

# District Evaluation for Special Education Improvement

Clarisse Haxton, Ph.D.

Palo Alto Unified School District

California Education Research Association (CERA) Conference

November 13, 2018

# Topics Covered

- ▶ Evaluation Overview and Data Sources
- ▶ Findings
  - ▶ Student and Staff Characteristics
  - ▶ Survey Findings
  - ▶ Qualitative Findings
  - ▶ Student Outcomes
- ▶ Recommendations & Actions Taken
- ▶ Evaluation Lessons

# Evaluation Overview

Essential Questions, Context, and Data Sources

# Evaluation Overview

- ▶ PAUSD is a high-performing district with disproportionate representation in special education and substantial within-district performance gaps.
- ▶ This internal evaluation was a partnership between the Research, Evaluation, and Assessment (REA) and Special Education Departments in 2017-18.
- ▶ Purpose:
  - ▶ Describe student and staff characteristics
  - ▶ Describe student, parent, and staff experiences
  - ▶ Identify areas of strength and need to inform improvement plans

# Essential Questions

- ▶ What does special education look like in PAUSD?
- ▶ What programs and services are provided?
- ▶ Are staff, parents, and students satisfied?
- ▶ What are student outcomes?
- ▶ What do we need to do to improve?

Investigate

Plan → Act



## Project Context

- ▶ Board members with strong interest in special education
- ▶ New California Dashboard in fall 2017
- ▶ Two prior external evaluations in 2010 and 2016
- ▶ I conducted an RTI evaluation in 2016-17
- ▶ Started in September 2017, new Assistant Superintendent overseeing SpEd, new co-directors of SpEd Dept
- ▶ Interim Superintendent

# Non-Public School (NPS) and Residential Placements

- ▶ PAUSD spends ~\$2 million/year on NPS and residential placements.

# Evaluation Data Sources

## ▶ Quantitative

- ▶ Special education data system (SIRAS), district student information system (IC), human resources (HR), staff records, California Dashboard

## ▶ Qualitative

- ▶ Walkthroughs in every elementary school (13 schools)
- ▶ Observations in every co-taught secondary classroom (50)
- ▶ Interviews with every secondary administrator and instructional leader/department head (10)
- ▶ Focus groups with elementary principals and secondary students (3)
- ▶ Special education staff meetings



# Evaluation Data Sources (continued)

- ▶ Surveys
  - ▶ IEP Meeting Parent Satisfaction Survey
  - ▶ Special Education and General Education Supports: Parent Survey
  - ▶ Special Education and General Education Supports: Staff Survey
- ▶ *Stakeholder input*: SpEd leadership team, SpEd staff meetings, district and site administrators, teachers' union (PAEA), Community Advisory Committee (CAC)

# IEP Meeting Parent Satisfaction Survey

- ▶ *Administration*: Online survey, English-Spanish-Mandarin, ipad-QR code-written instructions, tracking & reminders
- ▶ Survey Items
  - ▶ I received draft copy of IEP before meeting
  - ▶ School personnel were prepared, professional, knowledgeable (3 items)
  - ▶ My input was requested and considered.
  - ▶ Any questions I had were answered.
  - ▶ I came away from the meeting with an understanding of... (7 items)
  - ▶ Overall satisfaction

# Special Education & General Education Supports: Parent Survey

- ▶ All PAUSD parents, with tailored item blocks
- ▶ Survey Topics
  - ▶ Experience in Special Education Assessment Process
  - ▶ Involvement in Determining IEP Services and Goals
  - ▶ Progress on IEP goals
  - ▶ Inclusion, Accommodations, and Modifications
  - ▶ Communication and Support
  - ▶ District Vision and Support
  - ▶ General School Staff Supports
  - ▶ Overall Satisfaction

# Special Education & General Education Supports: Staff Survey

- ▶ All PAUSD site staff, with tailored item blocks
- ▶ Survey Topics
  - ▶ Background
  - ▶ Co-Teaching
  - ▶ Meeting ALL Students' Needs
  - ▶ General Education Interventions and Supports for Students
  - ▶ Meeting IEP Students' Needs
  - ▶ Instructional Practices
  - ▶ Vision, Communication, and Collaboration
  - ▶ Successes and Areas of Need

# What does special education look like in PAUSD (in 2017-18)?

Special Education by the Numbers

# Special Education Student Services

- ▶ Approximately 1,100 students with disabilities (~9% of district population)
- ▶ ~84 percent receive specialized academic instruction (SAI) and 59 percent receive speech services

	SAI	Speech	1:1 Aide	APE	AT	OT	PT	Individual Counseling	Group Counseling	Parent Counseling	BIS	DHH	VI/OM	Total IEPs
Elementary	297	394	49	49	0	141	5	12	10	7	6	16	15	415
Middle	247	93	21	10	0	19	2	37	4	5	3	6	9	265
High	329	82	17	15	0	11	0	115	1	9	4	1	11	339
Greendell	52	81	6	0	1	30	4	2	0	0	0	1	3	77
<b>TOTAL</b>	<b>925</b>	<b>650</b>	<b>93</b>	<b>74</b>	<b>1</b>	<b>201</b>	<b>11</b>	<b>166</b>	<b>15</b>	<b>21</b>	<b>13</b>	<b>24</b>	<b>38</b>	<b>1096</b>

Source: District data from Special Education team, 1/8/18

# Special Education Student Characteristics

- ▶ Every historically underrepresented (HUR) category is overrepresented in special education, relative to its proportion of the PAUSD population.
- ▶ NOTE: Demographic data in IC and SIRAS do not always match. A district project is in progress to link information in these two data systems.
- ▶ NOTE: #s vary based on date pulled.

