

Futures Education

Authentic Work : Sensible Costs : Building Better Lives

Educational Services Analysis Summary: Presentation to the Madison Metropolitan School District Board of Education



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Overview of Futures Education

- Fifteen years providing educational and clinical services including management, personnel, consultation, professional development, and technical assistance.
- Futures' professional team is comprised of more than 250 clinicians, educators, and support staff.
- All members of the Futures Management Team are experienced clinicians or educators.
- Provides services for more than 30,000 students and individuals in five states and the District of Columbia in over 160 organizations and in more than 1,000 sites.



Overview of Futures Education (contd.)

- Partnered with more than 260 schools districts across New England, California, Arizona, Florida, Georgia, Idaho, Illinois, Maryland, Michigan, Minnesota, New York, North Carolina, Texas, Louisiana, Virginia, Washington DC, California, Colorado, and (now) Wisconsin.
- Futures is dedicated to working collaboratively with school districts to enhance the effective and efficient delivery of services to students. Our goal is to answer the fundamental question - *Can we help our partners provide programmatically and fiscally sound services?*



Specific Areas of the MMSD Review

- *Multi-Tiered Systems of Supports (MTSS)*
- *Alternative and Innovative Programs*
- *Programs for Students with Disabilities (Special Education)*



Methodology

Interviews

- Representative sample of teachers, related service providers, school-based administrators, central office administrators, specialists, and para-professionals involved in the area (s) under review were interviewed to obtain valuable information from a variety of perspectives.
- Interviews were confidential - allowing for candid responses.
- Questions were catered to the interviewees' particular areas of expertise and relevance to the areas under review.



Methodology (cont.)

- Office Administrators (11)
- Program Support Specialists (26)
- Principals / Assistant Principals (54)
- School Psychologists (26)
- Speech Language Pathologists (11)
- Occupational Therapists (5)
- Physical Therapists (2)
- Special Education Teachers (80)
- General Education Teachers (50)
- Special Education Assistants (47)
- Parents (32)

N=344

On-Line Parent Surveys: 255

Total Participants: 599



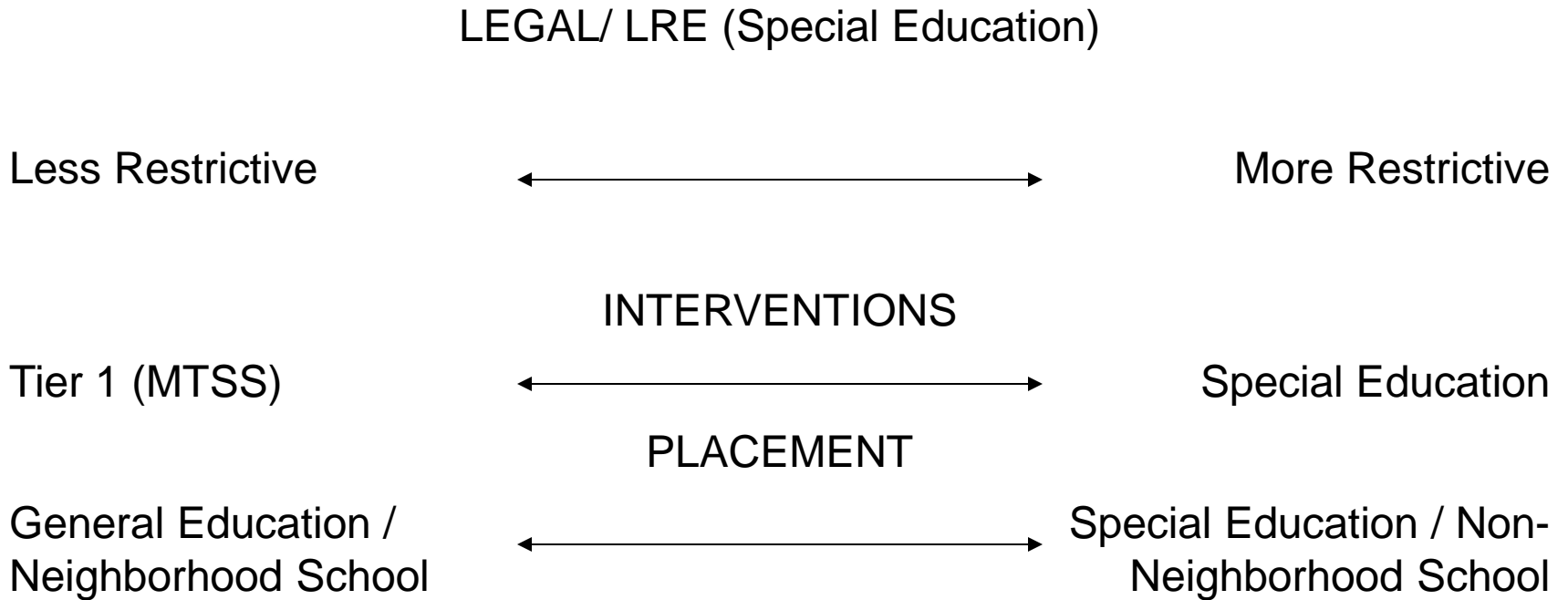
Methodology (cont.)

