

**Knox County R-I School District  
Programs and Services Evaluation Form**

Program: **SPECIAL EDUCATION (K-12) and EARLY CHILDHOOD SPECIAL EDUCATION**

Person(s) responsible: Nancy Goodwin

Number of Employees: **Certified 5 Non-Certified 9 FT Administrative .5**

Number of students enrolled/participating in the program: **75/9**

Program: Local  X  State  X  Federal  X

Goals and Objectives (Can it be measured with data?):

- 1. Special education students demonstrate success on all parts of IEP**
- 2. Prepare special education students to be independent, informed and empowered citizens**
- 3. Ensure that students have access to all learning activities with accommodations and support to enable them to succeed**
- 4. Recognize and involve parents of special education students as full partners**
- 5. Collaborate with outside agencies for the benefit of special education students**
- 6. Provide intervention at the ECSE level to ensure kindergarten-entry success**
- 7. Provide students with necessary knowledge and skills to be successful in their post secondary activities.**

Evaluation Criteria (What gauges success?):

- 1. Quarterly and yearly evaluation of individual student IEP goals/objectives**
- 2. Review of subgroups containing special education students**
- 3. Percentage of participation in life skills' classes, vocational courses and Kirksville Area Vocational Technical School**
- 4. Meets the requirements set by the state in Implementing the Requirements and Purposes of IDEA.**
- 5. Evaluate percentage of parents participating in the IEP process**
- 6. Review percentage of students participating in GAMM, Vocational Rehabilitation, Social Services, etc.**
- 7. Review of DIAL-III scores pre and post ECSE intervention**
- 8. Review of Early Childhood Outcomes information and data.**

Types of data collected: (Check all areas that apply)

Surveys of staff, community, students, business

Standardized assessments, assessment statistics

Longitudinal performance data

- Participation or placement rates
- Financial revenues/expenditures
- Internal evaluations by staff
- External evaluations by others
- Attendance rates
- Dropout rates
- Suspension/expulsion/discipline rates
- Participation rates in co-curricular/extracurricular activities
- Special program participation rates
- College/vocational attrition rates
- College/vocational completion rates
- Student attitude and interest surveys
- other

Procedures used to evaluate the collected data:

- 1. Collective review by director, case managers and administrative team**
- 2. Monitor progress of the State Performance Plan targets yearly**
- 3. Analysis of December 1 Child Count/Census**
- 4. Review of annual MAP scores**
- 5. Review progress of children enrolled in ECSE through their Early Childhood Outcomes data**

Who collects the data? Program Director, Case Managers, Staff

Who reports the data? Program Director

Who analyzes the data? Administrative team

Success of program based on the data (benefits):

- 1. Students successfully exiting program**
- 2. District performance on the State Performance Plan indicators dealing with special education.**
- 3. Students achieving at the proficient or above level on MAP**
- 4. Students entering kindergarten without special education intervention**
- 5. Students achieving at the same levels as non-disabled peers on MAP**
- 6. Students are adequately prepared for post-secondary activities upon graduation.**

Recommended changes needed to achieve the goals and objectives of the program:

- 1. Maintain equal participation by disabled students in vocational programs at the high school level to meet or exceed the rate of participation by non-disabled peers.**
- 2. Increase skills of special education teachers to ensure students are reading at the highest level possible.**

- 3. Increase awareness of regular education teachers of referral/identification process**
- 4. Increase student participation in completing their transition plan as freshman and updating yearly.**

Action to be taken:

- 1. Scrutinize class schedules for IEP students at the high school level to ensure adequate participation in vocational courses.**
- 2. Train all special education teachers in areas of literacy, DIBELS, Wilson Reading**
- 3. Train regular education teachers in the areas of referral and identification of special education students.**
- 4. Additional training in the area of autism for elementary special education staff.**

Change made in the last two years:

- 1. Continued collaboration with Head Start and First Steps for ECSE students**
- 2. Compliance Training for new teachers through the Special Education COOP 2018-2019 school year**
- 3. Addition of a part time ECSE teacher for the 2017-2018 school year**
- 4. Speech Therapist went to contracted service 2018-2019 school year**

Date presented to the Board of Education: July 16, 2019