

7.0 Organizational Performance Results

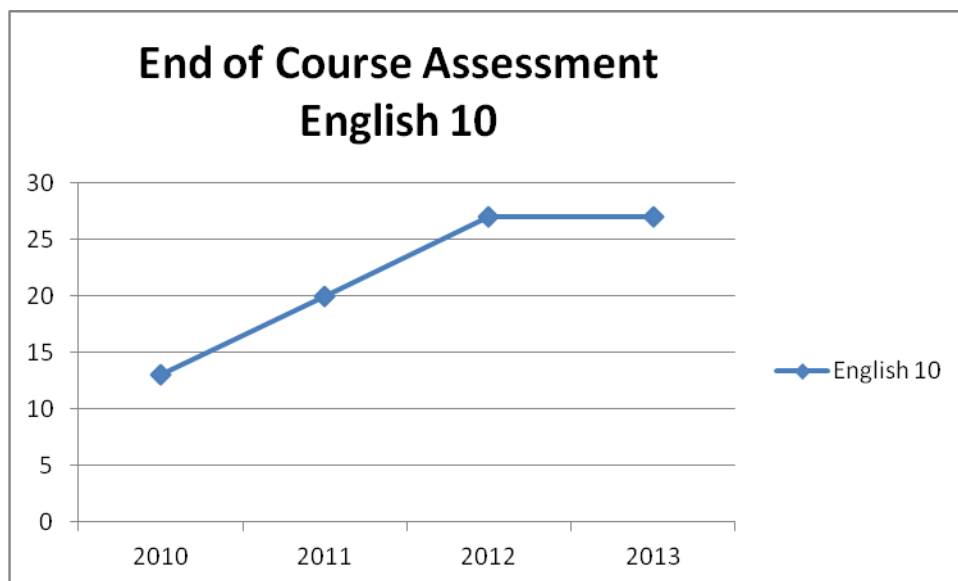
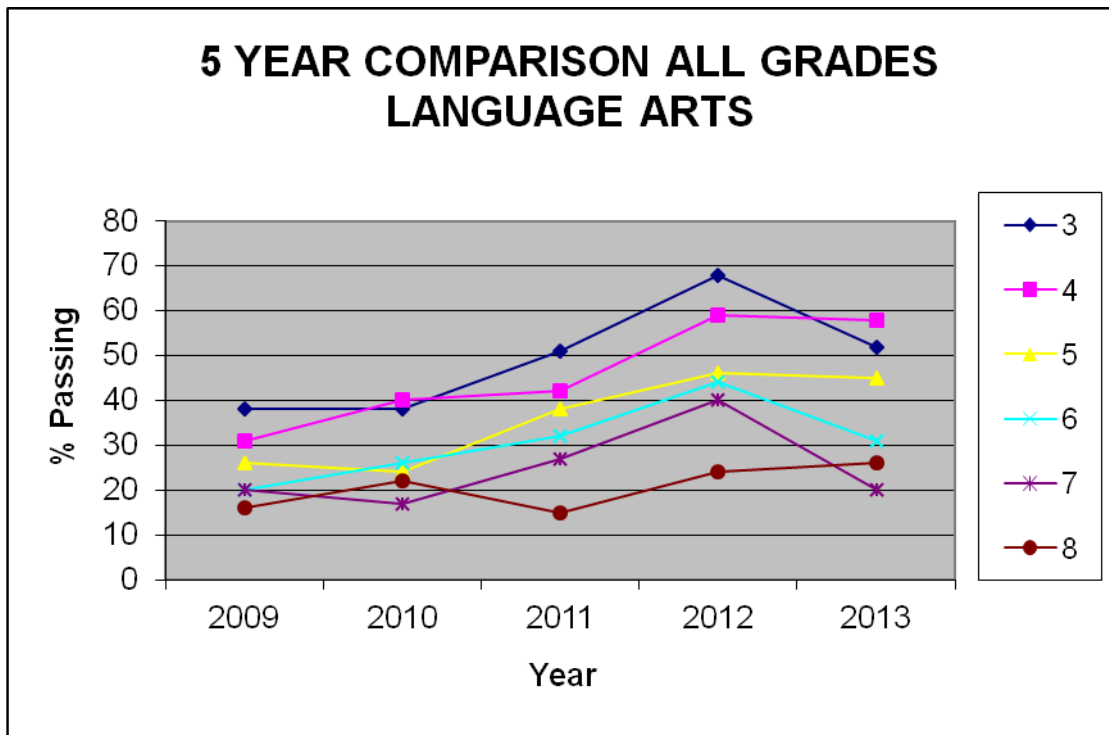
Section 7.0 Organizational Performance Results details the extent special education has achieved its stated goals. This section reports organizational effectiveness and efficiency relative to the mission, vision, aims, and strategic goals. Section 7.0 links with the previous six sections.

