

Student Support Services Effectiveness Report 2024-2025

Micah Gierkey

Executive Director of Student Support Services



Student Support Services



Kris Kelly,
Director

Stacey Parker,
Director

Amelia
Bowler,
Coordinator

Michelle
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Heather
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Elizabeth
Norman,
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Stacy White,
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Melissa
Webber,
Director

Cynthia
Elliott,
Coordinator

Lilia Vasquez,
Coordinator

Jennifer
Bailey,
Coordinator

Ruth Ann
Beagle,
Coordinator

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.

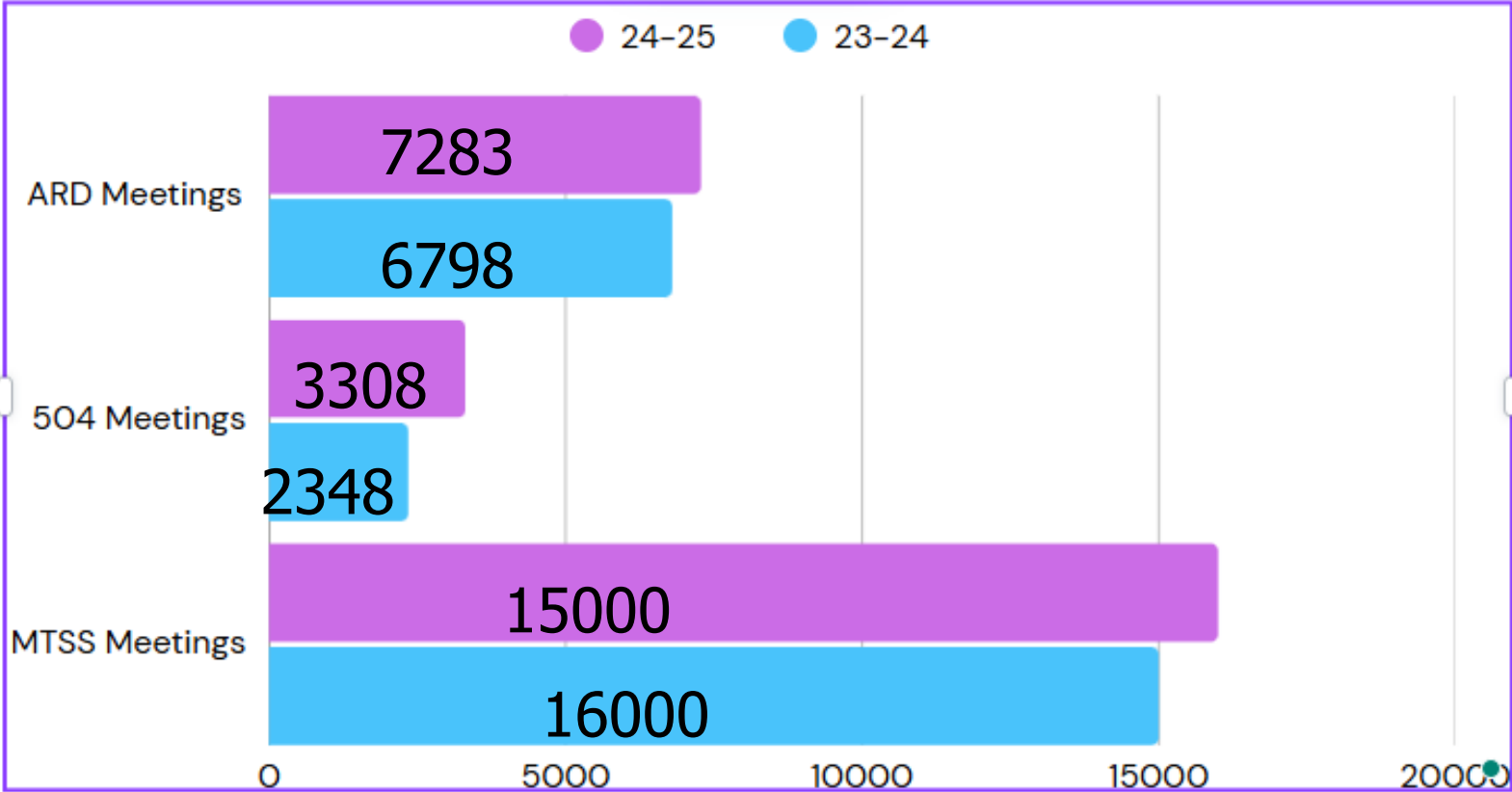
Strategic Goal 2

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.

