

ALTERNATIVE DELIVERY OF SPECIALIZED INSTRUCTIONAL SERVICES EVALUATION REPORT SY2013-2014

District Information:

Date of Report: September 12, 2014

District/Charter Name: Hutchinson Public Schools

District Number: 0423

District Type: 01

Direct Service Intervention Focus:

Reading: Yes

Mathematics: Yes

Behavior: No

Person Completing Evaluation Report and Contact Information:

Name: Deb Marcotte

School Role: Director of Teaching and Learning

Address: 30 Glen Street NW

City: Hutchinson, MN Zip code: 55350

Phone: 320-234-2613

Program Information:

Title of Program: #NAME?

Grade Levels Served: K-10



School Name	School Number
West Elementary	060
Park Elementary	010
Hutchinson Middle School	020
Hutchinson High School	030
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SECTION 1: NUMBER OF PUPILS WITH AND WITHOUT DISABILITIES SERVED

Students Receiving ADSIS Services: 2013-2014

Grade Served	Total enrollment in grade:	Total special education enrollment in grade:	Total number of students receiving ADSIS services by grade.	Number of students with IEP receiving ADSIS services by grade.	Comments
K	206	21	21	2	K-10: Measures were taken to be certain that students who received special education services were not also receiving service in the same area in ADSIS. Ex. a Sped reading student would not receive reading ADSIS, but could receive math ADSIS.
1	214	24	42	2	
2	194	23	25	1	
3	228	25	22	4	
4	232	35	15	0	
5	220	25	11	0	
6	219	32	47	1	
7	209	22	55	1	
8	229	32	49	0	
9	223	16	19	2	
10	210	18	12	0	
11	239	21	0	0	
12	222	25	0	0	
Total	2845	319	318	13	

SECTION 2: Impact of ADSIS Services on Academic and Behavioral Progress

Academic and Behavior Goals from ADSIS Application

Reading Goal(s) from Application						Explanation
School Name	Direct or Indirect	What is to change?	Tool	Baseline	Bench- mark	Was this goal achieved? Why or why not?
West Elementary	Yes	Increase in students achieving grade-level targets	Developme ntal Reading	60% of ADSIS students	45% of ADSIS students	For kindergarten, 20 of 26 students or 87% met the benchmark and 6 of 26 or 23 % did not meet the benchmark. For Grade 1, 19 of 36 students or 53% reached the benchmark and 17 of 36 or 47% of the students did
Park Elementary	Yes	Increase in students achieving grade-level targets	Fountas & Pinnell Benchmark	95% of ADSIS students	80% of ADSIS students	Fourteen out of 31 or 45% of ADSIS reading students made some or significant improvement. These results prove that we achieved this goal.
Hutchinson Middle School	Yes	Increase in students achieving grade-level targets	MCA Reading	95% of ADSIS students	80% of ADSIS students	Our number of students receiving ADSIS services grew from 90 students in the 2012-2013 school year to 151 students in 2013-2014. We did not meet the goal of 80% of ADSIS students scoring below grade-level. We
Hutchinson High School	Yes	Increase in students achieving grade-level targets	MCA Reading	95% of ADSIS students	80% of ADSIS students	The ADSIS Reading Program at the high school was offered as an elective course on a 5 x 3 or trimester schedule. Due to scheduling and student choice, students were in the class for varying amounts of time.
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Mathematics Goal(s) from Application						Explanation
School Name	Direct or Indirect	What is to change?	Tool	Baseline	Benchmark	Was this goal achieved? Why or why not?
West Elementary	No					
Park Elementary	Yes	Increase in students achieving grade-level targets	MCA Math	95% of ADSIS students	80% of ADSIS students	Seventeen out of fifty or 34% ADSIS math students made some or significant improvement. These results prove that we achieved this goal.
Hutchinson Middle School	No					
Hutchinson High School	No					
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Behavior Goal(s) from Application						Explanation
School Name	Direct or Indirect	What is to change?	Tool	Baseline	Benchmark	Was this goal achieved? Why or why not?

West Elementary	No					NA
Park Elementary	No					
Hutchinson Middle School	No					
Hutchinson High School	No					
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Measure(s) used to determine ongoing student academic and behavior progress:

Students' progress was determined by the following assessments: Developmental Reading Assessments (DRA), STAR reading and STAR math, Design (LbD) benchmarks, MCA reading, MCA math. Benchmarks varied between buildings due to numbers of students in the program. Teachers' recommendations were considered for those being admitted to the ADSIS programming. Individual student progress monitoring was considered. At the middle school level we wanted to determine if students could transfer the skills they were learning in the ADSIS program to their regular classroom. This was monitored by using the Direct Behavior Rating (DBR) chart and by considering their

Progress Criteria: Describe how each level of progress was determined in the table below using measures from above.			
Progress Level	Criteria for Determining Progress Level		
	Reading	Mathematics	Behavior
Significant Improvement	Grades K-1: These students exceeded grade level benchmarks on the Developmental Reading Assessment (DRA). Grades 2-5	Grades 2-5 These students were above 15% on the STAR assessment. Using a trend line, students were above the line on five or	
Some Improvement	Grades K-1 These students grew but remained below the grade level benchmarks on the Developmental Reading Assessment (DRA).	Grades 2-5 These students did not achieve any of the following as stated above.	
Stayed the Same	Grades K-1 These students grew but remained below the grade level benchmarks on the Developmental Reading Assessment (DRA).	Grades 2-5 These students achieved one of the following: were above 15% on the STAR assessment or using a trend line, students	
Some Decline	Grades K-1 These students grew but remained below the grade level benchmarks on the Developmental Reading Assessment (DRA).	Grades 2-5 These students did not achieve any of the following as stated above.	
Significant Decline	Grades K-1 These students did not meet grade level benchmarks and were referred for special education assessments. Grades 2-5 This	NA	

List the number of students at each progress level by content area.

