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Laurens County Schools

SPRING FEDERAL STAKEHOLDERS MEETING

MAY 21, 2019

12:00 P.M.



-
- Title I, Part A,
 - Title I, Part D Neglected & Delinquent
 - Title I, Part C Migrant
 - Title II, Part A Teacher Quality
 - Title III, Part A Language Instruction for LEP and Immigrant Students
 - Title IV, Part A Student support and Academic Enrichment
 - Title X, Part C McKinney-Vento Ed for Homeless and Foster Children and Youth
 - Title VI Part B Rural Education Achievement Program
 - The Individuals with Disabilities Education Act (IDEA)
 - Nutrition – USDA
 - CTAE

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AGENDA

- 1. Welcome and Introductions**
- 2. CTAE Review and Update (Mr. Tim Passmore)**
- 3. SPED Review and Update (Ms. Stacey Sanders)**
- 4. Federal Programs Review and Gathering of Input (Ms. Julie Dyar)**
 - Latest Data**
 - Comprehensive LEA Improvement Plan (CLIP)**
 - District Parent and Family Engagement Plan (P&FEP)**
 - Barriers to Parent Participation**
 - Parent and Family Engagement Funds**
 - Building Staff Capacity to Engage Parents and Families**
- 5. Feedback Forms**

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• Laurens County's Demographics

- 8 Schools & 1 Alternative Program
- 6511 Students
 - 62.82% Economically Disadvantaged
 - 2.4 % Homeless
 - 2.6% ESOL – Migrant
 - 10.4% Students with Disabilities
- 492 Certified Staff
- 367 Non-Certified Staff
- 83 Bus Routes
 - 4500 Miles per day - 810,000 Per Year
 - 800 Gallons of Fuel Per Day

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Review, Analyze, Develop

- CTAE Review and Update of District Goals

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- SPED Review and Update of District Goals

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IDEA, PART B FLOWTHROUGH AND IDEA, PART B PRESCHOOL

- Individuals with Disabilities Education Act (IDEA)-Federal Law
- Ensures services to children with disabilities
 - Special education services
 - Specialized Instruction
 - Related services- speech, OT, PT, special transportation
 - Provides supports and accommodations
- Serves children ages 3-21



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PROPORTIONATE SHARE PROCESS

- Since the passage of IDEA 1997, school districts have been required to allocate a “proportionate share” of their Federal IDEA funds to provide private school students with disabilities (SWD) with “services” in special education offered by the district.
 - All eligible students with disabilities (preschool - 12th grade) who are parentally placed in a private elementary or secondary school
 - Home-schooled eligible students with disabilities
 - Timely & Meaningful Consultation in July

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CHILD FIND

- Child Find is the school system's attempt to locate any children who are suspected of having a disability.
- Special education and/or related services may be recommended if a disability interferes with a child's learning.
- Speech/Language Therapy, Physical Therapy, and Occupational Therapy are some of the related services that may be offered.

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SPECIAL EDUCATION ENROLLMENT

- FY 18 Oct 639
- FY 18 Mar 663
- FY 19 Oct 668
- FY 19 Mar 675

Current Data

Disability	Student Count
<u>AUTISM</u>	57
<u>DEAF / HARD OF HEARING</u>	7
<u>EMOTIONAL/BEHAVIORAL DISORDER</u>	60
<u>MILD INTELLECTUAL DISABILITY</u>	39
<u>MODERATE INTELLECTUAL DISABILITY</u>	17
<u>OTHER HEALTH IMPAIRMENT</u>	225
<u>SEVERE INTELLECTUAL DISABILITY</u>	2
<u>SIGNIFICANT DEVELOPMENTAL DELAY</u>	64
<u>SPECIFIC LEARNING DISABILITY</u>	105
<u>SPEECH OR LANGUAGE IMPAIRMENT</u>	93
<u>TRAUMATIC BRAIN INJURY</u>	4
<u>VISUAL IMPAIRMENT</u>	2

HOW DID THE DISTRICT PERFORM
COMPARED TO THE STATE?

DISTRICT SCORE	85.0
STATE SCORE	82.0

HOW DID THE DISTRICT PERFORM ON 4-
AND 5-YEAR GRADUATION RATES?




4-YEAR GRADUATION RATE	83.66
5-YEAR GRADUATION RATE	87.53






HOW DID STUDENT GROUPS IN THE DISTRICT PERFORM?

