
Student Support Services Effectiveness Report 2023-2024

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Student Support Services



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Student Support Services

Student Services

504
Federal Programs
Foster care
Homeless/McKinney Vento
MTSS
Parents as Teachers/PRS
Summer School

Special Education

Behavior Support
Child Find
Compliance
Dyslexia
Evaluations
Special Olympics
Transition
Specially Designed Instruction

Our Core Beliefs

- 1 Kids come first.
- 2 Continuous learning is essential to prepare for college and career opportunities.
- 3 Each student's success is the shared responsibility of students, families, schools, and communities.
- 4 Learning is influenced by environment.

Our Vision

Northwest ISD empowers learners and leaders to positively impact the world.

Our Mission

Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.

Strategic Goals

Strategic Goal 1

Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

Strategic Goal 2

Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Strategic Goal 3

Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

2023-2024 Student Support Meetings

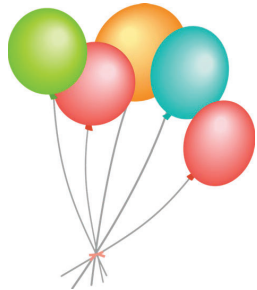
ARD Meetings: 6,798

504 Meetings: 2,348

MTSS Meetings: 15,000



Dyslexia Services



Celebrations!

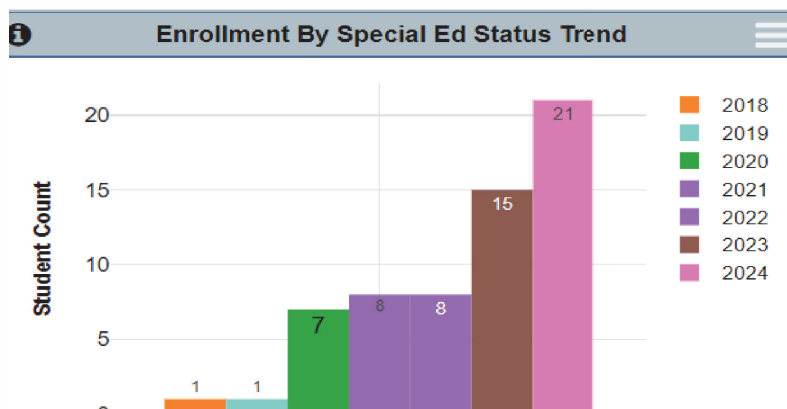
- NISD has 2,892 students identified with dyslexia; 1,746 students are in the **MTA** program (this includes 504 and Sped). 82 students are in the **Reading by Design** program (Sped resource).
- Sixteen teachers participated in Academic Language Therapy training through the state funded *Dyslexia Grant*.
 - Nine teachers completed Year One training; six of these will continue Year Two training. The remaining three will be taking the CALP (practitioner level) exam.
 - Year Two training will be funded through the dyslexia budget since the grant is ending.
 - Seven teachers completed Year Two; six are eligible to sit for the CALT (therapy level) exam. Four have applied; two are in the process of applying.
- November 13th marked our second annual *NISD Parent Dyslexia Simulation* night. We had 70+ attend and received very positive feedback.

Student Growth: Dyslexia

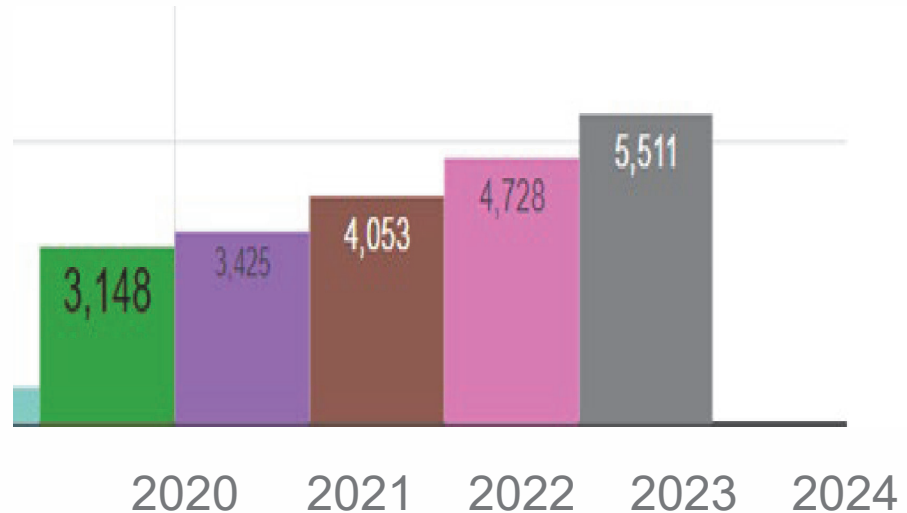
Number of Students Served				
	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>
Elementary	892	1038	1174	1323
Middle School	127	260	358	376
High School	13	33	36	47
TOTAL	1032	1331	1568	1746
# Completed MTA			195	191

Special Education Growth

Homebound



Enrollment Trends 2020-2024



District Special Education as of 5/13/2024

Child Find

Child Find Duty Quick Guide

What is Child Find?



