Dallas Independent School District, Dallas, TX

The District's Student Support and Special Services Division encompasses student support, special education, and grants procurement. Student support includes psychological services, counseling services, nursing services, and youth and family centers. As a first step in moving forward, a brief entitled *Student Support Systems: New Directions for Addressing Barriers to Learning* was prepared. The brief states that despite recent advances, "it is evident that there remains considerable fragmentation and significant gaps in some of our efforts to assure that *no child is left behind*. Fortunately, the student support division has both the opportunity and the resources to take the next steps in strengthening ... systems for addressing barriers to learning and promoting healthy development."

With respect to new directions, the brief states: "This proposal highlights the comprehensive, multifaceted, and cohesive approach we need to develop and outlines how we propose to proceed." What is proposed is a fundamental commitment to a three-component framework for school improvement, with the third component identified as a Learning Support Component designed to address barriers to learning and development. The intent is to "build multifaceted learning support systems that are developed into a comprehensive, cohesive component and are fully integrated with initiatives to improve instruction in every school."

The intervention framework outlined encompasses (1) systems for promoting healthy development and pursuing primary prevention, (2) systems for early intervention, and (3) systems of care. The brief stresses the following (which provide some guidelines for strategic and action planning):

- C Policy action is needed to guide and facilitate development of a potent component to address barriers to learning at every school.
- C Phase-in development of a component at every school building on what already exists and incorporating best practices into a programmatic approach to
 - >enhance classroom-based efforts to enable learning (including re-engaging students who have become disengaged from classroom learning)
 - >support transitions
 - >increase home involvement
 - >respond to and prevent crises
 - >outreach to develop greater community involvement
 - >provide prescribed student and family assistance
- C Expand standards and accountability indicators to encompass learning supports
- C Redefine the roles and functions of student services personnel and other support staff in keeping with the functions required for a potent learning supports component
- C Build the capacity of administrators and staff to ensure capability to facilitate, guide and support systemic changes related to initiating, developing and sustaining such a component at every school.

STUDENT SUPPORT SYSTEMS NEW DIRECTIONS FOR ADDRESSING BARRIERS TO LEARNING

Assuring No Child is Left Behind:

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Council on Education Task Force

All material adapted with permission from Adelman/Taylor, UCLA Center for Mental Health

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Dallas Independent School District

Student Services

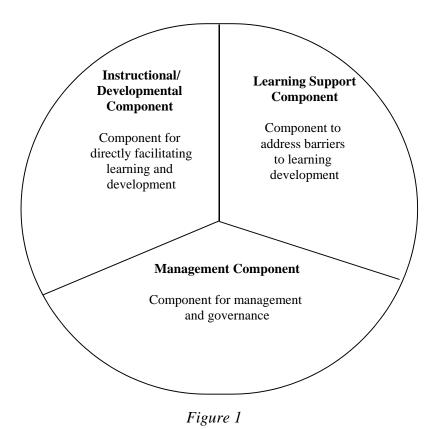
STUDENT SUPPORT SYSTEMS NEW DIRECTIONS FOR ADDRESSING BARRIERS TO LEARNING

1. Overview: The Dallas Independent School District has introduced major initiatives and made great progress in the pursuit of our mission to "prepare all students to graduate with the knowledge and skills to become productive and responsible citizens." Despite these advances, it is evident that there remain considerable fragmentation and significant gaps in some of our efforts to assure that no child is left behind. The student services department is proposing steps to strengthen the departments systems for addressing barriers to learning and promoting healthy development. Building on the strengths of our program and personnel, we are aware that we can have a greater impact by pulling these resources together into a comprehensive, integrated learning supports component. This proposal highlights the comprehensive, multifaceted and cohesive approach we need to develop and outlines how we propose to proceed.

In proceeding, we can draw upon and become part of pioneering initiatives emerging around the country that are rethinking how schools and communities meet the challenge of addressing persistent barriers to student learning and development. These initiatives reflect a fundamental commitment to a three-component framework for school improvement (see Figure 1 below).