Student Characteristic	% of IEPs	% in PAUSD
Historically Underrepresented Race/Ethnicity (HUR_Race)	37%	17%
Socioeconomically Disadvantaged (SED)	32%	13%
Voluntary Transfer Program (VTP)	12%	5%
Historically Underrepresented (HUR_Race + SED + VTP)	43%	22%
English Learner (EL)	13%	10%
Male	67%	53%
<b>Total</b>	<b>1,149</b>	<b>12,305</b>

Source: District data from Infinite Campus (IC), 3/30/18. NOTE: HUR\_Race includes Black, Hispanic, Native Hawaiian/Pacific Islander, and Alaska Native students.

# Total Staff FTE by Role and Schooling Level

	Resource (RSP)		Specialized Academic Instruction (SAI)		Psychologists		Speech	
	Total FTE	Avg Staff/School	Total FTE	Avg Staff/School	Total FTE	Avg Staff/School	Total FTE	Avg Staff/School
<b>Elem (12)</b>	11.5	1	14.0	1.2	10.0	0.8	11.3	0.9
<b>Middle (3)</b>	6.2	2	11.0	3.7	2.6	0.9	2.2	1.1
<b>High (2)</b>	15.0	7.5	14.4	7.2	4.6	2.3	1.0	0.5
<b>Total</b>	32.7		39.4		17.2		14.5	

Source: District HR data, January 2018

- ▶ *District SpEd leadership team (2017-18):* Assistant Superintendent, 2 co-directors of Special Education, 3 coordinators, 1 ERMHS manager, 1 behavior manager, 2 TOSAs



# Behavioral & Educationally-Related Mental Health Services (ERMHS) Staff

## ▶ Behavior

- ▶ 1 manager
- ▶ 3 behavior specialists
- ▶ 9 behavior intervention coaches (BIC); 2 support high school TS programs & others are itinerant

## ▶ ERMHS

- ▶ 1 manager
- ▶ 1 lead ERMHS therapist
- ▶ 10 ERMHS therapists
- ▶ Contracts with community agencies and individual providers

## So what?

- ▶ Basic student and staff information has never been easily accessible and compiled in one place in our district.
- ▶ Once you answer these basic “Level 1” questions, you can ask “Level 2” questions about experiences and “Level 3” questions about impact and effectiveness.

What programs and services are being provided?

# Key Program Characteristics

- ▶ Inclusion: aide support, co-teaching
  - ▶ Learning Centers: mild-mod-severe, TS program
  - ▶ Behavior & ERMHS
  - ▶ 504s\*
- 
- ▶ District focus goals: High Quality Teaching & Learning, Equity & Access, Wellness & Safety

## Co-Teaching

- ▶ PAUSD has been implementing inclusion for many years.
  - ▶ 71% of PAUSD SWD are included 80%+ of the day (nat'l avg 63%, state avg 53%).
  - ▶ “It’s a vision without a plan.” -school staff member
- ▶ PAUSD co-teaching
  - ▶ 1:1 aide support or “access to” aide support in elementary (and secondary, according to students’ IEPs)
  - ▶ Limited in middle school
  - ▶ Two certificated teachers in a classroom
    - ▶ The primary way to implement inclusion and support IEP students to meet the district’s A-G/graduation requirements in high school.

## Co-Teaching in High School

- ▶ # of IEP students vary across high schools
- ▶ Co-teaching #s vary across high schools
- ▶ Inequities in resource allocation and inclusion supports across sites

	# co-taught sections (total)	
	Gunn HS	Paly HS
History	9 (55)	6
English	7 (37)	0
Math (Alg, Geo, Alg2)	7 (14)	6
Science (Bio, Physics, Elective)	4 (8)	0
English	0	0
Other Elective	0	1
<b>Total</b>	<b>27</b>	<b>13</b>
<b>Total IEPs</b>	<b>149</b>	<b>216</b>

Source: HS Staff Data, March 2018

# How are we doing?

What are student, parent, and staff experiences and satisfaction?

