



Annual Monitoring Update: Special Education Plan (2016-17)

Background

The Madison Metropolitan School District is committed to providing an exemplary educational experience for all students with disabilities. While students with disabilities have made recent gains in reading/math proficiency, graduation rates, employment levels and post-secondary education rates, we feel if we further eliminate barriers to learning and consistently provide excellent instruction in rich supportive environments our students will experience much higher outcomes.

The [Special Education Plan](#) outlines key actions to ensure that *all* students with disabilities are engaged in high quality curriculum and instruction within the most inclusive educational environments leading to deep learning which results in college, career, and community readiness. The Plan is organized into six primary sections which collectively identify current barriers to student learning and strategic actions aligned to our vision, goals, and legal requirements. The six sections include: (1) Service Delivery for Students with Disabilities; (2) Curriculum, Instruction and Professional Development; (3) Data Use and Accountability Systems; (4) Disproportionality; (5) Recruiting, Hiring and Placement of High Quality Staff; and (6) Collaboration and Communication.

What Did We Do This Year?

The following provides a brief summary of key actions the Department of Student Services has taken relative to implementing each of the six major areas of improvement.

1. **Service Delivery for Students with Disabilities**

- Implementing a collaborative Service Delivery planning process to ensure all students with disabilities are provided with high quality instruction and effective special education/related services in the most inclusive educational environments
- Implemented an improved process to successfully transition students with disabilities from grade to grade, school to school and from high school to adulthood, by specifically targeting 5th to 6th grade

2. **Curriculum, Instruction and Professional Development**

- Providing professional learning opportunities for special education teachers and assistants on evidence-based interventions for reading, writing, math, and social emotional skills/behavior
- Providing on-going professional development for key staff, including all principals, district-wide on the principles and practices of inclusive education

3. **Data Use and Accountability Systems**

- Utilizing accountability systems and data routines in schools to monitor student progress on learning goals and determine when additional supports, guidance or immediate adjustments are needed
- Implementing an improved accountability system to monitor and immediately correct procedural compliance issues

4. **Disproportionality**

- Applying improved monitoring systems and implementing five actions to reduce/eliminate factors contributing to disproportionality within special education (improve access to timely evidence-based reading interventions, improve student support and intervention team practices, require re-evaluation for transfer students with certain disabilities, improve the quality of initial evaluations, and ensure appropriate educational environments with the service delivery process)



5. **Recruiting, Hiring, Retention and Placement of High Quality Staff**

- Implementing improved hiring processes for both special education teachers and assistants to ensure appropriate staffing levels and qualification/skills
- Creating a program to increase the number of high quality special education and bilingually certified teachers
- Beginning the initial research to identify and implement a successful model for the equitable distribution of special education and related services staffing/resources

6. **Collaboration and Communication**

- Implementing strategies to improve family partnerships and communication with stakeholders, including parents/families, administrators, teachers, and special education assistants
- Revising the roles/responsibilities of assistant directors, program support teachers, and other Student Services staff to improve communication and alignment with the Special Education Plan goals and priorities

What Have We Learned This Year?

We continue to learn more about the importance of and need to collaborate with school staff, particularly the principal, regarding the effective use of resources to implement student IEPs and improve outcomes. We have learned about the extraordinary challenges and opportunities of leading a district in the area of inclusive education and that doing so requires a deep commitment in all aspects of our system. We have learned it is critical to design our curriculum and instructional experiences such that they are universally accessible to a wide range of learners. Doing so provides meaningful opportunities to engage in rigorous and challenging learning targets. While the Student Services Department has used various accountability systems, we've reflected on and made adjustments to an increasingly more sophisticated performance management system to ensure deep implementation of the Special Education Plan.

What Will We Do Moving Forward?

We fully intend to continue implementation of the Plan's six primary areas but with special emphasis on the following key areas. Effective use of resources continues to be an area ripe for innovation and improvement. To this end, we intend to research best practices, engage our stakeholders and collaborate with several pilot schools to experiment with different or novel approaches to staffing and or staff use to ultimately improve student outcomes. Inclusive education will remain a primary learning topic of the principal meetings throughout the 2017-18 school-year. This is a topic which requires constant nurturing and integration in all aspects of the organization. Expanding the district's use of universal design for learning as a mechanism for creating meaningful/engaging learning opportunities is a critically important goal. Student Services will collaborate with other departments and school staff to deepen our collective capacity to design and deliver more accessible curriculum and instructional opportunities. Last, with the use of a consistent performance management system, Student Services will be able to provide increasingly more actionable supports to schools to improve compliance and student outcomes.