- Site Visits to all District Schools and Programs
- Work Load, Financial, and Comparative Analyses
- Document Reviews



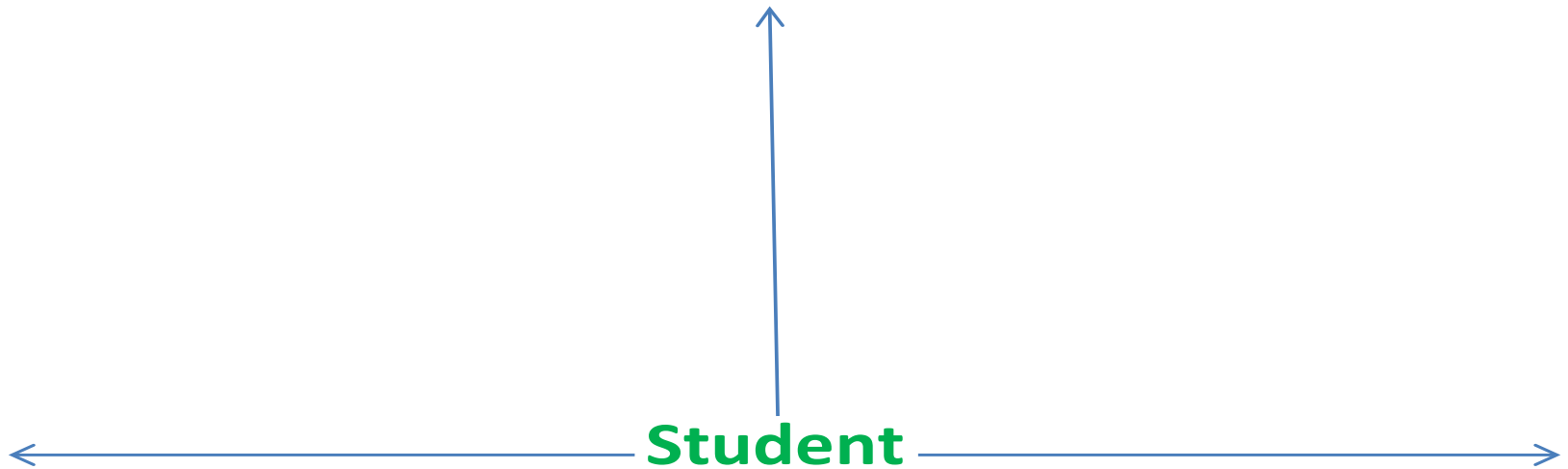
Programmatic Orientation

A Fluid Continuum of Supports for All Learners



Programmatic Orientation (contd.)

Vertical Alignment: consistent, uniform, and robust programming across programs and schools



Horizontal Alignment: meaningful inclusion opportunities & achievement within grade-level