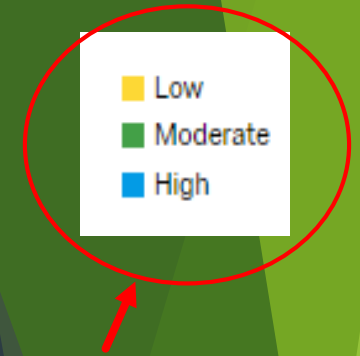
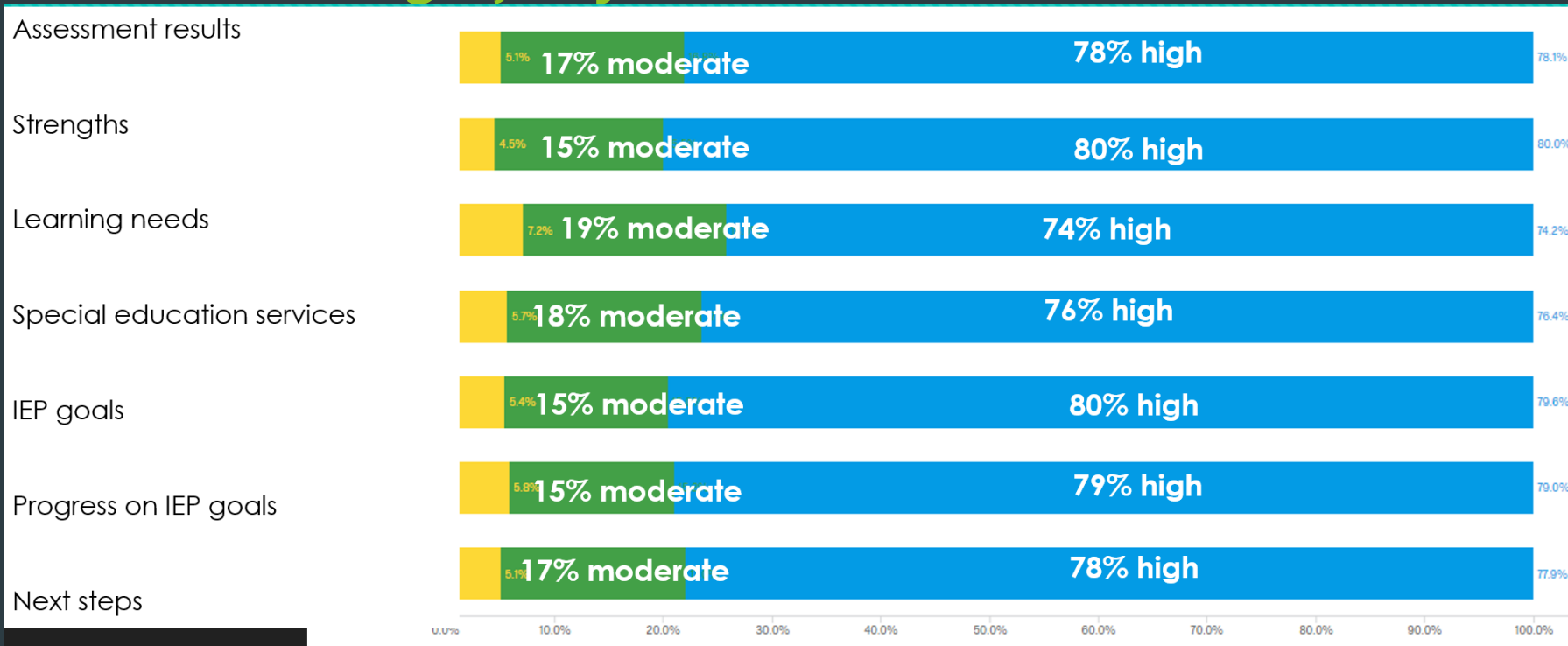
## IEP Meeting Parent Satisfaction Survey (n=394 respondents): *Parents generally satisfied with IEP mtg.*

- ▶ 89% of parents reported receiving a draft IEP prior to the meeting.
- ▶ Parents agreed that staff were prepared, professional, and knowledgeable about their child's strengths and needs (92%, 91%, 86%, respectively).
- ▶ 88% said their input was requested and considered at the meeting.
- ▶ 93% said their questions were answered at the meeting.



# IEP Meeting Parent Satisfaction Survey (n=394)

*I came away from today's meeting with the following understanding of my child's:*

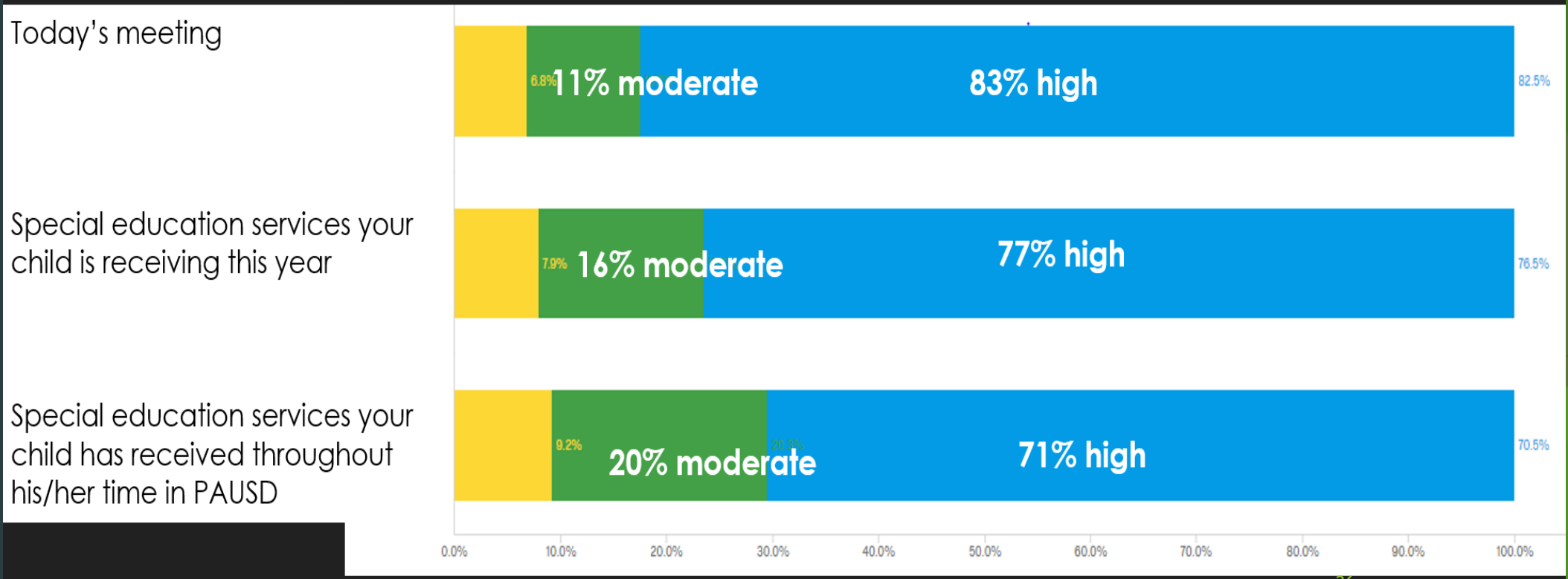


NOTE: Not the greatest response scale

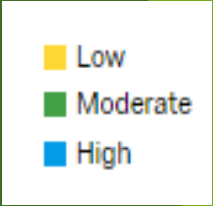
# IEP Meeting Parent Satisfaction Survey (n=394): *Parents generally satisfied overall*