Addressing Barriers to Learning: A New Framework for Delivery of Student Support Services

A Three-component Model

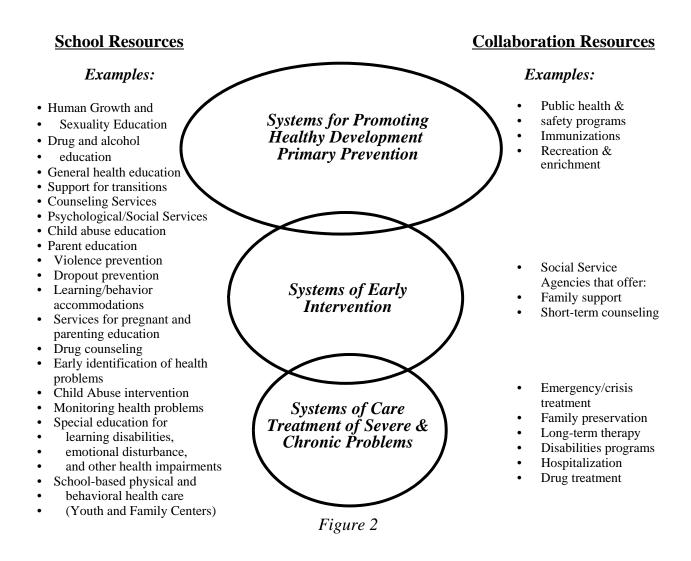


II Need: Our district is coping with a number of challenges including an academic achievement gap; lower than desired graduation rate; low performing schools; and barriers to learning such as school safety and violence. At a time when resources are diminishing and expectations are rising, the district and the community must optimally utilize existing resources in the most cost-effective manner.

Because there are so many varying factors that can impact student success, schools and communities must be prepared to use a wide range of responses. Attention should be given not only to responding to problems, but to preventing them. The approach should encompass a full continuum of interventions raging from a system fro promoting learning and preventing problems, through systems for early intervention after the onset of problems, to systems of intensive interventions. This means that any approach to addressing barriers to development and learning must be comprehensive and multifaceted and must be implemented in a integrated and systematic manner in order to be effective. This will allow the district to prevent problems and address them as soon as they arise. The district must address all student of the district through concentrated prevention and intervention efforts to referral.

Continuum for Addressing Barriers to Learning

Figure. Interconnected systems for meeting the needs of all students.



III. <u>Cost Benefit Analysis:</u> Recommendations for change are based on utilization of existing resources (e.g., personnel, programs, special projects and time). This will include weaving together resources currently expended for psychological services, health services, counseling service and youth and Family centers into a cohesive learning support component.

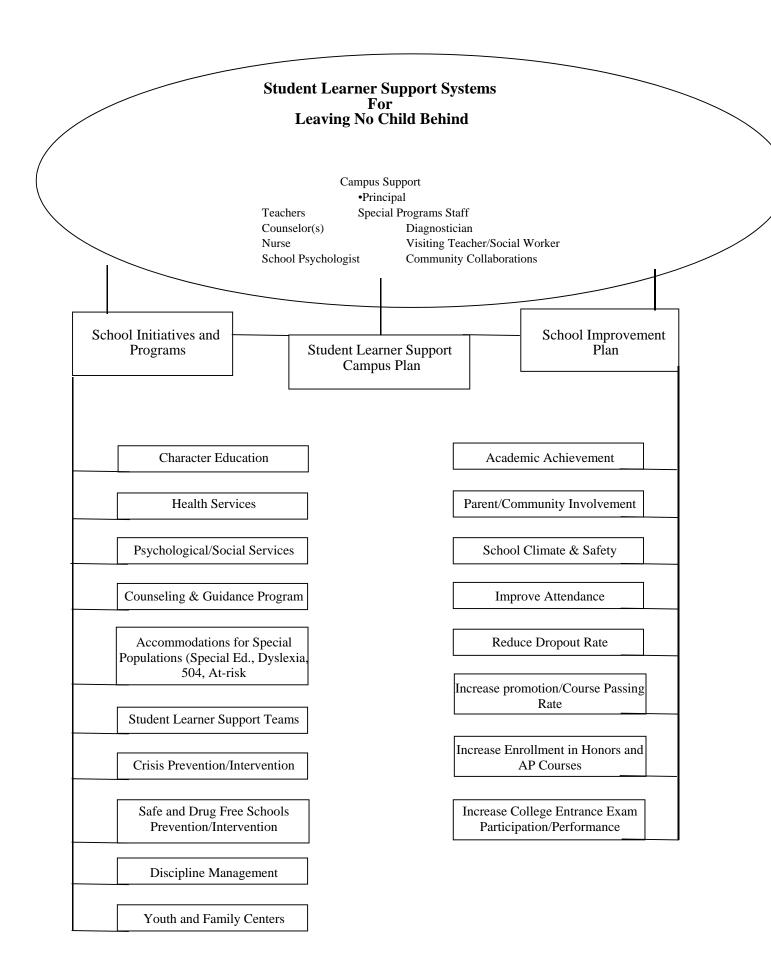
The district has a long history of assisting schools in dealing with problems that interfere with school learning that traditionally focuses on a student-by-student approach. The goal of the Student Learner Support System is to enhance our ability to focus on classroom and school wide needs that in turn will have and impact on all students. This moves toward a reduction in the per student cost of service by focusing on the prevention and early correction of high incidence problems. Integrating existing resources into one coordinated, cohesive system will result in enhanced effectiveness of each component and of the system as a whole. Therefore, we are establishing as a priority the development of a comprehensive, multifaceted and cohesive approach for addressing barriers to student learning and promoting health development.