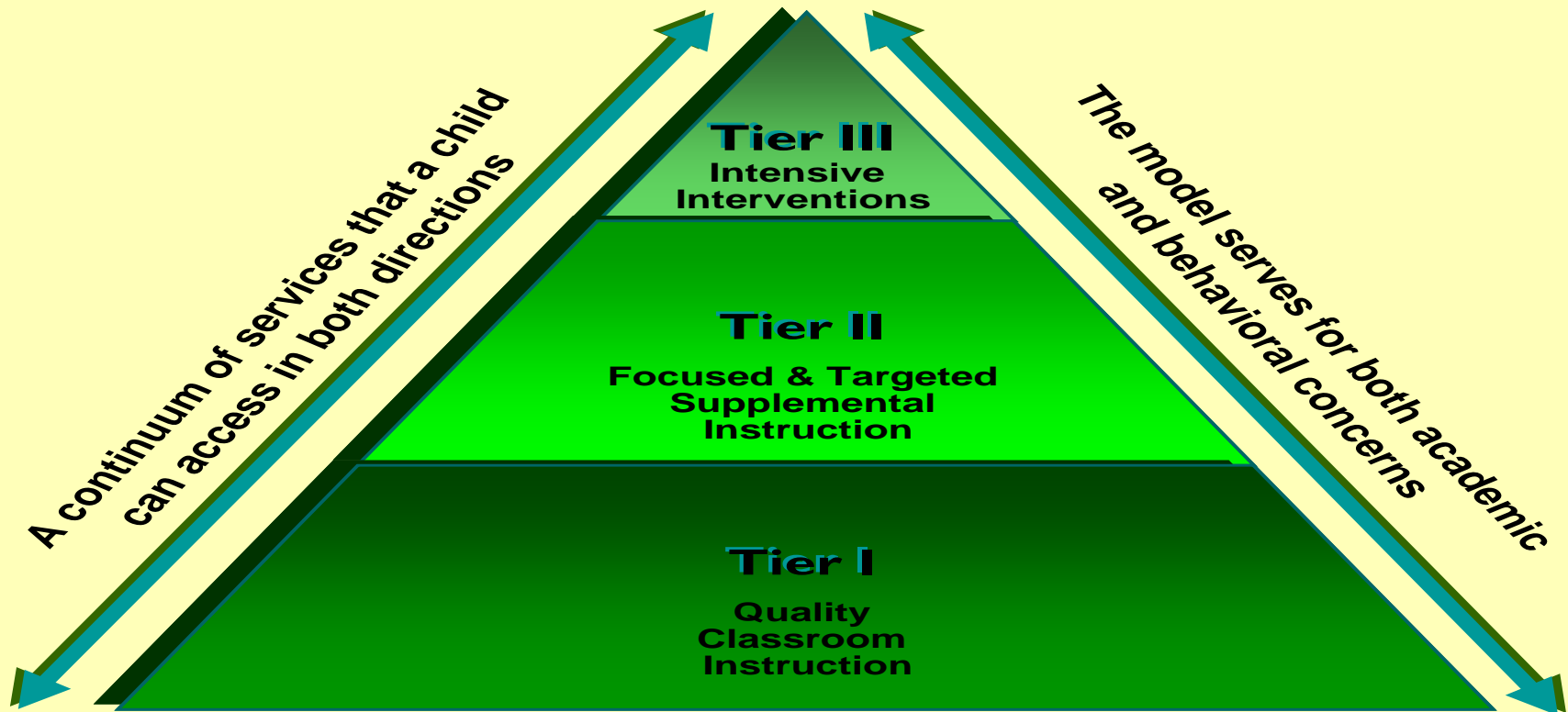


Multi-Tiered Systems of Support



Multi-Tiered Systems of Support (MTSS): Framework

Response To Intervention 3-Tier Model:



MTSS: Framework (continued)

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions

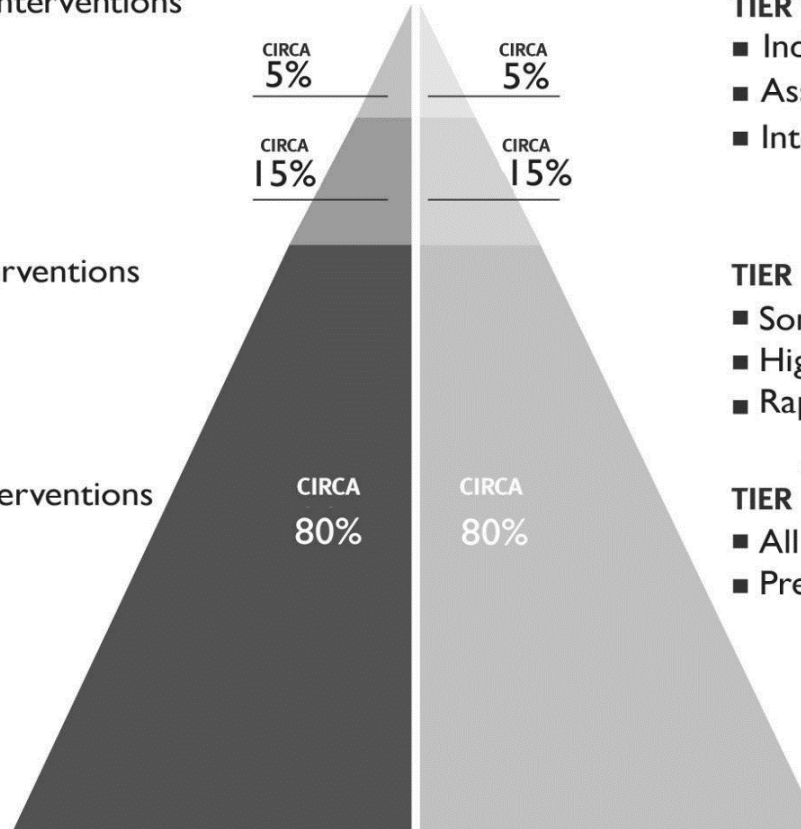
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All students
- Preventive, proactive



