Exceptional Children
Board of Education Presentation

January 26, 2023

Thomasville City Schools

Child Count   December 1 (Federal Funding) $5,000 per student

YEAR	COUNT
2022	218
2021	232
2020	264

Child Count   April 1
(State Funds) $4.400 per student

YEAR	COUNT
2022	226
2021	259
2020	314

Indicator Data

Federal Required Reporting on performance indicators that focus on outcomes and compliance with the goal of improving results for students with disabilities.

Indicator 1 Graduation Rate
Indicator 2   Drop out Rate

Indicator 1 (4 Year cohort)	Year	Rate
State Target >77.02%	2020-2021	100%
State Target >78.27%	2021-2022	54.55%
Indicator 2	Year	Rate
State Target <18.41%	2020-2021	0%
State Target <18.75	2021-2022	45.46%

Indicator 3- Statewide participation and Performance- Reading (2021-2022)

3A-Participation Rate (How many students we tested)
3B-Proficiency Rate for students with IEPs on Grade Level Standards (EOG's)
3C-Proficiency Rate for students with IEPs on Alternative Academic Standards (EXTEND 1)
3D-Gap in proficiency rates for students with IEPs & all other students on grade level
standards

Indicator	Grade Level	State Target	PSU Rate
3A	4	>95%	**>95%**
	8	>95	**94.74**
	10	>95	**>95**
3B	4	>16.12	**0**
	8	>11.13	**0**
	10	>13.53	**0**

Indicator 3- Statewide participation and Performance- Reading (2021-2022)

3A-Participation Rate
3B-Proficiency Rate for students with IEPs on Grade Level Standards
3C-Proficiency Rate for students with IEPs on Alternative Academic Standards
3D-Gap in proficiency rates for students with IEPs & all other students on grade level standards

Indicator	Grade Level	State Target	PSU Rate
3C	8	>42	**0**
3D	4	<27.44	**16.48%**
	8	<28.96	**11.18**
	10	<36.85	**9.35**

Indicator 3- Statewide participation and Performance- Math (2021-2022)

3A-Participation Rate
3B-Proficiency Rate for students with IEPs on Grade Level Standards
3C-Proficiency Rate for students with IEPs on Alternative Academic Standards
3D-Gap in proficiency rates for students with IEPs & all other students on grade level standards

Indicator	Grade Level	State Target	PSU Rate
3A	4	>95	**93.33%**
	8	>95	**>95**
	11	>95	**90**
3B	4	>14.99	**0**
	8	>7.25	**0**
	11	>11.50	**0**

Indicator 3- Statewide participation and Performance- Math (2021-2022)

3A-Participation Rate

3B-Proficiency Rate for students with IEPs on Grade Level Standards

3C-Proficiency Rate for students with IEPs on Alternative Academic Standards

3D-Gap in proficiency rates for students with IEPs & all other students on grade level standards

Indicator	Grade Level	State Target	PSU Rate
3C	8	>7.00	**0%**
	11	>38.03	**0**
3D	4	<9.93	**12.50%**
	8	>9.40	**15.53**
	11	<10.66	**11.11**

Indicator 8- Parent Involvement

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

2019- 2021 TCS was not surveyed by DPI

2021-2022 TCS was surveyed. The state rate was <49.36%.   TCS scored 0%

Indicator 10- Disproportionate Representation-Eligibility Category

Does the PSU have disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification?

Year	State Target	Risk Ratio/Indicator Rate
19-20	0%	3.07
20-21	0%	3.37
21-22	0%	337.00

Indicator 11- Timely Evaluation

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

Year	State Target	Risk Ratio/Indicator Rate
19-20	100%	86.67%
20-21	100%	74.29%
21-22	100%	60.53%

Indicator 12- Early Childhood Transition

Percent of children referred prior to age 3 and who are found eligible for special education by their 3rd birthday.

Year	State Target	Risk Ratio/Indicator Rate
19-20	100%	60%
20-21	100%	66.67%
21-22	100%	77.78%

Annual Public Report for Students with Disabilities

The list of all 14 indicators and scores for TCS can be found at.

https://bi.nc.gov/t/DPI-ExceptionalChildren/views/ECAnnualReport_IndicatorsDashboard_LEADeterminations/ReportDashboard?%3Adisplay_count=n&%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Aorigin=viz_share_link&%3AshowAppBanner=false&%3AshowVizHome=n

Occupational Course of Study

Our OCS student are now involved in inclusive-Co-teaching classes for CORE academics versus NCVPS Classes.

Fast Facts
www.centerontransition.org

Center on transition innovations
VCU

## Effective Practices and Predictors of Positive Employment Outcomes

Improving postschool outcomes is an important priority in the education of students with disabilities. In order to adequately prepare for a successful transition to employment, transition stakeholders must have the awareness, knowledge, and skills of the evidenced-based transition practices and predictors of students' postschool success. Below is a list of key practices and predictors that research has shown to improve postschool employment outcomes.

Category	Descriptor	Evidence from Research
Inclusion in General Education	Being engaged in general education curriculum and settings with peers without disabilities.	Students who had a high degree of integration with age-appropriate peers were more likely to engage in post-school employment.