## Overall satisfaction with:



# IEP Meeting Parent Satisfaction Survey, by Schooling Level: *Decrease in Secondary*



## Overall satisfaction with:

	% “high”			
	Elem (n=243)	Middle (n=93)	High (n=58)	Overall (n=394)
Today’s meeting	91%	86%	81%	83%
Special education services your child is receiving this year	90%	73%	77%	77%
Special education services your child has received throughout his/her time in PAUSD	90%	69%	57%	71%

# Special Education and General Education Supports Parent Survey (n=1,741)

*In the IEP assessment and identification process, parents of SWD (n=409):*

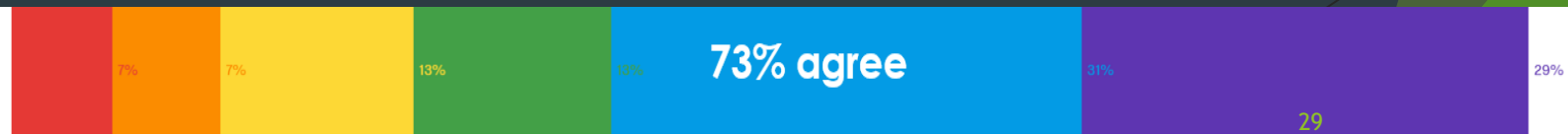
- ▶ 80% reported satisfaction with the special education assessment process
- ▶ 84% said they were involved or extremely involved in determining IEP services and goals
- ▶ Beyond PAUSD staff, they consulted with:
  - ▶ Doctor (32%), parents (23%), community groups (15%), legal advocate (9%), lawyer (5%), other (including PAUSD staff, 16%)

# Parent Survey: *Demonstrated need for compliance training and accountability*

*I receive a report with my child's progress on the goals written into their IEP at each progress report/report card period (n=409):*

- ▶ 45% always; 21% often; 19% sometimes; 15% never
- ▶ “I didn't realize that we were supposed to be receiving a report on IEP goals with report cards, so it seems like that needs to be more institutionalized.” - PAUSD parent

I am satisfied with communication about my child's performance and progress on IEP goals...



# Communication & Support: *Positive relationships but don't always feel child's needs are met*

General ed and special ed staff...



Special ed staff...



I have positive relationships with sped staff at my site.



If I have a concern about my child, I know who to contact.



If I have a concern about my child, I am confident that PAUSD staff will help me...

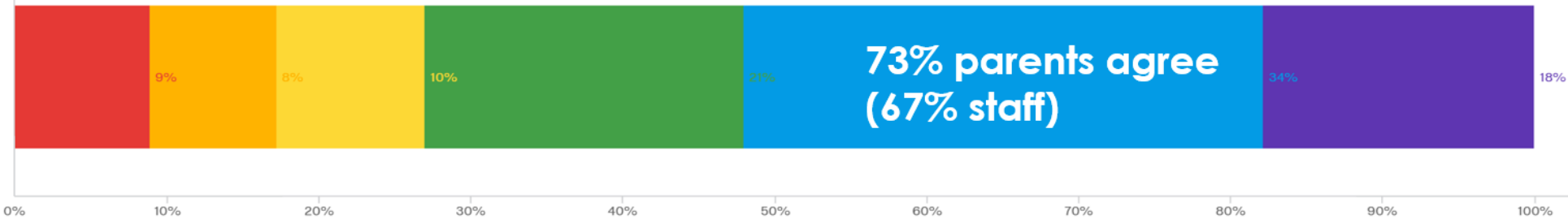


# District Vision & Support: *Need to clearly articulate vision & practices, & provide supports*

The district has a clear vision for special education.



I feel supported by the district special education team.



- ▶ This has been a recommendation in the 2010, 2016 & 2018 reports.

# Parent Open-Ended Comments: Successes

## ▶ Committed, caring, collaborative staff & strong relationships with parents

- ▶ “I believe all of the educators in special education are fully committed to the success and well-being of their students.”
- ▶ “My daughter’s case manager is wonderful and really knows my daughter and her needs. Everyone at school talks to each other and gets the problems and concerns taken care of when they arise. Special education staff know me and my child personally.”
- ▶ “The district team has listened to my concerns and worked with me to find the appropriate services for my child.”

## ▶ Commitment to inclusion

- ▶ “Very clear message of inclusion to the students.”
- ▶ “The school staff have been incredible, having my child be included in a regular ed classroom that welcomes my child and allows them to feel like they are a part of the school.”



# Parent Open-Ended Comments: Areas of Need

- ▶ **Earlier assessment and identification, not requiring parent knowledge and “squeaky wheel”**
  - ▶ “In my experience, the process favors kids who are disrupting class and the kids who are disrupting class and the kids who quietly struggle get left behind. If the process is parent-initiated, it’s very slow and low priority.”
  - ▶ “How to get services for a struggling student is really confusing for parents.”
  - ▶ “Why do parents have to fight the system?... Improve the identification process. Make it feel less adversarial for the parent.”

# Parent Open-Ended Comments: Areas of Need

- ▶ **Improve proactive communication, information, & accountability**
  - ▶ “I have not seen a district representative come to the school and talk to parents, and listen to our concerns or find out how things are going. This survey is a good start but face to face interaction would be more powerful. I feel out of touch with the district.”
  - ▶ “It would be great to understand more of the structure behind the scenes to know what are the limitations and strengths of the systems and processes put in place.”
  - ▶ “Be more proactive. I don’t trust that my student’s needs are met unless I voice concerns.... It often takes me emailing staff several times before they get back to me. I would say communication and follow through are areas that need significant improvement.”
  - ▶ “Transparency! Share with parents what works. Provide a menu of known services...”
  - ▶ “PAUSD is unethical and hides resources from the kids that need them the most.”