Students

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions

- All settings, all students
- Preventive, proactive

MTSS: Commendations and Celebrations

- The leadership has established a director of MTSS with the C&I department, which is critical from both functional and symbolic purposes.
- District leadership has a strong Strategic Framework in place to support the MTSS process with the present focus on reading, with subsequent focus on writing and numeracy.
- The data suggests with the attenuation of the special education population (i.e., from 17.8% to 14% in the last 3 years), early intervening processes are having a positive effect.
- Despite inconsistencies in the process, schools are starting to use similar methodologies to screen (e.g., AimsWeb® & MAP), core materials (e.g., Mondo®) and interventions for students (Voyagers, Rewards, Language!).



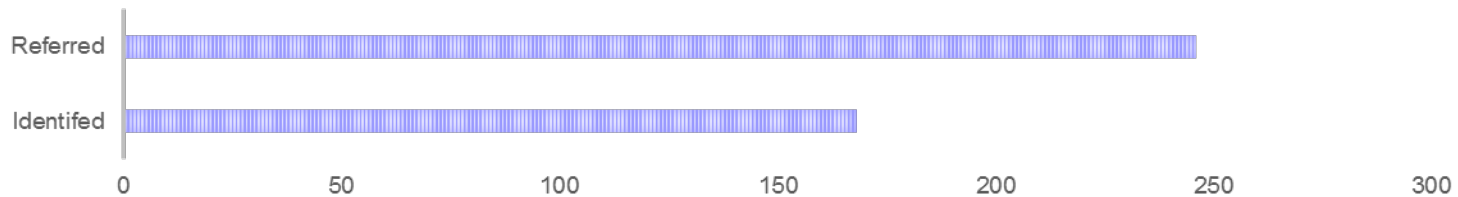
MTSS: Areas of Opportunity

Immediate Actions

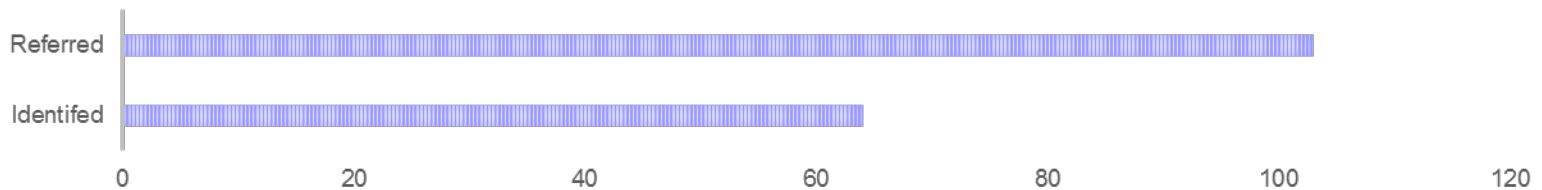
- Make explicit linkages to MTSS at principals' meetings as part of the agenda via discussions of high quality instruction, data use, and other systems/procedures to ensure consistency of a District-wide process.
- Ensure that School-based Leadership Team meetings feature MTSS to maintain awareness of the process, reflect on data, and continue to refine the process as needed.
- Continue to communicate to parents and other community stakeholders the power and robust nature of MTSS, as a forum to address the needs of all students. In this manner, alternative programs and special education will not be seen as the “only game in town.”
- Operationalize MTSS as “step down” for students exiting more restrictive programs.

MTSS: Areas of Opportunity (cont.)