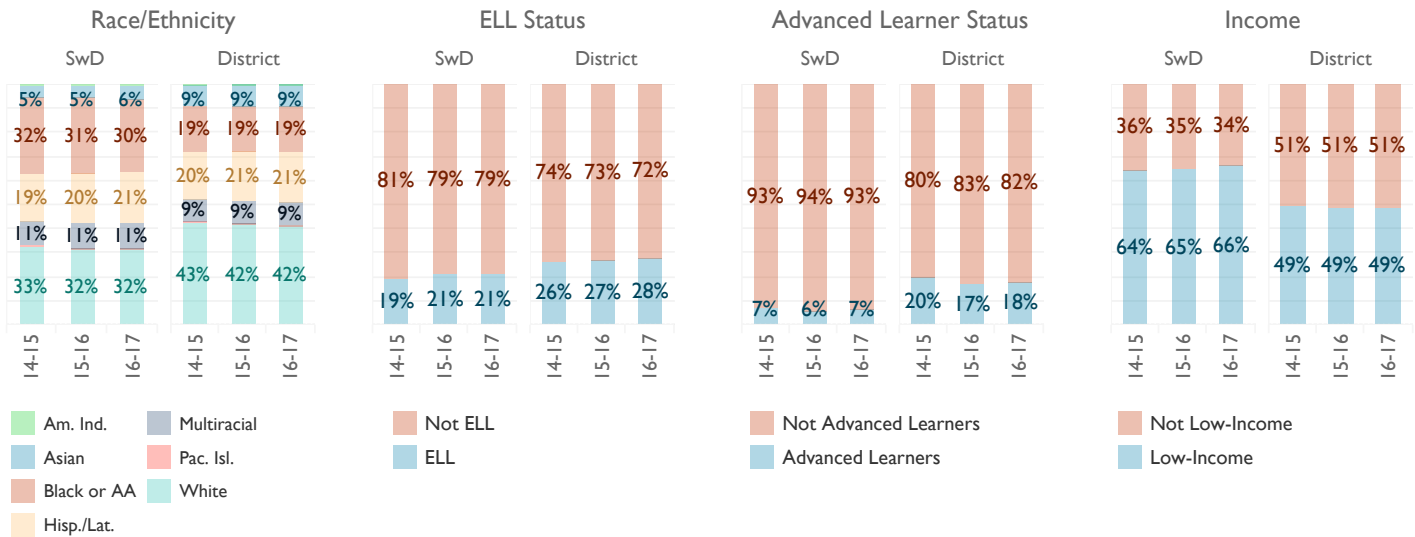
Special Education Annual Monitoring Update: Demographics (2016-17)

Identification Totals

	Students		By Primary Disability										
	No Disability	Students w/Disabilities	Autism	Emotional Behavioral Disability	Hearing Impairment	Intellectual Disability	Orthopedic Impairment	Other Health Impairment	Significant Developmental Delay	Specific Learning Disability	Speech or Language Impairment	Traumatic Brain Injury	Visual Impairment
14-15	24,467 (85%)	4,306 (15%)	559	619	41	263	44	895	65	1,065	713	12	21
15-16	24,409 (85%)	4,161 (15%)	538	621	35	244	43	868	84	971	726	11	19
16-17	24,100 (85%)	4,373 (15%)	629	653	44	222	44	906	156	967	719	13	19