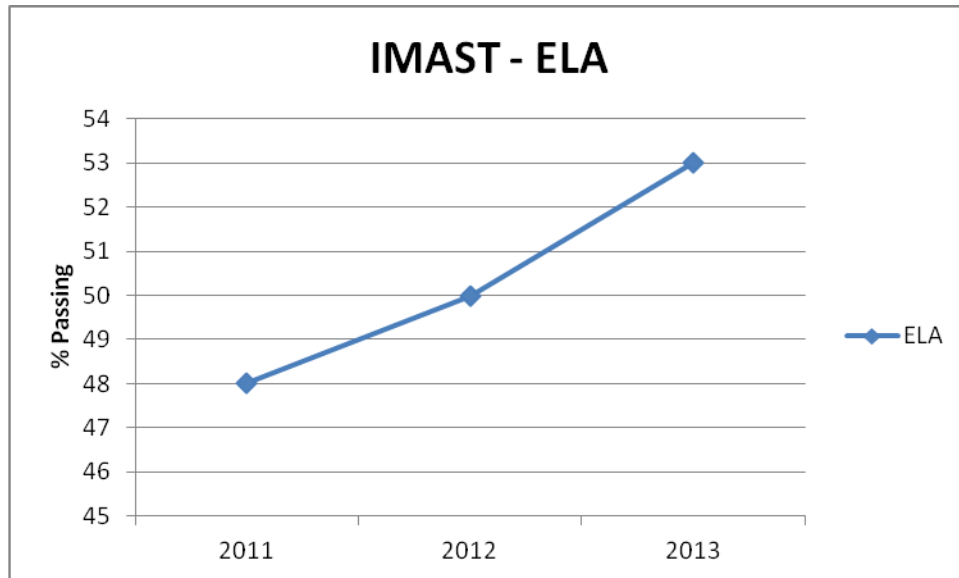
7.1 Student Learning Results (see next page)

The results presented in section 7 represent the goals articulated in section 2 of the document submitted in October, 2013.

HEO 1: Exemplary Academic Achievement

1.1 The percentage of students with disabilities who meet state English/Language Arts standards (ISTEP+, End of Course Assessment, and IMAST) will increase annually.





Analysis:

Data comparing the percent of students passing at each grade level from 2009 to 2013 indicates that students in all grades but one showed growth over that time period. The only grade that did not see improvement from 2009 to 2013 saw no change at all. During that same time period, the overall percentage of students with disabilities who passed ISTEP increased by 12%, from 27% to 39%.

The percent of students with disabilities who passed the end of course assessment in English increased by 14%, from 2010 to 2013.

The percent of students who passed IMAST increased by 5 percent from 2011 to 2013.

Strengths:

The data indicates that students in grades 3, 4, 6 and 8 over the past 5 years have improved by at least 10% in each of those grade levels, which may be the result of the implementation of Universal Design for Learning (UDL) in many classrooms and the specific reading interventions utilized with select students with disabilities. The district also monitored students who did not pass ISTEP+ but improved over the score they made in their previous year’s testing. In 2013, in addition to the students with disabilities who passed ISTEP, 51% of students with disabilities who did not pass ISTEP increased their score from the previous year.