Progress Level	Reading	Mathematics	Behavior	Comments:
Significant Improvement	98	4	0	level. There were unpredicted changes that popped up regarding ever
Some Improvement	92	13	0	
Stayed the Same	54	29	0	
Some Decline	13	4	0	
Significant Decline	24	0	0	
Total	281	50	0	

SECTION 3: Level of Satisfaction Teachers, Parent/Guardians, Pupils, and Parent /Community Advocates Have With ADSIS Services

Describe the process (including survey instrument) used to determine stakeholder satisfaction including how you arrived at the degree of satisfaction rating:

There was a high level of parent involvement. The STAR Assessment was given every three weeks. A Lexile Assessment was given at the beginning, middle and end of each trimester. Oral Fluency was administered three times a week. Jamestown Reader was administered two times a week. Reading strategies were used throughout the course including: Cornell Notes, THIEVES, 5 Ws (Who, What, When, Where, Why), H. U. G. a Text (Highlighting, Underlining, Glossing a Text), Sentence Starters, Fix-Up Strategies, and CBA Strategies, and Cross-Content Reading and Writing. The STAR Assessment provided a trend line of student growth within the twelve-week trimester period. The Lexile Assessment provides grade-level recognition for reading levels.

Summary Analysis of Stakeholder Data

Stakeholders	Degree of Satisfaction	Supporting Data for Degree of Satisfaction
Teachers	High	Teachers have been very supportive but know enough to understand that we do not currently have all we should have in order to meet the intensity of the students' current needs. Our teachers are supportive of the process, excited about the students learning opportunities, and are hungry for more on behalf of their students. At HHS The majority of students made improvements based on the Student Progress Monitoring Report from the STAR Assessment.
Parent/Guardians	Medium	Parents are watching for interventions for their children as a continuation of the programming introduced in prior grades. Parents appreciate the support in the elementary schools and want it to continue in secondary schools. Our parents are becoming more knowledgeable and engaged in their child's academic growth. Parents reported that their children who had previously struggled with reading and disliked to read actually took personal responsibility, ownership, and pride in their own learning and documented growth.
Pupils	High	Through a survey that was given to students they reported that they appreciated formative feedback on their progress, personal goal setting, and they felt their teachers and paraprofessionals cared about them. Students are getting a better understanding of where they have learning discrepancies. Secondary level students reported they could see progress and had a sense of accomplishment when they were able to transfer these reading skills into other coursework.
Parent/Community Advocates	Medium	In candid communications and through consistent action, the community has expressed pride in their school district and continues to support our schools.

SECTION 4: Effect of ADSIS Services on the Number of referrals for Special Education, Federal Title I and other Programs

Referral Goal(s) from ADSIS Application

Goal(s)	Was this goal achieved? Why or why not?
The referrals for special education evaluations will decrease at Park Elementary in grades 2 - 5 from the baseline of 16 to the benchmark of 13 by the end of SY13-14.	Grades 2-5 at Park Elementary: Teachers referred seven students and four qualified for special education services. A parent referred one student and the student qualified for special education services. The goal was achieved. Students are receiving targeted, best-
The referrals for special education evaluations will stay the same at Hutchinson Middle School in grades 6 - 8 from the baseline of 0 to the benchmark of 0 by the end of SY13-14.	Grades 6-8 at Hutchinson Middle School: Teachers referred two students and two students qualified for special education services. Data collection is leaving a clearer trail for learning discrepancies amongst students. The goal was not achieved. In reflecting on the goal of
The referrals for special education evaluations will stay the same at Hutchinson High School in grades 9 - 12 from the baseline of 5 to the benchmark of 5 by the end of SY13-14.	Grades 9-12 at Hutchinson High School: Two teacher referrals were made and one of the two qualified for special education services. Two parent referrals were made and one of the two qualified for special education services. The goal was met in that less than the targeted
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2013-2014 Referrals for Students Receiving ADSIS Services			
ADSIS Services:	Number	Percentage of Pupils Receiving ADSIS Services	
Total number of pupils receiving ADSIS services	318	100%	
Pupils that exited the ADSIS services because they met goal criteria.	45	14%	of Total Number Receiving ADSIS Services
Number of pupils exited for other reasons (such as mobility).	13	4%	of Total Number Receiving ADSIS Services
Special Education:			
Number of pupils receiving ADSIS services who were referred to special education	13	4%	of Total Number Receiving ADSIS Services
Number of pupils receiving ADSIS services that were referred and became eligible for special education	9	3%	of Number Referred from ADSIS Services
Federal Title I:			
Number of pupils receiving ADSIS services referred to Title I	64	20%	of Total Number Receiving ADSIS Services
Number of pupils receiving ADSIS services that were referred and became eligible for Title I	64	20%	of Number Referred from ADSIS Services
Other Programs (list):			
Number of pupils referred for (specify to the right):	0		of Total Number Receiving ADSIS Services
Number of pupils receiving ADSIS services that were referred and became eligible for	0		of Number Referred from ADSIS Services