2024-2025 Student Support Meetings

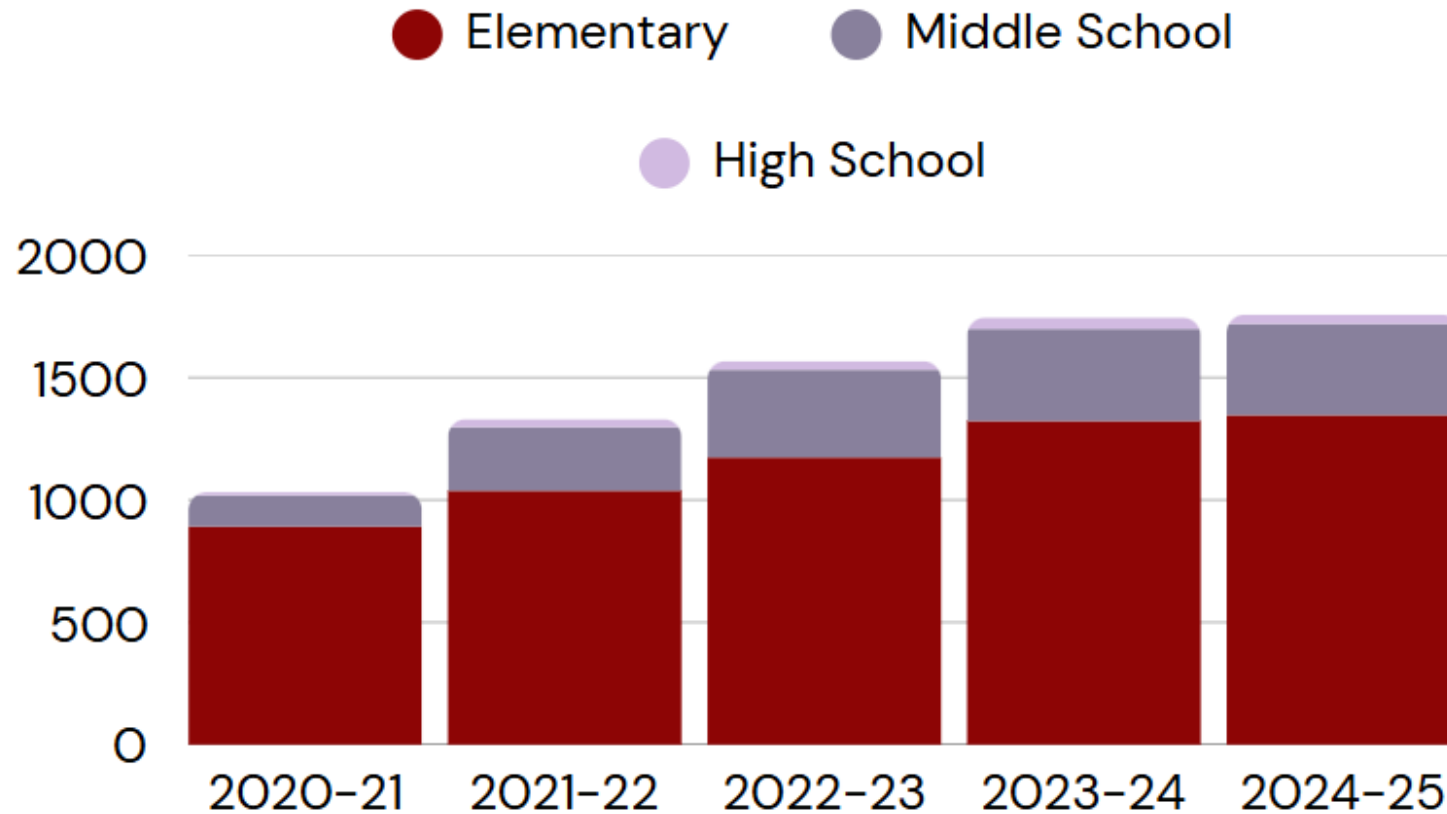


Dyslexia Services

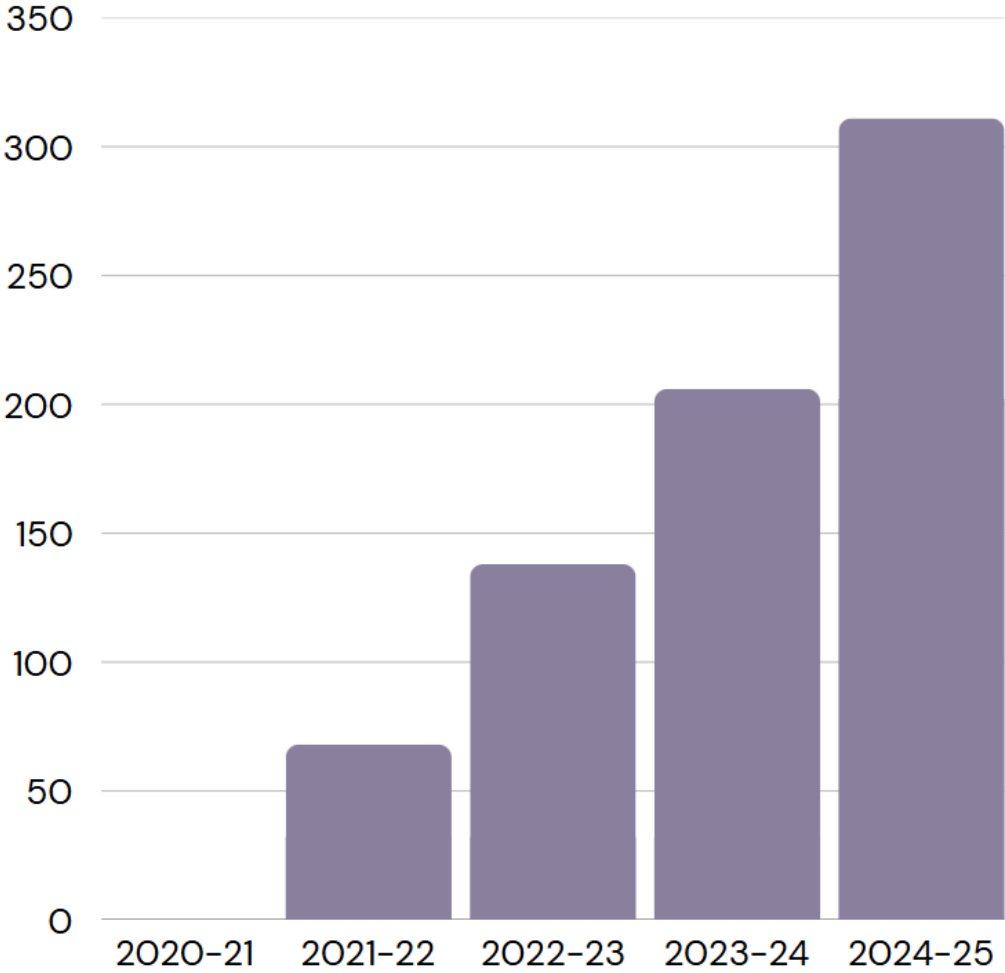
- NISD has **3,527** students identified with dyslexia. **1,758** students utilize the **MTA** curriculum, and **146** students utilize **Reading by Design**.
- Six teachers completed Year 2 of Academic Language Therapy training and will sit for the CALT exam this summer.
- The third annual ***NISD Parent Dyslexia Simulation*** was held for each feeder pattern. We had approximately 125 parents attend and received very positive feedback.



Students in Multisensory Teaching Approach (MTA)

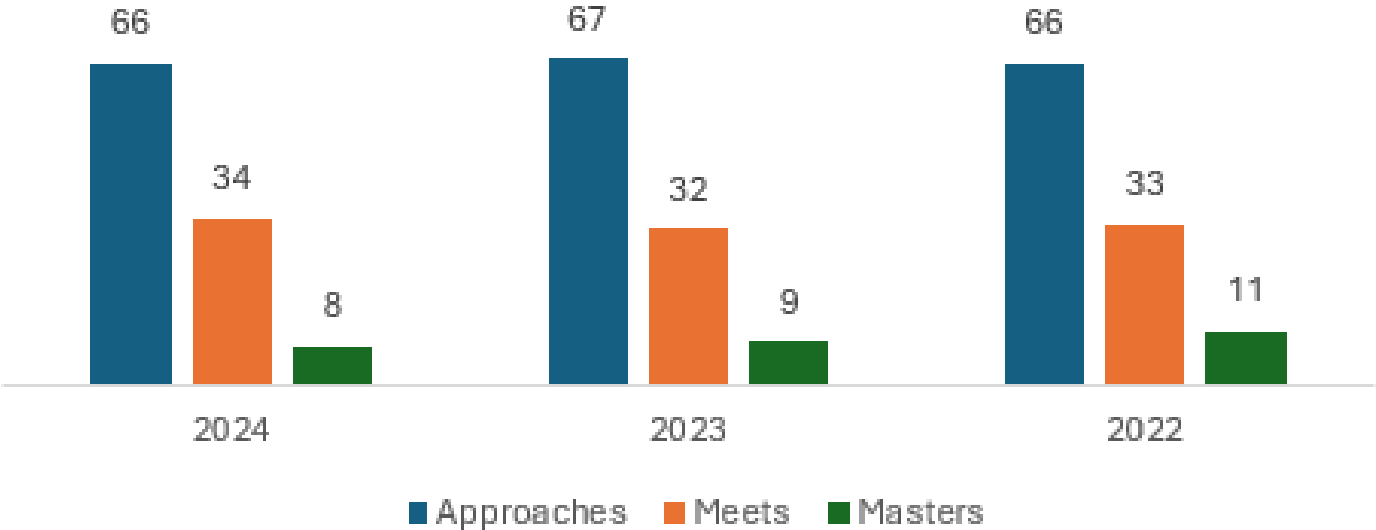


Students Completing Multisensory Teaching Approach (MTA)



Dyslexia STAAR Performance

In 2024, 66% of students receiving dyslexia services scored at the approaches level, 34% meets, and 8% masters on all STAAR tests. This shows stable performance across the last three years.