IV. Recommendations for Student Support Systems

- 1. Establish policies and procedure that define expectations for implementation of a student learner support system.
- Revise existing policy FFE (Local) to ensure a cohesive approach to addressing barriers to student learning by requiring campus administrative personnel to review contextual data and develop appropriate responses.
- Include a student learner support system page in the Campus/Area Improvement Plan
- Develop and implement program standards for Counseling, Health, Psychological/504/Dyslexia services, and Youth and Family centers that articulate minimum, proficient and exemplary program expectations.
- Include the implementation of the minimum expectations in the evaluations of campus administrator and student learner support systems campus-based personnel
- 2. Establish capacity building processes
- Enhance classroom-based efforts to enable learning, including re-engaging students who have become disengaged from classroom learning and promoting healthy development
- Redirect the counseling services department
- Enhance the function of the Student Support Team at each campus to more adequately address the global issues/needs of individual campuses
- Deploy select psychological services personnel to the Youth and Family Centers to allow for more intensive and expanded services
- Realign central staff departments so they support the efforts at each school in coordinated, comprehensive efforts and weave resources into a cohesive, integrated continuum of interventions
- Incorporate training into the principals' summer staff development that articulates and demonstrates how to build learner support and enhance existing efforts
- Conduct training for campus administrators on the Student Learner Support Systems standards and accountability components
- Disseminate contextual data to each campus
- Formulate Learner Support Systems Area Teams—a lead nurse, lead counselor and psychologist— that will offer technical assistance and monitor Student Support Systems campus-based personnel for implementation of program specific standards

3. Define accountability and standards

- Restructure and train the various departments to enhance and support the new systems
- Broaden accountability at campus and central administration levels, assuring specific
 measures are consonant with expanded standards and indicators, yield data to evaluate the
 relationship between student support and academic achievement, and enable cost-benefit
 analyses. Benchmark indicators may include: increased attendance, increased graduation
 rates, increased numbers of students receiving scholarships, increased post-secondary
 enrollment, reduced misbehavior, less bullying and sexual harassment, fewer pregnancies
 and decreased dropout rate.
- Describe and analyze models for new directions and document best practices





Mapping System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to:

- clarifying what resources already are available
- how the resources are organized to work in a coordinated way
- what procedures are in place for enhancing resource usefulness

This survey provides a starting point.

The first form provides a template, which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource -oriented team for the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

	ovided so staff, students, and families can access) lable atSchool
In a sense, each staff member is a special resource for each oth special functions.	er. A few individuals are highlighted here to underscore some
Counselors	Student Support Team (list by name/title)
/	
	CILT (list by name/title)
 General and special counseling/guidance 	
services. Consultation with parents and	
school stuff.	
School Psychologist times at the school	
 Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. 	Resource and Special Education Teachers
Prevention, crisis, conflict resolution, program	
modification for special learning and/or	times at school
behavioral needs.	 Provides information on program
	modifications for students in regular classroom
School Nursetimes at the school	as well as providing services for special
Provides immunizations, follow-up,	education.
communicable disease control, vision and	Campus Improvement Plan
hearing screening and follow-up, health	
assessments and referrals, health counseling and	
information for students and families.	
Social Worker/Community Liaison	Community Resources
	 Providing school-linked or school-based
times at the school	interventions and resources
Assists in identifying at-risk students and	Who What they do When
provides follow-up counseling for students and	
parents. Refers families for additional services if	
needed.	