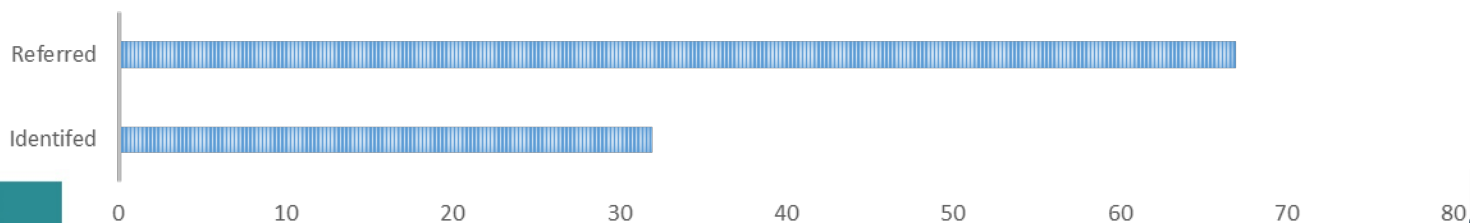
A COMPARISON OF STUDENTS REFERRED FOR SPECIAL EDUCATION EVALUATION VS. PLACED: ELEMENTARY SCHOOLS



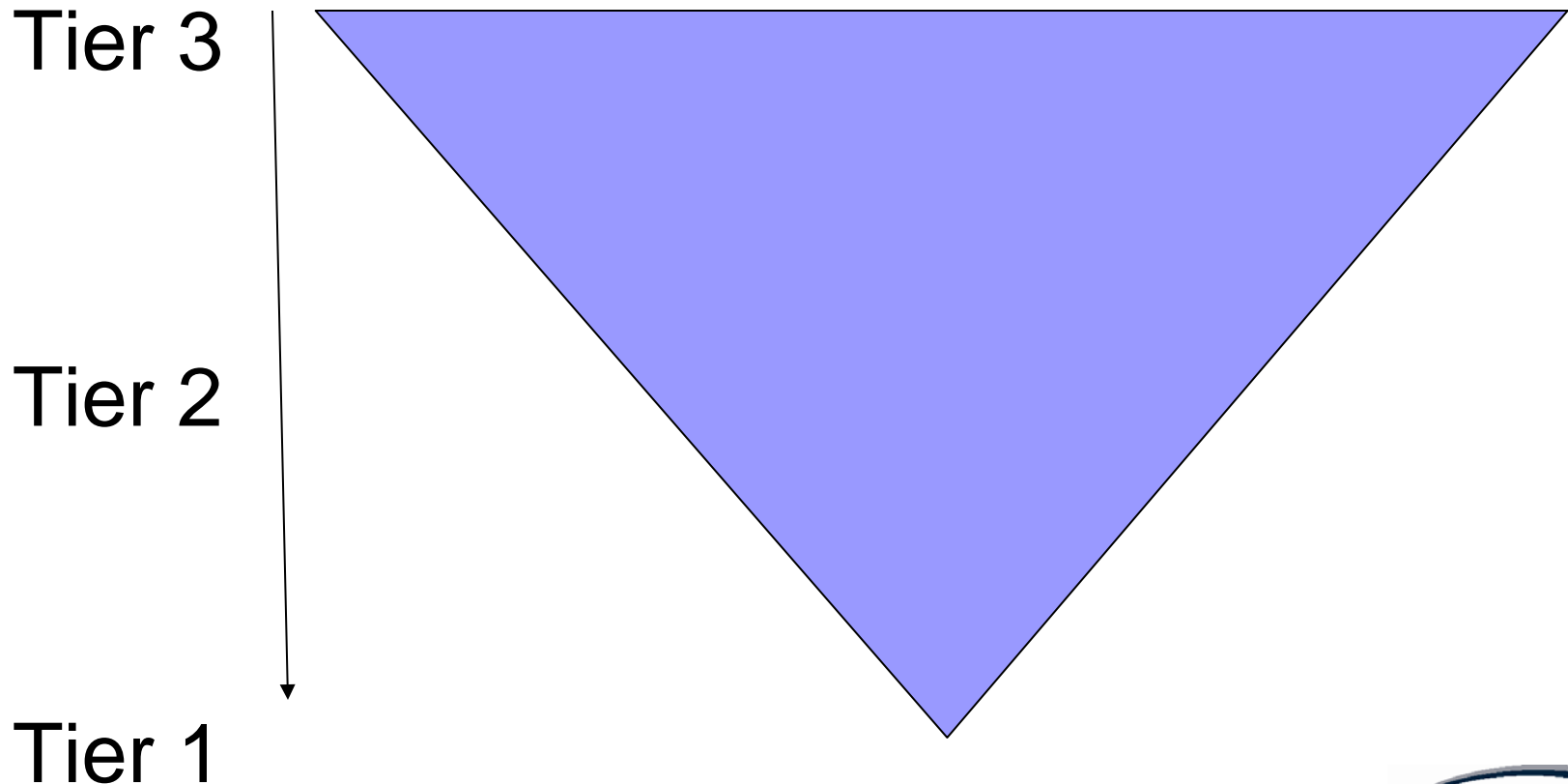
A COMPARISON OF STUDENTS REFERRED FOR SPECIAL EDUCATION EVALUATION VS. PLACED: MIDDLE SCHOOLS