# Parent Open-Ended Comments: Areas of Need

- ▶ **Improve inclusion and student accommodations**
  - ▶ “I feel there is pushback from the gen ed classroom teacher to include or accommodate special needs.”
  - ▶ “Some gen ed teachers take no interest in their included IEP students.”
  - ▶ “Need to have all teachers on the same page regarding what IEP accommodations should be provided.”
  - ▶ “My son seems to have no real friends in the school. I can feel that he feels lonely at school.”
  - ▶ “The District must be proactive in monitoring site teams for implementation of IEP services.”

# Parent Open-Ended Comments: Areas of Need

## ▶ Middle school is “weak link”

- ▶ “The options for kids who do well academically but struggle with social skills or in one area are limiting [in MS]. The only way to get special ed is through a year-long class. It feels non-inclusive and removes a potentially motivating opportunity to get kids in electives.”

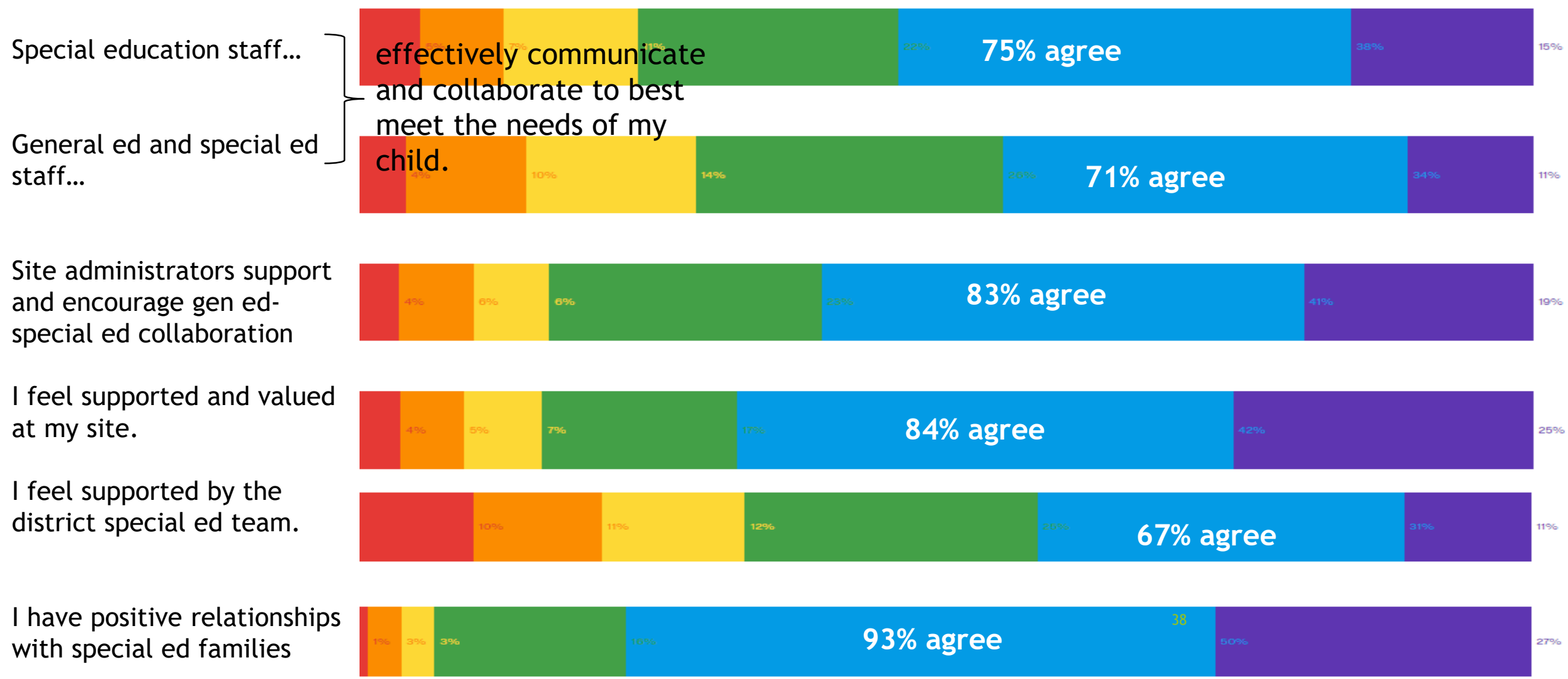
## ▶ “Too high” academic expectations in high school and lack of student support

- ▶ “Some [HS] teachers feel that students that need accommodations shouldn’t take honors or AP classes.”
- ▶ “The academic expectations are ridiculously high... For kids with learning disabilities, the situation is even more daunting... it makes them feel less than adequate and it’s wrong.”
- ▶ “Need more resources and credit recovery options for kids who struggle. I feel the school district does not want to deal with [these kids].”

# Special Education and General Education Supports: Staff Survey (n=760)

# Communication, Collaboration, & Support: Staff Survey

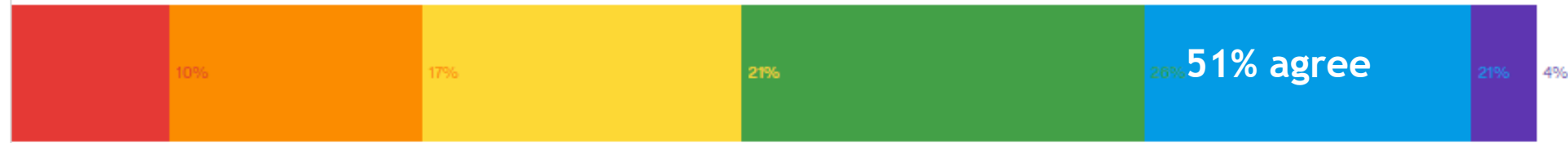
## Generally high, with opportunities for improvement



