A Customized Approach to Analyzing District Special Services to Enhance Opportunities for Students

Presented by Dr. Judy Hackett and Dr. Tim Thomas

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Improving special education programs and services by using a review process that is:

- Research-based
- Field-tested
Use and Purpose

The process may be used in a variety of ways, however the primary purpose is to serve as a guided review process that is a formative analysis. Its principal benefit to a district or cooperative is to allow for better understanding of their practices leading to developing ways to improve.
Screener

This is designed to gather immediate information in some of or in all the eight Critical Component areas. It allows for quicker assessment and focus on the most pressing areas which may or may not result in a need for more thorough analysis.
Comprehensive Analysis

This is intended to be a more thorough evaluation resulting in a more extensive investigation of district or cooperative practices.
Qualitative analysis

Quantitative analysis
Instructional Practices

Focused Professional Development
Vision & Mission, Leadership and Goals
High Standards and Expectations
Family and Community Engagement
Resource Allocations and Finances

Communication & Collaboration

Accountability & Outcomes

The Model
Critical Components

I. Vision, Leadership and Goals
II. Family and Community Engagement
III. High Standards and Expectations
IV. Instructional Practices
V. Accountability and Outcomes
VI. Focused Professional Development
VII. Communication and Collaboration
VIII. Resource Allocations and Finances
Essential Elements

Within each Critical Component 2-6 Essential Elements are noted

The Essential Elements are the basis of the review process

* Data gathered is measureable therefore can be used in context of genuine improvement
Vision, Leadership and Goals

Essential Element Example:

Evidence of district/cooperative goals
The district/cooperative articulates clear and consistent goals and expectations. (Examples of evidence: website, correspondence, agendas, meeting minutes)
Family and Community Engagement

Essential Element Example:

Evidence of a Family Engagement System
The district/cooperative maintains a shared vision that drives policies and practices that empowers families of students with disabilities to serve on program boards and committees that connects to the district and school improvement process (Examples of evidence: stakeholder interviews, survey, needs assessment, etc.)
High Standards and Expectations

Essential Element Example:

Evidence that rigorous learning expectations are used by teachers to guide instructional planning and implementation for diverse learners.

The district/cooperative ensures that standards are the foundation for curriculum and instruction.
(Examples of evidence: course syllabus)
Instructional Practices

Essential Element Example:

**Evidence of a School/District System of Core Curriculum and Research-Based Supports.**

The district/cooperative implements programs that emphasize cognitive growth and are developmentally appropriate (Examples of evidence: curriculum materials, high interest/low vocabulary, generalization of skills, functional curriculum)
Accountability and Outcomes

Essential Element Example:

**Evidence of comprehensive data analysis including academic, student behavior and other system information.**

The district/cooperative collects information about student performance from multiple sources.

(Examples of evidence: truancy, attendance, dropout rates, graduation rates, suspension/expulsion rates, program climate survey, discipline referrals, transition outcomes)
Focused Professional Development

Essential Element Example:

Professional development reflects strategies and skills to assist all faculty members with incorporating accommodations, modifications, and differentiated instructional strategies.

The district/cooperative provides a commensurate level of professional development based on the unique needs of students with disabilities. (Examples of evidence: advanced training opportunities, department trainings, schedule of professional development opportunities)
Communication and Collaboration

Essential Element Example:

District personnel collaborate effectively

The district/cooperative staff works collectively, with a shared purpose and in a positive manner (Examples of evidence: structured observation, task lists)
Resource Allocations and Finances

Essential Element Example:

Procedures are in place to ensure the use of appropriate special education fiscal practices.

The district/cooperative has a process to determine if special education program outcomes match the intended purpose of the expenditure (Examples of evidence: program finance audit)
TJ Consultants –
Advancing Special Education

Dr. Tim Thomas
tthomas97531@gmail.com

Dr. Judy Hackett
judyhackett1776@gmail.com