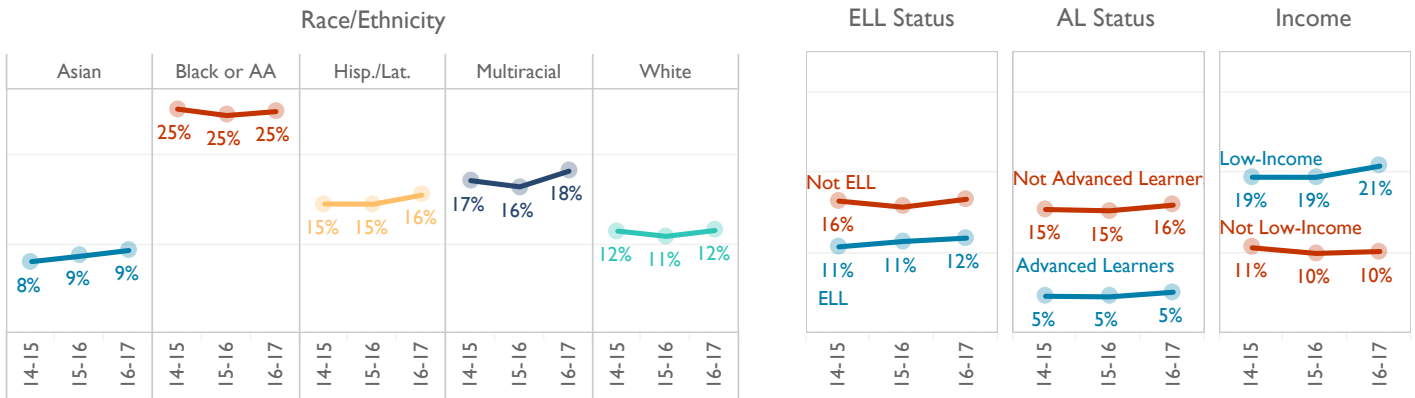
Demographics

These graphics show the demographics of students identified as Students with Disabilities and of the district overall.



Identification Rates by Demographic Group

These graphics show the percent of students identified as Students with Disabilities within each demographic group.



Special Education Annual Monitoring Update: Outcomes (2016-17)

Strategic Framework Milestones

These tables show the percent of students identified as Students with Disabilities (SwD) who met the relevant metric during the indicated year.

Goal #1: Every student is on track to graduate as measured by student growth and achievement at key milestones.

	SwD		District (K-8)	
	15-16	16-17	15-16	16-17
PALS Grade 2 Spring Literacy	41%	43%	78%	76%
MAP Grade 3 Spring Reading Proficiency	19%	17%	41%	43%
MAP Grade 3 Fall-Spring Reading Growth	52%	55%	57%	57%
MAP Grade 3 Spring Math Proficiency	22%	24%	46%	49%
MAP Grade 3 Fall-Spring Math Growth	62%	63%	62%	66%
MAP Grade 5 Spring Reading Proficiency	17%	16%	44%	45%
MAP Grade 5 Fall-Spring Reading Growth	63%	59%	60%	60%
MAP Grade 5 Spring Math Proficiency	17%	17%	45%	46%
MAP Grade 5 Fall-Spring Math Growth	61%	56%	64%	65%
MAP Grade 8 Spring Reading Proficiency	11%	11%	39%	38%
MAP Grade 8 Fall-Spring Reading Growth	49%	50%	53%	48%
MAP Grade 8 Spring Math Proficiency	11%	12%	43%	44%
MAP Grade 8 Fall-Spring Math Growth	56%	54%	55%	58%
Grade 9 Two or More Fs	38%	42%	21%	20%
Grade 11 ACT Reading College Readiness	19%	14%	49%	49%
Grade 11 ACT Math College Readiness	10%	10%	46%	48%
Grade 11 3.0 GPA	25%	19%	53%	54%

Goal #2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

	SwD		District	
	15-16	16-17	15-16	16-17
Grades K-5 Arts Education Participation	100%	100%	100%	100%
Grades 6-8 Arts Education Participation	92%	93%	96%	96%
Grades 7-8 World Language Participation	39%	41%	68%	70%

Goal #3: Every student, family and employee experiences a positive school and district climate as measured by school climate survey data.

Dimension	SwD		District	
	15-16	16-17	15-16	16-17
Institutional Environment % Positive	44%	46%	41%	43%
Relationships % Positive	62%	62%	62%	63%
Safety % Positive	44%	51%	43%	50%
Teaching and Learning % Positive	72%	69%	78%	74%

Attendance

	SwD	District
2014-2015	90.4%	93.0%
2015-2016	90.2%	93.1%
2016-2017	90.2%	92.7%