

School Expectations Report
Alexandria City Public Schools – Division Data
June 2012

Indicator Area	Target	January 2012	June 2012	Current Status
Special Education Knowledge Percentage of Special Education Administrator Meetings attended.	100%	60%	53%	Some Evidence
Student Achievement Average score on items 5-7 on Part I of the Inclusive Classroom Observation Checklist.	Average score of 5-6 on checklist	72%	72%	Some Evidence
Student Achievement Percentage of positively stated, consistent school-wide rules as measured by a random sample.	90-100%	62%	64%	Little/No Evidence
Student Achievement Average score on the indicator of assignments and lessons aligned with the general education curriculum and delivered to all students.	Average score of 2 on #5 of checklist	96%	100%	Strong Evidence
Student Achievement The discrepancy in reading and math VSAP scores in subgroups of “All Students” and “Students with Disabilities”.	Reading: 91% Math: 89%	Reading: ALL: 83% SWD: 51% Math: ALL: 79% SWD: 50%	Data not available	Data not available
Student Achievement Percentage of students with disabilities receiving special education services in the general education setting for 80% or more of the instructional day.	70%	69%	69%	Little/No Evidence
Student Scheduling Number of core classes that are comprised of 30% or less of students with disabilities.	40%	96%	85%	Some Evidence
Professional Learning Percentage of staff that attended Characteristics of Disabilities.	100%	85%	85%	Some Evidence
Professional Learning Average score on Part I of the Inclusive Classroom Observation Checklist.	Avg. Score of 11-14 checklist	65%	64%	Little/No Evidence
Communication Percentage of general education teachers that received the IEP At A Glance for all students in their classroom as measured by random sample.	100%	65%	81%	Some Evidence
Culture and Accountability Number of ways provided to celebrate students with diverse learning or behavioral needs.	5	4	6	Strong Evidence
Co-Teaching Average score on Part II of the Inclusive Observation Checklist.	Avg. Score of 10-12 on checklist	56%	69%	Little/No Evidence
Transitional IEPs Percentage of matriculation information-sharing meetings that were held and the discussion guidelines were met.	100%	<i>Not Applicable</i>	84%	Some Evidence

Special Education School Expectations Rubric

Indicator Area	Strong Evidence (3)	Some Evidence (2)	Little/No Evidence (1)	Metrics
Special Education Knowledge	100% of administrators and their designees have fulfilled required special education training and demonstrate evidence of applying knowledge during the special education decision making process.	50%-99% of administrators and their designees have fulfilled required special education training and demonstrate evidence of applying knowledge during the special education decision making process.	Less than 50% of administrators and their designees have fulfilled required special education training and demonstrate evidence of applying knowledge during the special education decision making process.	A list of required training opportunities will be provided to administrators. Attendance sheets will be used to measure the indicator. Random reviews of eligibility and IEP documents. Evaluation of monthly training (exit slip) and Plus/Deltas
Student Achievement and Expectations	High Expectations			
	An average score of 5-6 points on indicators 5-7 on the Inclusive Classroom Observation Checklist.	An average score of 3-4 points on indicators 5-7 on the Inclusive Classroom Observation Checklist.	An average score of 0-2 points on indicators 5-7 on Part 1 of the Inclusive Classroom Observation Checklist.	A random sampling of classroom observations using the Inclusive Classroom Observation Checklist
	Consistent Expectations			
	Positively stated, consistent school-wide rules and expectations for behavior are evident in 90-100% of instructional settings.	Positively stated, consistent school-wide rules and expectations for behavior are evident in 70-89% of instructional settings.	Positively stated, consistent school-wide rules and expectations for behavior are evident in less than 70% of instructional settings.	A random sampling of student and staff interviews, as well as posted rules in instructional settings will be used to measure this indicator.
	Aligned Lessons			
An average score of 2 on indicator #5 which measures if lessons that are aligned with the content of the general education curriculum and delivered to all students.	An average score of 1 on indicator #5 which measures if assignments and lessons that are aligned with the content of the general education curriculum and delivered to all students.	An average score of 0 on indicator #5 which measures if assignments and lessons that are aligned with the content of the general education curriculum and delivered to all students..	The indicator will be measured using the Inclusive Classroom Observation Checklist.	

