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ACHIEVE

Supporting students with
highly complex learning
profiles as they grow

ACHIEVE: Main Objectives

- Establish an effective process for supporting the learning of our students with highly complex profiles that is:
 - Sustainable
 - Evidence-Based
 - Integrated (with full meaning and purpose)
 - Student & family centered
 - Multi-disciplinary
 - Comprehensive



ACHIEVE: Core Features

- The multidisciplinary team works with students and families consistently throughout the year using evidence-based instructional frameworks for all teaching
- Families and staff also participate in district-level teaming, training, and feedback meetings



ACHIEVE: Core Features

- Teaming and Schedules:
 - Weekly team meetings for general educators and special education
 - Weekly multidisciplinary meetings for the special educator, related service team, and consultant
 - Weekly consultation sessions for the special educator
 - Organized times for parent meetings, PPTs
 - All team meetings executed with schedules, agendas, minutes, and task lists



ACHIEVE: Core Features

- Administrative Support and Engagement
 - Ongoing planning and coordination across building and district administration to ensure that:
 - The services are well matched the students' and building's needs/culture
 - The teams have access to the resources (e.g. time, training) necessary for success
 - All administrative team members can facilitate programming, particularly as new models/procedures are established



ACHIEVE on the ground

- What should this look like day-to-day
 - Students are comprehensively supported by a team, lead by their special education teacher, that can integrate services and support students to gain independence
 - Students with schedules that are individualized to maximize meaningful integration
 - General education team members who have time to learn about the needs of these students and contribute to program planning and development



Capacity Development

- How are we investigating change?
 - Measurement of staff skill acquisition
 - Measurement core program change indicators
 - Measurement of skill acquisition
- Goal: transparent program evaluation with a vision for long-term growth



Areas of Important Emphasis

- Curriculum Supports
- Interdisciplinary Planning
- Inclusion Supports/Direct Teaching
- Progress Monitoring
- Positive Behavior Support Planning

All areas of important change throughout this year



Measurement

- Best practice quality indicators are operationally defined and measured in each setting
- These data are used in addition to all student-specific data to guide program-wide decision making

Domain 14: Instructional Methods

Instructional Methods: <i>Teaching methods reflect the unique needs of students and are varied depending on developmental appropriateness and individual strengths and needs.</i>		FI	PI	EI	NI	NA	Comments
QI 14.1	Instructional methods are adapted to the range of ages, abilities, and learning styles of students. (DO)(PP/R)	3	2	1	0	NA	
QI 14.2	Instructional methods are evidenced-based or are supported by solid evidence that demonstrates effectiveness over time. (DO)(PP/R)	3	2	1	0	NA	
QI 14.3	The degree of structure and intensity of teaching are geared to the functional abilities of the student. (DO)(PP/R)	3	2	1	0	NA	
Instructional methods:							
QI 14.4	a. Emphasize the use of naturally occurring reinforcers (DO)(PP/R)	3	2	1	0	NA	
	b. Promote high rates of successful performance (DO)(PP/R)	3	2	1	0	NA	
	c. Encourage communication and social interaction (DO)(PP/R)	3	2	1	0	NA	
	d. Encourage the spontaneous use of learned skills in different settings (DO)(PP/R)	3	2	1	0	NA	
QI 14.5	As instruction proceeds, an effort is made to teach students to cope with the distractions and disruptions that are an inevitable part of daily living. (DO)(PP/R)	3	2	1	0	NA	

