

## DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS

### *2015 State Performance Goals and APR Summary Report*

Record the district's recent data from the **2012-13 Annual Report** for each indicator and provide a narrative of the action the district will take to meet the state target. If the district has noncompliance in any of the SPP/APR areas, the LEA Narrative must reference the noncompliance and address the corrective actions in the narrative.

#### **I. Improve Post-School Outcomes for Students with Disabilities (SWD)**

**(SPP/APR Indicator #1)** A description of how the LEA will increase the percentage of SWD who earn a regular high school diploma. (Performance Indicator)

State Target 2012-2013-35.7%    2012-13 District data: 42.9%    Met Target:    Yes XX    No \_\_\_

**LEA Narrative Description:** The percentage of students with disabilities graduating with a regular education diploma is a huge area of concern for us. We have significantly increased our LRE percentages at all schools and make sure all students are included in the general education classes with inclusion support so when they reach the high school they have had meaningful instruction and can be successful in the challenging curriculum. Our district will continue to conduct walkthroughs of our inclusion classes using survey monkey and provide feedback to teachers as to what we have observed. At the middle school and high school level, instructional focus has been embedded in the school day and students receive additional support daily on skills and lessons which need remediation. We continue to employ a CTI instructor to support employment opportunities and have contracted with VR for a half time person to work in our district for the year.

**(SPP/APR Indicator #2)** A description of how the LEA will decrease the percentage of SWD who dropout. (Performance Indicator)

State Target 2012-2013 - 5.2%    2012-13 District data: 5.9%    Met Target:    Yes \_\_\_    No XX

**LEA Narrative Description:** The high school has gone back to a 4 X 4 block, so students have fewer classes to focus on at one time and have also implemented an advisory program and have increased our study skills offering to special education students. We continue to offer credit recovery during the summer. We split the MI/MOID class into two classes at the MS and HS level each with a teacher to provide more services to our most severe students. Many of them are staying in school, but we want them included more in the regular education CTAE classes to gain skills for pre-employment or sheltered work. We continue to employ a large number of special education teachers at the high school as to provide for inclusion and also to provide a variety of study skills classes to work on identified areas of need per student. Our high school received the labor department grant and is building a College and Career Center.

**(SPP/APR Indicator # 13)** A description of how the LEA will increase the percentage of SWD who are transition-aged students who have coordinated and measurable IEP goals that will lead to attainment of post-secondary goals. (Compliance Indicator)

State Target 2012-2013 - 100%    2012-13 District data: 100%    Met Target:    Yes XX    No \_\_\_

**LEA Narrative Description:** The district continues to have a CTI instructor for the high school. He or she will coordinate services with other agencies such as vocational rehabilitation, and area businesses. He or she will meet monthly with special education teachers at the high school to discuss the goals and objectives and progress toward meeting the IEP objectives and transitional goals of the students in which he/she will serve. If students are behind or are not being successful the two people will brainstorm ideas and try and come up with strategies to help the students. All of our high school special education teachers and 8<sup>th</sup> grade special education teachers have been through transition training. We work closely with vocational rehab to make sure students are placed into appropriate work sites.

**(SPP/APR Indicator #14)** A description of how the LEA will increase the percentage of SWD who transition to higher education or in some other postsecondary education or training program, or competitively employed or in some other employment within one year of leaving high school. (Performance Indicator)

<b>14a: State Target 2012-2013 - 28%</b>	<b>2012-13 District data: <u>11.1 %</u></b>	Met Target: Yes ___ No <b>XX</b>
<b>14b: State Target 2012-2013 - 53.5%</b>	<b>2012-13 District data: <u>66.7%</u></b>	Met Target: Yes <b>XX</b> No ___
<b>14c: State Target 2012-2013 - 80%</b>	<b>2012-13 District data: <u>81.5%</u></b>	Met Target: Yes <b>XX</b> No ___

**LEA Narrative Description:** LEA Narrative Description: According to the data collected by the local system for FY 14 and reported to the state, out of the 13 students we tracked at the end of last year, 12 out of the 13 are either working or had transitioned to post-secondary education. We will continue to employ our CTI Teacher who continues to track students and hopefully find jobs for students before they leave school us in spring. The Building Resourceful Individuals to Develop Georgia Economy Training Law (BRIDGE Law) was signed in May 2010. It mandates that all students in middle and high school receive counseling and advisement that assists them to choose a career area, create an Individual Graduation Plan (IGP), and graduate from high school prepared to go to college or enter the workforce. This requires students to further think about their choices and the jobs that will be available upon completion of high school.

## II. Improve Services for Young Children (Ages 3-5) With Disabilities

**(SPP/APR Indicator #6)** A description of the how the LEA will increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.

<b>6a: State Target 2012-2013 – 47% for majority of the day</b>	<b>2012-13 District data: <u>73.3%</u></b>	Met Target Yes <b>XX</b> No ___
<b>6a: State Target 2012-2013 – 21% that attend separate class, school or residential facility</b>	<b>2012-13 District data: <u>6.7%</u></b>	Met Target: Yes <b>XX</b> No ___

**LEA Narrative Description:** Our district funds an additional special education teacher while Georgia pre-k funded the general education teacher for our pre-k children with disabilities. In addition, we also employ a preschool teacher who works with our Head Start children and children not yet in school, who come in and are served at the school based setting or in daycares. Our system has also chosen to fund transportation to pick up any of these students and bring them to the school site for services.