Indicator Area	Strong Evidence (3)	Some Evidence (2)	Little/No Evidence (1)	Metrics
Student Achievement and Expectations <i>Continued</i>	VSAP Scores			
	The discrepancy in reading and math VSAP achievement between students with disabilities and students without disabilities is 5% or less.	The discrepancy in reading and math VSAP achievement between students with disabilities and students without disabilities is 6-10%.	The discrepancy in reading and math VSAP achievement between students with disabilities and students without disabilities is greater than 10%.	VSAP scores will be measured once yearly in Reading and Math.
	Educational Setting			
	80% or more of students with disabilities receive special education services in the general education setting for 80% or more of the instructional day.	75-79% of students with disabilities receive special education services in the general education setting for 80% or more of the instructional day.	Less than 75% of students with disabilities receive special education services in the general education setting for 80% or more of the instructional day.	December 1 st child count will be used for measurement of this indicator.
Student Scheduling	100% of core classes are comprised of no more than 30% of students with disabilities.	70-99% of core classes are comprised of no more than 30% of students with disabilities. %.	Less than 70% of core classes are comprised of no more than 30% of students with disabilities.	Class rosters from STAR will be used to measure this indicator. Verification may be needed from Special Education teachers at the elementary schools.

Indicator Area	Strong Evidence (3)	Some Evidence (2)	Little/No Evidence (1)	Metrics
Professional Learning and Implementation	100% of instructional staff attend mandatory foundational professional development in the area of inclusive practices.	70-99% of instructional staff attend the mandatory foundational professional development in the area of inclusive practices.	Less than 70% of the instructional staff attend the mandatory foundational professional development in the area of inclusive practices.	Attendance sheets from professional development sessions will be used to measure this indicator.
	An average score of 11-14 on the Inclusive Class section (part 1) of the Inclusive Classroom Observation Checklist.	An average score of 6-10 on the Inclusive Class section (part 1) of the Inclusive Classroom Observation Checklist.	An average score of 0-5 on the Inclusive Class section (part 1) of the Inclusive Classroom Observation Checklist.	A random sampling of classroom observations, using the Inclusive Classroom Observation Checklist, will be used to measure this indicator.
Communication	100% of case managers	50-99% of case managers	Less than 50% of case	A random sampling of the

	inform all instructional staff (including specialists) with written documentation of the students' strengths, challenges, and accommodations using IEP at a Glance, as measured by signatures of staff receiving information.	inform all instructional staff (including specialists) with written documentation of the students' strengths, challenges, and accommodations using IEP at a Glance, as measured by signatures of staff receiving information.	managers inform all instructional staff (including specialists) with written documentation of the students' strengths, challenges, and accommodations using IEP at a Glance, as measured by signatures of staff receiving information.	signatures of instructional staff proving they received the IEP at a Glance will be used to measure this indicator. Special Education Lead teachers will be asked to collect signatures from case managers.
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Indicator Area	Strong Evidence (3)	Some Evidence (2)	Little/No Evidence (1)	Metrics
Culture of Ownership and Accountability	At least 5 ways exist to celebrate students with diverse learning or behavioral needs.	3-4 ways exist to celebrate students with diverse learning or behavioral needs.	Less than 3 ways exist to celebrate students with diverse learning or behavioral needs.	Measured through evidence of student celebrations. Evidence may include: "On-a-roll" lists, Newsletters and other publications, displays of work of all students, morning announcements, student recognition, awards etc. Schools will be asked to produce evidence in a portfolio form twice yearly.
	An average score of 10-12 on the co-taught class portion of the Inclusive Classroom Observation Checklist.	An average score of 6-9 on the co-taught class portion of the Inclusive Classroom Observation Checklist.	An average score of 0-5 on the co-taught class portion of the Inclusive Classroom Observation Checklist.	A random sampling of classroom observations using the Inclusive Classroom Observation Checklist will be used to measure this indicator.
Transitional IEPs	Matriculation information sharing meetings are held for 100% of students transitioning from one level to another (PK-K, ES-MS, MS-HS). The meetings must include: * discussions of the students' strengths * discussions of the students' needs	Matriculation information sharing meetings are held for 70-99% of students transitioning from one level to another (PK-K, ES-MS, MS-HS). The meetings must include: * discussions of the students' strengths * discussions of the students' needs	Matriculation information sharing meetings are held for less than 70% of students transitioning from one level to another (PK-K, ES-MS, MS-HS). The meetings must include: * discussions of the students' strengths * discussions of the students' needs	A matriculation checklist will be completed by staff from the Office of Special Education. The checklist will be used to measure this indicator.

