

# Outcomes, Impact, and Satisfaction Report • FY19

Heartspring Residential  
and Day School



Heartspring



# Heartspring

**H**eartspring's school program is truly a unique educational setting. It encompasses all areas of a student's life including education, residential living, psychological and medical care, and therapies such as speech-language pathology and occupational therapy.

Heartspring is a not-for-profit residential and day school serving children ages five through 21 from across the country. Heartspring serves students impacted by developmental disabilities such as Autism Spectrum Disorder, speech and language impairments, vision or hearing impairments, and multiple disabilities. Most of our students have challenging behavior that interferes with their academic progress at school, home, and in the community.

The primary focus of the Heartspring School is to teach students to become as

independent as possible. We design each student's educational program based on his or her strengths, challenges, and needs. School programs and services are delivered through an integrated team approach in the classroom and residential settings and are supported by our Applied Behavior Analysis (ABA) department, therapy, and medical staff. Each student's program is highly individualized and based on an Individualized Education Program (IEP) developed for the student with active participation of the parents, the sending school district, and any other agency or organization involved in the care and treatment of the child.

This evaluation report provides an overview of the impact of programs and services provided by the Heartspring School during fiscal year 2019 (July 1, 2018 – June 30, 2019).

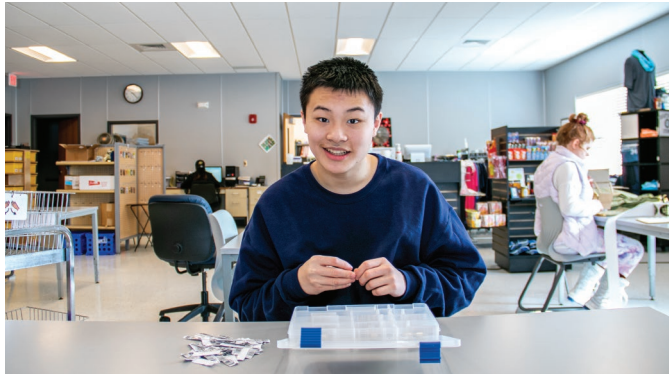
---

**“[My son] has made HUGE progress in the year that he has been residential at Heartspring. We can't wait to see the gains he makes this year!”**

**- Parent**



**FY19**  
Growth



Thanks to our wonderful community of donors and supporters, a dream became a reality. Our **Competitive Integrated Employment (CIE) and Music/Art building** opened. Marking the end of our Expanding Possibilities campaign, this building helps our students acquire and develop job skills for life after graduation while making space for creative expression through the arts.

**50%**

increase in our  
student population  
since FY15

**FY19**  
By the  
Numbers

**93**  
Students Served



**80 Residential**

**13 Day Only**

**13** States Represented  
+ 1 Foreign Country

“Heartspring has made all the difference in our daughter’s life and, in turn, our family’s lives. Living and learning there has literally saved her.”

- Parent

# Academic Outcomes

Students' academic achievements were evaluated from the 2015-2016 school year through the 2018-2019 school year. Academic measurable outcomes include: 1) adequate progress on or mastery maintenance of English language arts and math IEP goals; and 2) skills in pre-academics, reading, and math/numerical reasoning on academic assessments.

## English Language Arts IEP Goals

**82%**

of students demonstrated gains in FY19

88% FY16-19 average

## Math IEP Goals

**86%**

of students demonstrated gains in FY19

86% FY16-19 average

## Reading Skills

**88%**

of students demonstrated gains in FY19

88% FY17-19 average

## Math/Numerical Reasoning Skills

**50%**

of students demonstrated gains in FY19

62% FY17-19 average

## Pre-Academic Skills

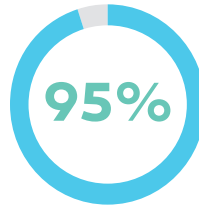
**94%**

of students demonstrated gains in FY19

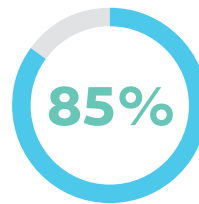
92% FY17-19 average

# Health

The health and wellness of Heartspring School students is an important part of their overall success. The data below summarize some of the key health outcomes of students.