Sample Survey of System Status

The following surveys were developed to help you map the availability and effectiveness of counseling, medical, psychological, and social service resources on your campus. Please complete this form to the best of you knowledge in order to provide an informative evaluation of the resources available to your campus within the following areas: Student Support Team, Classroom.-Focused Enabling, Support for Transitions, Student and Family Assistance Programs and Set-vices, and Home Involvement in Schooling.

In discussing the following survey items, note:

Use the following ratings in responding to these items.

- ..DK = don't know
- ..1 = not yet or hardly ever effective
- ..2 = planned or effective about 25% of the time
- ..3 =just recently initiated or effective about half the time
- ..4 = has been functional for a while or effective about 75% of the time
- ..5 = well institutionalized (well established with a commitment to maintenance) or almost always effective

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g. education support programs, health and social services, the Enabling Component)?	DK 1 2 3 4 5
2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together?	DK 1 2 3 4 5
3. Do you have a Student Support Team?	DK 1 2 3 4 5
4. With respect to your vertical cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools?	DK 1 2 3 4 5

Classroom-Focused Enabling

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resources and itinerant teachers and counselors in the classroom).

teachers and counsciors in the classicolity.				
Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
What programs for personalized professional development are current	tly at the site?	necaca		you want.
1. Is consultation available from persons with special expertise?				
Such as:				
a. Is health education a regular part of the curriculum?				
b. Counselors?				
c. Psychological/Social Services Staff?				
d. Other? (Specify)				
2. Is there staff social/emotional support?				
C. What types of technology are available to the teachers?				
1. Are there computers in the classroom?				
2. E-mail?				
3. Other? (Specify)			·	
D. What curricular enrichment and adjunct programs do teachers u	se?			
1. Is health education a regular part of the curriculum?				

Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Are there school environment projects, please specify?				
3. Are there special school-wide events such as:				
a. Clubs and similar organized activities?				
b. Publication of a student newspaper?				
c. sales events (candy, t-shirts)?				
d. Poster contests?				
e. Essay contests?				
f. A book fair?				
g. Pep rallies/contests?				
h. Attendance competitions?				
i. Attendance awards/assemblies?				
j. Other? (Specify)				
E. What programs for temporary out of class help are currently at the site?				
1. Is there a family center providing student and family assistance?				
2. Are there designated problem remediation specialists?				
3. Is there a "time" room?				
4. Is there" peer mediation program"?				
5. Other? (Specify)				
G. Are there school-wide approaches for:				
1. Creating and maintaining a caring and supportive climate?				
2. Supporting high standards for positive behavior?				
H. Which of the following can teachers request as special interventions?				
Family problem solving conferences				
2. Exchange of students as an opportunity for improving the match and for a				
fresh start				
3. Referral for specific services				
4. Other (Specify)				
J. Please indicate below any other ways (training/workshops) that are used at efforts to address barriers to student' learning.	the scho	ool to assist	a teacl	ner's

Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families.

Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for establishing a welcoming and supportive community an	e at the	e site?		
1. Are there welcoming materials/a welcoming decor?				
a. Are there welcome signs?				
b. Are welcoming information materials used?				
c. Are materials translated into appropriate languages?				
2. Are there orientation programs?				
a. Are there introductory tours/presentations?				
b. Are new arrivals introduced to special people such as the principal, counselor, nurse and teachers?				
c. Do you have the resources to accommodate different languages?				

Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Is special assistance available to those who need help registering?				
4. Are social support strategies and mechanisms used?				
a. Are peer buddies assigned?				
b. Are peer parents assigned?				
c. Are special invitations used to encourage family involvement?				
d. Are special invitations used to encourage students to join in activities?				
5. Other? (Specify)				
B. Which of the following transition programs are in use for grade-to-grade a	and prog	ram-to-pro	gram	
articulation?			0	
1. Are orientations to the new situation provided?				
2. Is transition counseling provided?				
3. Are students taken on "warm-up" visits?				
5. Is the new setting primed to accommodate the individual with special needs?				
C. Which of the following are used to facilitate transition to post school living	? (Not a	pplicable for	eleme	ntary)
Vocational counseling	Ī			
2. College counseling				
3. A mentoring program				
4. Job training				
5. Job opportunities on campus				
6. Work-study program				
7. Life skills counseling				
8. Other? (Specify)				
D. Which of the following before and after school programs are available?	<u>.</u>	1.		
Subsidized breakfast/lunch program				
2. Recreation program				
3. Sports program				
5. Youth groups such as:				
Drill team				
Interest groups				
Service clubs				
Organized youth programs ("Y," scouts)				
Other (Specify)				
6. Enrichment opportunities (including classes)				
F. Is there on going training for staff of specific services/programs to provide peer buddies, office staff, administrators)?	support	for transiti	on (e.g	,, teachers,
G. Which of the following topics are covered in educating stakeholders?				
Understanding how to create a psychological sense of community				
2. Developing systematic social/emotional supports for students, families and				
staff				
3. Developing motivation, knowledge and skills for successful transitions				
4. The value of and strategies for creating before and after school programs				
H. Please indicate below other things you want the school to do to provide su	pport fo	r transitions	S.	
	-			

Student and Family Assistance Programs and Services

The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner.

orings in other resources, they are linked to existing activity in an integrated manner.			1	1
Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. What activity is there to facilitate and evaluate requests for assistance?				
1. Does the site have a directory that lists services and programs for:				
a Internal services and programs?				
b. External services and programs?				
2. Is information about services, programs, and referral procedures circulated and updated periodically?				
3. Are procedures in place to ensure use of pre-referral interventions?				
4. Do in-service programs focus on teaching the staff ways to prevent unnecessary referrals?				
5. Other? (Specify)				
C. After triage, how are referrals handled?				
Are students/families helped to take the necessary steps to connect with a				I
service or program to which they have been referred?				
D. What types of direct interventions are provided currently?	1	l		<u>l</u>
Which medical services and programs are provided?	1			I
a. Immunizations				
b. First aid and emergency care				
c. Crisis follow-up medical care				
d. Health and safety education and counseling				
e. Screening for vision problems.				
<u> </u>				
f. Screening for hearing problems				
g. Screening for health problems (specify)				
h. Screening for dental problems (specify)				
i. Treatment of some acute problems (specify)				
j. Other (specify)				
2. Which psychological services and programs are provided:				
a. Crisis intervention:				
Individual student/teacher crisis				
School-wide crisis				
b. Crisis follow-up counseling				
c. Crisis hotlines				
d. Conflict mediation				
e. Alcohol and other drug abuse programs				
f. Pregnancy prevention program				
g. Gang prevention program				
h. Dropout prevention program				
i. Physical and sexual abuse prevention				
j. Individual counseling				
k. Group counseling				
1. Family counseling				
m. Mental health education				
n. Home outreach				
o. Consultation with psychological services personnel				

Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Which of the following are provided to meet basis survival needs?				
a. Emergency food				
b. Emergency clothing				
c. emergency housing				
d. transportation support				
e. welfare services				
f. language translation				
g. legal aid				
h. protection from physical abuse				
j. employment assistance				
4. Are services and programs provided to enhance school readiness? (specify):				
5. Which of the following are provided to address attendance problems?				
a. absence follow-up				
b. attendance monitoring				
c. first day calls				
6. Are discipline proceedings carried out regularly?				
E. Which of the following are used to manage cases and resources:	1		_	•
1. Is a student information system used?				
2. Is a system used to track progress of students and their families?				
3. Is a system used to facilitate communication for				
a. case management?				
b. resource and system management?				
4. Are there follow-up systems to determine				
a. referral follow-through?				
b. consumer satisfaction with referrals?				
c. the need for more help?				
F. Which of the following are used to help enhance the quality and quantity of	service	s and progr	ams:	
1. Is a mechanism used to coordinate and integrate services/programs?				
2. Is there outreach to link-up with community services and programs?				
3. Is a mechanism used to redesign current activity as new collaborations are				
developed?				
G. Which of the following topics are covered in educating stakeholders?	1	1	T	
1. Broadening understanding of courses of learning, behavior, and emotional problems				
2. Broadening understanding of ways to ameliorate (prevent, correct) learning,				
behavior, and emotional problems				
3. Developing systematic academic supports for students in need				
4. What classroom teachers and the home can do to minimize the need for special				
interventions 5. Enhancing resource equality, availability, and scope		1	1	-
6. Enhancing the referral system an ensuring effective follow through				
7. Enhancing the case management system in ways that increase service efficacy				
8. Other (specify)		 	1	
o. Oniei (specify)	<u> </u>	1		<u> </u>