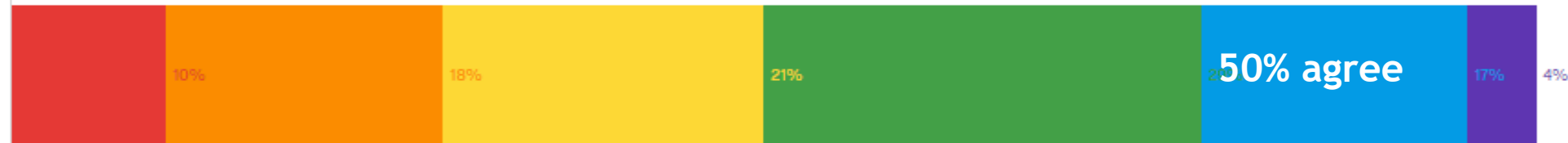
# District Vision (& Associated Resources and Practices)



The district has a clear vision for special education.



Resources are allocated to achieve our district vision.



Our district has common special education practices across sites.



The district has a clear vision for RTI/MTSS.



# Co-Teaching Benefits > Satisfaction (n=42)



Co-teaching is benefitting sped students in my class



Co-teaching is benefitting gen ed students in my class



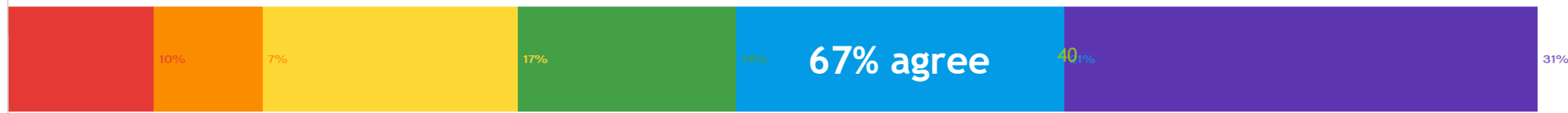
A visitor would be able to easily identify which students have disabilities.



I am satisfied with the overall quality of co-teaching at my school.



I am satisfied with my overall co-teaching experience.





# Co-Teaching (Secondary Education)

## ▶ **Choice:** *Limited*

- ▶ 40% of co-teachers reported having choice in whether to co-teach (19 of 48)
- ▶ 31% reported having input in who to co-teach with (15 of 48)
- ▶ 38% reported having input in which course(s) to co-teach (18 of 47)
- ▶ 48% are in their first year with their co-teaching partner (19 of 40)

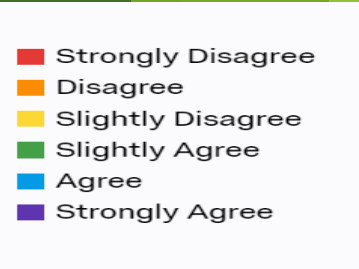
## ▶ **Preparation/Planning Time:** *Varying structures*

- ▶ 80% have common prep/planning time with their co-teacher (35 of 44)
- ▶ 18% have more prep/planning time than their non co-teaching colleagues (8 of 44)

## ▶ **Co-Teaching Practices:** *Varying approaches*

- ▶ 57% use “one teach, one assist” and 27% use “team teaching” as the primary approach

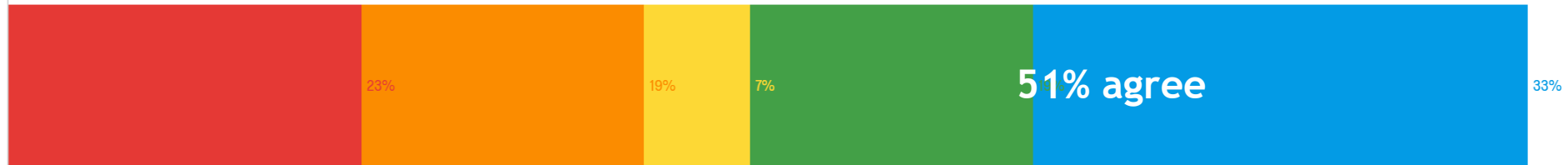
# Co-Teaching Supports are Needed



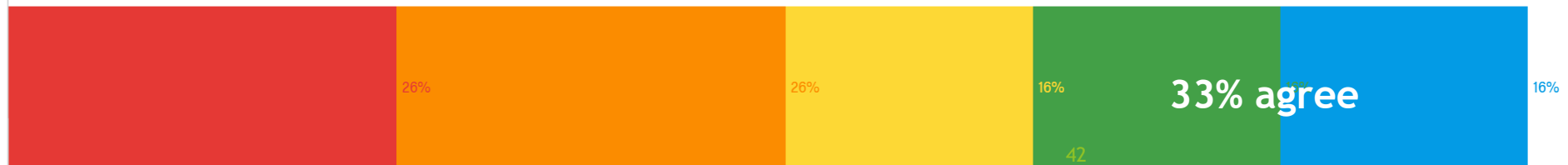
I receive helpful feedback from my administrative team to reflect on and improve my co-teaching.



I receive helpful professional learning opportunities from my site related to co-teaching.



I receive helpful professional learning opportunities from the district office related to co-teaching.



