

# **Continuous Improvement Performance Plan (CIPP) Haywood County's Data Story for the 09-10 School Year**

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# Agenda

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- Welcome
- Introductions
- Review of Progress
- Discussion
- Completion of Questionnaires

- **Meet with the Stakeholder Steering Committee.**
- **Examine local and state data.**
- **Identify areas of strength and need.**
- **Determine desired results.**
- **Coordinate with LEA reform activities.**
  - **Identify gaps**
  - **Determine where barriers exist**
  - **Match strategy and desired outcome**



# The Purpose of the Continuous Improvement Performance Plan Process is to...

- Ensure systemic change that will create significant improvements in results for children with disabilities and their families; and
- Achieve compliance





# Focus

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**“The primary focus of Federal and State monitoring activities shall be on **improving education results and functional outcomes** for all children with disabilities.”**



America's future walks through the  
doors of our schools every day.

Mary Jean LeTendre.



# Indicator 1: Graduation

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Percent of youth with IEPs graduating from high school with a regular diploma.

*06-07*

*State Target: 50%*

*State Average: 50%*

Haywood County Schools: **48.6%**

*07-08*

*State Target: 55%*

*State Average: 56.3%*

Haywood County Schools: **62.7%**

*08-09*

*State Target: 80%*

*State Average: 56.89%*

**Haywood County Schools: 76.7%**

*09-10*

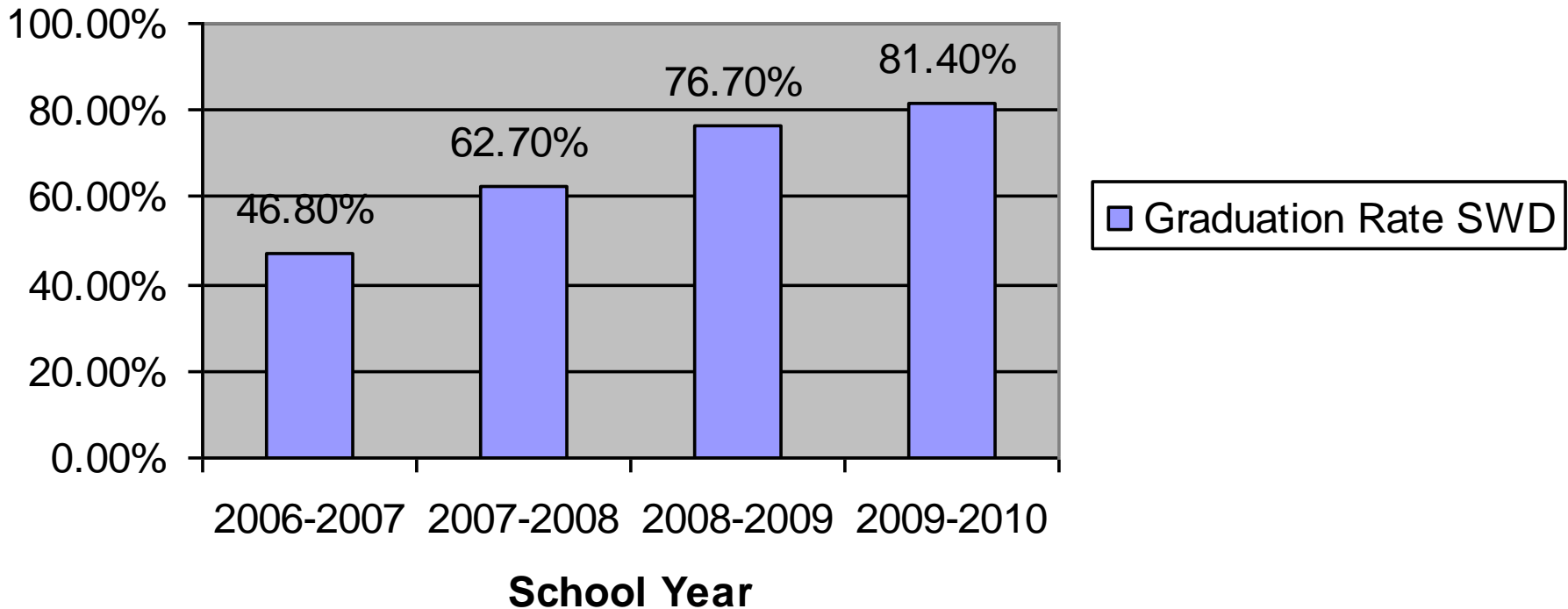
*State Target: 80%*

*State Average: 57.5 %*

**Haywood County Schools: 81.4%**

# Graph of Our Student Outcomes

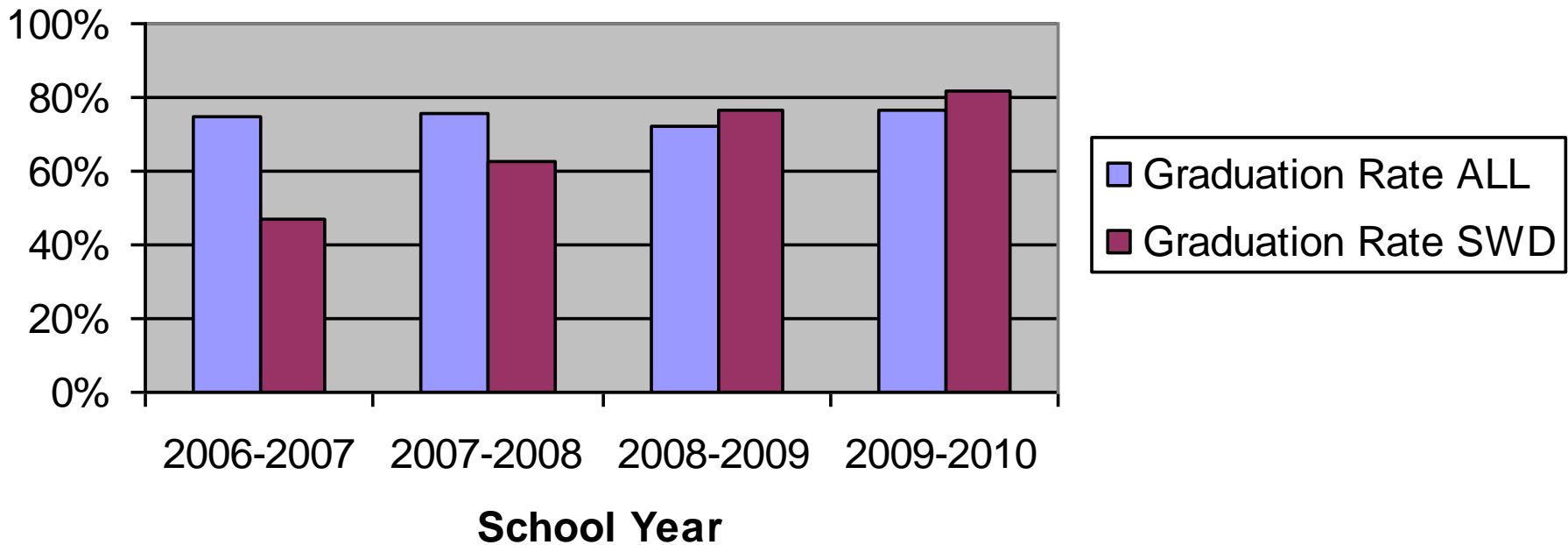
## Graduation Rate for Students with Disabilities