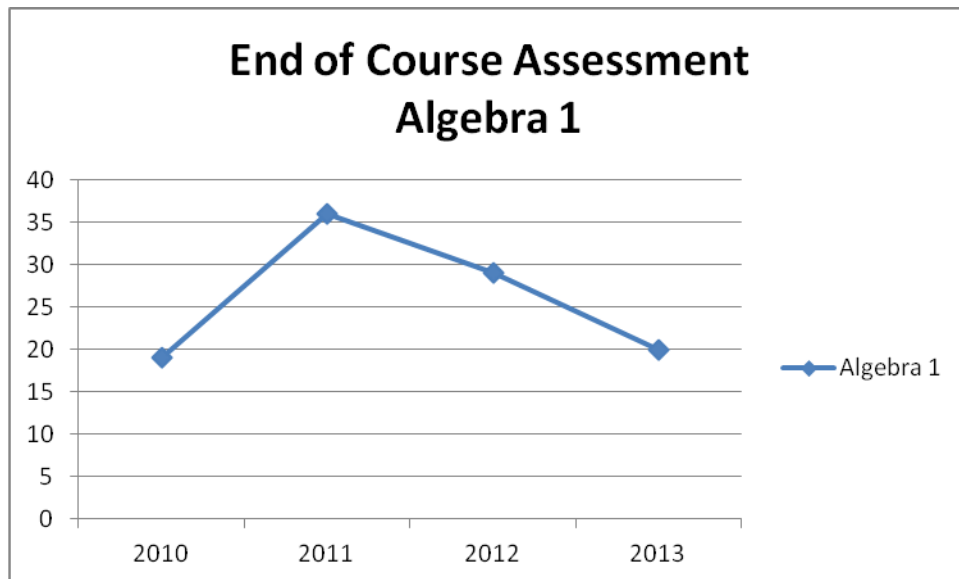
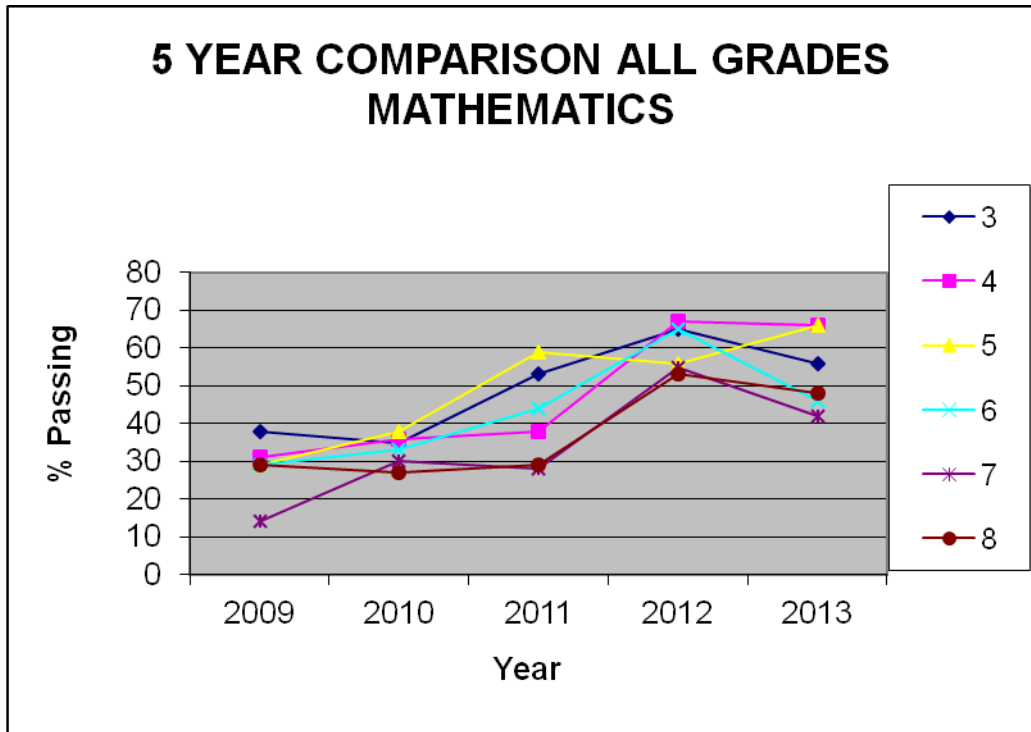
Challenge:

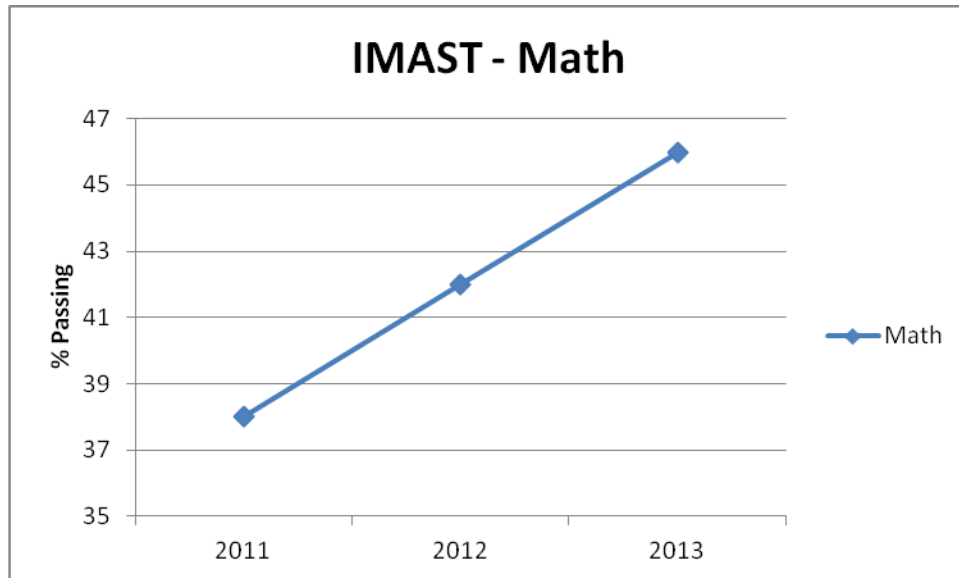
The challenge the district faces is to increase the rate at which students at each grade level are passing ISTEP+. To accomplish this, the CIC will continue to support professional development opportunities to each school focusing on Universal Design for Learning, Positive Behavior Instructional Supports, and instructional strategies in reading. In the spring of 2015, an additional challenge may present itself when the DOE eliminates IMAST as an option for students with disabilities and students who have been eligible to take IMAST will be required to take ISTEP+.

In addition, it is believed that the reduction in the percent of students passing ISTEP+ from 2012 to 2013 may have been because the DOE did not allow students in BCSC to take ISTEP+ in a paper/pencil format, as they had done previously. Students in

2013 had to take ISTEP+ using computers and there were multiple problems across the state with students getting kicked out of the tests and not being able to complete the test in a timely manner.

- 1.2 The percentage of students with disabilities who meet state mathematics standards (ISTEP+, End of Course Assessment, and IMAST) will increase annually.