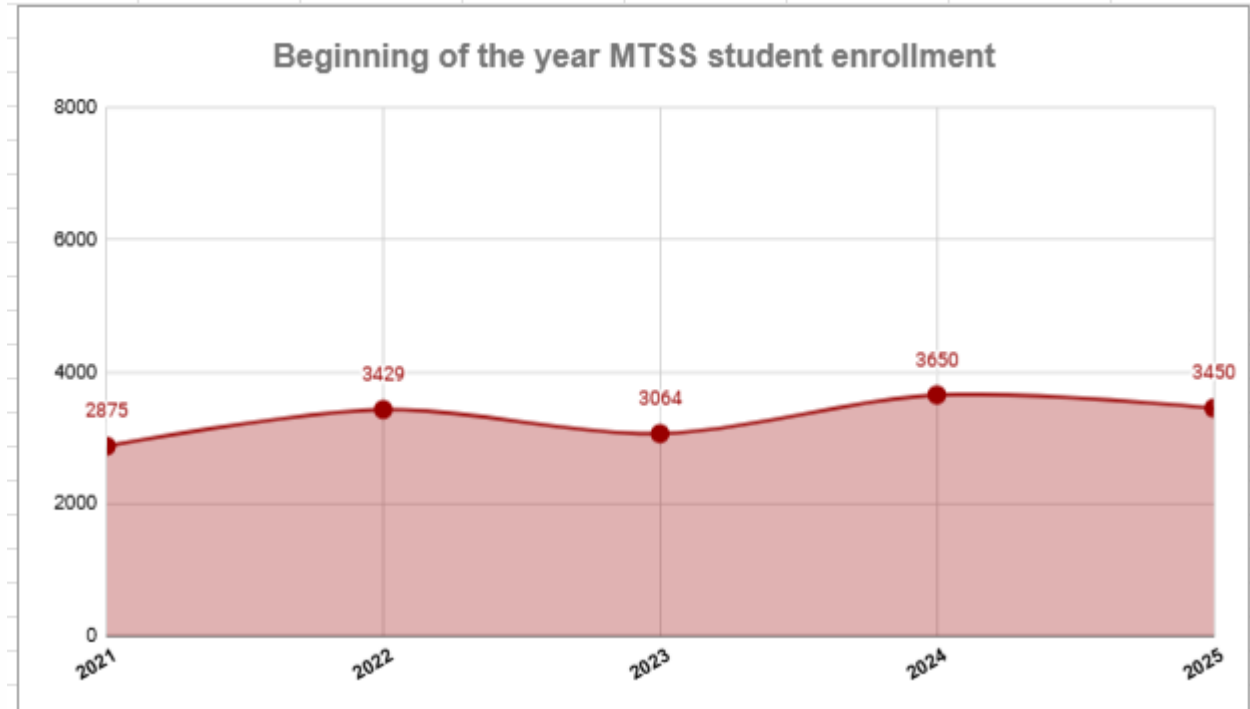




Multi-Tiered Support System

MTSS provided support to 3,769 students this school year, which equates to 12% of NISD's student enrollment.

(Research states districts should have less than 20% of students participating in our MTSS program)





Multi-Tiered Support System

Of the 3,769 students who participated in MTSS this year, we successfully...

- Closed the achievement gaps for **1,475 students** who are now on grade level and no longer need remediation support (7% increase from last year).
- Identified through the MTSS process **756 students** who qualified for special education or 504 services (4% increase from last year).
- Decreased tier support for **1,301** Tier 3 students by promoting them to Tier 2 or exiting MTSS completely (an increase from last year).





Decoding for Struggling Readers



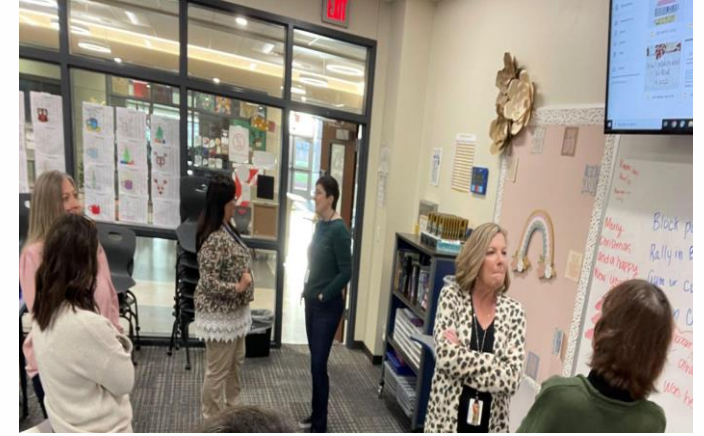
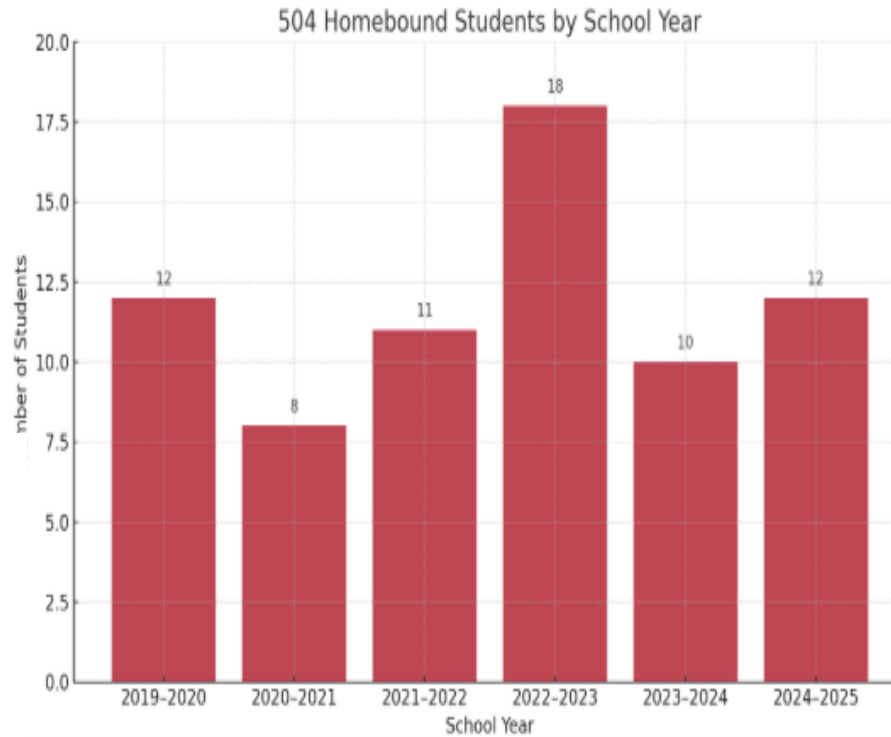
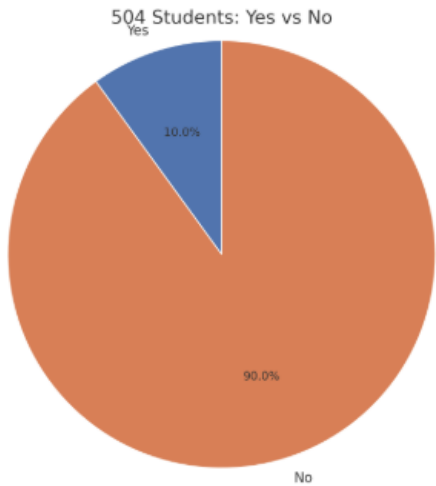
Student Support Services Department Professional Development for staff



TODAY we will center our learning around Educator Wellness through self-reflection, habits and routines.