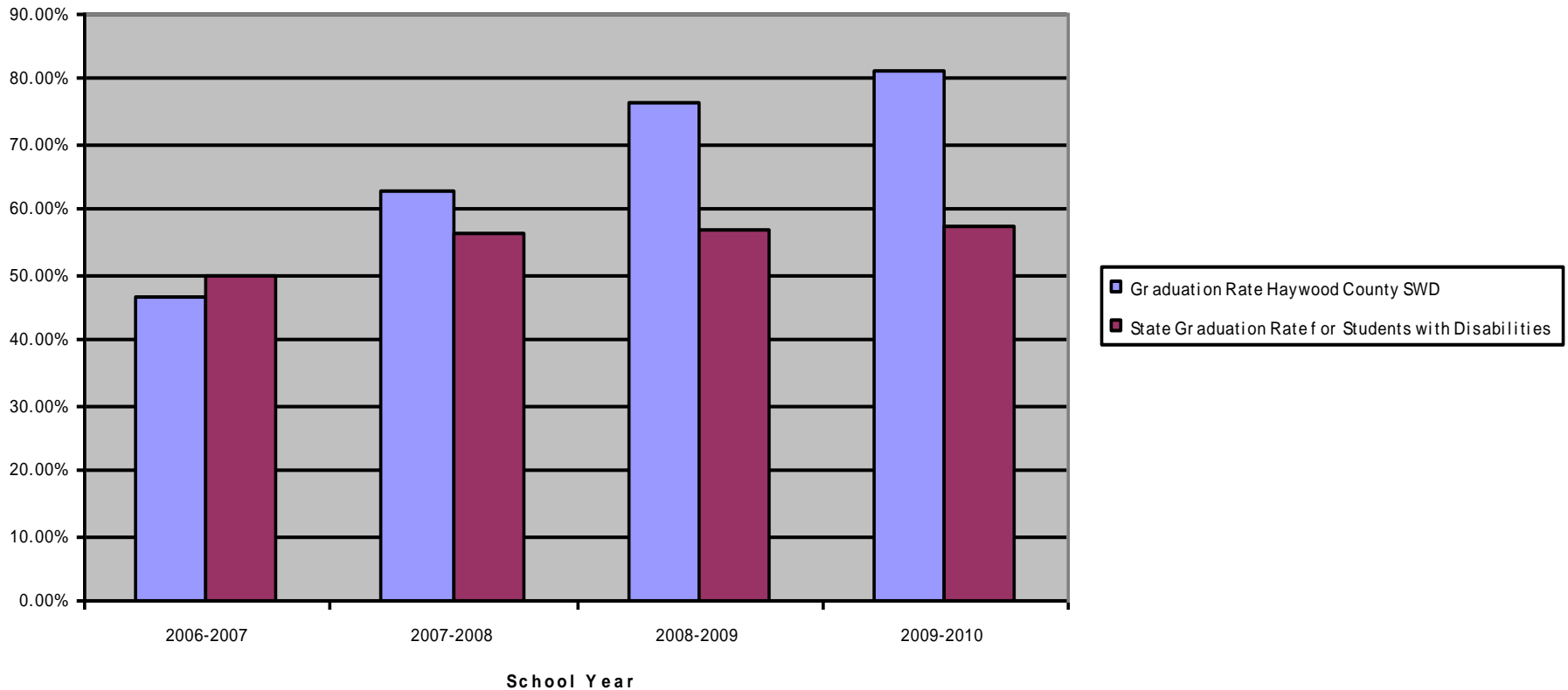
# Student Outcomes

**Comparison of Graduation Rate for All Students with Graduation Rate for SWD**



# Comparison of Haywood County Change in Graduation Rate to State Change in Graduation Rate for Students with Disabilities

Haywood County Schools Graduation Rate for Students with Disabilities Comparison to the State Graduation Rate for Students with Disabilities





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**What did we do in 2009-2010  
to address Indicator 1 -  
improving the graduation  
rate?**



# Improving the Graduation Rate

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- We provided the Occupational Course of Study at Central Haywood High School to provide these students another option.
- We continued our added support for students with disabilities who had dropped out with our Graduation Coach at the Alternative Learning Center with the goal to help them complete graduation requirements.
- We continued credit recovery during the course of the school day.
- We maintained the extra teaching position at PHS to reduce our teacher/student ratio.
- We doubled our number of preschool students with IEPs.
- We doubled our number of Pre-Kindergarten classrooms.



# Indicator 2: Drop Out Rate

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Percent of youth with IEPs dropping out of high school.