Analysis:

Data comparing the percent of students passing at each grade level from 2009 to 2013 indicates that students in grades 3 through 8 showed growth. The overall percentage of students with disabilities who passed ISTEP during the same time period increased by 24%, from 30% to 54%.

The percentage of students with disabilities who passed the end of course assessment in math increased 1%, from 2010 to 2013.

The percent of students passing IMAST increased by 8% from 2011 to 2013.

Strengths:

The data indicates that students in all grade levels made significant progress from 2009 to 2013. In particular, students in grades 4, 5, and 7 increased by at least 25%. The district also monitored students who did not pass ISTEP+ but improved over the score they made in their previous year's testing. In 2013, in addition to the students with disabilities who passed ISTEP, 57% of students with disabilities who did not pass ISTEP increased their score.

Challenges:

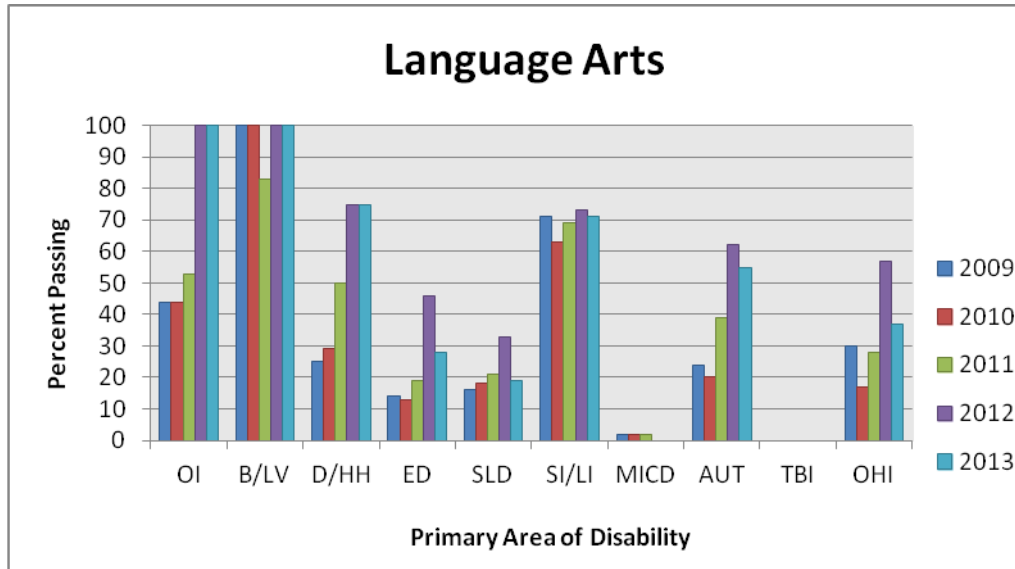
The challenge continues to be to find the appropriate instructional techniques and accommodations that will allow students to grasp mathematical concepts and understand the various processes necessary to successfully complete problems. To accomplish this, the CIC will provide professional development opportunities to each school focused on Universal Design for Learning, Positive Behavior Instructional Supports, and instructional strategies in math. In the spring of 2015, an additional challenge may present itself if and when the DOE eliminates IMAST as an option for students with disabilities and students who have been eligible to take IMAST will be required to take ISTEP+.

In addition, it is believed that the reduction in the percent of students passing ISTEP+ from 2012 to 2013 may have been because the DOE did not allow students in BCSC to take ISTEP+ in a paper/pencil format, as they had done previously. Students in

2013 had to take ISTEP+ using computers and there were multiple problems across the state with students getting kicked out of the tests and not being able to complete the test in a timely manner.

- 1.3 The percentage of students with disabilities within each disability area who meet state **Language Arts** standards (ISTEP+ and GQE) will increase annually.

**Percent of Students Passing ISTEP+ By Disability Category
Language Arts**



Analysis:

From 2009 to 2013, each disability area with the exception of mild cognitive disability saw an increase in the students passing the ISTEP test. Speech/Language Impairments is one of the largest categories of disabilities in BCSC and consistently has a high rate of passing ISTEP+.

In some disability categories the very low numbers of students in that category affected the percent of increase.

Strengths:

The passing rates of students with speech or language impairments, orthopedic impairments, deaf/hard of hearing and blind/low vision are above 60%.

Challenges:

In the spring of 2012, students in BCSC were allowed by the DOE to take the ISTEP+ test in its paper/pencil version. In the spring of 2013, the DOE required all students in BCSC to take the test on the computer. There were statewide problems with the online test. Students in BCSC were timed out of the test and had to wait for an extended period of time to start the test again. In addition, there were reports that the questions the screen reader read did not match the questions on the screen and that at

times the answer choices were read in a different order than appeared on the screen. It is believed that the results, especially those for students with learning disabilities, autism, other health impairments and emotional disabilities were impacted by the problems with the online testing.