A COMPARISON OF STUDENTS REFERRED FOR SPECIAL EDUCATION EVALUATION VS. PLACED: HIGH SCHOOLS



MTSS: Areas of Opportunity (cont.)



Alternative and Innovative Programs



Alternative Programs

- The major goal of an alternative school or program is to provide opportunities for the students not succeeding in the traditional classroom setting to obtain academic credit, career exploration activities, vocational work experience, and extended teacher/peer support in an alternative setting where the ultimate goal is that of obtaining a diploma.

Alternative Programs

This is done through methods aimed at helping and encouraging at-risk students. Many of the methods utilized attempt to:

- Reduce the alienation and improve the self-concept of at-risk students.
- Provide at-risk students with increased access to desirable social roles.
- Increase community and parental participation in the education of at-risk students.
- Provide a flexible and integrated academic and vocationally oriented curriculum which emphasizes the importance of school in preparing for later life.
- Provide students with a success-oriented program to obtain academic and employability skills in a school environment.
- Provide a competency-based, self-paced program with clear quantifiable objectives. Instruction will be provided in a variety of ways best suited to the individual student's needs.
- Foster within students the responsibility for their own learning and the expectation that they will take an active role in setting their own goals.



Alternative and Innovative Programs: Commendations and Celebrations

- Over the years, the District has created a variety of programs to support students who require non-traditional learning environments.
- Consistent with conventional practice, alternative programs are geared toward secondary students.
- District has created a general guideline and program descriptions to better explicate these options to stakeholders.
- The District's focus on Common Core State Standards is being bolstered to better meet student needs in their neighborhood schools.



Alternative and Innovative Programs: Suggested Priority Areas of Opportunity

Immediate Actions

- Disaggregate data of students in alternative programs to correlate the effect(s) of the new placements on quantifiable student achievement.
- Increase the data/metrics of these programs to ensure Return on Investment.
- Determine internal capacities of neighborhood schools to address the needs of students with respect to:
 - *Physical Plant Capacity*
 - *Personnel Capacity*
 - *Fiscal Capacity*
- Consider prioritizing the “take back” of programs to neighborhood schools.
- Consider re-naming schools currently referred to “Alternative” to better describe their mission, intention, and essence.

Alternative and Innovative Programs: Suggested Priority Areas of Opportunity (contd.)

School-Based Alternative Programs (possible integration into schools)

- Alternative Education Resource Options (AERO)
- Credit Recovery East (ACE)
- Credit Recovery West
- Credit Recovery Memorial (MAAP)
- Credit Recovery TLC
- Diploma Completion Program
- School Age Parent Program (SAPAR)
- West HS – Credit Recovery and Increasing Skills (CRIS)
- Refocus on Achieving a Diploma (ROAD)
- School-Age Pregnant and Parenting Students: Services in the High School

Alternative and Innovative Programs: Suggested Priority Areas of Opportunity (contd.)

District Special Programs (those supporting SWDs)

- Landmark Elementary Alternative Program (LEAP)
- NEON (New Educational Options and Networking) – East Side
- NEON (New Educational Options and Networking) –West Side
- West HS Sail – Specialized Academics for Individualized Learning



Special Education Programs



Inclusive Education

- Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive Education

All children benefit from inclusive education. It allows them to:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.



Inclusive Education

Is inclusive education for everybody?

- The simple answer is YES. However, individual needs may mean that some students need to spend time out of regular class for a particular purpose.
- Least Restrictive Environment
- There are always exceptions, but they are in fact **EXCEPTIONS**: if needed, they are individualized in the student's community school.

Special Education Programs: Commendations and Celebrations

- The District has a historical and practical commitment to serving students with disabilities in an inclusive model.
- Administrative, instructional, and support staff are all generously staffed as compared to expectations, and reflect the District's traditional commitment to supporting SWDs.
- The Assistant Director model, which corresponds to attendance area, is designed to ensure consistency and uniformity across the District.
- The allocation formula is an effective modality to ensure equal access.