Referral Trends for All Students in All Grades Served by ADSIS:				
Program	Number of Referrals (complete first column if ADSIS implemented more than 3 years):			
	Year Prior to ADSIS	2010-2011	2011-2012	2013-2014
Special Education	24	14	29	39
Federal Title I	265	265	202	261
Other Programs	180	160	142	0

Summary analysis of significant changes or trends on pupil referral to special education, federal Title 1 or other programs:

Up to the start of the 2014-2015 school year all struggling students at Park and West Elementary were considered Title 1 (Tier 2) and only the lowest were served by ADSIS (Tier 3). Now we know the lowest need to be separated out from Title Services. ADSIS has helped us see all our students with a different lens. We are watching all students closer with multiple data points. Special Education is getting resources from ADSIS and Adsis gets resources from Special Education. We are making each others' programs stronger and working together as a more united team verses working separate from each other. We are working SMARTER!

SECTION 5: COST IMPLICATIONS

What is the average cost of an evaluation for special education eligibility? (See instructions in Appendix B for guide to calculation of evaluation costs).

- School Psychologist – 10 hours
- Assessment Coordinator – 10 hours
- Sped teacher – 5 hours
- Speech/PT/OT therapist – 5 hours
- Regular education teachers – 3 hours

Submit the attached ADSIS Service Hour Spreadsheet to provide information on cost implications (consult with MARSS coordinator).

SECTION 6: EFFECTIVE PRACTICES FOR PUPILS

For students who made significant academic growth (as determined in question 2), identify and describe the specific intervention or aspect of the intervention that impacted the accelerated growth.

The skill level of the ADSIS instructors, the depth of knowledge for teachers of their students has increased through ADSIS, use of the Jan Richardson template has increased and all of these elements have resulted in academic growth for our students. At Park in Reading the Jan Richardson Templates and the implementation of Guided Writing connected to Reading made a significant impact. At Hutchinson Middle School Read Naturally and Repeated Oral Assisted Reading was done with fidelity to increase fluency which lead to better comprehension skills. Language Arts/Reading Specialist Teacher taught content guided reading and writing small groups. Emphasis of student owning their learning and progress was done by each student having a progress monitoring folder along with their data folder.

For students who made significant positive changes in behavior (as determined in question 2), identify and describe the specific intervention or aspect of the intervention that impacted the accelerated growth.

NA

Based on data and experience, please provide recommendations, suggestions, or describe effective practices that might be helpful to other district/charter schools providing alternative specialized services.

Grades K-1: The biggest impact has come from teacher/school staff collaboration and the willingness to work as a team to achieve student growth. Grades 2-5: Keep groups small, the schedule and time of day matters (seeing 2nd graders right before lunch is not effective), relationship building is critical, the number of assessments for reading was intense (Dibels, STAR assessment, Fountas/Pinnell, and MCAs); math uses STAR assessment, the student's report card, and computation. We are making efforts to target our youngest students. Grades 6-8 We shared with other content teachers who their struggling readers were in their classrooms. Small groups, building relationships and creating a supportive environment is crucial for middle school students to be willing to openly challenge themselves. We continue to educate staff on best practices, researched-based

SECTION 7: ADSIS Coordination with other district/charter school/local school programs

Describe how ADSIS services will be coordinated with other programs that are part of Individuals with Disabilities Education Act (IDEA) or Elementary and Secondary Education Act (ESEA) or other improvement initiatives (see examples listed in the application instructions). Select as many initiatives as applicable for your district and list the goals connection between ADSIS services and the identified initiatives.

Initiatives Listed in the Application	Goals	Connect to ADSIS
Continuous Improvement Monitoring Process	We strive to increase academic success for our students. This is primarily measured by the Minnesota NA	The ADSIS application and planning process provides a framework to help our K-12 staff better
School and/or District AYP Improvement Plan		
Early Intervening Services	Identify students and oversee progress while closely monitoring formative and summative assessments in	Students not making adequate progress as monitored in the classroom were identified and
English Language Learners Program	The goal for EL students is that although, there may be a language barrier to learning, the goal is to	The EL teachers were an active part of the Response to Intervention (RtI) team which provided direct
Kindergarten to Third Grade Literacy Plan	Research-based interventions were used in our Tiered System of Supports.	Students received research-based interventions at appropriate ability level for students.
Other (specify initiative in goals section)		
Response to Intervention	Goals were to closely monitor the impact of interventions and ensure fidelity.	ADSIDIS programming provided interventions and allowed staff to monitor their students' progress.