## 05-06 data

*State Target: 7.5%*

*State Average: ?*

Haywood County Schools: **14.46%**

## 06- 07 data

*State Target: 7.0%*

*State Average: 9.21%*

Haywood County Schools: **13.73%**

## 07- 08 data

*State Target: 6.5%*

*State Average: 8.0%*

Haywood County Schools: **12%**

## 08-09 data

*State Target: 6.0%*

*State Average: 5.28% for all students*

Haywood County Schools: **3.7%**

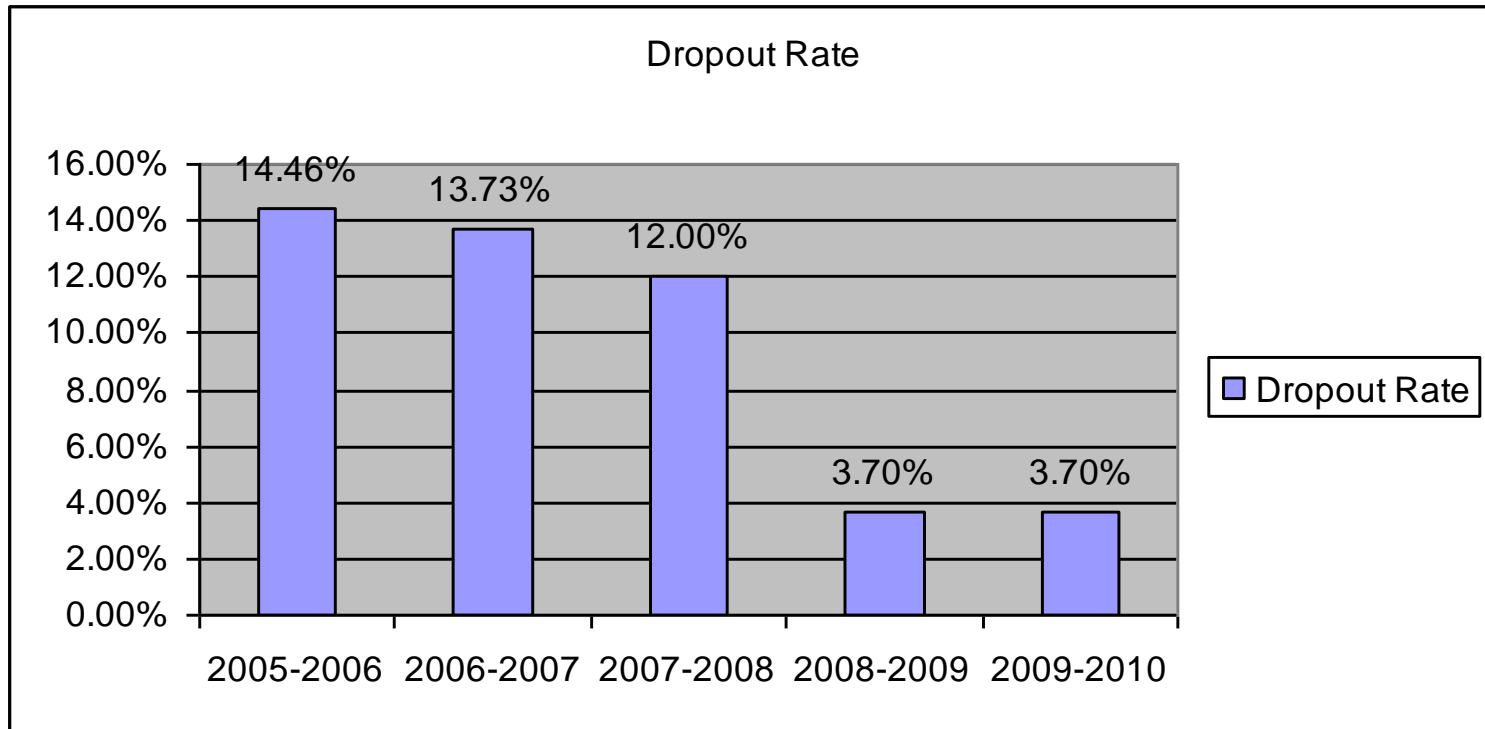


# Haywood County Dropout Rate 09-10

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- All Students was 2.2% (reduced from 176 or 4.68% in 04-05 to 81 in 09-10)
- EC Students Dropouts reduced from 14.46% in 05-06 to 3.7% for 08-09 and 09-10 (reduced from 33 students to 13 students)

# Chart of Change in Dropout Rate for Students with Disabilities





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**What did we do in 2009-2010 to address Indicator 2 - the Dropout Rate for Students with Disabilities?**





# Reducing our dropout rate

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- We worked diligently with our mental health provider to make sure that mental health issues that are affecting attendance and student performance are addressed in a timely manner.
- We continued to work diligently to make high school course work more relevant and meaningful to students by connecting it to their post high school goals in their transition plans.
- We provided the Occupational Course of Study at Central Haywood High School.
- We continued our added support for students with disabilities who had dropped out through the use of our Graduation Coach at the Alternative Learning Center with the goal to help them complete graduation requirements.
- We continued credit recovery during the course of the school day.
- We maintained the extra teaching position at PHS to reduce our teacher/student ratio.
- We doubled our number of preschool students with IEPs.
- We doubled our number of pre-Kindergarten classrooms.
- We increased our inclusion teaching.
- We increased the amount of time our students spend in regular education.

# Indicator 3: Assessment



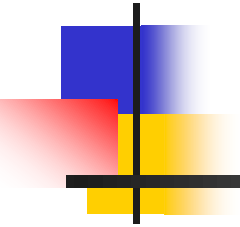
## **Participation and performance of children with disabilities on statewide assessment.**

State Target for Participation is 95%

