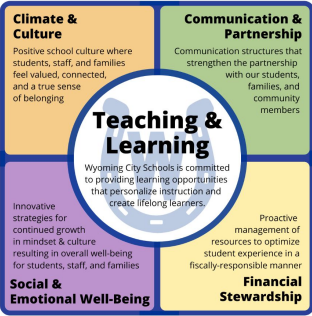
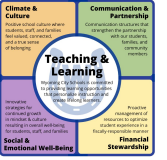




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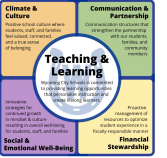
# WCS Intervention and Special Education Audit 2025





# Purpose and Overview

- How well do the district's goals for intervention and special education align with state and federal regulations?
- How effective are the processes and criteria for identifying and evaluating students for special education eligibility?
- How effective are the district's service delivery models, support services, and staffing in meeting the needs of students receiving interventions and special education services?
- How effectively does the district promote inclusivity, ensuring students with disabilities are included in general education with appropriate supports?
- How effective are the professional development opportunities for staff to support students receiving interventions and special education services?
- How effectively does the district engage and communicate with parents, guardians, and stakeholders to build trust and confidence in its commitment to meeting the needs of all students in special education and intervention services?
- How effective are the district's procedures for addressing complaints and resolving disputes while upholding the due process rights of students and parents?
- How effectively does the district comply with IDEA and other laws, including documentation for IEPs, 504 plans, and related legal requirements?
- How efficiently does the district utilize resources, and where are there opportunities for cost savings or reallocation?



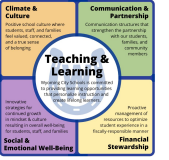
# Process

- HCESC collaborated with Wyoming City Schools administrators to outline the intervention and special education audit. Wyoming City Schools Administration provided the HCESC team with requested materials related to the student population that receives support and services under the Individuals with Disabilities Education Act (IDEA), those that requested formal evaluations, and students eligible for accommodations under Section 504 of the Rehabilitation Act.
- Data Sources
  - Parent and Staff Surveys
  - Parent and Staff Interviews
  - District Records Review



# Parent and Staff Surveys

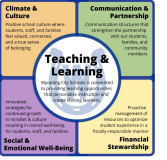
<b>Stakeholder Groups:</b>	<b>Total Number of Surveys Emailed</b>	<b>Total Number of Responses</b>	<b>Percentage</b>
Parents*	1172	194	16.55%
General Education Teachers	133	34	25.56%
Intervention Specialists	13	7	53.85%
Educational Aides	13	7	53.85%
Related Service Providers: <ul style="list-style-type: none"> <li>● School Psychologist</li> <li>● Speech- Language Pathologists</li> <li>● Occupational Therapist</li> <li>● Board Certified Behavior Analysts</li> </ul>	7	2	28.57%



# Parent and Staff Interviews



<b>*Stakeholder Groups:</b>	<b>Total Number of Interviews</b>
Parents	16
General Education Teachers	12
Intervention Specialists	6
Educational Aides	2
Related Service personnel: <ul style="list-style-type: none"><li>● School Psychologist</li><li>● Speech - Language Pathologist</li></ul>	2
Administrators: <ul style="list-style-type: none"><li>● Principals</li><li>● Assistant Principals</li><li>● Parent Resource Liaison</li><li>● MTSS Coordinator</li><li>● Director of Pupil Services</li></ul>	8
<b>Total Number:</b>	<b>46</b>



# District Records Review

- **Review of Requested District Documents and Information**
  - Special Education Vision and Mission Document
  - Wyoming City School District MTSS Document
  - Current Special Education Staffing Numbers and Caseload Information
  - Wyoming City Schools Resource Book
  - Current Service Delivery Model
  - Wyoming City Schools Financial Data
- **Review of Student Achievement Data**
  - 2023 - 2024 Wyoming City School District Report Card
  - 2023 - 2024 Wyoming City School District Special Education Profile (SPP)
  - Comparative Analysis with Similar School Districts in the Management of Special Education

- **Evaluation Records**

Type of Student Files	Number of Records Requested
Qualifying Students	10
Not Qualifying Students	8
*No Formal Evaluations	8
504s	10