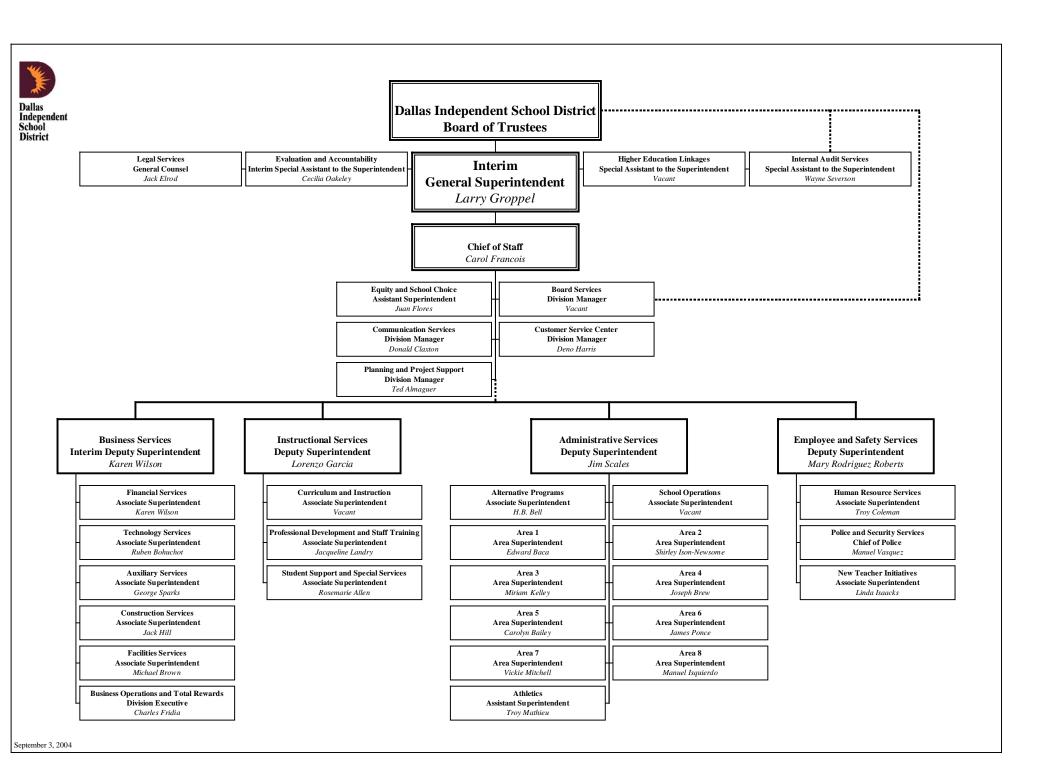
Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth.