of students **decreased or maintained** the number of prescribed psychotropic medications at **one year following enrollment by an overall average reduction of 44%** in medications



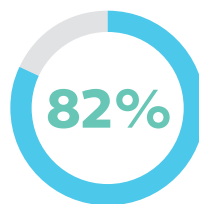
of students **improved** their Body Mass Index (BMI) category/percentile from enrollment to exit

## Parents/Guardians Satisfaction Survey and General Health Results

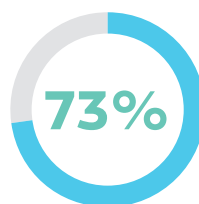
Beginning in FY19, parents/guardians were surveyed about their level of satisfaction with their child's current general health status in the areas below. In an effort to improve students' overall health this school year, the Heartspring School launched a new **fresh and healthy school cafeteria foods** initiative, and is currently building an **adaptive, sensory-friendly school playground** for students.



**agreed/strongly agreed their child's level of sleep is adequate**



**agreed/strongly agreed their child is now eating a wider variety of foods**



**agreed/strongly agreed their child's level of physical activity is adequate**



# Lending a helping hand: Sydney's first volunteer job

Through Heartspring's Competitive Integrated Employment program, Sydney discovered a joy in helping others.



## “Happiness and joy.”

Those are the words Sydney, one of our residential students, wrote under the “What are your expectations from this volunteer experience?” section on her application to volunteer at the Ronald McDonald House through Heartspring’s Competitive Integrated Employment (CIE) program.

The day of her interview, Sydney was prepared and ready to impress. With the help of her staff, she picked out a beautiful flowy dress for her interview outfit, and she placed her application in a folder, which she confidently held in her hands.

This was Sydney’s first real interview, and she was eager to begin working and helping families in need.

When Heartspring Employment Training Coordinator Jeff Jones heard about this new volunteer opportunity, he immediately thought of Sydney, as she has shown a passion for working in the community through Caffeine Connection, Heartspring’s student-run coffee cart.

The CIE program began as a promise of independence after graduation. Founded in 2015 by Curriculum Development Coordinator June Henkelman, the program is designed to prepare students for jobs after transitioning out of Heartspring.

“The goal is to help employ adults with disabilities in a

competitive environment integrated with non-disabled peers,” states June. “We want them to have the same benefits and opportunities in their future as those of us who come to work every day.”

With this goal in mind, Jeff is committed to building partnerships with community businesses and organizations to help students develop social and vocational skills through internship opportunities. For years, Heartspring’s CIE program and Wichita’s Ronald McDonald House have collaborated on the “Pop Tab Pandemonium” Project, letting students collect and deliver can tabs for the organization. This partnership ultimately led to Sydney’s new volunteer opportunity.

Sydney passed her interview with flying colors, and she came back to campus with a big smile on her face.

“Sydney immediately impressed the Ronald McDonald House staff,” Jeff said. “She is ready to start working and helping families there.”

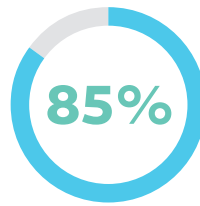
Today, in her new role as a housewarmer, Sydney assists with house duties to help families from out-of-town have a safe and comfortable stay while their children receive medical services.

Beyond transition readiness, this experience helps Sydney grow in empathy, connection, and understanding of others’ life difficulties – and discovering joy in helping those in need.



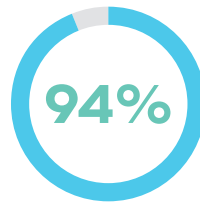
# Behavior Outcomes

Most Heartspring School students have challenging behavior that interferes with their academic progress at school, home, and in the community. Data is taken around the clock and analyzed by Heartspring's ABA Department in order to monitor the effectiveness of each student's individual behavioral programming. Not only is this data able to monitor an individual student's progress, but it also monitors the student population overall. This page summarizes the behavior outcomes of Heartspring School students during the 2015-2016 school year through the 2018-2019 school year.