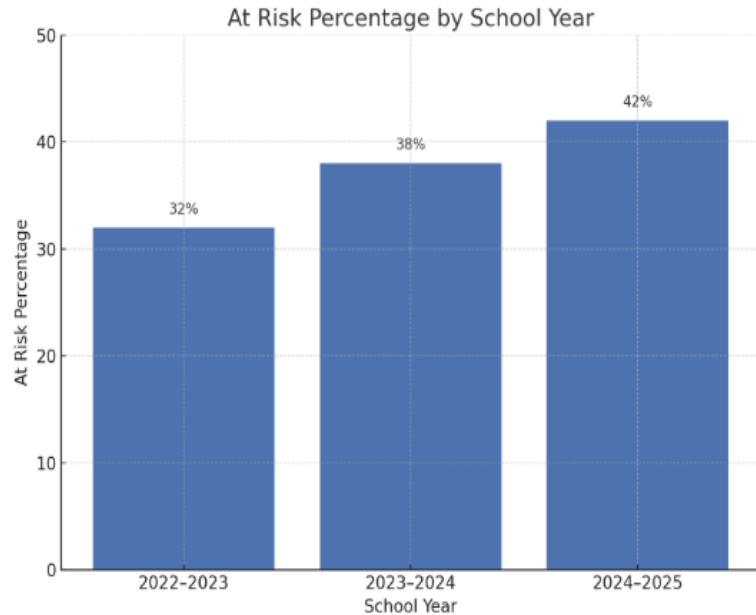


Section 504/Homebound



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

At-Risk Students



McKinney-Vento (Homeless)

- Supported 185 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 58 students identified as under the care of Department of Family and Protective Services
- Provided free lunch and support to families



Pregnancy Related Services



3

Texas Woman's University Doctoral Student
Sara Lee's Capstone Project – Social Support
Group for Teen Mothers



11



6



0

10 Seniors Graduated!





Achieved Blue Ribbon Affiliate status, the highest designation for quality services among home visiting and parenting programs

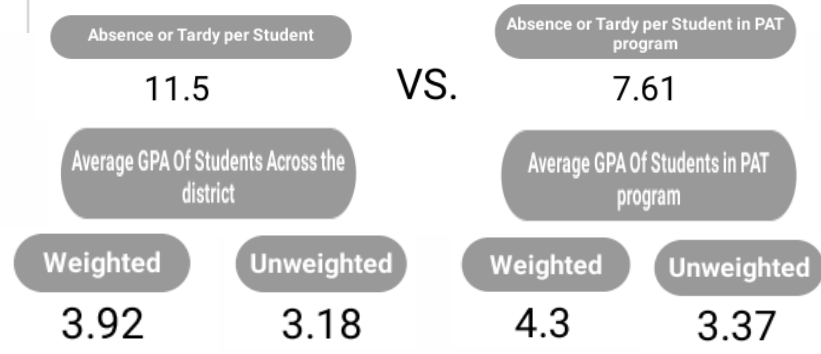


PAT indicators have been added to eSchool to track long-term student outcomes. Students who participated in the PAT program have **35% fewer absences** and **higher GPAs** than the average student.

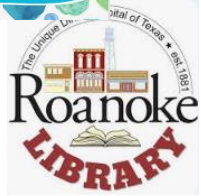


Parents as Teachers Participants Fields

- PAT Participant 2 or more yrs
- PAT Participant 1 year
- PAT Participant w/ partial svc
- PAT Participant w/ delays



We partnered with multiple community organizations to expand access to essential resources for families, ensuring they can meet their basic needs- strengthening our collective impact and fostering a more resilient, supportive community.

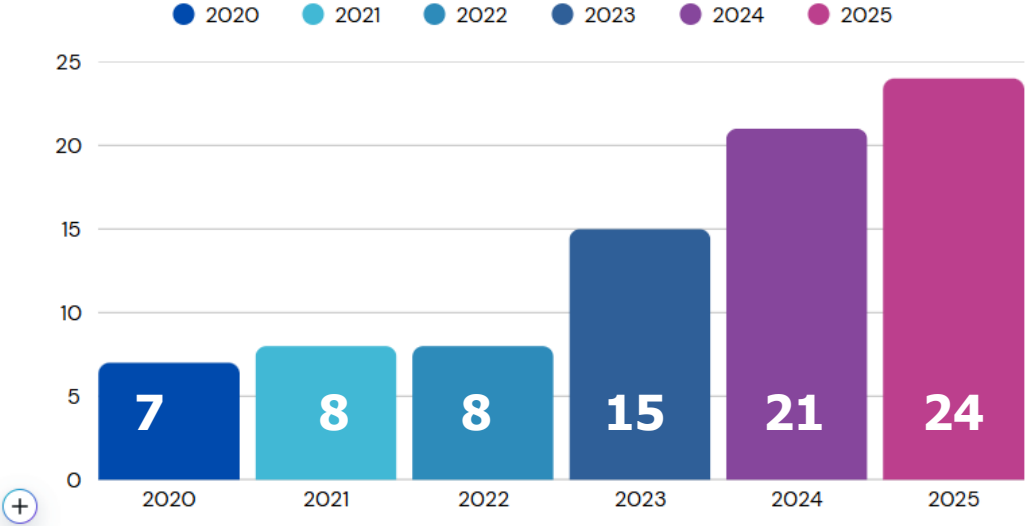
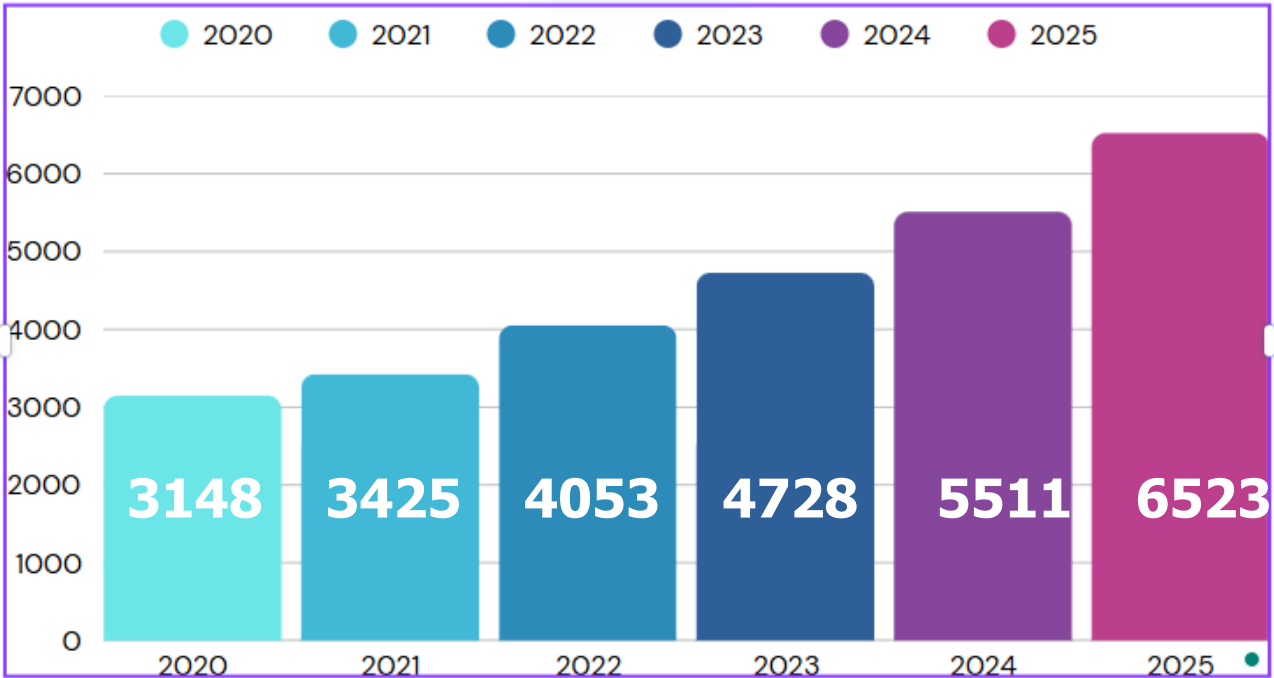