		Yes but		If no,
		more of		is this
Please Indicate all that apply.	Yes	this is	No	something
		needed		you want?
A. Which of the following are available to address specific learning and support	t needs	of the adul	ts in th	e home?
1. Does the site offer adult classes focused on				
a. English as a Second Language (ESL)?				
b. citizenship?				
c. basic literacy skills?				
d. GED preparation?				
e. job preparation?				
f. citizen preparation?				
g. other? (specify)				
B. Which of the following are available to help those in the home meet their ba	sic oblig	gations to th	e stud	ent
1. Are education programs offered on:				
a. child rearing/parenting?				
b. creating a supportive home environment for students?				
c. reducing factors that interfere with a student's school learning and				1
performance?				
3. Are guidelines provided for helping a student deal with homework?				
4. Other? (specify)				
C. Which of the following are in use to improve communication about matters	essentia	l to the stu	dent aı	nd family?
1. Are there periodic general announcements and meetings such as:				
a. brochures for parents and incoming students advertising programs and				
activities?				
b. bulletins/newsletters?				
c. back to school night/open house?				
d. parent teacher conference				
2. Is there a system to inform the home on a regular basis?				1
a. about general school matters?				
b. about opportunities for home involvement?				
3. To enhance home involvement in the student's program and progress, are				
interactive communications used, such as:				
a. sending notes home regularly?				
b. a computerized phone line?				
c. frequent in-person conferences with the family?				
D. Which of the following are used to enhance the home/school connection and	sense o	f communit	v?	<u> </u>
1. Does the school regularly showcase students to the community through:				
a. students performances?				†
b. award ceremonies?				
c. other? (specify)				
2. Does the school offer the community:				
a. cultural and sport events?				
-	-			-
b. topical workshops and discussion groups?	I			

Please indicate all items that apply.	Yes	Yes but more of this is needed	No	If no, is this something you want?
c. health fairs				
d. family preservation fairs				
e. work fairs				
f. newsletters				
g. community bulletin boards				
h. community festivals and celebrations				
i. other (specify)				
3. Is there outreach too hard to involve families such as:				
a. making home visits?				
b. offering support networks?				
4. Other? (specify)				
E. Which of the following are used to enhance family participation in decision	making	essential to	the st	udent?
1. Families are informed about schooling choices through:				
a. letters				
b. phone calls				
c. conferences				
d. other (specify)				
2. Families are taught skills to participate effectively in decision-making				
3. Staff is specially trained to facilitate family participation in decision making				
meetings.				
4. Other (specify)				
F. Which of the following are used to enhance home support of student's learn	ing and	developme	nt?	I.
1. Are families instructed on how to provide opportunities for students to apply				
what they are learning?				
2. Are families instructed on how to use enrichment opportunities to enhance				
youngsters' social, personal, academic skills, and higher order functioning?				
3. Other? (specify)				
G. Is good problem solving modeled at conferences with the family?				
H. For which of the following are those in the home recruited and trained to ho	elp meet	t school/com	munit	y needs?
1. Improvising schooling for students by assisting:				
a. administrative/clerical duties				
b. teachers				
c. other staff				
d. with lessons or tutoring				
e. on class trip				
f. with homework help lines				
2. Improving school operations by assisting with				
a. school and community up-keep and beautification				
b. improving school-community relations				
c. fund raising				
d. PTA				
e. enhancing public support by increasing political awareness about the				
contribution and needs of the school				
f. school governance				
g. advocacy for school needs				
h. advisory councils				
i. program planning				

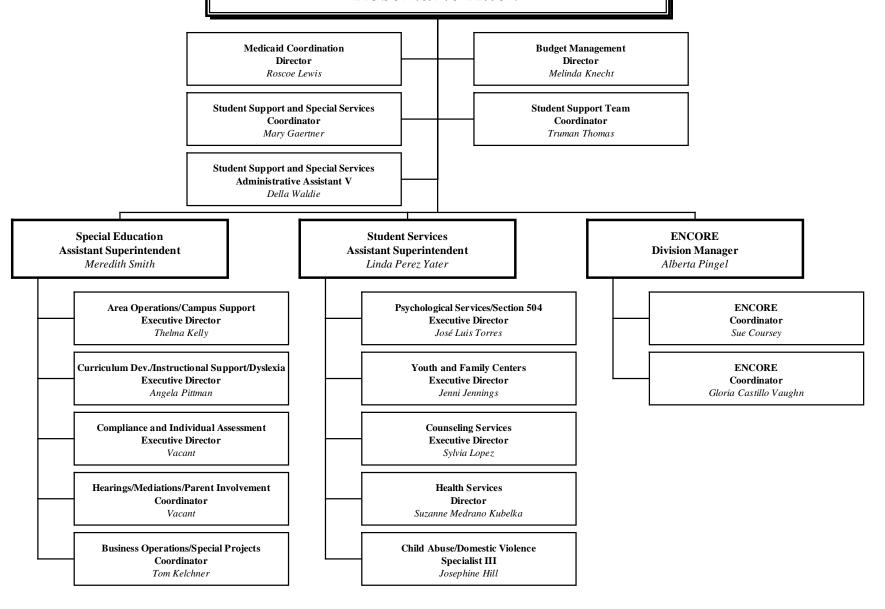
Please indicate all items that apply	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. What programs are used to meet the educational needs of personnel related	to this p	rogrammat	tic area	a?
1. Is ther ongoing training for team members concerned with the are of Home				
Involvement in schooling?			<u></u>	
J. Which of the following topics are covered in educating stakeholders?				
1. Designing an inclusionary "Parent Center"				
2. Overcoming barriers to home involvement				
3. Developing group-led mutual support groups				
4. Available curriculum for parent education				
5. Teaching parents to be mentors and leaders at the school				
6. Other (specify)				
K. Please indicate below other things you want the school to do to enhance hom	ne invol	vement in s	choolir	1g.