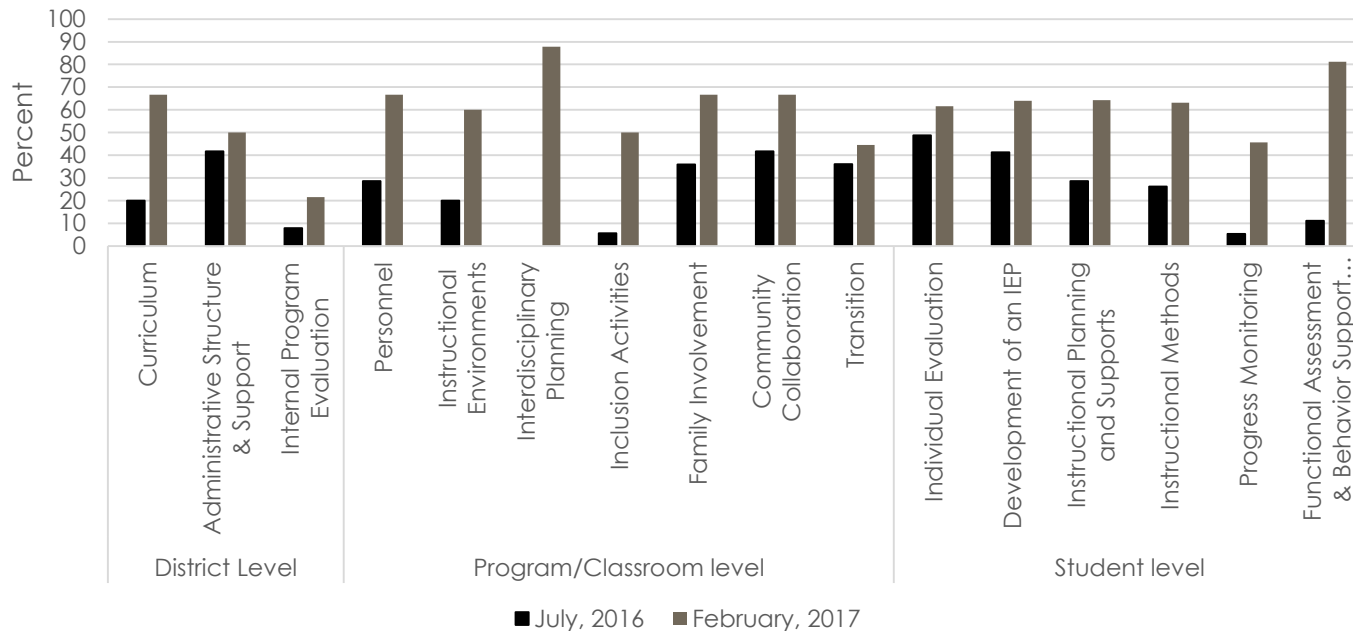
Measuring Capacity Development

- Structured application of system level measurement
 - Large domains broken into specific subdomains
- Ongoing review procedures track each indicator to ensure that consistent progress can be made
- Current data support strong year one progress
 - It is essential to maintain these gains, stabilize them, and ensure long-term consistency