	<ul style="list-style-type: none"> * receiving school staff present * sending school staff present * increase, decrease, or no change in proposed services. 	<ul style="list-style-type: none"> * receiving school staff present * sending school staff present * increase, decrease, or no change in proposed services. 	<ul style="list-style-type: none"> * receiving school staff present * sending school staff present * increase, decrease, or no change in proposed services. 	
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**Autism and Inclusion Plan
End of Year Update
June 25, 2012**

Inclusion Plan

Goal 1: All ACPS students with disabilities will score commensurate with, or higher than, that of the overall population of students without disabilities in the areas of reading and math on the Virginia State Assessment Program (VSAP).

Objective: Students with disabilities will achieve at least a 5% gain on the VSAP for each year over the next three years to close the gap of overall achievement in reading and math.

Summary:

Through the alignment of Virginia Standards of Learning and Individual Education Programs we are ensuring students are working on essential goals based on high expectations of student achievement; this will ultimately lead to higher achievement for students with disabilities in the state accountability system. Over 100 teachers throughout the division have participated in an extensive Standards-Based IEP training. The training included 2-3 days of an interactive presentation and time for teachers to write and receive feedback on Standards-Based IEPs. Teachers who required additional support were given individualized attention by the procedural specialists. Furthermore, the procedural team monitors randomly selected IEPs to measure the effectiveness of training and to provide additional feedback to special education teachers. Some notable comments from staff included *"Detailed, understandable information"*, *"Training provided in depth information"*; *"Really helped to make writing the PLOP easier."* One teacher even commented that they had several IEPs coming up and based on the training it reduced their anxiety level.

In addition, the Office of Special Education collaborated with the Office of Accountability to provide an overview session on the Virginia Modified Achievement Standards Test (VMAST). This year, Virginia phased out the mathematics portion of the VGLA, a portfolio used as an alternative assessment for the Standards of Learning assessment. Additionally, Virginia implemented the first year of testing of the VMAST. As a result it was imperative that teachers, parents and students understood the criteria required to take the VMAST and key features of the test.

Lastly, the ACPS Curriculum has been identified as a significant component of improved student learning and has pushed the division to have high expectations for all students. Inclusion specialists have worked with teachers to differentiate lesson plans and transfer tasks. Division data on the school expectations rubric indicates that 100% of observed classes are delivering lessons to all students that are aligned with the ACPS curriculum.

Goal 2: Students with disabilities will receive special education services in an inclusive setting during the instructional day.

Objective: 80% or more of students with disabilities will receive special education services for 80% or more of the instructional day in the general education setting with the necessary instructional supports.

Summary:

The Office of Special Education continues to emphasize the importance of including students in their least restrictive environment through communication with school administrators and special education lead teachers. Baseline data in 2010 indicated that 64% of students with disabilities were included in general education 80% or more of their instructional day. Data from the 2011 December 1st count indicates that 69% of students with disabilities are now included in the general education setting for 80% or more of their instructional day. In addition, schools are working to include students with moderate to severe disabilities in more academic courses. Historically, students in our middle school programs with moderate to severe disabilities received all core instruction in a special education setting and participated in only elective courses in the general education setting. Beginning this year, students with moderate to severe disabilities are participating in science and social studies courses in the general education setting. When asked about their new schedule, students responded that *"they enjoyed meeting new friends, switching classes throughout the day and working with new teachers. One student even said that she love the challenge of the homework."* Teachers reported gains in both academic and social skills with reading ability of students noted as another area of improvement. One student who has limited verbal ability is now reading over 25 sight words. During the 2012-2013 school year professional learning sessions will be offered with a continued effort to support teachers in differentiating instruction for all students with a wide array of learning needs.

Teachers across the division are considering additional inclusive opportunities for students in a more restrictive learning environment. Specifically, teachers who work with students in a self-contained setting and/or those teachers who work with students in city-wide programs are shifting their thinking by including students in more inclusive settings. A teacher, who works with students with mild to moderate disabilities, recently asked the inclusion specialist to support students in the general education setting for their math instruction. Due to this change student data indicates gains in math. With a desire for her students to be challenged and educated with their peers, this teacher met with the general education teacher and building administrator to ensure students were enrolled in the most appropriate classes.

Goal 3: All schools will ensure that each inclusive classroom maintains a proportionate number of students who have academic and/or behavioral needs in order to maximize student achievement.

