



Public Schools of North Carolina

Exceptional Children Update to the Joint Legislative Education Oversight Committee

December 3, 2008

Mary N. Watson, Director

Exceptional Children Division, NCDPI

High School Update

Performance Data for End of Course Multiple Choice Tests Percent at or above Level III (proficient)

| | Algebra I | | Biology | | Civics | | US History | | English I | |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2006 -07 | 2007 -08 | 2006 -07 | 2007 -08 | 2006 -07 | 2007 -08 | 2006 -07 | 2007 -08 | 2006 -07 | 2007 -08 |
| Non-Disabled | 69.4 | 71.8 | 67.6 | 70.3 | 68.2 | 70.8 | 66.3 | 68.3 | 75.9 | 77.1 |
| Students with Disabilities | 33.2 | 34.5 | 37.6 | 40.6 | 37.4 | 40.8 | 41.8 | 42.7 | 35.4 | 34.5 |



High School Update

Positive Behavior Support (PBS)

- Implementation in 59 high schools and 29 alternative schools
- \$90,000 from Legislature
- High School PBS Model Project
(8 High School sites – one per region – funding allocated per site)
- Additional funds for personnel to support the project



High School Update

- Over 25 LEAs have high schools implementing research-based reading instruction for struggling readers
- 2,826 high school students are served by Recording for the Blind & Dyslexic, Inc.
- State Resource Officers have received training on understanding students with autism



High School Update

Universal Design for Learning (UDL)

- Training to implement a framework for designing curricula, assessments and instructional materials to meet the needs of all students
- Principles of UDL presented as part of the Summer Institute professional development



High School Update

Occupational Course of Study (OCS)

- OCS is being revised during the 2008-09 school year
- Revisions will be presented to the State Board of Education in June 2009
- Extensive professional development will be provided to OCS teachers during the 2009-10 school year



High School Update

Focused Monitoring-Transition

- 2006-07 Craven, Wake, Anson and Catawba
- 2007-08 Hertford, Charlotte/Mecklenburg, Nash Rocky Mt., Lee
- 2008-09 Haywood, Winston-Salem/Forsyth, Pitt, Ashe



Disproportionate Representation of Students with IEPs in North Carolina

| Year | Disproportionate Representation in special education as result of inappropriate identification* | Disproportionate Representation in a specific disability category as result of inappropriate identification* | Significant Disproportionality ** |
|----------------|---|--|-----------------------------------|
| 2005-06 | 0 Districts | 68 Districts | N/A |
| 2006-07 | 0 Districts | 21 Districts | 43 Districts |
| 2007-08 | 0 Districts | TBD (Projected ≤ 8 Districts) | 28 Districts |

* 2-step process, including 1. determining disproportionate representation; and then 2. determining if the disproportionate representation is the result of inappropriate identification.

**Based solely on data, as required by Federal regulations. The significant disproportionality is in specific disability categories.



Key Strategies to Address Disproportionate Representation

- **State Personnel Development Grant (NCSIP II)** – reading/writing (78 LEAs), math (33 LEAs) and positive behavior support centers/sites (107 LEAs) implementing research-validated instructional strategies
- **Responsiveness to Instruction (RtI) Problem-solving Process** – research-based interventions and progress monitoring (92 LEAs trained)
- **Instructional Consultation Model** – collaborative, systematic problem-solving process based on specific student data (10 LEAs)