# Staff Survey: Open-Ended Comments

## ▶ Successes/ Points of Pride

- ▶ Committed, caring, collaborative special education staff
- ▶ Commitment to inclusion

## ▶ Areas of Need

- ▶ Clarity and equity across sites, including for co-teaching
- ▶ More resources, more staff (particularly in behavior supports)
- ▶ A multi-tiered system of supports (MTSS)/system of interventions

# Qualitative Findings: Administrators

- ▶ Need for trained behavior staff to provide intervention and build staff capacity to address challenging student behaviors
- ▶ Need to clarify inclusion approach and provide resources
  - ▶ Co-teaching in secondary
  - ▶ Expectations of aide support in elementary
  - ▶ Building student independence across transitions
  - ▶ Training and support for staff
- ▶ Need to improve IEP goals, services, and progress monitoring
- ▶ Litigation threats should not drive practice











# Qualitative Findings: Students

- ▶ Social-emotional experience and well-being is important, particularly for IEP students.
  - ▶ One middle school SWD described joking with his friends about “going to retard class to play it off about why I’m not going to [elective]”... and how, when bullied, “Everyone- my parents, administrators, teacher, just wanted to punish the kid (who bullied me). They didn’t think about the fall-out of that for me. It’s made me lose trust in adults.”
- ▶ Students need academic supports to succeed in rigorous academic courses in middle and high school, but they also want access to elective courses.

How are we doing?

What are student outcomes?

# State Performance for PAUSD Students with Disabilities

State Indicators	All Students	Students with Disabilities
<a href="#">Chronic Absenteeism</a> 	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		
<a href="#">English Learner Progress (1-12)</a>		N/A
<a href="#">Graduation Rate (9-12)</a>		
<a href="#">English Language Arts (3-8)</a>		
<a href="#">Mathematics (3-8)</a>		

Source: California Dashboard, Student Group Report, Fall 2017

- ▶ PAUSD is “blue” on these metrics overall.
- ▶ PAUSD has substantial within-district performance gaps between students with disabilities and their peers.
- ▶ Improving these indicators for SWD is an identified need in our LCAP.

# What do we need to do to improve?

Recommendations & Use of Findings to Inform  
Action



# District Recommendation #1: Celebrate successes, demand continuous improvement

- ▶ Recognize the hard work of, strong relationships, and overall satisfaction with the district's special education department
- ▶ Articulate district vision for special education, resources necessary to achieve that vision, and a plan to measure progress
  - ▶ Staffing rules of thumb- co-teachers, aides, case management, psychologists
  - ▶ Special education communication about IEPs and IEP student progress to teachers and families
  - ▶ Implement practices with fidelity across sites



## ACTIONS:

Selected findings presented to the Board (2/27/18 & 5/22/18)

## District Recommendation #2: Provide required & optional training & professional learning opportunities.

- ▶ Monitor attendance at meetings and professional learning sessions
- ▶ IEP-specific training (compliance)
- ▶ Inclusion, disability-specific strategies
- ▶ Ongoing coaching, consultation, and support

### ACTION:

LCAP Action 2.11: A staff toolkit with evidence-based, disability-specific strategies will be created.

LCAP 2.12: SPECIAL EDUCATION: Professional learning will be offered for general education and special education teachers and aides to build shared understanding/capacity to support all students across the range of disabilities.

LCAP Action 4.4. STAFF COMPLIANCE: Professional learning developed and delivered for special education teachers on procedural safeguards and compliance.

## District Recommendation #3: Build a multi-tiered system of student supports that bridges general education and special education.

- ▶ Build proactive rather than “wait to fail” model.
- ▶ RTI established in elementary; limited in secondary

### ACTIONS:

LCAP Action 2.2. Use data to identify and provide targeted Tier 2 interventions to struggling general education elementary students in literacy and math, and set goals and monitor student progress within the interventions.

LCAP Action 2.3. Provide targeted academic supports for any student identified as at-risk and create a system for tracking whether identified students are receiving supports.

## District Recommendation #4: Partner with parents in each stage of the process.

- ▶ *Intervention*: Need to build out Tier 1 and Tier 2 supports.
- ▶ *Assessment & Identification*: Help explain the process to parents.
- ▶ *IEP Meetings*: Ensure families receive a draft IEP prior to IEP meetings. Focus on helping parents understand student learning needs and IEP services and goals.
- ▶ *Monitoring Progress*: Ensure families receive progress on IEP goals at each progress report period
- ▶ *Stakeholder Input*: Continue IEP Survey, meet with CAC and seek out additional voices, provide parent education and engagement opportunities

▶ ACTION 2.13: SPECIAL EDUCATION: Create a special education parent handbook.

# Lessons Learned

# Evaluation Lesson #1: Getting special education data is a challenge.

- ▶ Compiling data is challenging, messy, and time-consuming. But this is essential to understand “first level” questions about basic characteristics. Then, staff could begin to ask “next level” questions about program quality and effectiveness.
- ▶ Data lives in different places:
  - ▶ Student demographics (Infinite Campus and SIRAS, but don't always match)
  - ▶ Staffing (HR)
  - ▶ Services individual students are receiving (SIRAS)
  - ▶ Special education program characteristics (various staff)

## Evaluation Lesson #2: Qualitative data is powerful.

- ▶ Qualitative data is important to demonstrate the intensity of areas of need and promising practices.
- ▶ Surveys are an important data source for highlighting the intensity of areas of strength and need (and in limited cases, can change practice)
- ▶ There must be a shared commitment to analyze and utilize survey data to make it worth the effort of administration.
  - ▶ Survey item development, feedback, revision, administration, response rate tracking, reminders, incentives

# Evaluation Lesson #3: Implementation plans are important.

- ▶ The district is committed to implementing inclusion, but many challenges remain.
  - ▶ Set common expectations to create greater equity in staffing and co-teaching models at each schooling level
  - ▶ Consider effects on both general education and special education students, classrooms, and staff and making staffing and service decisions based on this comprehensive view
  - ▶ Decide whether to include co-teaching in IEP service minutes
  - ▶ Set explicit measures of success and evaluate effectiveness and cost-effectiveness.



