



Ray-Pec School District

Special Education Program Review
December 2015





Team Members

Linda Bass – Director

Jenny Tryan – Lead Elementary Coordinator

Carrie Hamburg – Lead Secondary Coordinator

Michelle Moore – Administrative Assistant

7 Process Coordinators

40 Teachers

50 Paraprofessionals

7.2 Speech Therapists

1 Speech Therapy Assistant

1 Physical Therapist

1 Certified Nursing Assistant

4 Occupational Therapists

2 Interpreters for the Hearing Impaired

2 School Psychological Examiners

2.37 Behavior Interventionists



Program Impact

The Raymore-Peculiar Special Education Department serves students ages 3 – 21. The purpose of the Special Education Program is to meet the needs of students who are identified as students in need of special education services as outlined in the Individuals with Disabilities Education Act (IDEA) and the state and local Compliance Plan.

The program impacts the 517 children who meet the eligibility criteria for one of the 13 categories of a disability as outlined in IDEA. This is an increase of 4 over last year. The Special Services program also has an impact on the parents and families of these children.





Program Highlights

- 2014 DESE Compliance file review was 100% accurate.
- Provided professional development for over 150 paraprofessionals from 5 districts.
- Provided disability specific training for staff.
- Provided opportunity for both special education and general education staff to attend professional development related to behavior and behavior intervention.
- Over 65 families comprising 279 people participated in the 3rd annual winter event.



Previous Department Goals & Results

1. By September 2014, results of the MAP assessment will indicate an upward trend of 3-5% growth in Communication Arts results.

RESULTS:

MAP results (3rd-8th grade students in top two achievement categories)

2012-13 (20.5%)

2013-14 (23.69%)

2014-15 (30.6%)*

2. By October 2014, parent survey results will indicate a minimum of 80% satisfaction with communication from the special education teacher.

RESULTS:

Results of the survey sent by DESE during MSIP 5 review cycle were not shared with the district. We have developed our own survey that is sent to parents after an IEP meeting.

*Indicates a different version of the assessment

Ray-Pec Program Scorecard: Special Education

				SCORING CRITERIA										
				Risk			Moderate			Goal	Stretch			
	Measures	(prior)	(current)	1	2	3	4	5	6	7	8	9	10	Raw Score
1	Students with IEPs performance compared to state average on the ELA MAP assessment		4.7	-2	0	+2	+4	+6	+8	+10	+12	+14	+16	4
2	Students with IEPs performance compared to state average on the math MAP assessment		-2.1	-2	0	+2	+4	+6	+8	+10	+12	+14	+16	1
3	Percentage of students with IEPs who meet or exceed expected lexile growth rate (SRI) for grades 4-10		57%	35%	40%	45%	50%	55%	60%	65%	70%	75%	80%	5
4	Overall parent satisfaction survey	March 2015 78.45	May 2015 84.9%	55%	60%	65%	70%	75%	80%	85%	90%	95%	100%	7
5	Percentage of students with IEP's in General Education 80% or more of the day	Sept. 2014 54.97	Sept. 2015 55.8%	45%	48%	50%	53%	55%	58%	60%	63%	65%	68%	5
6	Average years of teaching special education at Raymore-Peculiar	May 2015 7.53	Oct. 2015 7.49	2	3	4	5	6	7	8	9	10	11	6
											Average			4.7



Department Goals

By June 2017, parent survey results will indicate a minimum of 80% satisfaction in the strongly agree category with the following statement: Information at the meeting was presented in terms I could understand.

At the end of the 2016-17 school year, human resource records will show that the average years of experience at Raymore-Peculiar of special education teachers is 8 years.

By December 2017, increase the percent of students with IEPs inside regular education class 80% or more of the day by 5%.

By June 2017, the percentage of students with IEPs who meet or exceed expected lexile growth rate (SRI) for grades 4-10 will increase by 10%.



Opportunities for Improvement

1. Focus on increased access to the general education curriculum and opportunities afforded to peers.
2. Increase opportunity for staff professional development (certified and classified) regarding social and emotional behaviors.
3. Expansion of workforce opportunities in the community for students in the 18-21 year old program.



K-12 Special Education Program Review

Questions