**of students showed a decrease in aggressive behavior**

80% FY16-19 average



**of students showed a decrease in self-injurious behavior**

84% FY16-19 average



**of students showed a decrease in maladaptive toileting behavior**

78% FY16-19 average

## Social-Emotional Development

Through a specialized curriculum developed by Heartspring School staff, students also learn important social-emotional skills and behaviors.



**of students demonstrated social-emotional behavior and skills gains during the 2018-19 school year.**

66% FY18 and FY19 average

## Average reduction in targeted behaviors

**67%** ↓

**in aggressive behavior**

62% FY16-19 average

**53%** ↓

**in self-injurious behavior**

60% FY16-19 average

**54%** ↓

**in maladaptive toileting behavior**

50% FY16-19 average

“Thanks for all you do for our student! We always know he is in safe hands and appreciate the proactive approaches used at Heartspring.”

- School Partner

“I’m very impressed with the behavior management techniques employed at Heartspring and also the non-reactions shown by the staff. They take it in stride and do not get upset.”

- Parent



# A Parent's Testimony of Hope: Paul's Story

**Before finding Heartspring, Paul struggled finding his place in the world.**

But since then, he's discovering more and more joy in his life every day.

"The progress he's made is miraculous. Before Heartspring, he never took his protective equipment off. He would become aggressive. To see your child become so aggressive towards others and himself was heartbreaking."

According to Paul's parents, Paul's life turned around once he stepped on Heartspring's campus.

He grew and learned to regulate and manage his behaviors.

He blossomed.

"We have seen Paul thrive at Heartspring. When we last visited our son, we were so happy with his transformation from being attached to his protective

equipment to not needing it at all. It's a huge step for him!"

Paul's parents attribute his success to the hard work of his staff who accompany him in his learning journey every step of the way.

"What we love the most about Heartspring is how the staff and personnel are devoted to making these kids' lives reach their utmost potential. His behaviors have gone down; his independence has gone up."

And the most rewarding part of witnessing Paul's growing success is knowing he's on his way to a happy, independent life.

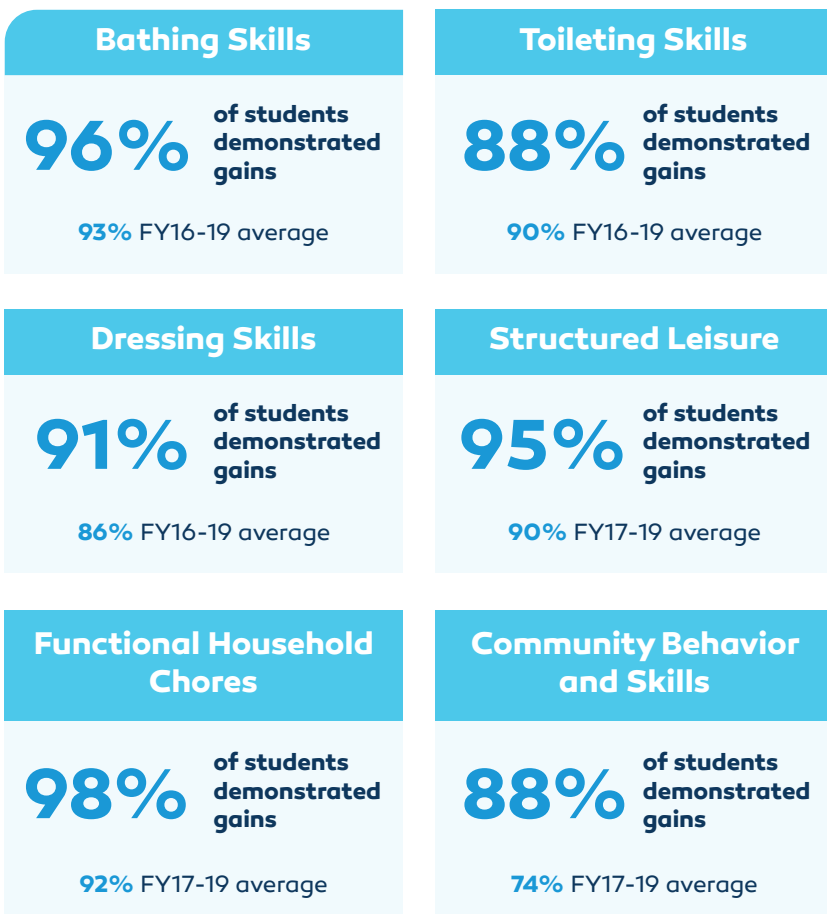
Before, their days were consumed by worry and fear.