Special Education Programs: Commendations and Celebrations

Discipline	Actual FTE	Actual Ratio	Comparable District's Ratio
Special Education Teachers	303.26	12:3	15-30:1
Speech-Language Pathology	59.6	62:1	85:1
Occupational Therapy	24.35 (10.7 COTA)	154:1	200:1
Physical Therapy	11.75	319:1	350:1
Psychology	37.8	714:1 (all students)	700-1,000:1
Special Education Assistants	311.93	12:1	15-30:1



Special Education Programs: Suggested Priority Areas of Opportunity

Immediate Actions

- Continue implementation of the revised School Support and Intervention Team procedures to achieve uniform practices with struggling learners prior to an IEP referral.
- Develop district service delivery guidelines to ensure uniform and appropriate utilization of staff to meet student needs.
- Develop and implement entry/exit criteria (and progress monitors) for alternative learning environment programs (LEAP, SBA, NEON).
- Enhance the Allocation Formula with the addition of parameters for the SEAs (quantitative measures).



Special Education Programs: Suggested Priority Areas of Opportunity (cont.)

Immediate Actions

- Enhance co-teaching to help fully round out the continuum of services at each school. In this regard, Return on Investment as it relates to student achievement, may be optimized.
- Once PD for Common Core is solidified, expand a unified PD for all instructional staff that focus on classroom strategies that allows for struggling learners to meaningful access (e.g., Universal Design for Learning, differentiation, and Assistive Technology).
- Consider adjustments or refinements to the PST model
- Re-think psychologist/social worker functions to allow them to support students with emotional and behavioral needs through mandated services.

Special Education Programs: Suggested Priority Areas of Opportunity (cont.)

*General Description of School Psychologist Functions
(Modified from NASP School Psychologist Job Description)*

Purpose:

To facilitate learning and to promote the cognitive, social, and personal development of all students

Duties and Responsibilities:

1.	Assessment and Interpretation	5.	School Psychology Program Implementation
2.	Director Interventions for Students	6.	Professional Practice and Development
3.	Consultation and Training	7.	Communication and Relationship Skills
4.	Program Development		

Special Education Programs: Suggested Priority Areas of Opportunity (cont.)

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS Model for Services by School Psychologists



HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST

Finances



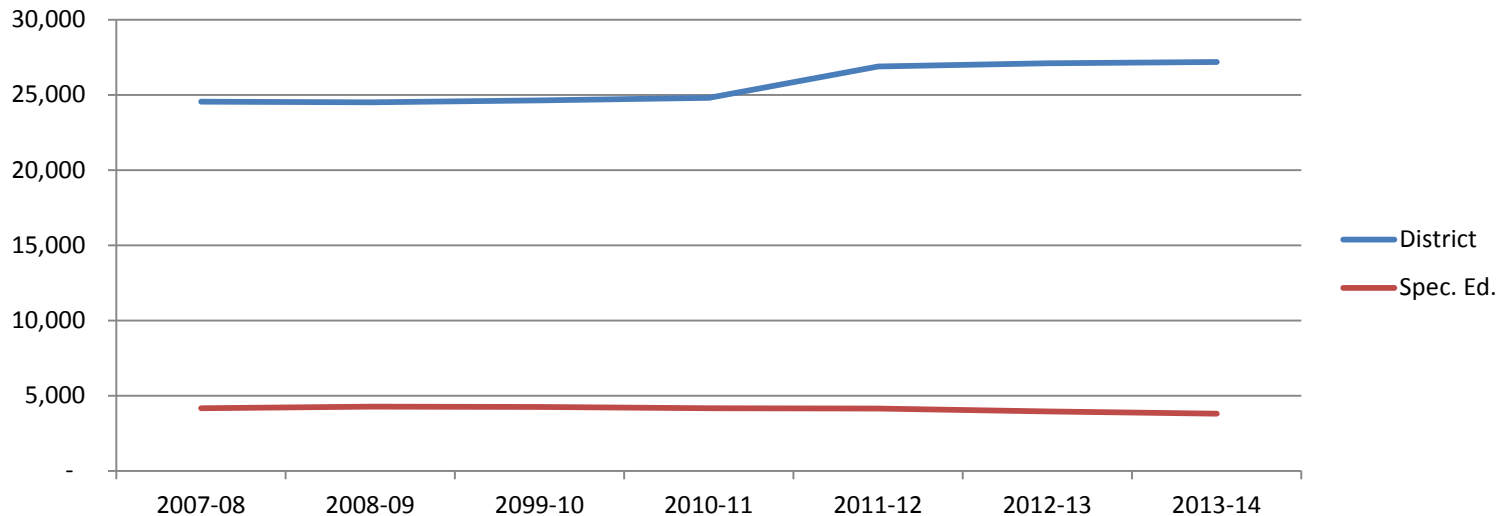
Finances: Commendations and Celebrations