750 families served! Impact: over 900 kids with increased Kindergarten Readiness (611 in 23-24)



Special Education Growth

Enrollment Trends 2020-2025



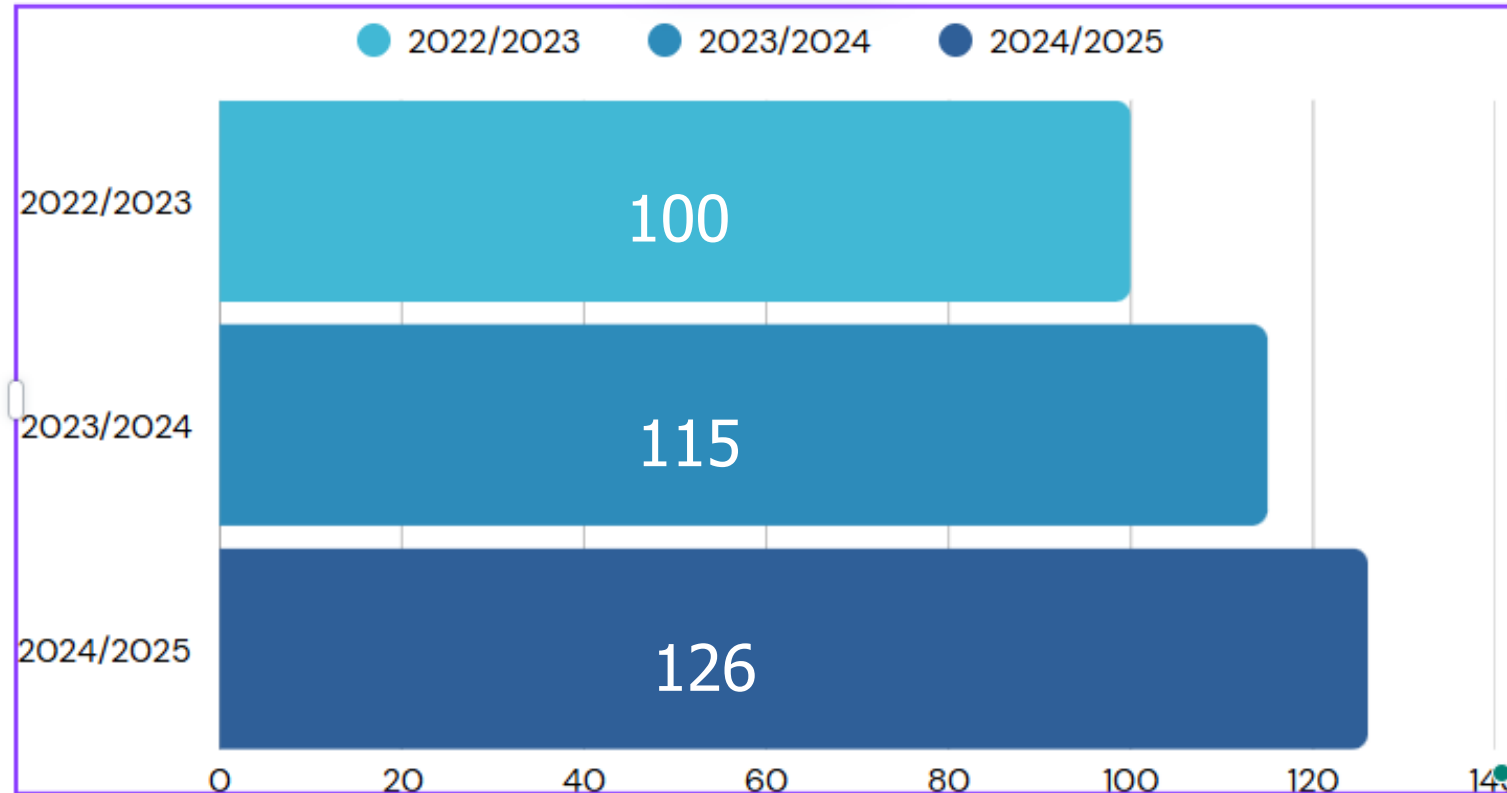
Students Receiving Special Education Services and Supports

