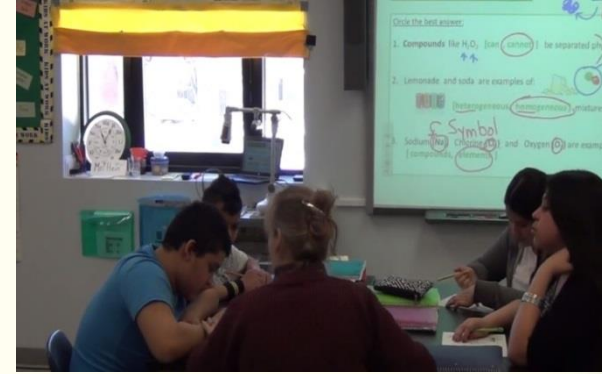
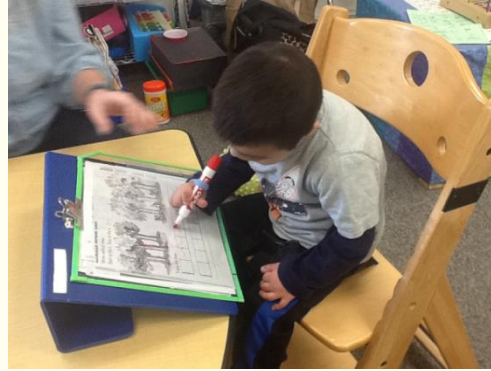


# Ensuring Excellence for Students with Disabilities



**Dr. Alvin Crawley, Superintendent**  
**Dr. Terri Mozingo, Chief Academic Officer**

**ACPS**  
Alexandria City Public Schools

The logo for Alexandria City Public Schools (ACPS) features the letters 'ACPS' in a large, white, sans-serif font. Below the letters are four silhouettes: a small child, an adult figure, a student carrying a book, and a student in a wheelchair. The entire logo is set against a blue background.

# Essential Questions

1. What is the **vision, mission, and goal** for meeting the needs of students with disabilities?
2. How do the **high-performing characteristics** align with special education practices?
3. What is the **mandate** to ensure a **continuum of services** and **supports** for students with disabilities?
4. What is the **proposed structural leadership realignment** to achieve greater outcomes ?
5. What are the **instructional outcomes, optimal conditions, support systems, and accountability measures** to **improve achievement** for children with disabilities ?
6. What are the strands being considered to impact **professional development** for **leaders, teachers** and **paraprofessionals**?
7. What are the **three-year targets** for improvement?
8. What **structural changes** have been made to **strengthen the Parent Resource Center** and **solicit satisfaction** feedback from parents?

## Vision

We are committed to creating **high-quality teaching and learning environments** to meet the needs of students with disabilities as equal members of an inclusive **learning community**.

## Mission

The Office of Special Education, in collaboration with key stakeholders, will provide effective individualized programming to prepare all students to achieve at high levels in preparation for college, career, and life as productive citizens in their community.

## Goal

The goal of the Office of Special Education is to provide **specially designed instruction and related services** that provide the necessary skills for students with disabilities, as we prepare each student to be successful in **college, work, and life**.

# **Vision: Alexandria City Public Schools will be an excellent and high-performing school division characterized by:**

- **Clear Focus:** Everyone knows what we are doing, how to do it and why
- **Expectations for All Students:** Belief that every student can learn
- **Strong Instructional Program:** Rising achievement of all students
- **Effective School Leadership:** Nurture an instructional program and school culture
- **Collaboration and Communication:** Strong teamwork among teachers, staff and parents
- **Alignment with State:** Staff understands the role of state assessments
- **Frequent Monitoring:** Different assessments identifying students who need help and assigning intervention
- **Ongoing System of Staff Training:** Training staff in areas of most need
- **Supportive Learning Environment:** The school has a safe, clean and intellectually stimulating learning environment
- **High Levels of Family and Community Involvement:** A sense that all have a responsibility to educate students

# Mandates

- Provide a **continuum of services** and supports in the least restrictive environment.
- Provide **special education and related services** to meet the unique needs of children.
- Prepare students with disabilities for **post-secondary success**.