Child Find is the affirmative and ongoing process of public awareness, coordination with agencies and primary sources, and screening procedures to **locate, identify, and evaluate** all children with disabilities from birth through age 21 who may require early intervention or special education services. This process includes children who are:

Enrolled in a public school and advancing from grade to grade

Parentally placed in a private school, homeschool, or attend a virtual school

Highly mobile, including migrant children

Homeless

In foster care or unaccompanied youth

Wards of the state

Involved in the criminal justice system

Residing in nursing homes

2024

ECI referrals: 143

Parent Referrals: 438

Total Early Childhood Evaluations: 581

DNQ: 35

SPED Behavior Update

Campus Based School Psychologists completed 294 Initial Evaluations

**Does NOT include Child Find.*

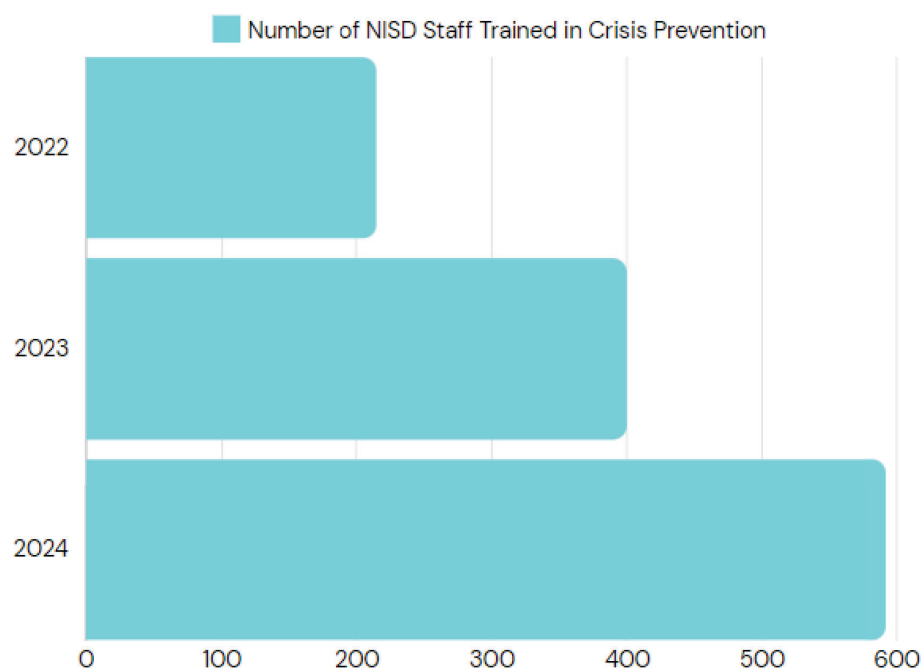
BOY - 188 student received SPED Counseling Services

EOY - 250 students received SPED Counseling Services

Behavior Staff Completed 185 Functional Behavioral Assessments in
23-24

555 Students on Behavior Plans

Crisis Prevention and Intervention/De-Escalation



As the need to support behavior has increased we have also added Safety Care as another layer of Crisis Prevention and Intervention. This program provides more options for de-escalation and physical intervention if needed. One full campus team trained this year and others will be trained this summer.



Multi-Tiered Support System

Achievement gaps closed through Multi-Tiered Support Services during the 2023-2024 school year

- **1,226 students** identified through MTSS closed their achievement gap and were exited from tiered support (Tier1).
- **1,275 students** who received intensive intervention support (Tier 3) were able to move to targeted intervention support (Tier 2) or completely exit tier support (Tier 1).

Students who qualified for additional support through Special Education or 504 services

- **626 students** were identified through the MTSS process and qualified for special education or 504 services.
- MTSS students who “Do Not Qualify” or DNQ for special education has **significantly decreased** due to campus MTSS committees submitting strong referrals for additional diagnostic testing.