- Haywood County Schools had 100% participation for students with disabilities for grades 3 through 8 for both the Reading and Math End of Grade tests.
- We did not meet our participation rate for Grade 10 only because the federal government would not count the Occupational Course of Study End of Course testing. This has been corrected for the current school year (10-11).

# **What did we do in 2009-2010 to address Indicator 3 in Reading?**

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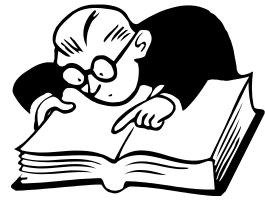
# Reading & Math Instruction

## EC Instructional Coach

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- **Carolyn Cole**
- Position added for 2009-2010 school year
- Continued in 2010-2011 school year
- Provides ongoing support, coaching and training to our teachers using scientifically researched instructional programs
  - Certified Foundations Trainer
  - Certified SRA Corrective Reading Trainer
  - Certified Number Worlds Trainer
  - Certified Wilson Teacher
  - In the process of becoming a Reading Foundations Trainer





# NCSIP

## Reading Instruction

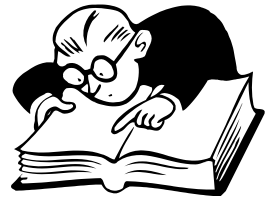
- North Carolina School Improvement Project
  - NC SIP II works to improve the quality and effectiveness of educational programs and instruction for students with disabilities in North Carolina.



- Reading Grant Coordinator: Brandi Stephenson
- Reading Foundations Trainer: Brandi Stephenson



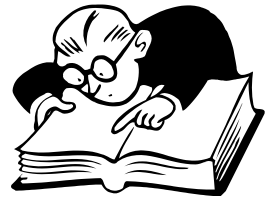
\*11 years as a Best Practices Center\*



# NCSIP Data – Reading

- Site description on website
- Long range plan
- Fidelity Checks
- Reading Foundations training
- Program implementation
- Student Progress Evaluation
  - 10 teachers
  - 84 Students
- Parent Involvement
- Collaboration with Teacher Education Programs
- “I feel blessed to have my child in this class. He would have never made it without all your help and extra work. Keep up the good work. You are a lifesaver!”
- “Her dedication as a teacher is outstanding!”
- “We cannot begin to explain how much our child’s reading has improved this school year. The EC Teachers have gone beyond the call of duty in helping my child learn to read.”