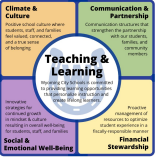


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# WCS Intervention and Special Education Audit 2025

# RECOMMENDATIONS



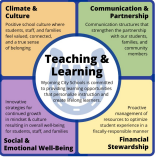


# Recommendation #1

## Ensure Consistent Implementation and Communication of MTSS Frameworks Across All Schools

- MTSS understanding and implementation are inconsistent across buildings.
- Staff and parents identify gaps in training and communication regarding MTSS decision rules.
- Only 52.2% of responding parents are familiar with MTSS process, which they feel limits collaboration and understanding.





# Recommendation #2

## Establish Clear, Standardized Documentation and Eligibility Practices for Special Education

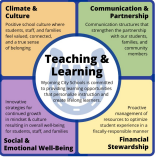
- Inconsistent practices to document all relevant intervention data such as duration, frequency, and intensity.
- The eligibility determination process reflects the complexity of individual student needs, highlighting opportunities to further refine guidance and support for consistent decision-making focused on best practice for individual roles and team responsibilities.
- Based on files reviewed, general education teachers are inconsistently identified on planning forms for evaluation team reports.



# Recommendation #3

## Evaluate Behavioral and Academic Support Resources to Optimize Staffing to Meet Diverse Student Needs

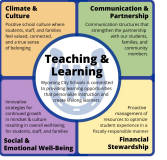
- Staff report the need for additional support/training for managing significant behavioral challenges for students with these needs.
- Staff reported an increased need for educational aide support for student accommodations.
- Optimizing schedules for educational aides to reduce frequent movement between buildings will enhance consistency and relationships.



# Recommendation #4

## Provide Comprehensive, Ongoing Professional Development Tailored to Staff Roles and Needs

- General education respondents identified a need for training in co-teaching, differentiated instruction, behavior management, and inclusive practices.
- Intervention specialist respondents highlight the need for enhanced support in math and writing interventions, as has been done with reading intervention.
- Educational aide respondents seek additional targeted training on understanding and implementing IEPs, behavior intervention plans, and supporting students with autism.



# Recommendation #5

## Strengthen Parent Engagement and Communication with Accessible Resources and Collaborative Practices

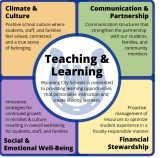
- Parent respondents report unclear communication regarding MTSS processes, evaluations, and their rights.
- Creating accessible materials (guides, workshops, platforms) can improve transparency, trust, and collaboration.
- Respondents highlighted the need to develop collaborative problem-solving protocols to support families with questions and/or concerns.



# Recommendation #6

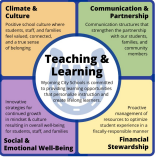
## Foster Equity and Belonging Through District-Wide Inclusive Initiatives

- Only 62.8% of parents of SWD feel their child is fully accepted within the school community.
- Programs like 'Every Cowboy Counts' are successful but need district-wide expansion for consistent impact.
- Promoting diversity and belonging through structured initiatives will create a more inclusive environment.
- Expanding co-teaching models, regular data reviews, and inclusive strategies will enhance SWD outcomes.



# Recommendations

- 1. Ensure Consistent Implementation and Communication of MTSS Frameworks Across All Schools**
- 2. Establish Clear, Standardized Documentation and Eligibility Practices for Special Education**
- 3. Evaluate Behavioral and Academic Support Resources to Optimize Staffing to Meet Diverse Student Needs**
- 4. Provide Comprehensive, Ongoing Professional Development Tailored to Staff Roles and Needs**
- 5. Strengthen Parent Engagement and Communication with Accessible Resources and Collaborative Practices**
- 6. Foster Equity and Belonging Through District-Wide Inclusive Initiatives**



# Next Steps

- **January/February 2025** - Communicate summary of Intervention and Special Education Audit to BOE, staff, and community.
- **March/April 2025** - Develop professional development plan for the 2025-2026 school year to focus on areas of recommendations from audit.
- **May/June/July 2025** - Develop communication plan to engage parents and community in the intervention and special education continuous improvement process.



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# WCS Intervention and Special Education Audit 2025