Special Education Students Receiving Homebound

District Special Education as of 5/29/2025

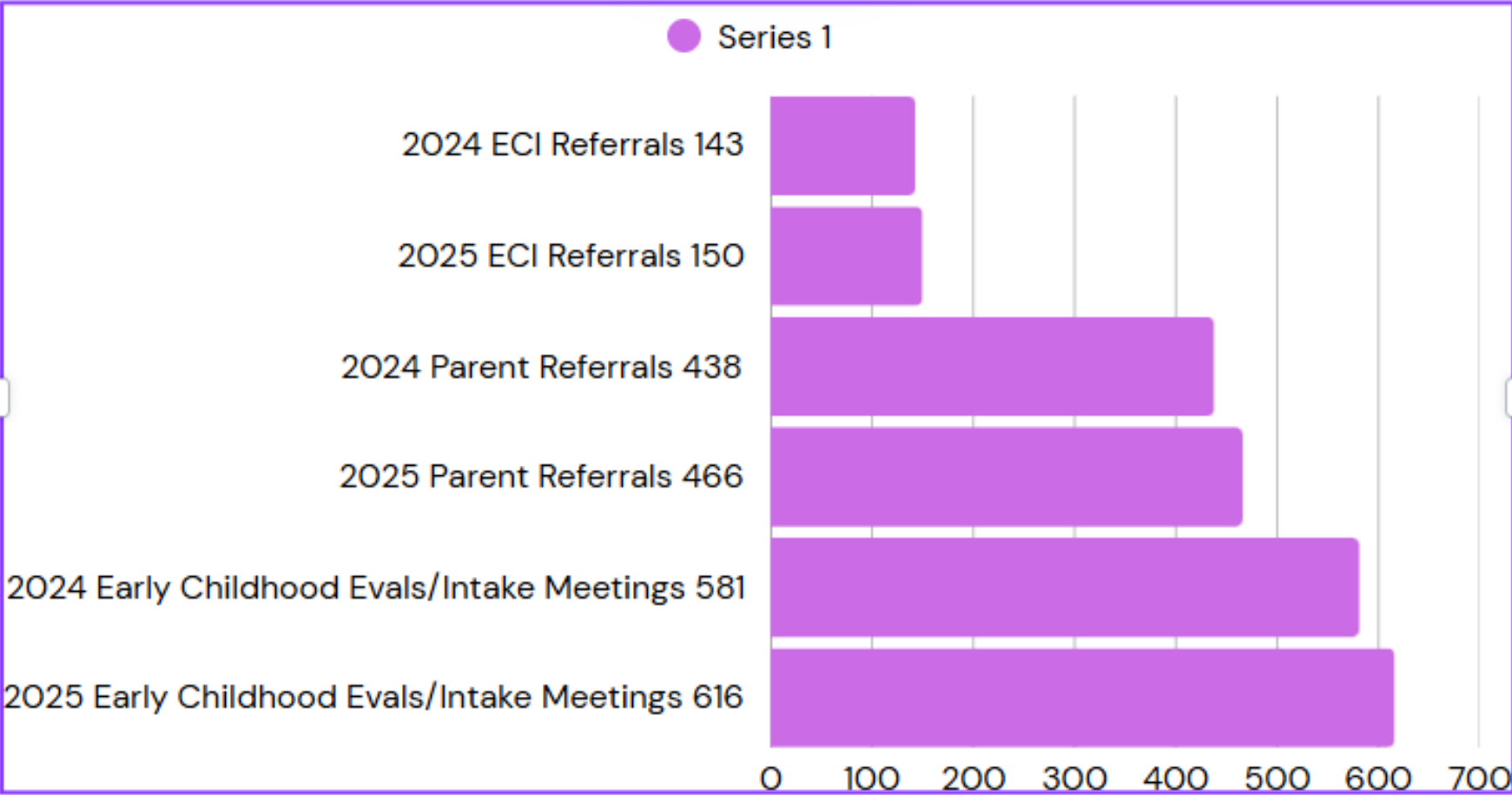


Specialized Program Growth- New to NISD only



This data does not include intradistrict transfers into specialized programs or any provisional placements

Child Find



[Child Find Duty Quick Guide](#)

Behavior Update

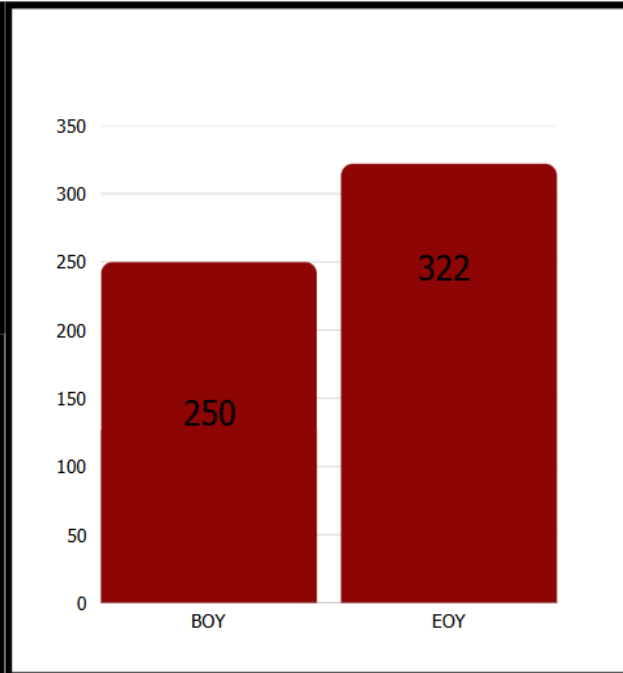
Special Education Counseling Services Growth Report

Overview:

The number of students receiving Special Education Counseling services increased significantly over the 24-25 school year. A third SPED counselor was brought on mid-year to support the need.

Key Insight:

The 29% increase reflects both the rising student need and the district's expanded commitment to supporting the social-emotional and behavioral wellness of students serviced through special education.



Supported 611 students on behavior intervention plans

School psychologists completed 1,006 psychological evaluations.

6 out of 17 MTSS/Title 1 BIs were selected as campus support staff of the year!

Staff Retention

Related Services & Behavior Support Staff Engagement

Aligned to Strategic Goal #2: Recruiting, Valuing, and Retaining Highly Effective Staff

Initiative / Outcome

Details

Related Service & Behavior Support Staff Retained

38 out of 39

Behavior Interventionist Turnover

0 (100% retention)

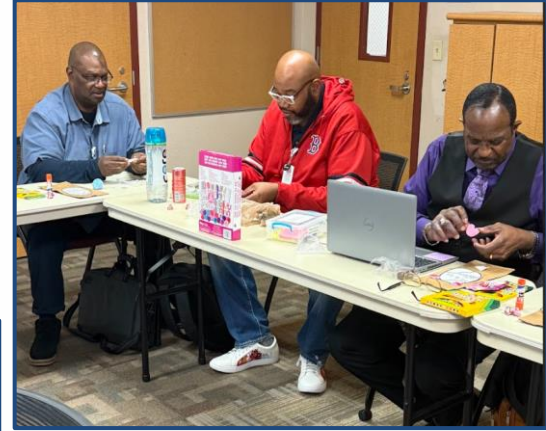
Monthly In-Person Meetings with Related Service Staff

Conducted

Weekly Virtual Office Hours ("Virtual Vibe") for Department Support

Held every Wednesday

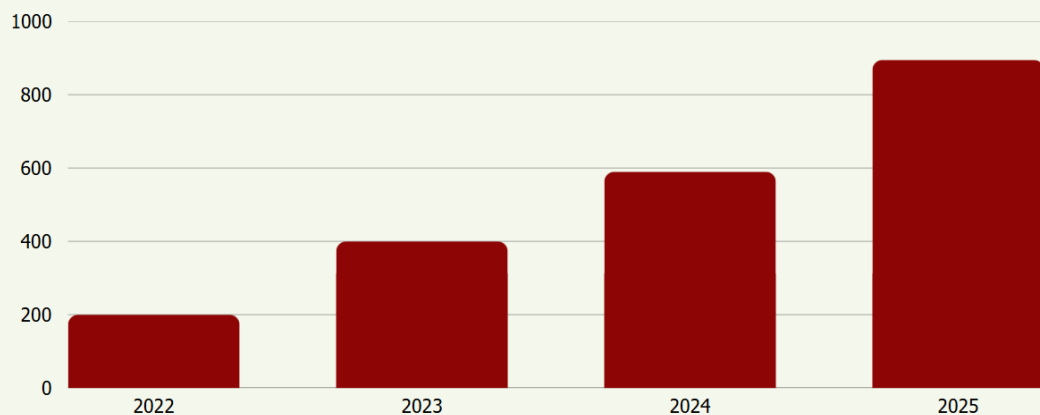
This section reflects the department's commitment to supporting, valuing, and retaining staff through intentional relationship-building, regular communication, and responsive leadership.



Crisis Prevention and Intervention/De-Escalation



Crisis Prevention and Intervention De-Escalation



In alignment with our commitment to staff support and campus safety, NISD CPI Trainers facilitated Crisis Prevention Intervention (CPI) Drills across the district throughout the year. These sessions offered staff members hands-on opportunities to practice and review CPI strategies in a supportive and personalized setting.

Participants included campus administrators, teachers, counselors, paraprofessionals, guest educators, and bus drivers. To further support implementation, trainers rode buses with students to observe and provide real-time coaching and feedback to transportation staff.