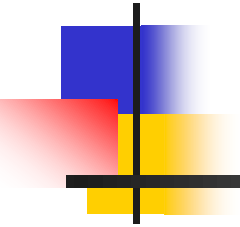
# Reading Instruction Staff Development



- Reading Foundations
- August 2009 (CES) –
  - Reading Foundations
  - Foundations (K-2)
- Reading Foundations (SLPs)
- June-July 2010 (MES) –
  - Reading Foundations
  - Foundations (K-2)
- Ongoing In Classroom Coaching, Fidelity Checks, Training and Support:
  - Wilson
  - Foundations
  - Sonday
  - SRA Corrective Reading
  - SRA Comprehension
- Support Sessions
- Parent & Volunteer Training (JES)

# **What did we do in 2009-2010 to address Indicator 3 in Math?**

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# NCSIP

## Math Instruction



- North Carolina School Improvement Project
  - NC SIP II works to improve the quality and effectiveness of educational programs and instruction for students with disabilities in North Carolina.
- Math Grant Coordinator: Brandi Stephenson
- Math Foundations Trainers: Brandi Stephenson, Chris Frodsham & Lauren Hill



# NCSIP Data – Math

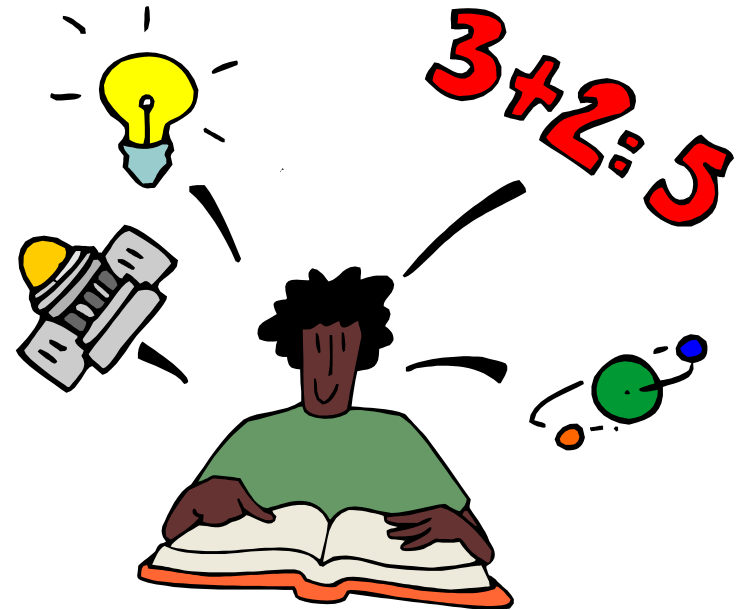
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- Site description on website
- Long range plan
- Fidelity Checks
- Math Foundations training
- Program implementation
- Student Progress Evaluation
- Parent Involvement
- Collaboration with Teacher Education Programs

# Math Instruction Staff Development



- Math Foundations
- Number Worlds
- Ongoing In Classroom Coaching, Training, Fidelity Checks & Support
- Support Sessions





# Indicator 4: Suspension/Expulsion

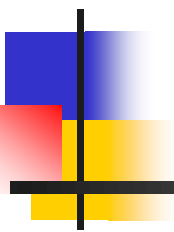
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Rates of suspension and expulsion of students with disabilities greater than 10 days in a school year that is twice the state average or greater.

*State Target 2009-10 = 6% of LEAs*

Haywood County Schools did not suspend students with disabilities at a rate that is greater than the state average.

**What did we do in 2009-2010  
to address Indicator 4 –  
reducing the number of  
suspensions?**



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# Reducing Out of School Suspensions during 09-10

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- Nonviolent Crisis Intervention Training for EC Staff and Core Administrators
- Alternative High School
- Alternative Learning Center
- Middle Academy
- Bridges Program for Elementary
- Increased use of ISS in lieu of OSS for students with IEPs
- Continuous staff development on differentiated instruction
- Love and Logic Training for EC and Regular Ed staff
- RTI to bring support to struggling students in a more timely fashion
- Continue reporting system that enables administrators and EC staff to monitor removals and suspensions in order to identify areas of concern
- Trained EC staff and administrators in Functional Behavior Assessment and Behavior Intervention Plans with Dr. Westling from WCU
- Coordinating individual and family counseling to address emotional issues related to discipline infractions
- APEX, OdysseyWare, Prescriptive Instruction and NovaNet online learning and after school classes for students who pose a danger to others



# BRIDGES Program

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- Day Treatment program developed in coordination with HCS & Haywood Psychological Services
- Developed for Elementary students that have been unsuccessful in their home school
- Provides intensive behavioral/emotional intervention
- Provides intensive academic intervention
- Provides therapeutic components: individual counseling & social skills groups
- Teaches replacement behaviors that are necessary for the student to return to less restrictive setting
- Provides a transition process for students to successfully return to their home schools



# **Indicator 5: Least Restrictive Environment**

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Percent of children with IEPs aged 6 through 21 served in regular, separate, or public, private, home or hospital settings.