Trend Data for 2023 to 2024

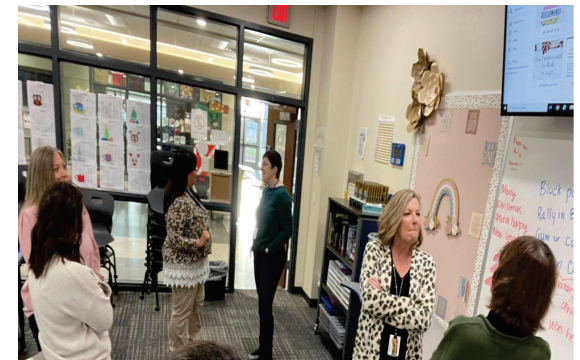
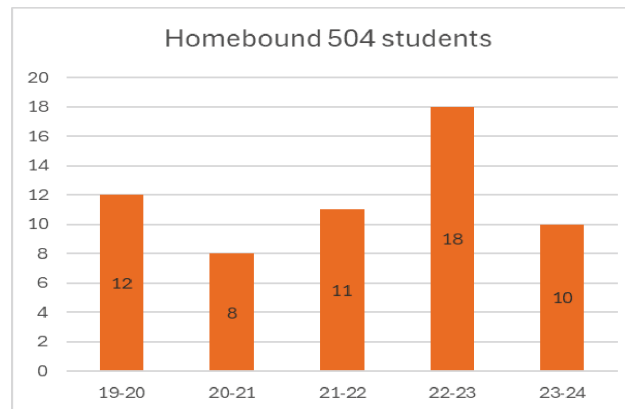
(Research states districts should have less than 20% of their population needing targeted or intensive MTSS services)

NISD has 12% of the our total population receiving support services through MTSS in the areas of reading, math and behavior.

- Elementary MTSS (Tier 2 and Tier 3) enrollment has increase due to district growth, but there is a 1% decrease in students who need additional remediation.
(16% in 2022-2023 to 15% in 2023-2024 of our overall population)
 - Middle school is seeing an increase in MTSS (Tier 2 and Tier 3) percentages in students needing remediation (reading and math).
(9% in 2022-2023 to 13% in 2023-2024 of our overall population)
- ★**Due to the increase in this population, we have added comp. ed. literacy interventionist at each middle school for the 2024-2025 school year.**
 - High school is seeing a 1% increase in the percentage of students needing remediation or support with meeting requirements for graduation.
(3% in 2022-2023 to 4% in 2023-2024 of our overall population)



Section 504/Homebound



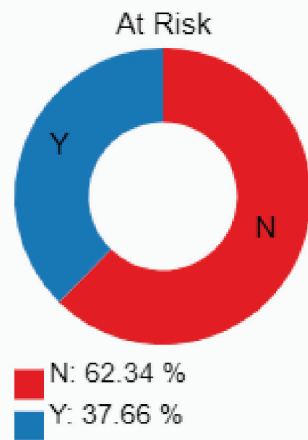
- Over 3,200 students are currently served under Section 504 in NISD.
- 109 students were dismissed to SPED

Homebound Services



- Support and training for staff on procedures at all levels.

At-Risk Students



NISD currently serves over 11,640 students coded at-risk based on the 13 state criteria.

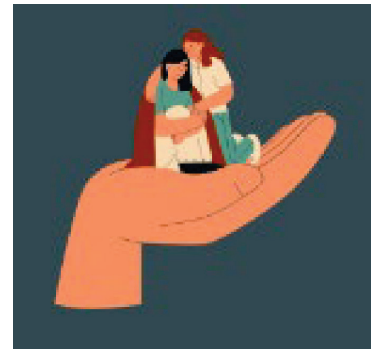
McKinney-Vento (Homeless)



- Supported 184 students coded as homeless during the school year, providing transportation, free lunch and/or school supplies to those in need.
- Collaboration with Region 11 and county services for families

Foster Care

- We are currently tracking over 51 students identified as under the care of Department of Family and Protective Services.
- Provided free lunch and support to families

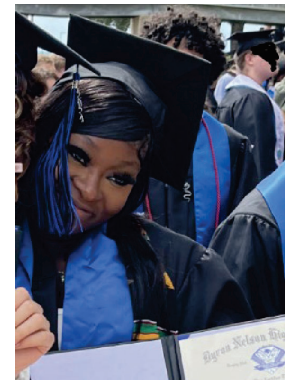


Pregnancy Related Services

Mission: Ensure graduation and foster positive parenting skills.