Objective: Inclusive classrooms will be comprised of no more than 30% of students with disabilities.

Summary:

The 2011-2012 Inclusive Practices Spring Data reports indicates that 85% of classes throughout the division are comprised of no more than 30% of students with disabilities. As outlined in the plan, our objective for the 2011-2012 school years was to have all schools within the division comprised with no more than 40% of students with disabilities. Scheduling continues to be a challenge when incorporating all of the components of creating a master schedule. Scheduling supports from the inclusion specialists is available for schools as they create their master and individual school schedules. During the scheduling process staff ensures the requirements of the IEP are met and classes are balanced between students with academic and behavioral needs. The inclusion specialists have witnessed an increase in the number of schools scheduling earlier in the school year and hand scheduling students with disabilities first. An area of improvement for future scheduling is for guidance departments to ensure schedule changes occurring mid-year continues to maintain the 30% goal.

Goal 4: All schools will consistently provide an environment for students with disabilities which emphasize a culture of shared ownership and accountability for the success of all students.

Objective: As measured by the inclusive practices *School Expectations Rubric*, schools shall meet the requirements in the category of *strong evidence*.

Summary:

The *School Expectations Rubric* is essential to our growth in inclusive practices. As a result of implementing this measurement tool we have a quantitative way to assess our progress in the area of inclusive practices. In addition, it has boosted the collaboration between school and central office staff. Throughout the school year, administrators have teamed with the inclusion specialists to establish and maintain inter-rater reliability on the Inclusive Classroom Observation Checklist. Principals have partnered with their inclusion specialist to ensure that both individuals were clear on the “look-fors” in inclusive classes. Although initial inter-rater reliability was an expectation outlined in the Inclusion Plan, principals continued to request that inclusion specialists visit classrooms with them throughout the school year long after inter-rater reliability was established. In addition, principals have requested support with co-teaching pairings and scheduling. One principal stated “*The communication is open, central office understands what is needed and we are working together.*” The combined efforts and commitment of school administrators and central office support staff has sent a strong message about the imperative of effective inclusive practices throughout ACPS.

School Expectations Rubric Details:

Special Education Knowledge is measured by the number of Special Education Administrator meetings that were attended by a principal or associate principal. 7 meetings were held this year; an average of 3.75 (or 53%) of the meetings were attended. Improvement in this area continues to demand more attention. In order to accommodate administrator’s schedules meeting times have been adjusted on several occasions, however increased levels of participation did not increase.

Data from the June 2012 School Expectations Rubric reveals that schools understand the importance of learning about inclusive practices, perfecting the craft of co-teaching and ensuring that all students are working on a rigorous curriculum. 85% of the school division attended the Characteristics of Disabilities professional learning session. As measured by the Inclusive Practices Observation Checklist the division had a 13% gain in co-teaching practices observed throughout the division, 100% of the classes observed had lessons aligned to the general education curriculum and were delivered to all students. We associate this growth with two things: increased inclusion specialist staffing approved by the board and improved inclusive mindset due to collaborative training provided within the context of the new curriculum implementation.

Student engagement is improving in pockets across the division and in some schools we are seeing an increase in the use of cooperative learning structures. However, the increase is not drastic enough to impact the overall improvement of the school division. Overall we need to see an improvement in the type of questioning and higher order thinking skills teachers are posing to students. Planning is underway for next school year to place a greater emphasis on higher order thinking in our professional learning sessions.

In the area of school wide rules, the team measures consistent expectations by surveying three students, three teachers and looking for rules posted in 4 instructional settings throughout the school environment. Anecdotally, we noted improved consistencies in some schools however, students did not respond in a consistent way regarding their understanding of school wide rules. In addition, we have some staff and students in buildings who state there are no rules.

Student scheduling is a challenge for schools because of the numerous factors that impact the ratios of students in the classroom. The data dropped from the fall to the spring. In some schools teachers stated that mid-year schedules changes greatly impacted their student make-up. The master schedule also impacts the flexibility schedulers have when students need a schedule change (e.g if orchestra or other electives/encores are only offered at a certain time it impacts where students can go for other classes.) Providing support in honors classes also impacts the staff to cover other sections.

Part I of the Inclusive Observation Checklist measures instructional practices essential in highly effective inclusive classes. Our numbers remained similar to the fall data cycle. Areas of improvement and emphasis for the 2012-2013 school year are the areas of differentiation of instruction and higher order thinking for all students.