The benefits of inclusion for students with disabilities extend beyond academics

16
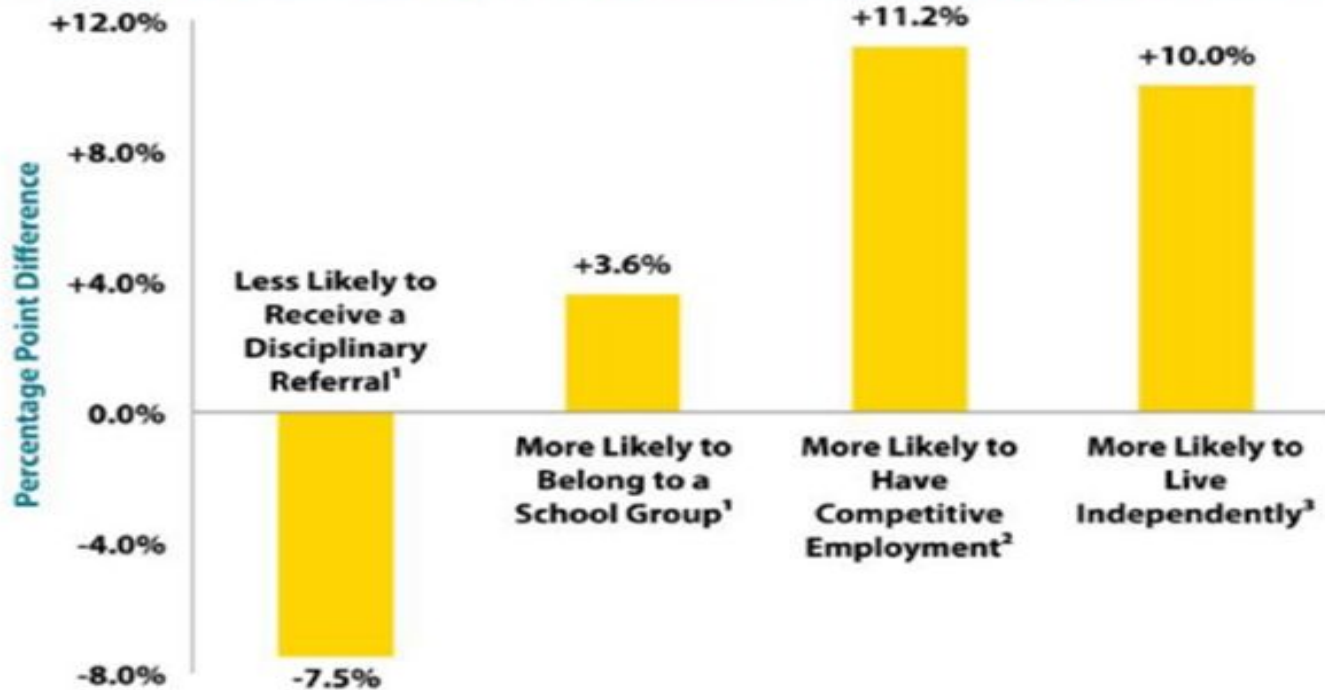
S.P.I.R.E and Number Worlds

Reading and Math Intervention Programs

S.P.I.R.E- Intensive, structured and spiraling curriculum research proven reading intervention program. Incorporates phonological awareness, phonics, spelling, fluency, vocabulary and comprehension in a 10-step lesson plan.

Number Worlds-highly-engaging, research-proven, math intervention program built on rigorous state standards to bring math-challenged PreK–8 students up to grade level with Real World Applications. Helps struggling learners in Response to Intervention Tiers 2 and 3 achieve math success and quickly brings them up to grade level by intensively targeting the most important standards.

Barriers affecting fidelity of Programs

1. Not enough time allotted in schedule for lessons
2. High Staff turnover including losing our Part time Literacy Coach
3. Schedules only allowing for instruction every other day

Sandy Vollinger -District Number Worlds coach and provides training to new staff

Denise Wright- Contracted Number Worlds Coach who provides coaching and support 3x throughout the school year

New Staff and Job roles

Abby Lawrence -Occupational Therapist- Working virtually & supervising COTA. Will be in person 1x month.

Crystal McNeely-Certified Occupational Therapy Assistant (COTA)-Serves students in district Monday- Friday. Has a 15 plus year background working with children in mental and behavioral-based environments. Graduated from Winston-Salem State University with a Bachelors of Arts degrees in Psychology and Sociology and has an Associate of Science Degree in Occupational Therapy Assistant.

Registered Behavior Therapist-We are in the process of hiring a full time RBT to help provide support & resources to our students and staff-primarily the EC students Identified on our PRC-29 grant.

Current Staff in new or additional roles in district

Melissa Rousseau EC Compliance/Literacy Coach-- Will transition to this role once current teaching position is filled.

Lauren Anderson-(School Counselor) completed training and is now our TCS District Non Violent Crisis Intervention (CPI) Trainer

Change is coming- Change is inevitable

Change can be difficult, but we must preserve and put in the work to make it intentional and positive!

https://www.youtube.com/watch?v=4DDZBIRNdjk