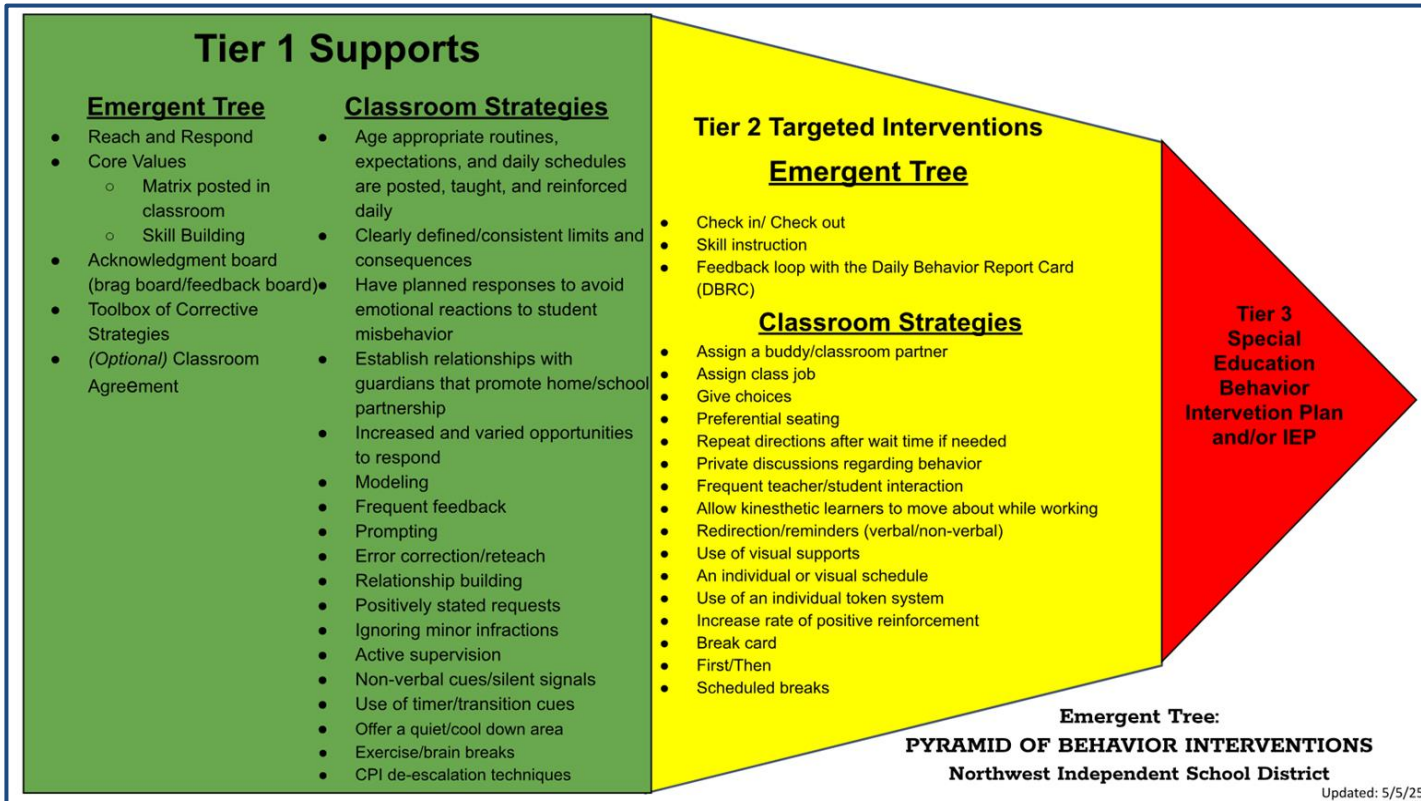
This comprehensive approach ensures that all adults working with students—across classrooms and campuses—are equipped with the tools and confidence needed to safely de-escalate physically aggressive behavior. These efforts underscore NISD’s dedication to staff preparedness and the overall safety and well-being of our students and campuses.

“Mr. Hanna did a fantastic job this morning with our staff. :-) My 5th grade team has asked if he can come out and spend some time helping them with their challenging behaviors (they want to see more in-action and application).”

- Jennifer Putman, Curtis Elementary Principal



Emergent Tree



This year, the MTSS and Title I Behavior Interventionists aligned campus behavior supports with the district's MTSS framework using Emergent Tree strategies.

Behavior Interventionists conducted over **200** Behavior Intervention Plan (BIP) fidelity checks to support consistent implementation of positive behavior supports across campuses.

Beginning next year, Behavior Interventionists will lead the Functional Behavior Assessment (FBA) process. This shift will ensure all evaluation referrals are supported with high-quality data, streamlining the process and increasing efficiency.

In addition, SEAC teachers and paraprofessionals will begin implementing the Solid Roots Tier 3 behavior framework from Emergent Tree.

Elementary Coordinator and Coach Support on Campuses

Late fall and in the beginning of the second semester, the Elementary Special Education Coordinator collaborated with an Instructional Technology Coach to develop a Looker Studio dashboard. This tool was designed to more accurately track and document all support visits with campuses.

The dashboard provides a visual representation of the number of visits conducted by the elementary team, categorized by type of visit, specialized unit and campus. It also offers insight into the elementary support provided by our New Teacher Support Specialist.

The next slide illustrates the **1,691** overall contacts the elementary sped team conducted in the Spring Semester. Of those 1,691 visits, it should be noted that **1,187** visits were in person.

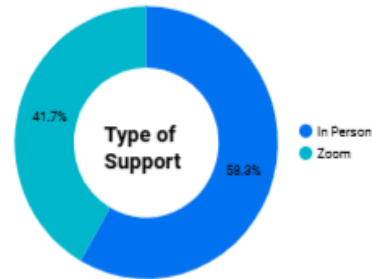
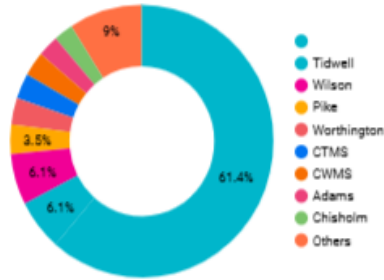
Secondary Coordinator and Coach Support on Middle School Campuses

24-25 Middle School Campus Support

Select date range

	Campus
1.	null
2.	Wilson
3.	Tidwell
4.	Pike
5.	Worthington
6.	CTMS
7.	CWMS
8.	Adams
9.	Chisholm

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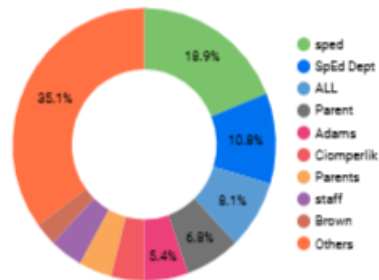


During the 2024–2025 school year, a total of 559 contacts were made in support of Middle School or middle school feeders.

Notably, **88%** of these visits were conducted in person.