Part II of the Inclusive Observation Checklist measures the effectiveness of co-teaching. We observed a 13% improvement in co-teaching practices across the division. Inclusion specialists had a strong focus on co-teaching. Individualized professional learning was offered at schools and Dr. Lisa Dieker modeled in several classrooms across the division.

Increased awareness in the area of communication between special and general education staff was evident during June 2012 data collection. The importance of sharing this data with their colleagues demonstrated an elevated level of consciousness. To collect this data we survey general education teachers to determine the number of IEP at a Glance forms they receive compared to the number of students in their classes. Schools only receive credit if a teacher has received 100% of the IEP at a Glance forms for the students in their class. The purpose of the indicator is to assess if all teachers have knowledge of the students IEP goals and accommodations. Therefore, we measure the presence of effective communication between special and general education staff.

In the indicator related to culture and accountability, schools are demonstrating improved attention to celebrating the talents of students with disabilities.

Collaborative transitional meetings have been held throughout the division for students matriculating from one level to the next (elementary to middle, middle to high, etc.). Data collected in June 2012 shows indications of meetings not being consistently recorded despite the development of a process for collecting data. The inclusion team in cooperation with the procedural team will develop an improved data recording system to ensure accurate data collection for the 2012-2013 school year.

In appreciation of our teachers and administrators hard work and dedication to inclusive practices, the Office of Special Education hosted a "Celebration of Inclusive Practices" on June 6, 2012. 106 teachers and 41 administrators were honored recognizing their commitment to teaching ALL and reaching ALL students. The 48 teachers and administrators in attendance received recognition for effective inclusive practices in four categories: Co-teaching & Collaboration, Differentiation, Cooperative Learning/Student Engagement, and Assessment.

Goal 5: All students in inclusive classrooms will be supported by teachers and paraprofessionals who are knowledgeable and high performing in the foundational areas of special education to maximize student success.

Objective: 100% of all staff will be required to fully implement the instructional strategies based on the foundational training sessions on inclusive practices in 3 years.

Summary:

The Office of Special Education provided an introductory professional learning session to all schools throughout the division titled "Characteristics of Disabilities." This 2 hour session, taught through a station co-teaching model, provided common characteristics of a variety of disability categories and strategies to use in the classrooms with students who exhibit these characteristics. Participants also learned the importance of people-first language and had an opportunity to participate in cooperative learning to process their thinking throughout the learning experience. In addition to the division-wide training the inclusion team provided a variety of sessions through ERO. Sessions included:

- Differentiated Instruction Toolkit- Foundations
- Differentiated Instruction Toolkit – Advanced
- Integrating What is Special About Special Education in the General Education Setting
- Roles and Responsibilities for Paraprofessionals
- Co-Teaching

The inclusion specialists also partnered with schools to provide tailored professional learning based on individual school needs. One principal noted the importance of these types of supports, *"we capitalize on the inclusion specialists and ELL specialists to provide training that all the staff need so that they are ready to help and support whatever students walk through the door."* Some of these professional learning sessions included: Using Differentiation to Engage All Learners, Rolling professional development sessions that focus on co-teaching models and data collection, Behavioral Strategies Toolkit, and Understanding the Inclusive Classroom Observation Checklist, just to name a few. Each session includes a post assessment that informs the instructors of the participant's knowledge and areas of follow up to help participants instantly implement the newly learned strategies in the classroom. Throughout the year, we've witnessed a 12% gain in the implementation of instructional practices essential to inclusion. However, the biggest compliment came from Dr. Lisa Dieker, our consultant who works in schools across the country, stated that *"with the growth she has seen this year, she would be proud to send her son to Alexandria City Public Schools."*

Autism Plan

Goal 1: ACPS will rigorously implement the special education process to support the students with ASD.

Objective 1: ACPS multidisciplinary teams will develop and implement IEPs that contain measurable goals and objectives with appropriate accommodations for students ages 2 through 21 who are identified with ASD.

Objective 2: The progress toward the achievement of IEP goals and objectives of students with ASD will be assessed through the systemic, on-going process of progress monitoring and data collection.

