The Matthew Project

PHASE I EXECUTIVE REPORT

The Greeley research team identified **S**trengths, **C**hallenges, **O**ptions, **R**esponses, and **E**ffectiveness using the SCORE protocol.

Strengths

The strengths section identifies existing capabilities and resources as an inventory of assets to be leveraged to respond to challenges and opportunities.

There are six strengths that emerge as themes from the data:
1) Culture, mission, and vision are rooted in Catholic Social Teaching
2) Many schools have problem-solving teams in place to support the implementation of Multi-Tiered Systems of Support
3) Schools have several components in place to partner with the district and parents to support students with disabilities in Catholic schools
4) The Diversified Learners Committee
5) Collaboration among the schools, LEAs, teachers, and parents
6) Teachers use core learning standards and written curriculum plans

Challenges

The challenges section identifies the issues and capabilities that need to be addressed by schools or the system. This section defines the skills and services as the content for the change-roadmap.

When it comes to challenges facing schools in supporting the needs of students with disabilities, the evidence supports six challenges.

1) A lack of understanding of the referral process and intervention protocol for a student not making adequate progress within the RtI/MTSS problem-solving teams

2) Limited classroom-level implementation of Universal Design for Learning , and accommodations/modifications for students with disabilities
3) A lack of school-wide evaluation, planning, and policy development related to serving students with disabilities
4) A need for professional learning for teachers and administrators on intervention, accommodation, modification, and progress monitoring on high-incidence disabilities
5) A process to collect and evaluate system- level data about students with disabilities is lacking
6) School-level specialized staffing resources to support classroom-level interventions are limited

Options

The Options section identifies opportunities. Each opportunity ought to be judged if it has high impact and high feasibility. The Greeley research team has identified 13 options for the Archdiocese of Seattle.

Option #1: Leverage federal title funding for strategic professional learning and coaching related to inclusion.

Option #2: Create ongoing implementation supports following professional learning opportunities to help teachers and staff with implementation efforts.

Option #3: Develop a plan for professional learning, particularly around the topic of inclusion.

Option #4: Use an Archdiocesan assessment system to monitor the progress of students with disabilities.

Option #5: Develop specific guidelines related to partnering with the district to access proportionate share funding. Strategically use federal Title funding, proportionate share, and grants to support schools.

Option #6: Create a process to "onboard" students with special needs to schools. Provide instruction and guidance for general education students about different disabilities.

Option #7: Develop consistent messaging and processes at a school-wide level to support the enrollment of students with disabilities.

Option #8: Develop diocesan policies that reference serving students with disabilities.

Option #9: Create a continuity student support system in the transition from elementary to high school for students with disabilities.

Option #10: Develop a specific Teacher Assistance Team process with established and communicated processes, templates, and tools to guide the work and education for teachers and parents on the process.

Option #11: Support in the facilitation to advocate for student support staff, such as therapists, psychologists, counselors, etc., between schools and the local education agency.

Option #12: Incorporate in new teacher and administrator orientations professional learning and/or the Archdiocesan vision for the "systemness" of inclusion of students with learning disabilities.

Option #13: Create a staggered, phased approach to implementation on serving students with disabilities whereby schools use a root cause analysis to identify current status and actionable next steps.

Responses

The Responses section identifies the probable or emergent consequences of action and inaction from stakeholders. By acting on the options, the Greeley research team believes schools in the Archdiocese of Seattle will:

- increase teacher capacity and confidence;
- create meaningful partnerships with families with children with disabilities;
- increase access to funding and services through the local education agency as more students are identified;
- advocate for student services using a streamlined processes for identification, service delivery, and progress monitoring;
- increase student enrollment; and
- improve student outcomes.

The consequences of inaction are:
- teachers experiencing professional fatigue because they do not yet have the capacity or necessary resources to support students with disabilities who are accepted;
- families are dissatisfied with the quality of services the school is or is not providing, and will search for schools that can meet their needs;
- student enrollments are stagnant or decline which disadvantages the student-body and school culture with less diversity,
- misalignment occurs between the mission and vision of the Archdiocese of Seattle and Catholic social teaching.

Effectiveness

The Effectiveness section is a Theory of Action identifying effective strategies, the impact of

these strategies, and the outcomes they will have on schools and the system.

If the Archdiocese of Seattle….
1) Provides ongoing Professional Learning offerings on Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) with the goal to develop a common understanding and language in terms of effectively leveraging these frameworks to meet the needs of diverse learners.
2) Develops an inclusion framework for more standardized systems for accommodations, interventions and progress monitoring - to be managed on the local school level but aligned to Archdiocesan protocols.
3) Develops a framework to support more standardized data collection procedures on the Archdiocesan level, specifically around enrollment of diversified learners and the services received by diversified learners.
4) Develops pathways or protocols to invite/engage parents in a comprehensive way from referral through intervention and progress monitoring.
5) Addresses Tier II & Tier III needs by expanding awareness of and access to a broad variety of accommodations and interventions to support the spectrum of diverse learner needs.

Then...
1) A common understanding and language in terms of effectively leveraging these frameworks to meet the needs of diverse learners will be established.
2) A consistent inclusion framework aligned with diocesan protocols that is flexible enough to accommodate each school's context will exist.
3) The services provided to diversified learners will be effectively monitored.
4) Parents will feel that they belong and have a role in the comprehensive referral, intervention process, and progress monitoring for a diverse learner.
5) Teachers and administrators will gain a broadening and deepening of pedagogical accommodations and interventions to support the spectrum of diverse learners' needs.

And we will see this result in….
1) Effective communication using a common language regarding serving the needs of each learner between professional staff within a school and across schools in the Archdiocese.
2) The Archdiocese will know the services schools are provided to organize quality professional development learning opportunities.
3) Teachers will use a variety of multi-tiered pedagogical accommodations and intervention to support learners.
4) Meaningful partnerships will be created with families to support each learner.
5) Learning will improve for each student.

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Appendices