	Staff	Record Count
1.	null	881
2.	Adams	42
3.	Logan	36
4.	sped	36
5.	Ciomperlik	21
6.	Kennedy	16
7.	SpEd Dept	15
8.	Same	14
9.	Petty	12

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Elementary Coordinator and Coach Support on Campuses

[Looker Studio Link](#)



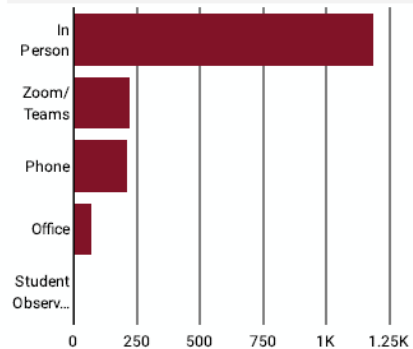
Interactions
1,691

Method of Contact
5

Staff Supported (Last Name Only) ▾

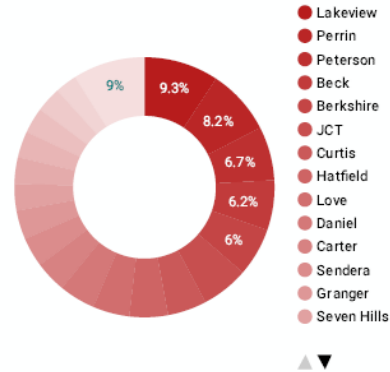
Select date range ▾

How am I most effectively connecting with teachers?



Where am I currently having the greatest impact?

Campus



Method of Contact	Interactions ▾
In Person	~1,100
Zoom/Teams	~200
Phone	~150
Office	~50
Student Observation	~10

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SpEd Support Name	Interactions ▾
Bowler	~1,100
Wood	~1,100
Coser	~1,100
Byrd	~1,100
Young	~1,100

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Biggest Focuses of Support:

Program	Interactions ▾
Resource	776
PACEE	281
ECSE	227
SEAC	190
SLC	153
All Sped	58
null	4
Admin	2

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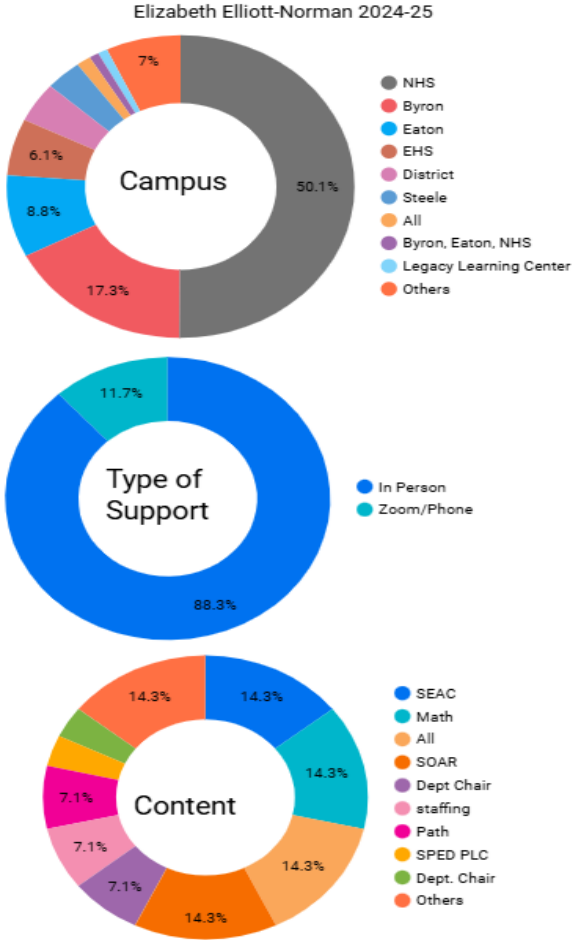
Secondary Coordinator and Coach Support on High School Campuses



Staff	Interactions
1. Teachers	172
2. All	24
3. Ellison	17
4. Mandel	13
5. SST	11
6. Davis	9
7. Van Helden	8
8. Gallagher	8
9. Schutz	8
10. Shaw-Hackney	6
11. Baez	6
12. null	5
13. Jameson	5
14. Aboelhasan	4
15. Aboelhasan/Mandel	4
16. Santos	4

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Select date range ▾



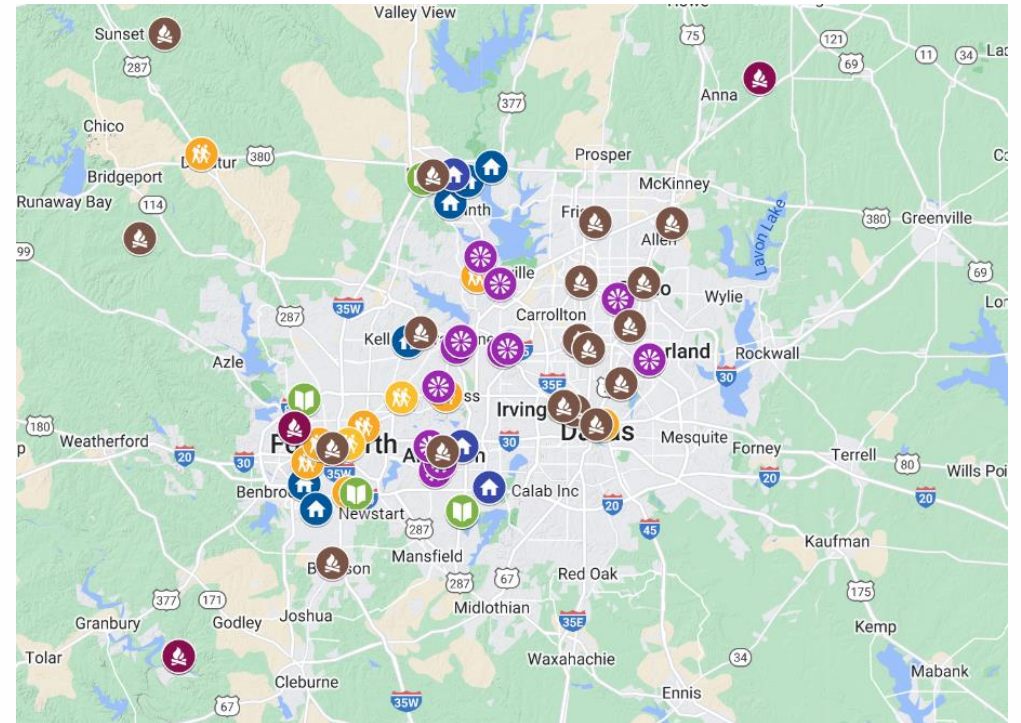
During the 2024–2025 school year, a total of 445 high school contacts were made. Notably, 88% of these visits were conducted in person.



Special Education - Transition at a Glance

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

- Transition Support Parent Square with 7,900+ recipients
- NISD Caregiver Resources & Transition Support Calendar shared with 7,900+ recipients
- Real-time updates of the Mid-Cities Resource Map (invited multi-district collaboration) - accessed 70,538 times during the 24-25 school year.
- Met with 24 families across multiple campuses, elementary to 18+, for in-person transition planning.
- Supported secondary teachers on writing collaborative and impactful Transition Plans for students.



Expanded our Transition Services in Partnership with Texas Workforce Solutions and CTE Collaboration

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
- 2 Day Camp focused on development of employability skills, self-determination, and self-advocacy: Stepping Stones at Camp Carter
- *CTE and SpEd* presentation shared with Middle School campuses to focus on aligning CTE course selections with Post-Secondary Goals.
- First Annual Career Conquest: An interactive event designed to support students with disabilities as they explore career opportunities and develop essential vocational skills



**Developing
Career
Readiness
Skills**

Northwest
INDEPENDENT SCHOOL DISTRICT

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)

ESY for some students as determined by the ARD committee.

Questions?