Summary:

Progress over the past year on this goal has been extensive. ACPS parent resource staff has received training from procedural staff on the special education process which in turn has enhanced the ongoing trainings and consultation available for parents on their part in the process. Procedural staff completed a comprehensive audit of all IEP's for students with autism that resulted in follow up training for those staff members whose IEP's rated as unsatisfactory. Autism support staff has completed the ACPS standards-based IEP training and will use that knowledge to update IEP exemplars across grade levels and functioning levels. These exemplars will be used in the follow up support provided to staff or schools identified in the audit in need of support as new IEPs are developed for students with ASD. Inclusion specialists in collaboration with special education lead teachers completed training for all schools in the decision-making process to determine the least restrictive environment and appropriate level of services to best meet each student's needs based on strengths and needs identified in the child's current present level of performance. Next steps in this area include developing a guidance document of accommodations for students with ASD.

ACPS purchased and completed training for school psychologists in the use of the Autism Diagnostic Interview-Revised (ADI-R) to aide in the identification and classification of students with an autism spectrum disorder. In addition, a cohort of ACPS speech pathologists, BCBA's and school psychologists received formal training in the Autism Diagnostic Observation Scale (ADOS) and collaboration between autism support staff and school psychologists has begun to share resources when completing assessments to identify students with ASD.

Systemic data collection systems will be finalized over the summer for implementation in the 2012-2013 school year. These systems with guidelines will be implemented in the city-wide classrooms and will serve as a resource for special educators in resource classrooms in consultation with ACPS autism team members. Next steps in our data collection systems will be the purchase and training in adaptive behavior assessments to guide instructional decisions and monitor progress across functional domains.

Goal 2: ACPS will provide a standards-based curriculum and evidence-based interventions and programs, appropriate academic learning supports, modifications and accommodations to enable students to achieve their individual academic goals.

Objective 1: All students will have access to a standards-based curriculum.

Objective 2: All staff serving students with ASD will demonstrate use of evidence-based interventions and programs.

Summary:

Both city-wide and resource room classes have been provided instructional programs for those students who need to access an alternative curriculum in order to progress in the areas of reading and math. Implementation of the Reading Mastery, Corrective Reading and Connecting Math Concepts programs in elementary and secondary classrooms for learners with autism has resulted in documented progress on IEP goals. An elementary teacher of students with ASD *exclaimed "I have students who have made more than one year of progress in one school year!"* which she attributed to her ability to enhance instruction beyond the reading program. A secondary teacher expressed excitement that discussions with colleagues were able to focus on *"how to teach rather than long discussion about what to teach because now we have a fully formed curriculum."*

The autism team has completed observations using the Autism Classroom Observation Tool in all city-wide classrooms. An initial and subsequent formal observation has enabled specialists to identify specific areas in need of improvement. As presented to the school board in April, next steps in this area based on results of formal observations indicate ongoing training in social communication and social-emotional development must be a focus for the 2012-2013 school year. Lastly, research of techniques and strategies for learners with Asperger's Syndrome was completed in social, behavioral and academic domains and is currently being compiled. This research will guide our work in establishing the best possible services for this group of learners.

In the 2012-2013 school year one focus area will be instructional programming to specifically address the student population of learners with ASD who receive services in their neighborhood school and spend 50% or more of their day in general education setting. Various consultants have been identified and interviews with potential candidates for this consultation are currently being conducted with services to commence in the 2012-2013 school year.

Goal 3: ACPS will enhance the lives of students with Autism Spectrum Disorders by implementing applied behavior analysis and other evidence-based behavior programs, methodologies and instructional strategies that successfully support the desired behavioral, social, and emotional outcomes of our students across home, school, employment and community settings.

Objective 1: All students with ASD will have either a behavior strategy guide or a formally documented Behavior Intervention Plan (BIP) that will direct staff in their response to student's behavior using evidence-based interventions across school settings.

Objective 2: All ACPS staff serving students with ASD will be fully prepared to support the unique social, behavioral, and emotional needs of students with ASD across all school settings.

Objective 3: ACPS Interdisciplinary teams will implement evidence-based social skills programs/ interventions with treatment integrity to address individual student's social skills goals to include but not be limited to those goals that are identified in the IEP.

Summary:

This goal has large areas of focus including social skills, behavioral strategies and training offerings. Division level professional learning opportunities were offered for general education and special education teachers and paraprofessionals throughout the 2011-2012 school year. Monthly offerings included behavioral strategies, communication strategies, pivotal response training in how to teach play and social skills, literacy activities and assistive technology supports and tools. Content for trainings was differentiated based on job responsibilities for

teachers or paraprofessionals. Staff feedback on the trainings included *"useful ideas for data collection," "appreciate knowing the expectations of staff," how to use "play to enhance concepts and elicit responses in a more naturalistic context" and that "it is good to know the characteristics of the learners I have."*

ACPS is currently scheduling students and developing the syllabus for the stand alone social skills course at the high school level as well as develop guidelines for middle schools for implementation of social skills groups for learners with ASD.

