLCs
- Collaborative training for CTE teachers
- Developmentally Appropriate Practices for Students with Severe and Profound Disabilities
- Legal Updates
- Transition Planning
- High Leverage Practices
- Behavior Interventionist Lunch and Learns based on specific team needs



# Itinerant Staff PD and Support

- New Diagnosticians and Speech Therapists met weekly to work through district processes, procedures and programs
- Team Leadership Meetings once each quarter
- Planning for Summer Transition Services and ESY
- Team Leads held professional development and training with their department
- Frontline professional development and implementation training
- TEA folder audit training
- RDA- Results Driven Accountability professional development
- Training on the Special Education Teacher Guidebook
- Training on HB4545
- Training on collaborative consultation
- Training on homebound processes and procedures



# Special Education Parent Trainings and Involvement

## NISD Parent Training Series:

- Welcome to NISD Special Education Department
- Supporting Dyslexia
- Understanding the Evaluation and How it is Used
- Tantrums, Tears & Tempers: Behavior is Communication
- Transition Planning 101: Creating a Bright Future for your Child
- Autism & Creating Schedules at Home
- Preparing for Summer Camps & Activities to Support Learning & Behavior During the Break

## Launched the Special Education Parent Advisory Committee

- The SEPAC Bylaws and Mission Statement were created
- SEPAC Board formed
- Applications accepted and drawing for membership completed through a lottery process

# Questions?