Now, their hearts are filled with promising hope for Paul's future.

"Seeing our son happy and smiling makes our lives so much easier. We know he's in good hands."

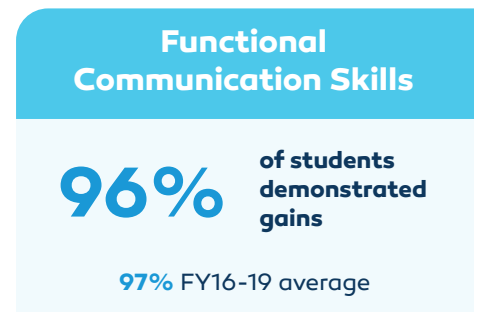
# Occupational Therapy and Instrumental Activities of Daily Living Skills

Many Heartspring School students receive occupational therapy in order to increase their functional independence on important daily living skills. The outcomes below summarize the gains students made during the past school year in their bathing, toileting, and dressing skills. In addition, students' progress on their instrumental activities of daily living skills, including structured leisure, functional household chores, and community behavior and skills, was measured in their group home setting.



## Speech-Language Therapy

At Heartspring, increasing communication skills is a vital part of each student's program.

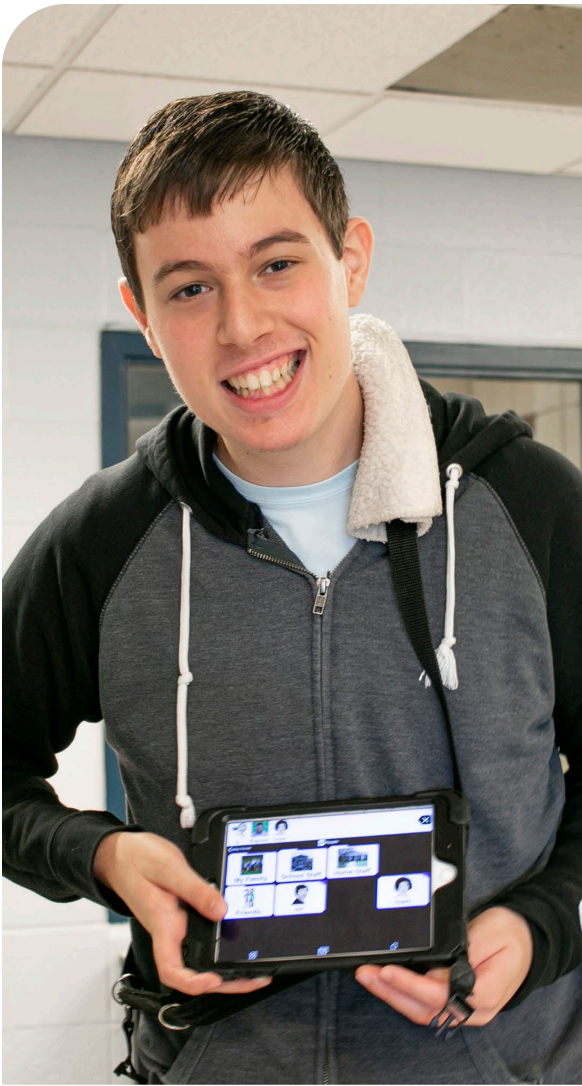


Augmentative and Alternative Communication (AAC) devices are used with students who have limited communication to help them learn and participate in their educational program and in their community.

“[My son] cooks, goes shopping, does his laundry, cleans his room himself: all the life skills that will help him in the future. He’s learning and getting confident in skills that will help him thrive in his adult life.”