Student Support and Special Services Associate Superintendent

Rosemarie Allen



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KEY SUCCESS MEASURE	BASE YEAR	PER	FORMANCE TARG	ETS
		2003-04	2004-05	2005-06
TUDENTS/CUSTOMERS				
Interventions/services provided to referred/identified students are effective and result in improved grades, increased attendance rates, decreased discipline referrals, and increased achievement on benchmark assessments as measured by student performance.	N/A	Base	Base + 2%	Base + 3%
District students completing the recommended high school program increase in number.	N/A	Base	Base + 2%	Base + 5%
District graduates enroll in higher education.	N/A	Base	Base + 5%	Base + 10%
Campuses meeting special education compliance requirements (federal child count; evaluation timelines; admission, review, and dismissal [ARD] timelines; and Encore [formerly SETS] system measures).	N/A	Base	Base + 5%	Base + 10%
TAKS (Texas Assessment of Knowledge and Skills) participation rates for students with disabilities.	N/A	Meet or exceed state average annually	Meet or exceed state average annually	Meet or exceed state average annually
TAKS passing rates for special education students.	N/A	Meet or exceed state average annually	Meet or exceed state average annually	Meet or exceed state average annually
Graduation rates for students with disabilities.	N/A	Base	Base + 2%	Base + 3%
Dyslexic students identified and served.	N/A	Base	Base + 5%	Base + 10%
Post secondary scholarship recipients.	N/A	Base	Base + 2%	Base + 4%
Student participation in PSAT (Preliminary Scholastic Assessment Test), SAT (Scholastic Assessment Test), and ACT (American College Test).	N/A	Base	Base + 2%	Base + 4%
EMPLOYEES				
Staff trained in child abuse prevention/domestic violence prevention.	N/A	Base	Base + 4%	Base + 8%
Psychological Services Department personnel demonstrating <i>proficient skill levels</i> specified in program standards.	75%	85%	90%	95%
Counselors fluent in Limited English Proficient (LEP) students' language.	35 people in February 2004	40 people	55 people	75 people

KEY SUCCESS MEASURE	BASE YEAR	PERFORMANCE TARGETS		
		2003-04	2004-05	2005-06
SYSTEMS				
Children's Health Insurance Program (CHIP) and children's Medicaid enrollment rates for district students and their families.	28%	35%	38%	40%
Student immunization compliance.	98%	98.5%	99%	99%
Special Education Least Restrictive Environment (LRE) ratio.	N/A	Meet or exceed state average annually	Meet or exceed state average annually	Meet or exceed state average annually
District campuses meeting Average Yearly Progress (AYP) standards for students with disabilities.	N/A	Base	Base - 5%	Base - 10%
Campus health service, counseling service, and Student Support Team (SST) programs meeting proficiency standards rises.	TBD	50%	60%	70%
Customer satisfaction with Encore (formerly SETS) tracking system.	N/A	Base	Base + 5%	Base + 10%
FINANCE				
Revenue generated by Medicaid School-based Health Services Project (SHARS) and Medicaid Administrative Claiming program (MAC) claims.	N/A	Base	Base + 3%	Base + 6%
Medicaid revenue for services performed/billed by the Youth and Family Centers.	N/A	Base	Base + 3%	Base + 6%