

Closing the Gap in Special Education

A Plan for Special Education

March 16, 2015

Creating a Vision

Provide all learners, K-12 and/or age 5-21, with educationally and developmentally appropriate supports and experiences that will prepare them for academic challenges and growth. These experiences will culminate in readiness for all learners to transition into post – secondary school life. Our vision is rooted in academic rigor, character education, social-emotional maturation, career exploration, and workplace readiness.

Committed to All Students; Attainable Goals; Citizenship; Equitable Access; Promoting Independence; Transition

Students and Programs

✿ 444 Special Education Students K-12

Special Education Programs Include

✿ Elementary Learning Support

✿ Special Class Autism

✿ Multiple Disabilities Class

✿ Life Skills

✿ Emotional Support Program

PDE Data Reports

Annual Special Education Data Report

11% of Upper Merion Area School District students classified in Special education

57% in general education > 80% time is Below State Average

7% in Out of District or Alternative Education is Above State Average

Achievement Gaps

School	Total % P/A Math	% IEP P/A Math	Total % P/A Read	% IEP P/A Read	Gap
BP	83	67	73	45	YES
Caley	91	54	90	54	YES
CB	89	86	89	87	No
Roberts	84	60	88	50	YES
Middle	89	58	80	40	YES

Small numbers of students have big impact on achievement

We believe all children can achieve

Align Progress Toward IEP Goals with Progress Toward Common Core Standards

Achievement Gaps in HS

	Total % Proficient	% IEP Proficient	GAP
Biology	74.80	37.03	YES
Algebra	88.54	38.45	YES
Literature	90.45	48.14	YES

The longer students are away from General Education;
The more likely that Gaps will continue to exist

A Continuum of Support

A broad range of supports, services, and programs to address a wide range of students; where movement can be fluid; high expectations can be maintained; and appropriate levels of support are imbedded.

Co-Teaching

Co-teaching is the instructional arrangement in which a general education teacher and a special education teacher deliver core instruction along with specialized instruction, as needed, to a diverse group of students in a single physical space. Co-teaching partnerships require educators to make joint instructional decisions and share responsibility and accountability for student learning.

Why Co-Teach

Increased exposure to Common Core for Special Education Students

More opportunity for collaborative planning and specially designed instruction that meets student needs and aligns with Common Core Standards

Ability to adapt instruction at the point of frustration and make learning fluid. This is a prospective, real time, and reflective process.

Creating the Model

Beginning 2015-2016 School Year

Grade 3 Bridgeport

Grade 4 Bridgeport

Grade 5 Middle School

Grade 9 High School

Co-teachers engaged in regular Professional Development and Consultative Support

Expanding the Model

Beginning 2016-2017 School Year

Introduce Co-teaching Section in a second Elementary School

Grade 6 Middle School

Grade 10 High School

Continue Professional Development and Consultation

Co-Teaching

Beginning 2017-18 School Year

Co-Teaching in Grade 3 and 4 in two
Elementary Schools

Grade 7 Co-teaching Middle School

Grade 11 Co-teaching

Continue Professional Development and
Consultation

Reflection

Co-Teaching Complete

Beginning 2018-2019 School Year

Grade 8 Middle School

Grade 12 Learning Resource Center

Continue Professional Development and
Consultation

Expected Outcomes

Increase inclusive programming and exposure to general education curriculum for special education students

- ❁ In 2015-16, 65% of students with IEP's will participate in general education more than 80% of the time
- ❁ In 2016-17, 72% of students with IEP's will participate in general education more than 80% of the time
- ❁ In 2017-18, 80% of students with IEP's will participate in general education 80% of the time

Addressing Special Populations

Autism – Multiple Disabilities – Life Skills Programs

Individualized, 1:1, and small group instruction

Curriculum Readiness; Basic Academic Skills

Activities of Daily Living

Communication and Social Skills

Curriculum Integration where appropriate

Community Based Instruction

Pre-vocational Skills Training

Job Coaching

Emotional Support

2015-16 High School Wrap Around

Blended model of Itinerant Support and comprehensive mental health services provided within the school day.

Two full time Licensed Counselors with Clinical Supervisor

Level of Care Assessments

Group Counseling Daily

Individual/Family Therapy Weekly

Co- Taught Study Skills

Middle School ES

2016-17 Emotional Support Moves from
Elementary to Middle School

Add Wrap Around Therapist to provide
preventative services and the onset of
negative consequences associated with
Mental Health Diagnosis

Expected Outcomes

Decrease student attendance in out of district schools

- ❁ In 2015-16 5.5% students with IEP's attending OOD schools
- ❁ In 2016- 17 4.5% students with IEP's attending OOD schools
- ❁ In 2017-18 3.5 % students with IEP's attending OOD schools

Closing Achievement Gaps

Maximized capacity for every student

Making progress on State Targets for closing Achievement Gaps

Monitor and Reflect on the fidelity of implementation

Budgetary Impacts

School Year	Needs	Costs
2015 -16	2 Special Education Teachers	\$150,000
2016 -17	2 Special Education Teachers	\$150,000
2017 -18	TBD	

Contracted Mental Health Services and Professional Development/Consultation in Inclusion is supported through IDEA and Access Funding.

Reflecting On Our Vision

An Inclusive Philosophy
Embracing the Belief that
Children Who Learn Together,
Learn To Live Together