- Parent





# Services Satisfaction Outcomes

In addition to assessing students' outcomes, parents/guardians and special education and school partners were asked to report on their level of satisfaction with Heartspring School services and therapies at key points in time, including:

- At the end of the admission process
- Ongoing annually during a student's enrollment
- At the time of their student's transition/re-integration

## At Admission

Parents/guardians and special education and school partners were asked to report on their level of satisfaction with services provided during the Heartspring School admission process. There was a 65% response rate among parents/guardians surveyed, and a 43% response rate among special education and school partners.

100%

of **parents/guardians** reported satisfaction with communication, information, the campus tour, and the enrollment day during the admission process

100%

of **school and special education partners** reported satisfaction with communication, information, the campus tour, and post-enrollment day information during the admission process

**“We were able to see the campus ‘in action.’ I didn’t feel like we were given a tour to highlight the best part of Heartspring. We were able to see programs in progress.”**

**- School Partner**

**“The admissions team took my feelings into account when dealing with me. I appreciate that as a parent.”**

**- Parent**

**“It was a very organized process and enrollment day was bearable because of the helpfulness of the staff.”**

**- Parent**

# Annual Satisfaction Survey Results Summary



of parents/guardians agreed/strongly agreed they were satisfied with the Heartspring School in FY19

85% FY16-19 average



of school partners agreed/strongly agreed they were satisfied with the Heartspring School in FY19

85% FY16-19 average

## Parents/Guardians Annual Survey

There was a 23% response rate among parents/guardians surveyed. Below is a summary of the level of satisfaction reported by parent/guardian survey respondents for each key Heartspring School service or therapy area.

### Classroom Academics



### Classroom Safety



### Technology



### Behavioral Therapy



### Speech-Language Therapy



### Occupational Therapy



### Medical Services



### Residential Services



## School Partners Annual Survey

There was a 12% response rate among special education and school partners surveyed. Below is a summary of the level of satisfaction reported by survey respondents for each key Heartspring School service or therapy area.

### Classroom Academics



### Classroom Safety



### Technology



### Behavioral Therapy



### Speech-Language Therapy



### Occupational Therapy



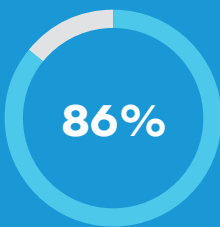
“We love Heartspring and can’t thank you all enough for everything you have done/are doing for our son! The positive changes in him have been dramatic, and we have a functioning family life at home again.”

● % Agree/Strongly Agree   
 ● % Neither Agree or Disagree   
 ● % Disagree/Strongly Disagree

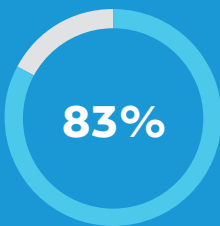
- Parent



## At Transition/Re-integration



of **parents/guardians** reported satisfaction with academics and employment, home management, behavior management, functional communication, and information sharing and communication during the transition/re-integration process



of **school partners** reported satisfaction with academics and employment planning communication and coordination during the transition/re-integration process



of **adult placement providers** reported satisfaction with the transition communication and coordination process

“This is our first encounter with Heartspring, and we are very happy with what we have seen.”

- *School Partner*

“I am so grateful and thankful for Heartspring. I think the care and service is wonderful.”

- *Parent*

“Thank you for the individual care, concern, and communication that you provide.”

- *School Partner*

“We are very pleased with our child’s progress and look forward to their continued growth during their stay.”

- *Parent*



**“Heartspring has been a godsend to our family. Our son spent some very important, formative years there as a teen - in a safe, controlled, and loving environment. I truly believe he would not have made anywhere near his level of progress at home, or in any other lesser-quality program. Heartspring enabled our son to develop into his best self as a young adult - and we are grateful beyond words.”**

**- Parent**

**8700 E. 29th St. N.  
Wichita, KS 67226  
316-634-8700  
Heartspring.org  
admissions@heartspring.org**