Program Summary: District – Classroom - Student

Program Evaluation Guide: Percents by Level & Domain

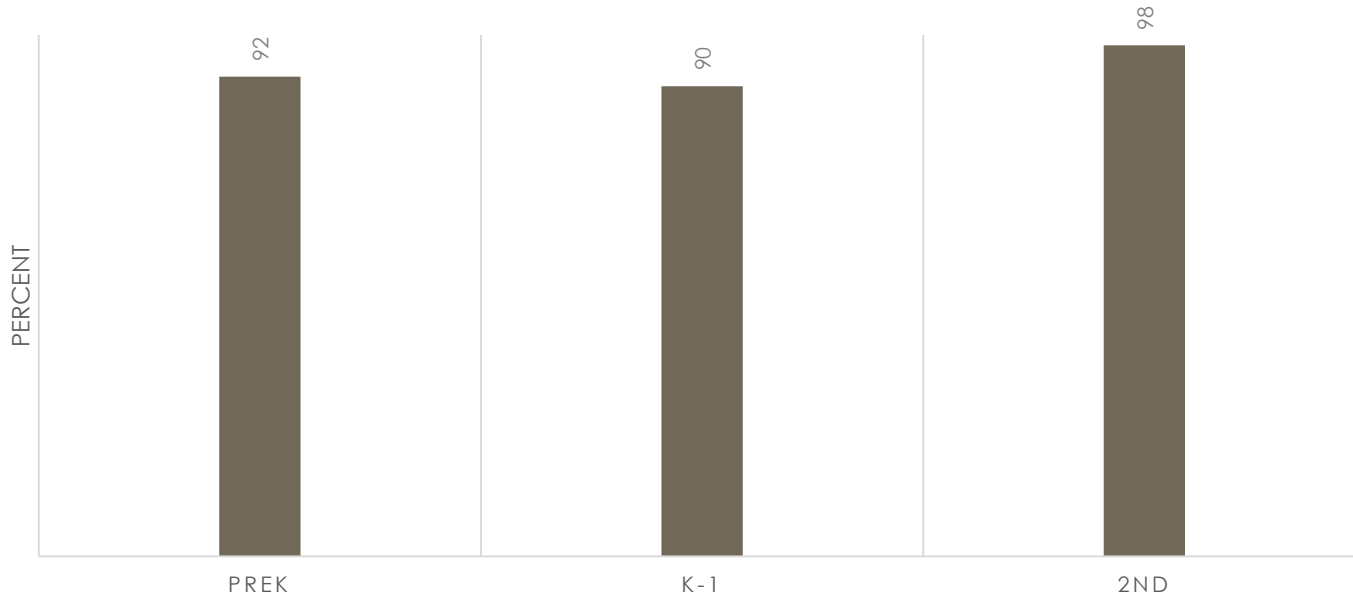


*Scale from 0 to 100 indicates progress toward full application of competency in the measured domain and area