**(SPP/APR Indicator #7)** A description of the how the LEA will increase the percentage of young children who show improved outcomes to include positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors. (Performance Indicator)

<b>Outcome 1:</b>		
Summary 1: State Target 2012-2013 - 74%	2012-13 District data: <u>70.0 %</u>	Met Target Yes ___ No <b>XX</b>
Summary 2: State Target 2012-2013 - 63%	2012-13 District data: <u>53.2 %</u>	Met Target Yes ___ No <b>XX</b>
<b>Outcome 2:</b>		
Summary 1: State Target 2012-2013 - 70%	2012-13 District data: <u>78.6 %</u>	Met Target Yes <b>XX</b> No ___
Summary 2: State Target 2012-2013 - 31%	2012-13 District data: <u>31.2 %</u>	Met Target Yes <b>XX</b> No ___
<b>Outcome 3:</b>		
Summary 1: State Target 2012-2013 - 77%	2012-13 District data: <u>70.0 %</u>	Met Target Yes ___ No <b>XX</b>
Summary 2: State Target 2012-2013 - 72%	2012-13 District data: <u>50.0 %</u>	Met Target Yes ___ No <b>XX</b>

**LEA Narrative Description:** A committee was formed to look at how we are rating the postsecondary outcomes and how we can be less subjective in our rating, versus having concrete data to back up progress. We purchased the DAYC and the pre-school language scale to be used with students as they enter with us as a three year old and then at certain intervals so we can track progress on the pre-school outcomes with consistent data and the same measurements.

**(SPP/APR Indicator # 12)** A description of the how the LEA will increase the percentage of young children referred by Part C, who are found eligible for Part B, and who have an IEP developed and implemented by the third birthdays. (Compliance Indicator)

State Target 2012-2013- 100%	2012-13 District data: <u>100 %</u> Met Target Yes <u>XX</u> No ___
LEA Narrative Description: In 2013, according to our data and records, we had two students transition and both of those were completed and services were in place before the child turned 3 years of age. We receive our monthly reports from BCW and a spreadsheet is created at the district level and sent to the preschool special ed teacher and the due process facilitator at the primary school. Meetings are scheduled 90 days in advance of the students 3 <sup>rd</sup> birthday with BCW and permission is obtained at time of meeting.	

### III. Improve the Provision of FAPE to Students with Disabilities

**(SPP/APR Indicator #3)** A description of the how the LEA will increase the percentage of SWD who participate in and proficient on statewide assessments. (Performance Indicator)

3a: State Target 2012-2013 - Districts meeting AMO Reading target – 45.5%	District meets AMO ___ Yes <u>XX</u> No ___
Districts meeting AMO Math target – 29.5%	District meets AMO ___ Yes <u>XX</u> No ___
3b: State Target 2012-2013 - Participation: Reading (Grades 3-11) – 98.9%	2012-13 District data: <u>99.6 %</u>
Math (Grades 3-11) – 98.9%	2012-13: District data <u>99.7 %</u>
3c: State Target 2012-2013– Proficiency: Reading (Grades 3-8) – 79.5%	2012-13: District data <u>95.9 %</u>
Math (Grades 3- 8) – 69.8%	2012-13: District data <u>72.3 %</u>
Proficiency: American Literature (EOCT) – 62.7%	2012-13: District data <u>75.0 %</u>
Mathematics II (EOCT) – 37.7%	2012-13 District data: <u>54.8 %</u>
LEA Narrative Description: The district will continue classroom observations by district and school administration at each school this year. Teachers met this summer to work on curriculum mapping and pacing guides. They looked at last year’s data and placed an emphasis on needed supports for special education students. Our district continues to increase the rigor with our promotion and retention policy for all students. We continue to notice a significant gap between SWD at the MS between science and social studies CRCT scores between SWD and Non SWD. Other focuses for the year include the continued implementation of PBIS. SWD at the Middle school will receive a double dose of math or reading, based on needs, and will receive this help through their connections class. Special education continues to support credit recovery at the high school level and contracts with a retired special education teacher at times to give one on one support to students who need to recover classes. The focus for the school district will be on Math as well as the gap in Sci and SS at the middle school level.	