- Based upon our review of audited financial statements and other financial reports, the District Finance and Accounting staff should be commended on the quality of accounting and financial reporting.
- The District Finance management should be commended for realizing that the District had not been receiving all Medicaid revenue for which they were eligible and acquiring the technical assistance from new outside vendors. It is now recouping \$3.3 Million in annual revenues.
- Based upon the preceding parameters, it appears that the current special education transportation routes are consistent with safe and efficient school transportation services.



Finances: Commendations and Celebrations

Student Enrollment



Comment: *Although desirable for a programmatic standpoint, decreasing special education enrollment will ultimately result in a reduction of state and federal aid to the District.*



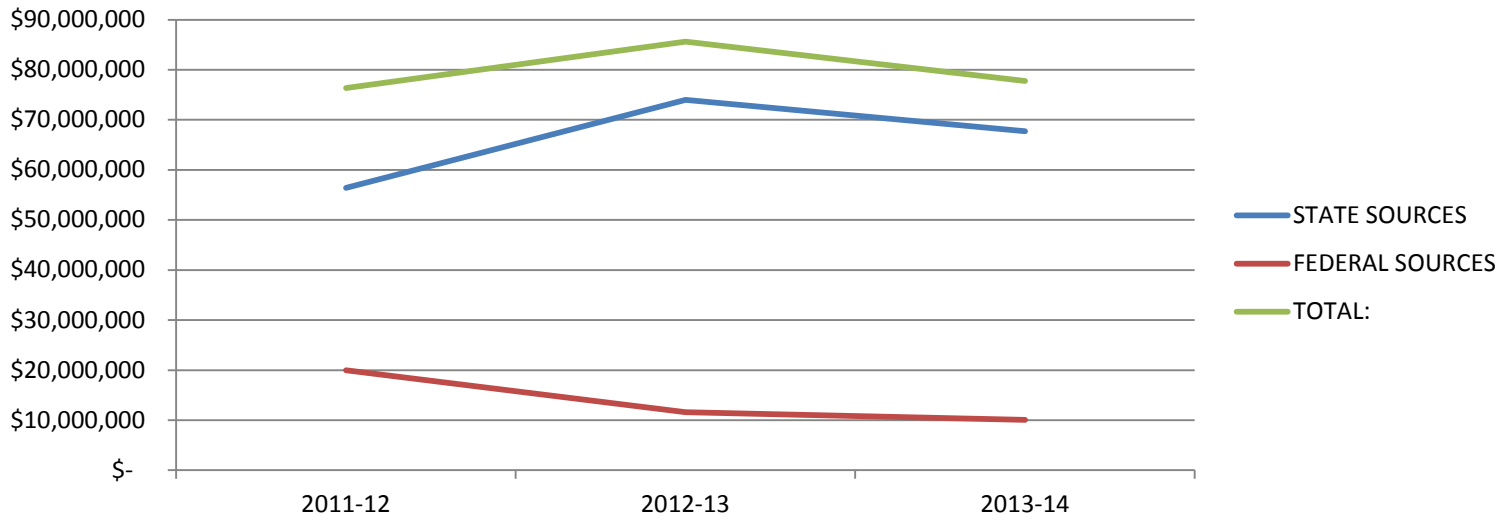
Finances: Areas of Opportunity

- Because of the medically related needs of special needs students, the District should continue provide a minimum of staff and professional development training to all special education transportation staff.
- Any new bid specifications should include additional language for enhanced driver and attendant training relative to the medical requirements of special needs students.
- Continue to refine the current routing software to refine the capture of appropriate Medicaid revenues.



Finances: Areas of Opportunity

Trend Data of MMSD Funding Sources



Comment: District revenue derived from state sources has decreased by \$ 6,280,544 and from Federal sources by \$ 1,527,051 for a total reduction of State and Federal revenue of \$ 7,807,595. The result of these revenue reductions has been an increase reliance on other sources of funding, including local revenue sources and District reserves, combined with expenditure controls.



Questions and Discussion