# Indicator 5

## School Age Children

### Least Restrictive Environment

#### State Target

Year	09-10
Regular	65.6%
Separate	15.3%
Public/ Private/ Home/ Hospital	2.0%

#### HCS Data

Year	07-08	08-09	09-10	10-11
Regular	62.3%	66%	67.4%	70.9%
Separate	12.1%	11.0%	11.72%	10.6%
Public/ Private/ Home/ Hospital	0.4%	0.4%	0.35%	0.27%

**What did we do in 2009-2010  
to address Indicator 5 –  
Least Restrictive  
Environment?**



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# Least Restrictive Environment Staff Development

- Inclusion  
(Reading & Math)
  - Summer Overview Session (BES, MES, JVES, NCES, WMS)
  - 4 day Intensive Training for MES & BES
  - 4 day Intensive Training for JVES & WMS
- Support Sessions
- “The inclusion training I received was one of the most important trainings I have ever participated in. It has added new meaning to my teaching philosophy.”





# Least Restrictive Environment Staff Development

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- We have instituted transition meetings for all kindergarten and rising 6<sup>th</sup> grade students to insure that their needs are served in the least restrictive environment

# Indicator 6

## Preschool Children

### Least Restrictive Environment

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- Haywood County Schools served 100% of our preschool children with IEPs in settings with their typically developing peers.

**What did we do in 2009-2010  
to address Indicator 6 –  
Least Restrictive  
Environment for Preschool  
Children?**



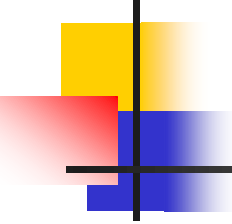
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# Serving preschool students with their typically developing peers

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- Once they are in our preschool program, we work diligently to insure that our preschool students are placed in settings with their typically developing peers. As much as possible, our preschool service providers work with children in the regular classroom rather than removing them to another setting.
- Even those students with more severe learning challenges who are placed in the preschool Developmental Day program are served in an inclusive setting with typically developing peers and many of their related services providers provide instruction in the classroom.
- In the Regular Early Childhood Program at least 50% of the class is considered “typically developing.”



# Indicator 7: Preschool Outcomes

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Percent of preschool children with IEPs who demonstrate improvement in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.

- **For 09-10 we had 34 of 34 preschoolers who demonstrated improvement.**



# Indicator 7:

## Preschool outcomes for social-emotional skill development

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1. Of those children who entered the preschool program below age expectations in positive social emotional skills, 80% percent substantially increased their rate of growth by the time they turned 5 years of age or exited the program.
2. Forty-one percent of preschool children were functioning within age expectations in positive social emotional skills by the time they turned 5 years of age or exited the program.

# Indicator 7:

## Preschool outcomes for rate of acquisition and use of knowledge and skills

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- 3. Of those children who entered the preschool program below age expectations in the acquisition and use of knowledge and skills, 76% percent substantially increased their rate of growth by the time they turned 5 years of age or exited the program.**
- 4. 26% of preschool children were functioning within age expectations in their acquisition and use of knowledge and skills by the time they turned 5 years of age or exited the program.**

# Indicator 7:

## Preschool outcomes for use of appropriate behaviors to meet their needs.

- 5. Of those children who entered the preschool program below age expectations in use of appropriate behaviors to meet their needs, 50% percent substantially increased their rate of growth by the time they turned 5 years of age or exited the program.**
- 6. 41% of preschool children were functioning within age expectations in use of appropriate behaviors to meet their needs by the time they turned 5 years of age or exited the program.**

# **What did we do in 2009-2010 to address Indicator 7 – Preschool Outcomes?**



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# Indicator 7 Strategies to Improve Preschool Outcomes

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- Continued to fund two preschool speech language pathologists to address language based delays that if left untreated often result in learning disabilities.
- Continued to fund a full-time Preschool Coordinator
- Continued to advertise throughout the community the benefits of early identification and intervention. Typically the earlier a child gets services, the better the outcomes.
- Increased collaboration with parents and preschool teachers to insure that IEP goals were addressed throughout the child's day at both home and school.
- Haywood County Schools funded four pre-Kindergarten classes across the county

# Indicator 8

## Parent Involvement

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Percent of parents with a school age child receiving special education services who report that schools facilitated parent involvement as a means of improving service and results for children with disabilities.

*State 06-07 Baseline =26%*

*State Target 07-08 = 26%*

*State Average 07-08: 33%*

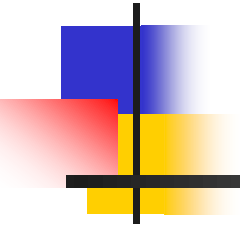
*State Target 08-09: 40%*

*State Average 08-09: 39.2*

Haywood County Schools was sampled for the 08-09 school year and 40% of parents sampled reported that our school system facilitated parent involvement as a means of improving services and results for children with disabilities. .