Academic Program Planning

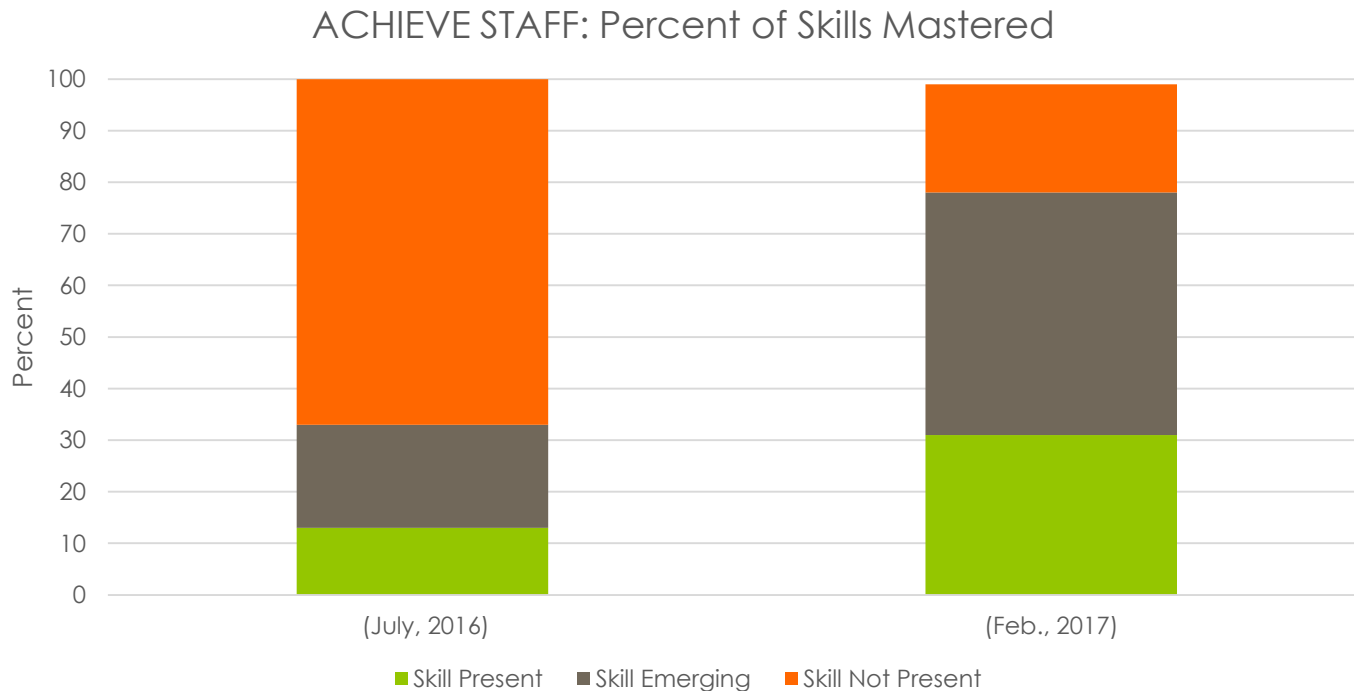
PERCENT OF ACADEMIC IEP OBJECTIVES WITH LESSON PLANS



Program planning has passed 90% in year one



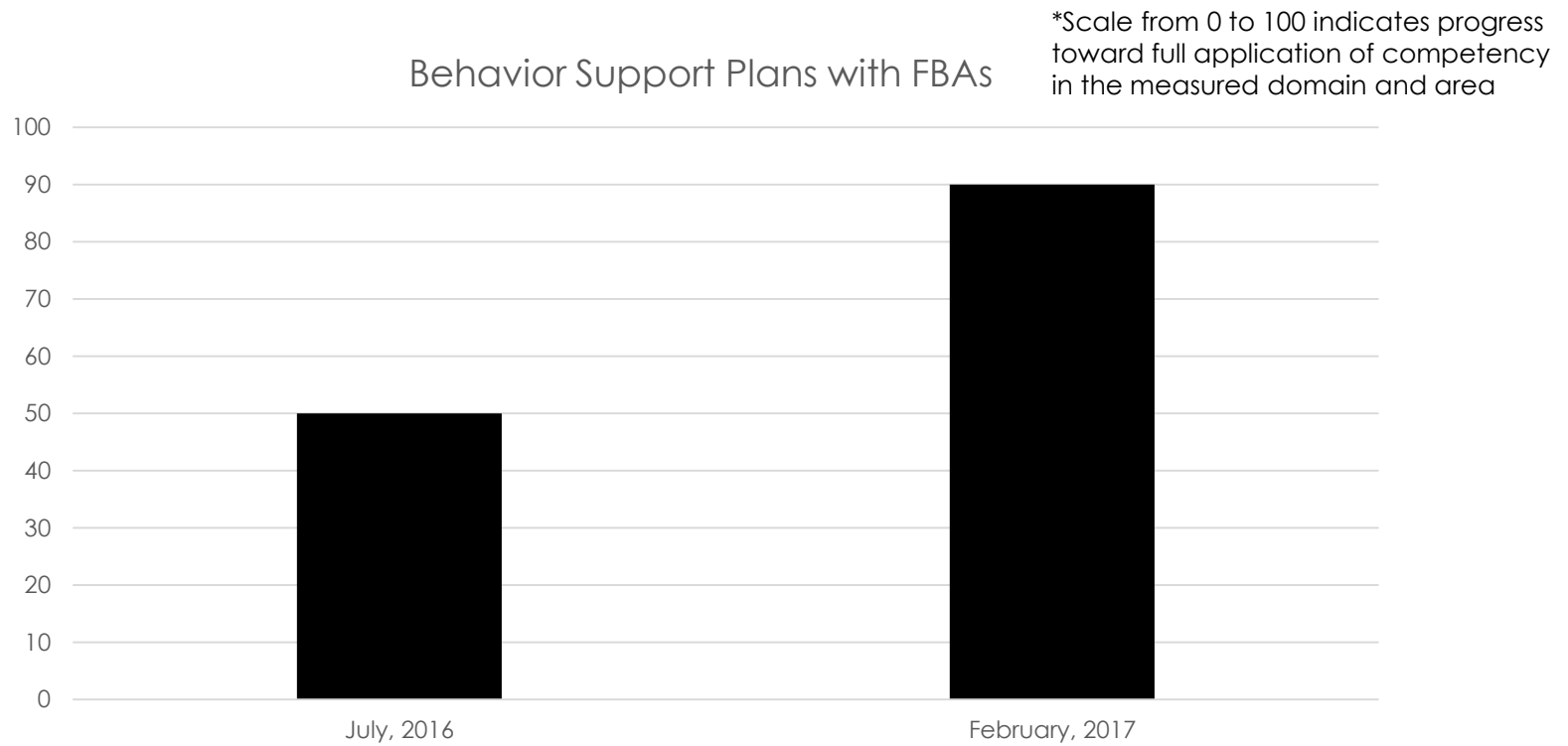
Staff Learning: Skills are emerging in tremendously important ways