## Lesson Learned #4: Special education and general education must work together.

- ▶ Continue to grapple with limited time and fiscal resources for training and support and the need to increase staff capacity around both compliance and program quality
- ▶ Integrate special education into district-wide goals, plans, and accountability measures through the LCAP
  - ▶ Focus on equity/achievement gaps and parent engagement
- ▶ Create a multi-tiered system of supports (MTSS) to support academics and well-being of all students

## Evaluation Lesson #5: Within-district research-practice partnerships have lots of potential.

- ▶ District-university research-practice partnerships (RPPs) are popular, bringing research expertise to solve problems of practice in the field. This is awesome. But...
  - ▶ Not all districts are large and urban, with “high n” and statistical power.
  - ▶ District context and needs are nuanced and unique.
  - ▶ People don’t like to read reports.
  - ▶ Timeliness is everything.
- ▶ The “data person/department” can be an important partner!

# Thank you!

▶ Questions?

▶ [chaxton@pausd.org](mailto:chaxton@pausd.org)

# Appendix A

Additional Information

# Special Education Student Characteristics (Race/Ethnicity)

- ▶ Every historically underrepresented (HUR) category is overrepresented in special education, relative to its proportion of the PAUSD population.
- ▶ NOTE: Demographic data in IC and SIRAS do not always match. A district project is in progress to link information in these two data systems.

Student Race/Ethnicity	% of IEPs	% in PAUSD
Asian	5%	37%
Black/African American	23%	2%
Hispanic	19%	13%
Two or more races	7%	10%
Native American	28%	0%
Pacific Islander	22%	1%
White	9%	37%
<b>Total</b>	<b>1,068 (9%)</b>	<b>11,988</b>

Source: District data from Infinite Campus (IC), 10/3/18.

# Behavior & ERMHS

## Behavior Services

- ▶ Behavior consultation; Support classroom management strategies; Support social skills training; Develop behavior intervention plans (BIP); IST/SST and IEP team

	# referrals	# students served
Elementary	31	41
Middle	11	13
High	2	5
Total	44	59

## ERMHS

- ▶ Mental health assessment/evaluation; Counseling and therapy; Co-teach TS and parenting classes; Safety plans; Crisis intervention and prevention; Case manage students in NPS and residential programs; Consult with staff and outside providers

	# referrals	# students served
Elementary	18	24
Middle	29	58
High	36	144
NPS		8
Residential		2
Total	83	236

# Connectedness & Caring: Parent Survey

	Parents of students with disabilities	Parents with no student with disabilities
My input about my child's strengths and needs is requested and considered.	84% agree (n=354)	76% agree (n=1,178)
My questions are answered by school staff.	87% agree (n=354)	88% agree (n=1,177)
School staff are professional.	92% agree (n=354)	93% agree (n=1,181)
School staff are knowledgeable about my child's strengths and needs.	84% agree (n=354)	82% agree (n=1,185)
School staff care about my child.	92% agree (n=352)	89% agree (n=1,180)

# Expectations & Support: Parent Survey

	Parents of students with disabilities	Parents with no student with disabilities
School staff set high expectations for my child(ren).	79% agree (n=351)	78% agree (n=1,178)
My child(ren) is/are appropriately supported in school.	77% agree (n=352)	80% agree (n=1,183)
My child(ren) is/are appropriately challenged in school.	80% agree (n=352)	74% agree (n=1,176)



# Meeting Children's Needs: Parent Survey

	Parents of students with disabilities	Parents with no student with disabilities
Academic needs	79% agree (n=354)	80% agree (n=1,188)
Behavioral/social emotional/mental health needs	75% agree (n=339)	85% agree (n=1,151)
English Learner (EL) needs	86% agree (n=105)	92% agree (n=434)
Special education needs	76% agree (n=330)	
Overall, PAUSD meets my child(ren)'s needs.	79% agree (n=335)	85% agree (n=1,171)

# Appendix B

504 Plan Student Information

# 504 Plan Overview

- ▶ 504 plans are a general education function to support students who are not students with disabilities but still have identified needs for accommodations or modifications.
- ▶ Psychologists in our district assess these students. This adds substantially to the psychologist's assessment duties at their school sites, particularly as dyslexia screening is also added to their plates.
- ▶ Key question: Why do PAUSD psychologists complete a full assessment for a student to get a 504 plan?
  - ▶ This is not required by law and is not the practice in other local districts.

# 504 Plan Student Overview

- ▶ Over 500 students had 504 plans in the district (557 in April).
- ▶ Of students with 504 plans, 12% are in elementary, 24% are in middle, and 64% are in high school.
- ▶ The background characteristics of students with 504 plans are similar to the district population overall.

School	# of 504 Plans
Elementary	66
MS 1	54
MS 2	48
MS 3	30
HS 1	140
HS 2	219
Total	557

Source: Student Services Coordinator data, March 2018

Student Characteristic	% of 504 Students	% in PAUSD
Historically Underrepresented Race/Ethnicity (HUR_Race)	16%	17%
Socioeconomically Disadvantaged (SED)	11%	13%
Voluntary Transfer Program (VTP)	5%	5%
Historically Underrepresented (HUR_Race + SED + VTP)	20%	22%
English Learner (EL)	2%	10%
Male	53%	53%
Total	530	12,305

Source: District data from IC, January 2018

# 504 Plan Student Overview (continued)

- ▶ Qualifying factors are varied, but 62% are for attention and 21% are for anxiety.
- ▶ Some students do not have a medical diagnosis and some have multiple.
- ▶ This data is manually compiled by a Student Services Coordinator.

	Attention	Depression	Anxiety	Other Mental Health	Disease or Medical	Learning Disorder	Asperger or Autism	TOTAL
Elementary	28	0	6	2	17	0	2	56
Middle	79	6	27	0	12	0	1	132
High	215	25	73	1	36	0	4	329
TOTAL	322	31	106	3	65	0	7	517

Source: Student Services Coordinator data, February 2018