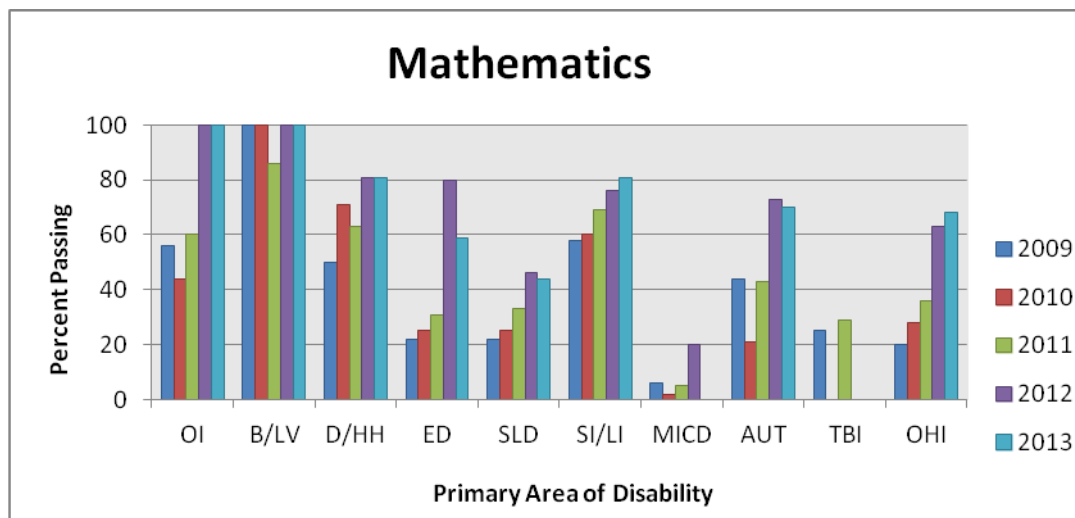
Students with specific learning disabilities continue to struggle with reading skills and the challenge is to provide more intensive instruction to those that require extra assistance in that area. For some students this will mean that they receive an additional amount of time on learning and practicing reading skills. Scheduling students for this activity and providing training to staff on effective remediation techniques is a district-wide goal. Designing effective reading strategies to teach all students with disabilities is a challenge that is being addressed by literacy committees in the district.

The principles identified in Universal Design for Learning (UDL) are being discussed with staff at each school to ensure that students have multiple means of showing their understanding of content. This conceptual framework has been adopted by the school corporation and our challenge is to provide appropriate training and support for all staff to increase the level of implementation in all classrooms.

In addition, training has been provided to all teachers of students with disabilities in the Orton-Gillingham method. Implementation will be monitored to determine effectiveness.

The percentage of students with disabilities within each disability area who meet state **Mathematics** standards (ISTEP+ and GQE) will increase annually.

Percent of Students Passing ISTEP+ By Disability Category Mathematics



Analysis:

From 2009 to 2013, each disability area with the exception of mild cognitive disability either saw an increase in the students passing the ISTEP test or maintained a 100% passing rate. Students with speech or language impairments consistently perform at a high rate, while students with orthopedic impairments and deaf/hard of hearing also performed well. Although it appears that the percent of students with traumatic brain injuries has significantly decreased in 2012 and 2013, the graph is misleading because there were no students in those years who took ISTEP+.

In some disability categories the very low numbers of students in that category affected the percent of increase.

Strength:

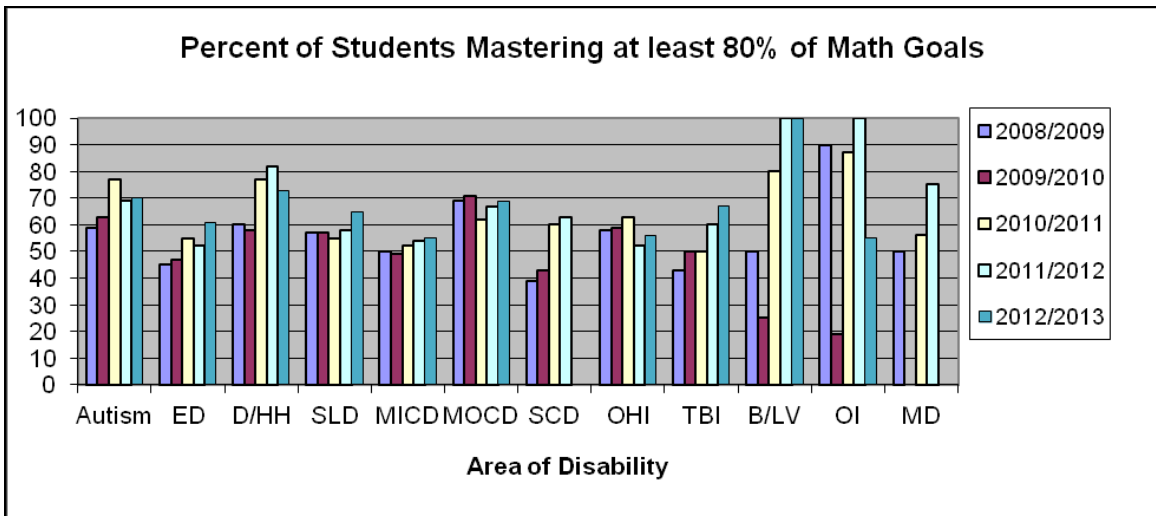
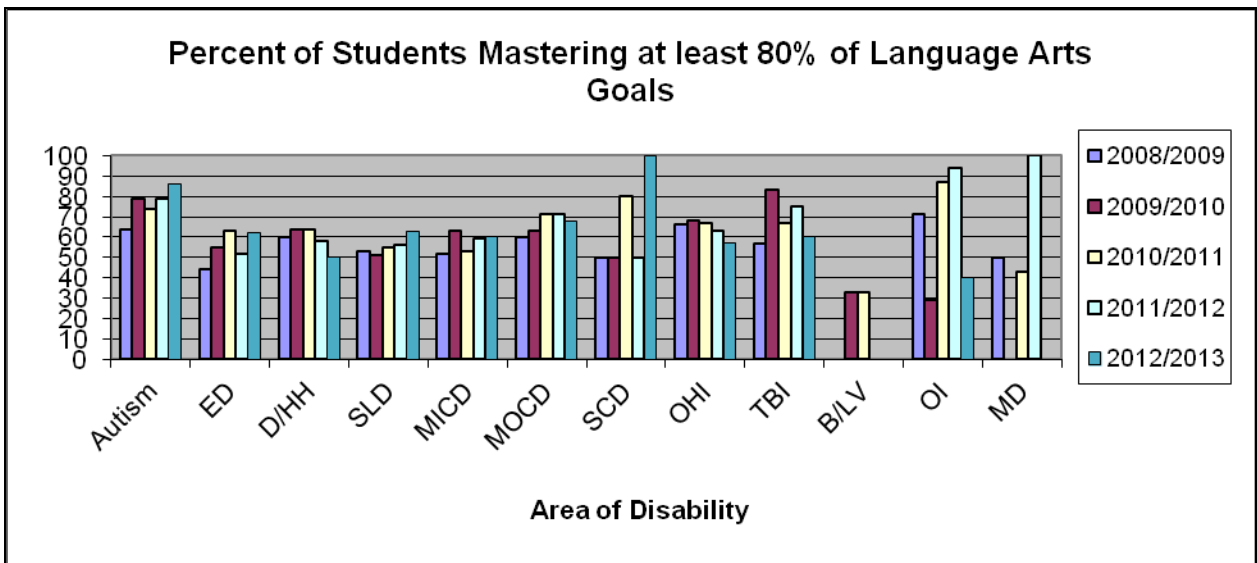
The passing rates of students with orthopedic impairments, speech and/or language impairments, autism, other health impairments, deaf/hard of hearing, and blind/low vision are passing at a rate of 60% or above.

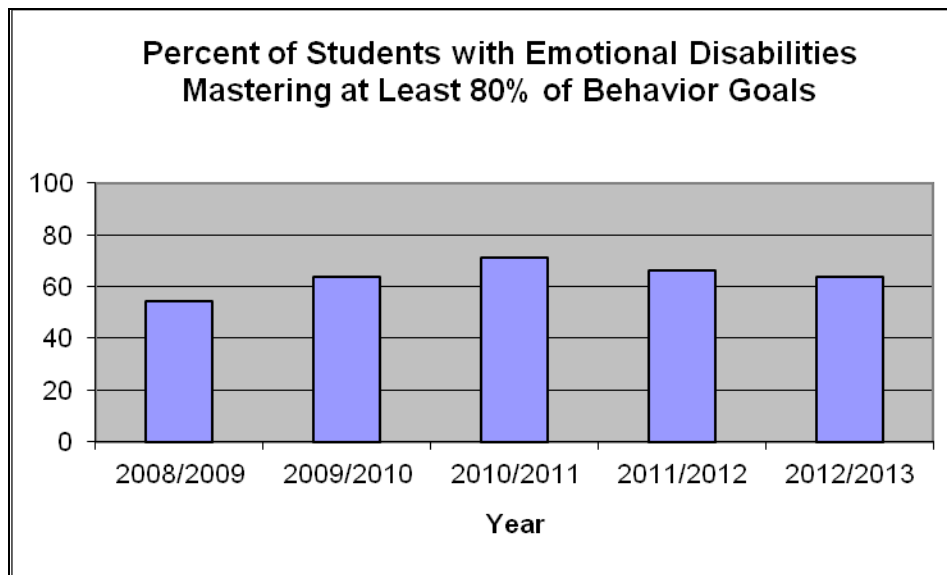
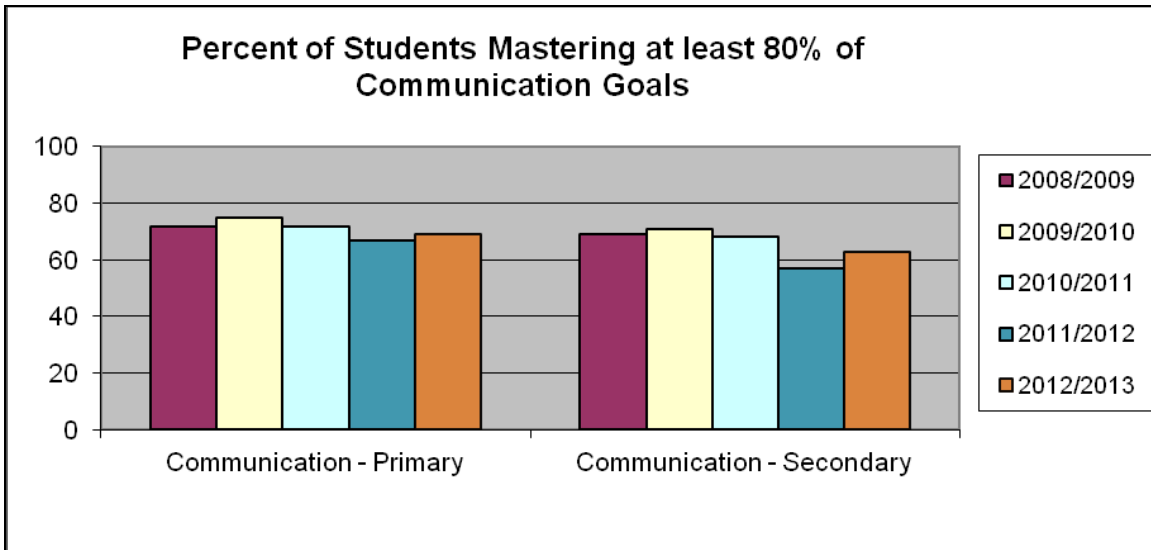
Challenge:

In the spring of 2012, students in BCSC were allowed by the DOE to take the ISTEP+ test in its paper/pencil version. In the spring of 2013, the DOE required all students in BCSC to take the test on the computer. There were statewide problems with the online test. Students in BCSC were timed out of the test and had to wait for an extended period of time to start the test again. In addition, there were reports that the questions the screen reader read did not match the questions on the screen and that at times the answer choices were read in a different order than appeared on the screen. It is believed that the results, especially those for students with learning disabilities, autism and emotional disabilities were impacted by the problems with the online testing.

The challenge is to assist students to pass ISTEP+ at a higher rate. While many are making progress, the results have indicated that different approaches to teaching math to some students may be beneficial and the challenge is to find strategies that can be taught to students that will allow them to be successful. The concepts identified in Universal Design for Learning will allow students to demonstrate their knowledge in a variety of ways.

- 1.4 The percentage of students with disabilities who meet IEP goals will increase in each subcategory of special education to at least 70%, or 10% increase per year, whichever equals the greater percentage in language arts and math.





Analysis:

The four charts shown above include data from the 2008-2009 school year through the 2012-2013 school year. There are some disabilities that are more prevalent than others. For example, over 600 students with specific learning disabilities who have language arts goals are represented in the data and over 350 students with specific learning disabilities have math goals. In contrast, there are less than 45 students with math goals who have a primary disability of severe cognitive disability, multiple disability, orthopedic impairment, traumatic brain injury, deaf or hard of hearing, or blind or low vision. In addition, there are less than 65 students with language arts goals who have a primary disability of severe cognitive disability, multiple disability, orthopedic impairment, traumatic brain injury, deaf or hard of hearing, or blind or low vision.

Strength:

The strength of this goal is that many students are meeting their IEP goals, regardless of their disability. This indicates that case conference committees have been able to implement the SMART goal training and have developed measurable goals that are specific to each student.

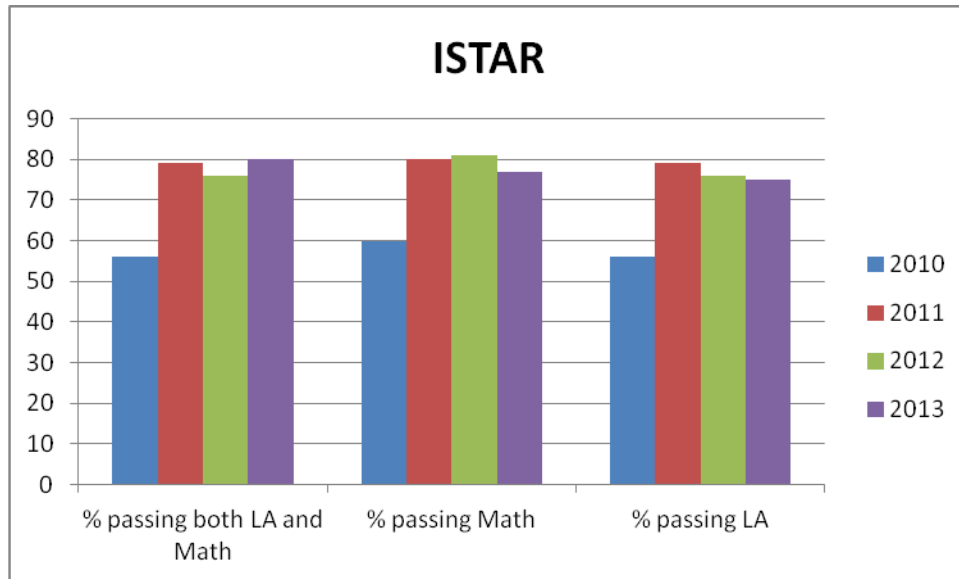
In language arts, more students in 5 disability categories mastered at least 80% of their goals. (Two of the twelve categories did not have students with language arts goals.) In math, the same number or more students in 8 out of the 12 disability categories mastered at least 80% of their goals in 2013 in comparison to 2012. (There were no students who are blind or have low vision who had math goals.) In addition, the percent of students mastering their communication (speech and/or language) goals increased from 2012 to 2013.