**(SPP/APR Indicator #4a and 4b)** A description of how the LEA will decrease the risk for SWD who are suspended and expelled greater than 10 days in a school year. (4a= Performance Indicator; 4b= Compliance Indicator)

*Note: The State’s data reflect the percent of districts that meet the threshold for this indicator. You should report your district’s risk for these areas.*

4a: State Target 2012-2013 – 9.5%	Met Target: Yes <u>XX</u> No ___
4b: State Target 2012-2013 - 0%	Met Target: Yes <u>XX</u> No ___
LEA Narrative Description: LEA Narrative Description: Our district is in our fourth year of Positive Behavior Interventions and supports (PBIS). We met expectation in this area and will continue to work with our Dean of Students at each school or the Assistant Principals to notify them of all special education students. The director of special program will monitor discipline every two months by printing out discipline from our student information system. The director trained all staff on the process for notification and compensatory services should the student get close to the 10 day suspension. Our middle school sent a team and worked with our GLRS on a school improvement plan that deals with positive supports titled, “Building Behavioral expertise in your school”. Laura Riffle conducted the training and data will support changes in how schools handle interventions and BIP’s for all students, not just SWD. Our district will continue to implement the ABE program at the primary, elementary and middle school and will expand our use of the program to include not only the student component, but its use of BIP and FBA development.	

**(SPP/APR Indicator #5)** A description of how the LEA will increase the percentage of SWD served inside the regular class 80% or more of the day. (Performance Indicator)

*Note: Developing an inclusive plan that results in an increase in the number of students served inside the regular class will positively affect the other areas.*

<b>5a: State Target 2012-2013 - 67% for &gt;80% of the day</b>	<b>2012-13 District data: <u>81.6 %</u> Met Target Yes <u>XX</u> No ___</b>
<b>5b: State Target 2012-2013 - 13% for &lt; 40% of the day</b>	<b>2012-13 District data: <u>11.5 %</u> Met Target Yes <u>XX</u> No ___</b>
<b>5c: State Target 2012-2013 - 0.8% for separate schools/settings</b>	<b>2012-13 District data: <u>3.2 %</u> Met Target Yes ___ No <u>XX</u></b>

**LEA Narrative Description:** We have significantly increased our LRE percentages at all schools over the last three years. Our district will focus on maintenance at the 80% level for students served in the general education environment for this coming school year. We had an unusual amount of special education students very sick this year with most being placed on homebound for extended periods of time. We will continue to check attendance and follow procedures for hospital homebound services.

**(SPP/APR Indicator #8)** A description of the how the LEA will increase the percentage of parents receiving special education services who report that schools encouraged parent involvement to improve results for SWD. (Performance Indicator)

<b>State Target 2012-2013 - 44%</b>	<b>2012-13 District data: <u>42.0 %</u></b>	<b>(parent survey) Met Target Yes ___ No <u>XX</u></b>
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**LEA Narrative Description:** The district had a parent mentor for the 2012-2014 school year sand she worked closely with parents on understanding the IEP, testing process and all information and services related to having a student with a disability. The district piloted the ASPIRE program through our GLRS and use of student-led IEP's as a way for more parent and student involvement and we will expand and continue this process for the 2014-2015 school year. We work with parent to parent and plan to sponsor two meetings in our district this school year to help educate parents more on the IEP process and on topics that are important to them. Our survey data is reviewed with teachers during the first month of school and the special education department sets at least one or two target goals for the district.

**(SPP/APR Indicators #9 & #10)** A description of the how the LEA will decrease the disproportionate representation of SWD due to inappropriate policies, procedures and practices. (Compliance Indicator)

<b>9: State Target 2012-2013 - Disproportionality in Special Education - 0%</b>	<b>Met Target Yes <u>XX</u> No ___</b>
<b>10: State Target 2012-2013 - Disproportionality for Eligibility - 0%</b>	<b>Met Target Yes <u>XX</u> No ___</b>

**LEA Narrative Description:** Although we were not disproportionate for the 2012-2013 school year, we were identified in the 2013-2014 school year as disproportionate in the number of Black MI/MO students in our district. An analysis of our data also identified us at risk for the number of white students identified as autistic We continue to work closely with our school psychologist and use of the state guidelines for identification. We continue to review our procedures and practices and our RTI process to make sure students are getting researched based interventions prior to a referral to special education.

**(APR Indicator #11)** A description of the how the LEA will increase the percentage of students with parental consent to evaluate, who are within 60 days. (Compliance Indicator)

<b>State Target 2012-2013 - 100%</b>	<b>2012-13 District data: <u>100%</u></b>	<b>Met Target Yes <u>XX</u> No ___</b>
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**LEA Narrative Description:** The Putnam County School System will continue to closely monitor timelines and follow procedures for getting parent signatures on consents to evaluate and make sure psychologist, special education director and teachers work closely to make sure all initial evaluations are completed in the 60 day timeframe.

#### **IV. Improve Compliance with State and Federal Regulations**

**(SPP/APR Indicator #20)** A description of how the LEA will submit all reports in a timely manner. (Compliance Indicator)

**State Target 2012-2013 – 100%**      **2012-13 District data: 100%** Met Target Yes **XX** No \_\_\_

Submission of FTE-2, Student Record, Discipline, Timelines, Post-Secondary, CLIP, Disproportionality, and Budget.

**LEA Narrative Description: The district met in the reporting in a timely manner performance objective. We will continue to work with our system level student record/FTE coordinator to complete all task in a timely manner and will use the special education Friday email blast and the DOE calendar posted on the bulletin board in the office of the Director of Special Programs as a guide to when events are due for the 2014-2015 school year.**