The Office of Special Education has established a team of school psychologists, behavioral specialists and autism team members for the purpose of restructuring the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) process which will tie into school-based positive behavior intervention systems. Next steps in this area include using ACPS FBA/BIP systems to develop behavior strategy guides for each student with ASD that do not require a BIP for challenging behaviors.

As reflected in the new timeline, social skills and communication skills will be an area of focus in the coming school year for general education and special education teachers. Trainings have been scheduled for the 2012-2013 school year with differentiated instruction based on audience working with students at various levels of functioning.

Goal 4: All students with Autism Spectrum Disorders will be supported by a multidisciplinary team of highly qualified teachers, related service providers, administrators and staff who engage in on-going collaboration with families to maximize student success.

Objective 1: All students with ASD will be taught by highly effective professionals and paraprofessionals.

Objective 2: All students with ASD will have an agreed upon, individualized Home/School collaboration plan to facilitate the use of consistent vocabulary and evidence-based strategies that complement each other to ensure treatment integrity and strengthen student success.

Summary:

In June 2011 ACPS adopted the Virginia Autism Council Skill Competencies for Professionals and Paraprofessionals supporting learners with Autism. These competencies were the driving force when creating specialized job descriptions for autism special education teacher and autism paraprofessional. The newly developed job descriptions are currently posted to recruit for available positions within ACPS. School-based administrators have requested the autism staff to participate in interviews of candidates as one way to incorporate the competencies into the interview and selection process. Next steps in this area include collaborating with Human Resources to consider an incentive program to attract and retain highly-qualified staff for teaching learners with ASD. In addition, university partnerships will be explored for possible recruitment opportunities. Next steps also include development of and training in an ACPS Home/School Collaboration Plan system.

Goal 5: All students with Autism Spectrum Disorders will be provided with the skills, tools, and strategies that are necessary for effective communication across home, school, employment and community settings.

Objective 1: All students with ASD will have an individualized written profile of communicative strengths and needs as part of the Present Level of Performance section of the IEP.

Objective 2: All students with ASD will have goals and strategies in the IEP that support the achievement of social communicative competence across functional social contexts (home, school, employment and community).

Objective 3: ACPS will implement evidence-based interventions and strategies for enhancing the communication skills of students with ASD.

Objective 4: All students with alternative/augmentative communication (AAC) needs will have the necessary technology tools and strategies to enhance communication.

Summary:

Comprehensive discussion of student strengths and deficits in the IEP functional performance section to document communication skills is targeted in Goal 5. Speech staff received training on the available assessment tools in ACPS that inform development of the IEP communication domain. An audit of all IEPs for students with Autism has been conducted; specific attention to communicative strengths in the IEP has not been addressed this school year. As indicated previously in this review, results from the Autism Classroom Observation Tool scores indicated training for staff in evidence-based social communication is an area of focus for the 2012-2013 school year.

Augmentative Communication and Assistive Technology (ACAT) evaluations and referrals have increased this year. The number of referrals for ACAT consultations and evaluations for students with Autism increased from 5 students during the 2010-2011 school year to 12 students during the 2011-2012 school year. The ACAT team formalized a process for referrals that included procedures and timelines for evaluations and consultations and provided turnaround training to Special Education Lead Teachers. Throughout the school year 20 requests were received for consultation in the area of communication, reading and writing for students with ASD but we had 8 referrals for students with ASD this year that specifically mentioned concerns about communication.

Professional learning specifically in the area of Alternative and Augmentative Communication (AAC) was conducted for parents, teachers, paraprofessionals and related service providers. The parent resource center sponsored 3 workshops for parents one on AAC and 2 workshops on learning the picture symbol software program Boardmaker. The paraprofessionals were provided a training series on a variety of topics during the 2011-2012 school year, topics specific to learners with ASD included Language and Communication Strategies and the use of assistive technology and instructional technology. During the monthly training meetings for city-wide autism teachers various topics regarding assistive technology and AAC were addressed. Building the capacity of our school based speech and language therapists was an emphasis this past school year and will continue. In order for ACPS to meet the increasing demands and level of expertise in the area of AAC building level therapists will need to build their skill repertoire.