Tremendous progress with overall skill acquisition
Ongoing efforts will address stable and full skill acquisition



Progress with Behavior Support: Advancing how we understand student needs

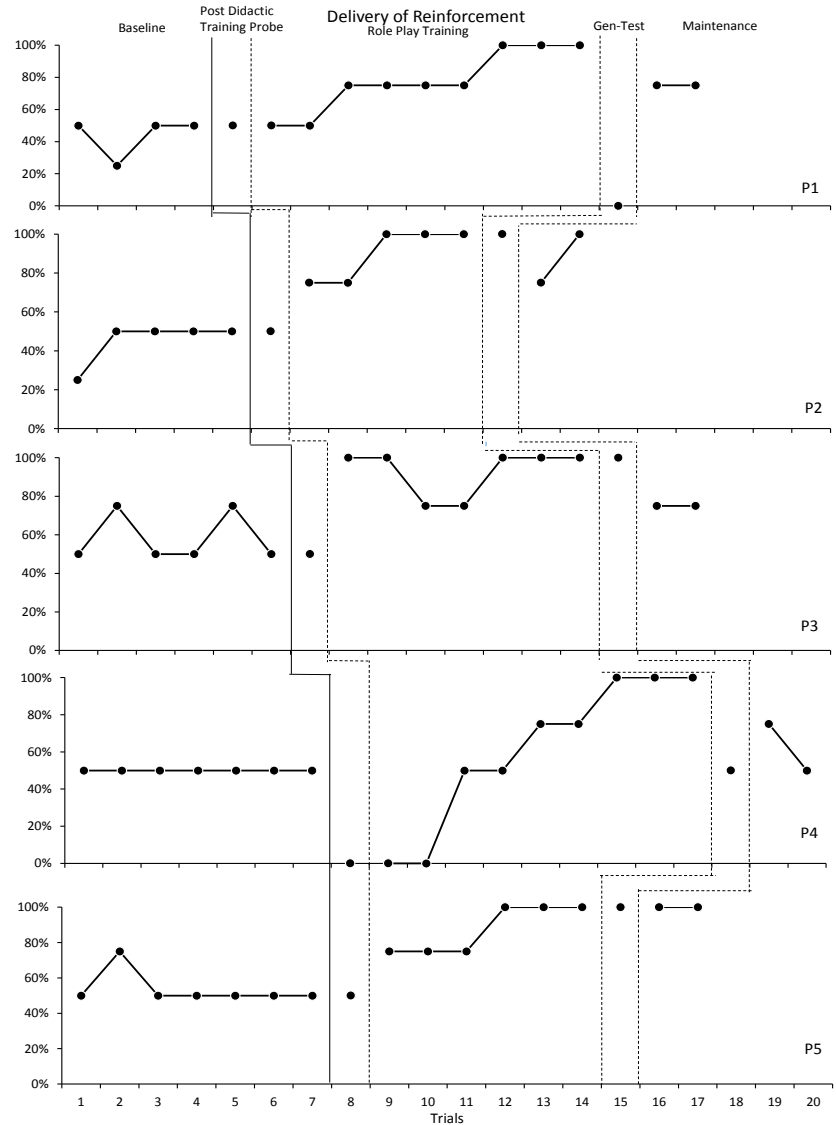


Wonderful gains in the conceptualization of challenging behavior



Following and Supporting Staff Skill Development

Staff training data show progress with skill development as well as the ability to support staff when they needed added training



Summary

- In our first year, we have seen tremendous progress in year one with especially notable gains at the program level in:
 - Multidisciplinary teaming
 - Student-specific program planning
 - Positive behavior support
 - Staff skill acquisition
- Our goal is to maintain and expand such gains while extending services upward
 - Current progress will require ongoing support to support a stable and sustainable infrastructure



Thank you

We are very excited for a progressive and impactful
2017-18