# **What did we do in 2009-2010 to address Indicator 8 - Parent Involvement?**

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# Increasing Parent Involvement

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- Parent volunteer training at Junaluska on the five components of reading
- 15 parent meetings for parents of nonverbal children to demonstrate communication devices
- Pizza night where parents and siblings come to the EC classroom to discuss curriculum and what to expect for the year
- Cheerleading at WMS basketball games for students in our intensive intervention classes
- Central Elementary held grade level curriculum nights for parents to address any EC concerns they had
- Our VI teacher consults frequently with parents and has connected several families with the Industries for the Blind (IFB) Student Enrichment Experience. Two families got closed circuit TVs (CCTVs) for home use through Industries for the Blind funding. VI teacher provides cane training to families. He also set up Clinical Low Vision Evaluations for 4 students to determine appropriate low vision aids. He also teaches families how to use the assistive technology their children need to be able participate fully in their communities.





# Increasing Parent Involvement

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- Preschool EC staff held an Open House at the Instructional Technology Center. They have created a more parent and child friendly waiting area. They provide each rising kindergarten student with an IEP a transition bucket with ideas and activities for parents to do with their children over the summer. The preschool speech language pathologists have assisted preschool parents in getting trial augmentative communication devices for their children.
- Preschool Coordinator has done radio programs to make parents more aware of preschool services
- Our school psychologists have worked directly with several parents to help them with the process to retain guardianship. They also help with applications for social security disability.
- EC teachers send home reading strategies, writing strategies, math games and homework tips at the beginning of the school year.
- EC teachers have increased their frequency of communication with parents and have made a conscientious effort to return phone calls and answer questions within 24 hours.
- EC teachers send home flyers about social opportunities, camps, and support meetings for parents. They also send home web pages and supplemental materials so that the parent can support the instruction provided in school.



# Increasing Parent Involvement

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- At Central Elementary parents are given strategies to help their students at home and they are given frequent input from EC teachers.
- At Hazelwood, parents are given the option to watch the EC teachers implement the various teaching tools including Wilson and Foundations lessons and Number Sense lessons.
- Central Haywood High School's EC Department just helped coordinate a senior night where all the graduating seniors and their parents got information about upcoming senior activities and had a chance to ask questions about transition.



# Increasing Parent Involvement

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- Our Speech Language Pathologists send information home including web site links about the nature of stuttering and what parents can do to facilitate easier speech.
- Our Speech Language Pathologists explain and demonstrate correct placement for production of misproduced phonemes or sounds.
- Our Speech Language Pathologists share strategies parents can use to support their child at home in correcting articulation errors.
- Our Speech Language Pathologists share developmental norm charts with parents to explain the normal developmental sequence of phoneme or sound acquisition and how chronic ear infections can lead to speech and/or language delays.
- Our Occupational Therapists and Physical Therapist consult with parents on an as needed basis and consistently provide ideas, activities, and strategies to help address their student's fine motor and gross motor needs in the home and community environment.

# Indicator 9:

## Disproportionality Spec Ed

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Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

*State Target 0%*

*State Average 0%*

***State data indicated no LEA has significant disproportionate representation across all disability categories combined.***



## Indicator 10:

# Disproportionality by Category

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Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

*State target: 0%*

*State average: 0%*

**Haywood County Schools: 0%**

# Indicator 11: 90 Day Timeline



Percent of children referred for whom a referral was received and placement determined within 90 days.

*State Target: 100%*

Haywood County Schools 07-08 data 100%	Haywood County Schools 08-09 data 100%	<b>Haywood County Schools</b> 09-10 data 100%
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**What did we do in 2009-2010  
to address Indicator 11 - 90  
day timeline?**



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# Making sure children complete the eligibility determination process in a timely manner

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- EC staff have trained school staff in the importance of communicating parent concerns in a timely manner.
- School Psychologists and Speech Language Pathologists (SLPs) volunteer to help their co-workers to make sure eligibility for special ed is completed within the 90 day time line.
- We have worked to improve the efficiency of our Care Team process in providing just in time interventions to students who are struggling
- We changed the way school psychologists and SLPs complete paperwork to make it more efficient and parent friendly.
- School social workers have been very helpful in making sure parent permissions are signed and that screenings are completed in a timely manner.
- We contracted with an audiologist to make sure that failed hearing screenings can be addressed in a timely manner.





# Indicator 12: Part C to Part B

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Percent of children referred by Part C prior to age 3 and who are found eligible for Part B who receive special education and related services by their third birthday.