# Structural Leadership Realignment

## Current

- Executive Director of Special Education
- Assistant Director of Special Education
- Inclusion Specialists

## Proposed

- Executive Director of Specialized Instruction
- Assistant Director of Specialized Instruction
- Director of Compliance and Special Programs
- Cross-Curricular Specialists in science, social studies, and math in addition to literacy

# Focus on Instructional Outcomes

- **Build** the instructional capacity of school-based staff to deliver high quality supports and services.
- **Develop**, implement, and assess individualized comprehensive educational programming for all students with disabilities.
- **Provide** the necessary supports for each student to receive educational benefits in an inclusive learning community.
- **Provide** high quality professional learning opportunities to support continuous improvement, and life-long learning of professional and support staff.
- **Ensure** effective communication and collaboration with families and school-based multi-disciplinary teams.
- **Design** and implement a system of accountability and monitoring to ensure student success.

# Supporting Instruction

## Optimal Conditions for Success

- Conduct focus groups of general and special education teachers.
- Offer training for general education and special education teachers.
- Provide training for special education teachers on aligning special education services to IEP goals.
- Offer differentiated supports to schools based upon data.

## Accountability

- Analyze feedback from focus groups and develop plan of action.
- Conduct monthly classroom walk-throughs and provide feedback to principals.
- Audit IEPs for alignment, present level of performance, goals, and services.
- Review data regularly to determine action steps.
- Provide training attendance rosters to principals.



# Inclusive Practices

## Optimal Conditions for Success

- Conduct focus groups of general and special education teachers.
- Analyze feedback from focus groups.
- Develop lesson plans aligned to the standards to meet the needs of diverse learners.
- Develop inclusive practices professional development plan.
- Work with principals to ensure that co-planning time is scheduled for co-teachers.

## Accountability

- Conduct co-teaching training for all new co-teaching pairs at all schools.
- Analyze master schedules for the inclusion of co-planning time.
- Analyze lesson plans for differentiation of instruction.
- Conduct walk-throughs for evidence of alignment to classroom practice and provide feedback to principals.
- Monitor the implementation of the professional development plan.

# Multi-Tiered Systems of Support

## Optimal Conditions for Success

- Provide training to various stakeholders on the essential components of MTSS.
- Ensure that schools will have access to varied tiered interventions in reading, math, and behavioral supports.
- Ensure students with disabilities receive Tier 2 and 3 researched-based interventions in reading and math.
- Monitor all Tier 2 and 3 students with disabilities on a bi-weekly or weekly basis.
- Schools will ensure that their is time in the master schedule for interventions.

## Accountability

- Analyze master schedules for inclusion of time in reading and math.
- Each school will submit a semester report of the implementation of MTSS.
- Schools will submit a quarterly report on students participating in Tier 2 and 3 interventions.
- Monitor the fidelity of implementation by conducting quarterly walk-throughs with standardized checklist related to the intervention.

# Leadership Training for Special Education

- Characteristics of students with disabilities
- IEP development, review, and implementation
- Effective meetings: communication and collaboration with parents
- Use of data to improve outcomes for SWD
- Instructional and inclusive best practices in special education



# Teacher Professional Learning

## Optimal Conditions for Success

- Provide professional learning for general education teachers on instructional strategies for students with disabilities.
- Train special education teachers on designing instruction to address the goals outlined in the IEP.
- Provide training on writing effective IEP goals that are standards-based and instructionally relevant.
- Continue training on positive behavioral supports and strategies and crisis prevention and intervention.

## Accountability

- Conduct walk-throughs for evidence of instructional strategies and provide feedback to principals.
- Conduct walk-throughs for alignment of specialized instruction to IEP goals.
- Track number of teachers participating in professional learning opportunities.
- Conduct an annual review of IEPs at each school.