In addition, the autism team distributed a communication systems survey to the teachers of the city-wide classes to determine which systems students were using, if they felt they were effective and what additional supports for students and teachers would be helpful in the implementation of alternative communication. Analysis of the results will be compiled with follow up and additional training opportunities. Data collection and implementation systems are in development as a means to monitor student success with the recommended communication system. Again, based on scores on the Autism Classroom Observation Tool, consistent implementation of augmentative communication systems across all school activities and contexts continues to be identified as an area needing continuous improvement.

Goal 6: ACPS will provide comprehensive career and transition programs for students with ASD that result in a high degree of student engagement and post-secondary education and employment.

Objective 1: ACPS will form partnerships and alliances with businesses, city agencies and community organizations to maximize employment opportunities for students with ASD.

Objective 2: Students with ASD will have access to the full range of Career and Technical courses offered through ACPS.

Summary:

The Office of Special Education created a division-wide Career & Transition Plan developed by a workgroup comprised up of a parent, SEAC members, school-based administrators, central office personnel, a special education department chairperson, CTE teacher and community agencies. This plan will enhance transition services for all students with disabilities. Partnerships and coaching programs specific to students with ASD will be incorporated into the implementation of the plan where applicable. The transition team will consult with the autism team on a regular basis to collaborate on the specifics related to students with autism.

Progress has been demonstrated in the education of parents and students about the offerings for Career & Technical courses available for all students and pre-requisites for acceptance into a CTE course sequence. Inclusion of students of all disability categories into CTE courses has increased from 181 to 332 in the past 3 years based on ACPS CTE enrollment data. The first annual College and Career event specifically for students with disabilities was held in November, 2011 where ACPS staff presented the career assessment process, CTE options and requirements for graduation as well as hosting several local colleges and universities to share information about college supports for students with disabilities.

- 1) Complete **Part I**.
- 2) If a co-taught class,

Teacher(s) _____ / _____
 Time _____ - _____ School _____ Grade _____
 Mastery Objective _____

Observations	2	1	0	Comments	
	Strong Evidence	Some Evidence	No Evidence		
Part I - Inclusive class				Effective Techniques	Missed Opportunities
1) Instruction is presented in multiple ways, allowing students to access resources as needed. <input type="checkbox"/> Auditory <input type="checkbox"/> Kinesthetic <input type="checkbox"/> Visual <input type="checkbox"/> Tactile					
2) Differentiated strategies are used to meet the range of learning needs. <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Content (only if on IEP)					
3) Student understanding is assessed in multiple formats.					
4) Accommodations and/or modifications are evident. Language scaffolds are provided when necessary (ELL).					
5) Assignments and lessons are aligned to the general education curriculum and delivered to all students.					
6) Learners are actively engaged by participating meaningfully in class activities, including cooperative learning.					
7) Questions are posed at a variety of levels to all students (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).					
8) Content and language instruction are integrated to meet the needs of English language learners.					
Point totals in Part I				Total Score = _____	
13–16 points = Advancing			8-12 points = Developing		0–7 points = Emerging

Question Tally: Remembering: Understanding: Applying:
 Analyzing: Evaluating: Creating:

Observer _____ Date _____

Inclusive Classroom Observation Checklist

Rev. 9/2011

Observations	2	1	0	Comments	
	Strong Evidence	Some Evidence	No Evidence		
Part II - Co-taught class				Effective Techniques	Missed Opportunities
1) Both teachers move freely throughout the classroom and support all students.					
2) Both teachers deliver instruction of content and language, and interject ideas for content or language clarification					
3) Both teachers share management of classroom behavior.					
4) Both teachers are actively involved in the assessment process, and use data to adjust instruction.					
5) The class moves smoothly with evidence of co-planning and communication with co-teachers.					
6) Various models of co-teaching are utilized.				<input type="checkbox"/> Stations <input type="checkbox"/> Alternative <input type="checkbox"/> Parallel <input type="checkbox"/> Teaming <input type="checkbox"/> One lead/One collect data <input type="checkbox"/> One lead/One support	
Point totals in Part II				Total Score = _____	
10-12 points = Advancing			6-9 points = Developing		0-5 points = Emerging

Sidebar conversation tally =

Co-Planning Time: __yes __no

Observer _____ Date _____