*State Target: 100%*

Haywood County Schools  
07-08 data  
100%

Haywood County Schools  
08-09 data  
100%

Haywood County Schools  
**09-10 data**  
**100%**

**What did we do in 2009-2010  
to address Indicator 12 –  
Preschool Part C to B?**



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# Making sure children with Infant-Toddler services who qualify have IEPs in place by 3<sup>rd</sup> Birthday

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- We continue to have a close working relationship with the Children's Developmental Services Agency (CDSA) staff in our county, working collaboratively to insure that children receive services by their third birthday.
- HCS preschool coordinator, in conjunction with the Family Support Network and CDSA, conducted four transition workshops for families with children transitioning from the Infant-Toddler program (Part C) to the School-Age (Part B) program; two were held in the Fall and two were held just last week. These workshops provide information on the transition process and allow families to ask questions and gain a better understanding of what to expect with regard to transition from one program to another.
- Our preschool coordinator will be attending a meeting on May 24th with the Smokies catchment area CDSA directors and other preschool coordinators to develop a plan for how transitions will be handled in this district. This is a state directed initiative to insure that the agencies continue to work together and to develop a stream-lined process for exchanging information necessary to ensure timely placements (by age 3).
- We have begun monthly staffings with the CDSA director and Early Interventionists in our county to discuss upcoming referrals and to schedule necessary Transition Planning Conferences.



## **Indicator 13:**

# **IEPs and Postsecondary Goals**

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Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals.



# Indicator 13:

## IEPs and Postsecondary Goals

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State Target: 100%

State Average: not reported this year

Haywood County Schools  
06-07 data  
100%

Haywood County Schools  
07-08 data  
100%

Haywood County Schools  
08-09 data  
100%

Haywood County Schools  
09-10 data  
100%

**What did we do in 2009-2010  
to address Indicator 13 –  
IEPs and Postsecondary  
Goals?**



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# Making sure we have effective transition plans for students age 14 and above

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- This year we have audited 478 IEPs with transition plans.
- Our transition plans have improved so much that DPI has asked us to present our strategies at two state conferences.
- We provide training at least twice a year in effective transition planning for all EC staff serving students in grades 7 through 13 and gave each of them a transition notebook.
- We have increased our coordination with outside agencies for successful transition.
- We are working on using more informative transition assessments to guide us with transition planning.

# Indicator 14:

## Post-School Outcomes

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Percent of youth who had IEP's, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or, both, within one year of leaving high school.

*State 2006-07 = Baseline = 75%*

*State Target: 2007-08 = 75%*

Haywood County Schools was not sampled for 07-08 or 08-09 but our 06-07 sampling indicated we had 84% of our graduates either working 30 hours or more per week or in some type of post secondary school within the first year of leaving high school.





**What did we do in 2009-2010  
to address Indicator 14 –  
Post-School Outcomes?**

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# Post-School Outcome Improvement Strategies

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- Earlier coordination with outside agencies
- College tours and job fairs
- Job coaching for our high school students in the Occupational Course of Study
- Assistance with job applications, resume development and job interview skills
- Assistance with college applications, financial aid applications, scholarship paperwork, and essays

# Indicator 15

## General Supervision Part 1

Percent of noncompliance identified in the 08-09 school year corrected within one year.

*State Target: 100%*

*State Average: 89.05%*

06-07 data  
100%

07-08 data  
100%

08-09 data  
100%

09-10 data  
100%

# Indicator 15

## General Supervision Part 2

Percent of compliance rate of Internal Record Review.

*State Target: 100%*

06-07 data

Haywood County Schools:100%

07-08 data

Haywood County Schools:100%

08-09 data

Haywood County Schools:100%

09-10 data

Haywood County Schools: 100%

**What did we do in 2009-2010  
to address Indicator 15 –  
General Supervision?**



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# General Supervision

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- We train EC staff yearly in Policies Governing Services for Children with Disabilities through quarterly meetings.
- We are auditing every preschool record, rising 6<sup>th</sup> grade record, rising 9<sup>th</sup> grade record to make sure that the receiving school has the information it needs to address the student's needs effectively.
- We have revised our EC folder organization and the Audit worksheet to make the audit process more efficient.
- We monitor class size and bus routes to insure compliance.



# Teacher of Excellence

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- Carolyn Cole
- Instructional Coach and  
WMS Reading Teacher



# Exceptional Children Teachers of the Year

- Rhonda Wester: EC Teacher at Canton Middle School
- Desi Taylor: EC Teacher at Meadowbrook Elementary
- Ben Garner: EC Teacher at Tuscola High School







# Stakeholder Questionnaire

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■ Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: 5/20/11

■ Stakeholder feedback and suggestions have been invaluable in shaping Exceptional Children staff development, allocation of resources, and program development over the last several years. Thank you so much for your willingness to help us continue to improve student outcomes through your honest feedback and suggestions on this questionnaire.

■ Please list at least one suggestion for facilitating parent involvement as a means for improving services and results for children with disabilities.

■ Please list at least two suggestions for improving services for students with IEPs:

■ Please list one strength of the Haywood County Schools' Exceptional Children Program:

■ Additional comments, suggestions or questions:



# Questions?

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