4-YEAR GRADUATION RATE

5-YEAR GRADUATION RATE

LEGEND

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	RATE	TARGET	FLAG
ALL STUDENTS	83.66%	85.80%	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	89.38%	84.48%	
HISPANIC	86.67%	Too Few Students	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	82.26%	86.43%	
ECONOMICALLY DISADVANTAGED	78.26%	82.49%	
ENGLISH LEARNERS	Too Few Students	Too Few Students	
STUDENTS WITH DISABILITY	57.14%	54.54%	

ANNUAL PERFORMANCE REPORT 2017- 2018

- Targets Met:
 - Graduation Rate for youth with IEPs
 - Drop out rate for youth with IEPs
 - Participation Rate in Reading/ELA
 - Participation Rate in Math
 - Proficiency Rate in:
 - 3-8 in reading
 - High school in ELA
 - High school in math
 - Suspension & Expulsion
 - Suspension & Expulsion by race/ethnicity
 - Least Restrictive Environment for 80% of day
 - Least Restrictive Environment for less than 40% of day
 - Preschool Outcomes (some areas)
 - Disproportionality Representation in services
 - Disproportionality Representation in specific disability categories
 - Early Childhood Transition
 - Secondary Transition
 - Timely & Accurate Data

ANNUAL PERFORMANCE REPORT 2017-2018

- Targets Not Met:
 - Proficiency Rate
 - 3-8 in math
 - Least Restrictive Environment – separate placements
 - Preschool Least Restrictive Environment
 - Regular Class
 - Separate Class
 - Preschool Outcomes – some areas
 - Parent Involvement
 - Child Find
 - Post School Outcomes

FY 20 PRIORITIES

- Accommodations & Modification Strategies
- Co-planning & Co-teaching Strategies
- Effective Discipline Strategies
- Functional Behavior Assessment and Behavior Intervention Planning
- Maximizing Parent Involvement

IDEA PERFORMANCE GOALS

- Improve graduation rate outcomes for SWD
- Improve services for young children (3-5) with disabilities
- Improve the provision of a free and appropriate education to SWD
- Improve compliance with state and federal laws and regulations



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Input

- Feedback or Questions

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Review, Analyze, Develop

- **FEDERAL PROGRAMS**

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FY20 – PLANNING

COMPREHENSIVE NEEDS ASSESSMENT

DISTRICT IMPROVEMENT PLAN

- System-level and school improvement teams analyze the testing results and performance on system and school level goals and objectives to identify areas of strengths, improvements and weaknesses
- Using data, the district completes the CNA. The CNA is used to develop the district's improvement plan.
- LCBOE uses the Federal Funds to provide additional support toward meeting local needs identified in the planning process and are not funded by state and local dollars.

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Review and Analyze

- District Comprehensive Needs Assessment
- District Improvement Plan
 - FY19 Goal Topics:
 1. Improving Lexiles
 2. ELA and Math
 3. Improving Proficiency of SPED Students

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Review and Analyze

- DATA WALK

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Input/Feedback

Based on data and discussion of needs, please give feedback on what focus or strategies do you recommend for inclusion on the LCSS FY20 CLIP?

(See question #1 on feedback form.)

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Review and Analyze Surveys

Summary of Results from FY19 Parent Survey Feedback (Elementary, Middle, and High):

Strengths	Weaknesses
Able to provide input into Parent and Family Engagement Plans	Lack of participation in parent input activities
Parent Conferences and participation in parent conferences	Lack of participation in parent engagement activities
Open House	Need for more help with student learning at home
Welcoming Environment	Need for multiple meeting times with greater preference for afternoon and evening times

- **High School Needs:**

1. More information on CTAE, scholarship opportunities, understanding high school curriculum, and helping with student success at home
2. Focus on College Readiness

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Review, Analyze, Feedback

- District Parent and Family Engagement

-Review previous District P&FEP

Based on survey results and previous plan, what feedback can I give regarding the revision of the District Parent and Family Engagement Plan for FY20?

(See question #2 on feedback form.)



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Review, Analyze, Feedback

- District Parent and Family Engagement

-How can the district better communicate with you as a parent/stakeholder?

-What makes it difficult for you to be able to participate more in school functions?

(See question #3 on feedback form.)

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Review and Analyze Surveys

Parent Survey Summary:

Recommendation for Spending Parent and Family Engagement Funds:

1. Educational materials for parents to use at home
2. Technology resources



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Review, Analyze, Feedback

- **District Reservation of Funds**
 - FY19 Initiatives: Parent and Family Engagement Coordinator, Instructional Coaches, Class Size Reduction
- Based on data presented, how should parent and family engagement funds be spent in FY20?

(See question #4 on feedback form.)

Review and Analyze Surveys

Parent Survey Summary:

Recommended Staff Capacity Trainings-

- How to reach out and communicate with parents
- Building relationships between parents and schools
- Helping parents understand Lexiles and how to help with comprehension
- Helping parents understand how to help with homework and study skills
- Helping parents understand how to help with math
- Helping parents understand how to help with writing

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Review, Analyze, Feedback

- **Building Staff Capacity Topics**
 - FY19 Topics: Parent Conferences; Communicating Effectively; Lexile Help for Parents; GMAS Info for Parents
 - Based on information presented, what training should school staff have related to engaging parents in the academic success of their child? (Any specific topics?)
(See question #5 on feedback form.)



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Conclusion

Feedback – Please turn in ALL feedback forms. (You are welcome to take another feedback form to complete and return later if you wish. Just send to juliedyar@lcboe.net when complete.)

Contacts

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Thank you for coming and giving your time to our students!



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