# Required Paraprofessional Development Competency over a Three-Year Period

**Standard 1:** Demonstrate understanding of balanced literacy approaches and guided math instructional strategies 2/3:

- 1) Intro to balanced literacy
- 2) Guided math
- 3) Computer based program



**Standard 2:** Behavior 2/4:

- 1) Positive Behavioral Supports and Strategies
- 2) Functional Behavioral Plans, IEPs and Data Keeping
- 3) Strategies for working with students with autism
- 4) Crisis Prevention Institute Training and Certification

**Standard 3:** Cultural Competence and Collaboration 3/5:

- 1) Collaboration and Teaming
- 2) Culturally Responsive Practices
- 3) Working with students with chronic health issues
- 4) Child abuse and neglect (required)
- 5) Assistive technology

# Improving Transition Outcomes

- Transitioning: elementary, middle and high school
- Post-secondary transition monitoring
- Opportunities for internships and job shadowing
- Monitor graduation rates



# Three-Year Targets

The Office of Special Education Services is committed to achieving excellent outcomes for every student. Ensuring evidence-based practices, results-driven accountability and collaboratively working with schools, families, and the community is paramount to our work. The three-year targets below have been established to ensure continuous improvement for improved outcomes for students with disabilities.

## Performance in Reading and Math

SY13-14	SY 14-15	SY 15-16	SY 16-17
English (37%)	43%	49%	54%
Math (30%)	37%	43%	48%

**Note: 14-15 metrics are aligned with department plan goals as a minimal rate of achievement.**

## Drop Out and Graduation

SY13-14	SY 14-15	SY 15-16	SY 16-17
Drop Out Rate (17%)	10%	8%	6%
Graduation Rate (82%)	88%	90%	92%

**Note: 14-15 benchmarks are aligned with School Board priority metrics.**

# Three-Year Targets

## Post-Secondary Outcomes

SY13-14	SY 14-15	SY 15-16	SY 16-17
14a. Higher Ed one year one year after graduating from high school (34.1%)	36%	36%	40%
14b. Higher Ed or competitively employed one year after graduating from high school (56.8%)	58%	58%	60%
14c. Higher Ed or in some other post-secondary education; or training program; or competitively employed in some other employment (79.6%)	81%	81%	81%

**Note: Three-year benchmarks are based on current performance and state targets as noted in the state performance plan. ACPS is currently exceeding the state targets as follows 14a. +1.1%, 14b. +.8% and 14c. +14.6%.**



# Three-Year Targets

## Least Restrictive Environment

SY13-14	SY 14-15	SY 15-16	SY 16-17
80% or more of the day in General Ed (71.4%)	73%	75%	76%
40% or less of the day in General Ed (2.8%)	2.8%	2.5%	2%
% served in public or private schools (5.5%)	5%	4%	4%

**Note: Benchmarks are based on current state performance data for the 12-13 school year. Updates will be made with the receipt of the 13-14 state performance data in June 2015.**

## IEP Goal Progress

SY13-14	SY 15-16	SY 16-17	SY 17-18
% of IEPs achieving sufficient progress or mastery on IEP goals (57%)	TBD	TBD	TBD

**Note: 14-15 baseline data reflects progress reporting through the second quarter. Data will be updated once all progress codes are recorded by June 30, 2015.**

# Parent Engagement Strategies

- Expand PRC staff to include 1.0 special educator and 1.0 parent educator
- Expand workshop offerings and advocacy support based on interest
- Administer parent satisfaction survey annually
- Focus on customer service



# What Is Different?

- ❑ **Establishing** standards for achieving excellent outcomes
- ❑ **Realigning** the leadership structure
- ❑ **Intensifying** the focus on training around instructional practices
- ❑ **Establishing** professional training standards for leaders, instructors, and support staff
- ❑ **Setting** benchmark targets for three years
- ❑ **Increasing** parent engagement outreach support
- ❑ **Monitoring** the outcomes for students with disabilities
- ❑ **Strengthening** the continuum of options and supports through increased monitoring and evaluation of services

# Questions and Discussion