Provided weekly case management and pregnancy and parenting education to seven students.

Impact: Three Seniors graduated!





Partnering with families with infants, toddlers and preschool age children for optimal development and success!

Impact: Increased number of children who are school ready!

Second year of **grant funding**- Four state grants awarded with annual total of **\$643,0958 up from \$437,411 last year.**



Every home visit contains pre literacy activities

Home visits -impact= increased child development and family well being
121 families (77 in 22.23),
160 children (100 in 22.23),
1012 home visits



Field Day- NHS Early Childhood Development Pathway Interns volunteer each year

Developmental Playgroups and Parent classes-
525 families attended one or more of **40** events
 (436 and 22 in 22.23)



New grant position: Early Childhood Resource and Referral Specialist conducts developmental screenings.

Community Developmental Screenings- children screened 220 42% scored one or more domains needed support



Resource Connections- over 400 families received resource information. **75 children referred to Early Childhood Intervention or Child Find Services.**

611 families served! Impact: over 700 kids with increased Kindergarten Readiness (550 in 22-23)

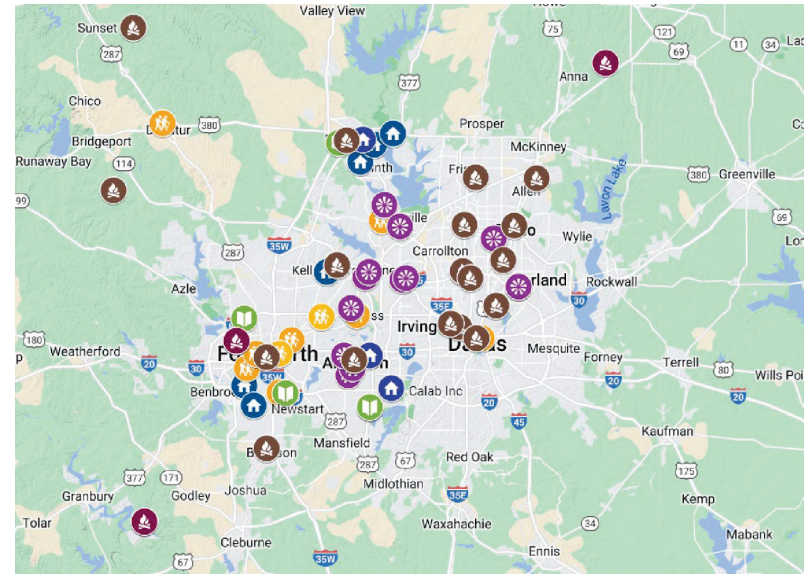


www.nisdtx.org

Special Education-Transition at a Glance

Provided training, consultation and/or support for all special education teachers & itinerant staff in all areas of future planning including academic, independent and daily living, and college/career readiness.

- Collaboration with CTE for Planning and CTE ARD Participation at 92% for Grade 8
- Creation of NISD Caregiver Resources & Transition Support Parent Square with 7,500+ recipients
- Creation of the NISD Caregiver Resources & Transition Support Calendar shared with 7,500+ recipients
- Creation of the Mid-Cities Resource Map (invited GCISD/Southlake Carroll ISD for collaboration) Accessed 11,291 times since February



Expanded our Transition Services and Partnership with Texas Workforce Solutions

Provided transition related services on each comprehensive high school campus and our adult transition program:

- Collaboration with TWS to provide Pre-Employment Training services to 51 students across 3 high school campuses and RISE
- 8-12 week After School Paid Work Experience
- 2 Day Camp focused on development of employability skills: Stepping Stones at Camp Carter
- Transition Tuesdays/Future Fridays implemented in middle and high schools
- 14 students participating in Paid Work Experience programs (PWE and SEAL)

**Developing
Career
Readiness
Skills**



2024 Summer School Opportunities

Purpose - Provide opportunities for students to strengthen their academic skills this summer through engaging in-person instruction

- Elementary Summer Reading & Math Camp (Grades 3-5 Reading & Math)
- Middle School Summer Reading & Math Camp (Grades 6-8 Reading & Math)
- High School EOC Boot Camp (Algebra I, Biology, English I, English II, US History)

Purpose - Provide opportunities for students to repair middle school courses or earn high school credits through virtual, self-paced learning

- Middle School Course Repair
- High School Original Credit Courses

ESY for some students as determined by the ARD committee.

Questions?