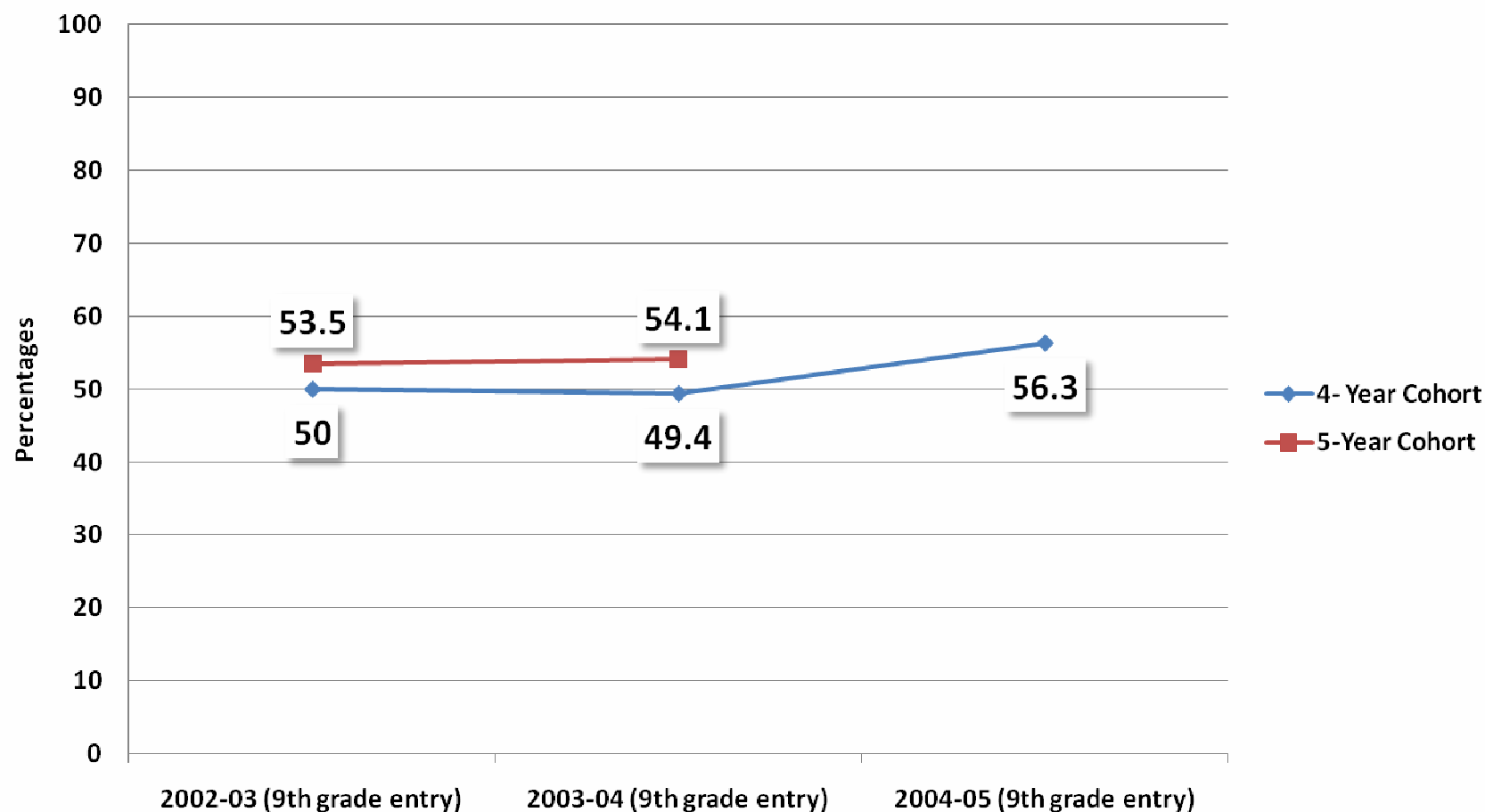


Key Strategies to Address Disproportionate Representation

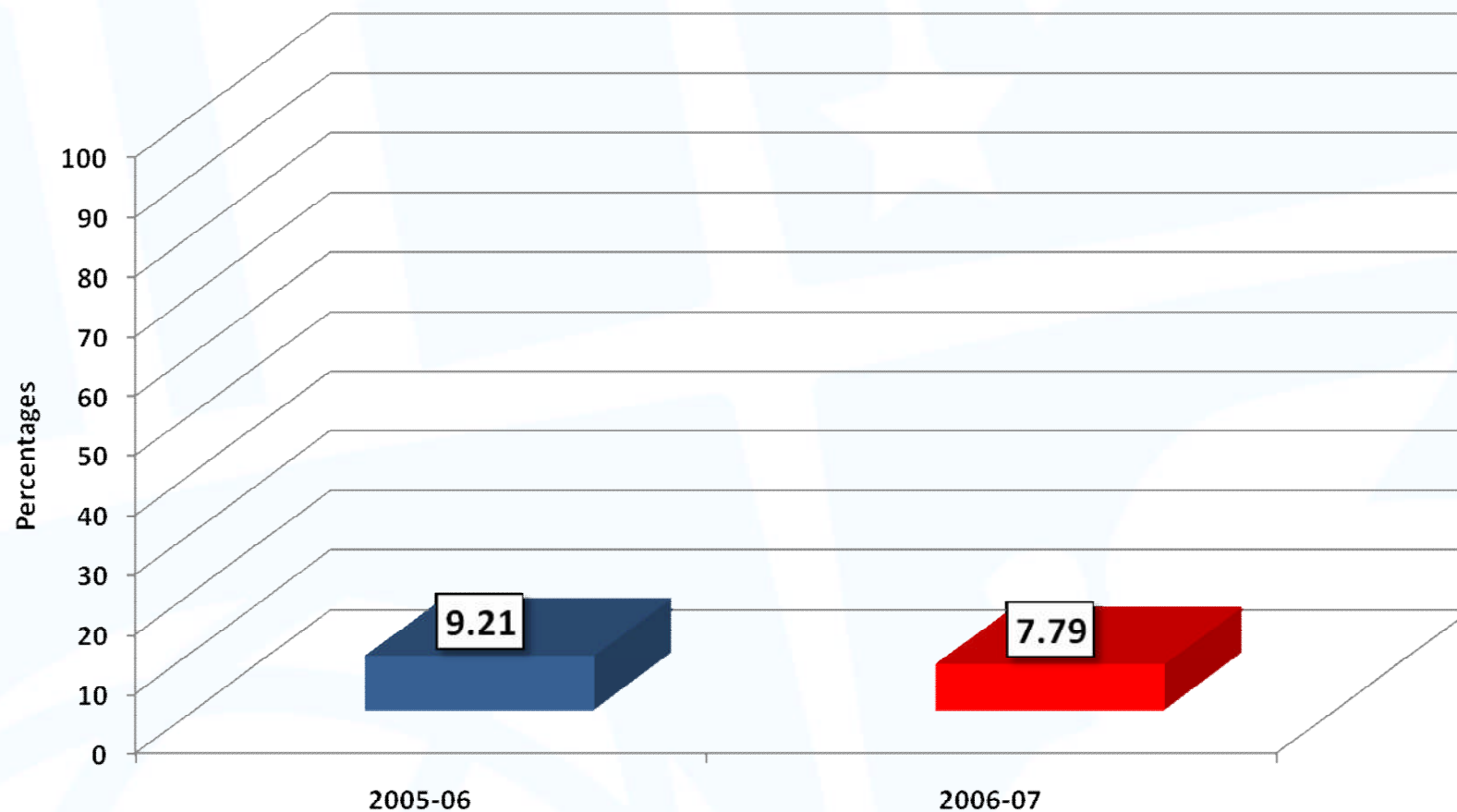
- **Project Bright Idea** – early identification of minority and/or other students in academically/intellectually gifted (AIG) programs (13 LEAs)
- **Continuous Improvement Performance Plan (CIPP)** - part of monitoring system requiring all districts to implement improvement strategies, based on data and student outcomes
- **Targeted Record Reviews** – conduct of on-site reviews and training for identified districts (4 LEAs) in how to conduct reviews



NC Cohort Graduation Rates for Students with IEPs



Drop-out Rates for NC Students with IEPs (9th - 12th Grades)



Implications for the Future

- The SBE recently approved the Future-Ready Core (FRC) Course of Study, which replaces the College/University Prep, College Tech Prep, and Career Courses of Study
- FRC requires Algebra I, Geometry & Algebra II (or similar) for a diploma, except for students in the OCS. (Career Course of Study has not required this)
- Development FRC implementation guide that includes EC-related issues is underway



Recommendations

- Require all School Improvement Plans to include a multilevel system of support (e.g., RtI)
- Expand implementation of proven programs (e.g., PBS) statewide
- More fully invest in research-based instruction in reading and mathematics (e.g., NCSIP II) in elementary, middle and high school special education programs
- Consider other models (e.g., 5-year, 6-year, etc.) for the official graduation rate