This is an important indicator because of its contrast with ISTEP+. While ISTEP+ is a snapshot of a moment in time, the achievement of goals that have been designed by the case conference committee is a yearlong effort. This is a culminating evaluation that is summative in nature, and provides important data in the design of appropriate educational programs for each student.

Challenge:

The challenge is to continue to write SMART goals and objectives that are connected to the Common Core State Standards, and are realistic and obtainable. It is also important that teachers identify when a student is not making the expected progress and adjust instruction accordingly. In addition, it is important that teachers use appropriate instructional strategies that will lead to students meeting the Common Core State Standards.

- 1.5 The percentage of students participating in ISTAR will demonstrate improvement each year.



Analysis:

In the school year 2010, the alternative assessment rubric changed. The 2011 school year reflects a significant increase in the percentage of students meeting/exceeding the ISTAR benchmarks, compared to the 2010 school year. In 2012, there was a slight decline in the percent of students passing language arts and therefore directly impacted the percent of students who passed both language arts and math.

Strength:

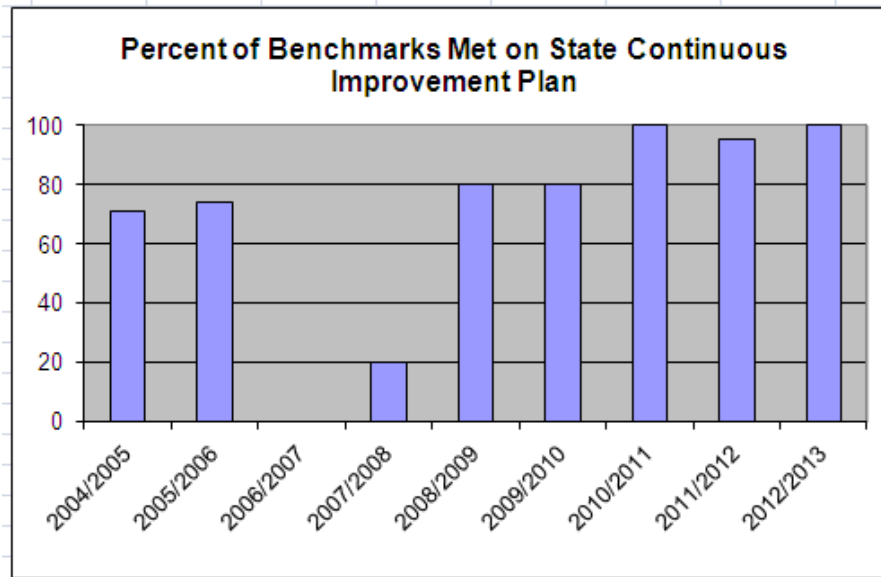
The strength of this goal is that students are demonstrating academic improvement in language arts, math, and acquired functional skills. Staff analysis of the assessment data, enables them to develop appropriate goals, objectives, and present levels of performance, directly correlated to the IEP. The assessment can be used multiple times during the school year to assist staff in monitoring student progress and adjusting IEP goals when appropriate.

Challenge:

The challenge is to continually monitor and update staff on any changes to the assessment process. Staff utilization of the assessment as an ongoing process rather than a one-time activity for state reporting purposes, is promoted. The IDOE is currently working on a new alternative assessment which will have a direct impact on comparative data collection and staff implementation once delivered.

HEO 2: Aligned Continuous Improvement

2.1 Special education will demonstrate continuous improvement by meeting state benchmarks in each area of the state continuous improvement monitoring system (CIMS).



Analysis:

The Indiana Department of Education requires each school corporation to submit data related to several compliance indicators. They have pre-determined competency levels for various indicators that determine whether the indicator has been met. For those indicators that have not been met, an improvement plan is written, sent to the Department of Education, and approved if the plan has acceptable action plans.

From 2004-2005 to 2005-2006 the Bartholomew Consolidated School Corporation improved in the percent of indicators that were met from 71% to 74% and had the Continuous Improvement Monitoring document approved by the Center for Exceptional Learners. In 2006-2007, the Center for Exceptional Learners adjusted their data collection process. Districts were instructed to complete only one indicator, instead of multiple indicators, as in previous years. That indicator related to Functional Behavior Assessments, which is addressed later in this document. The identified performance goal was that 100% of Behavior Improvement Plans be linked to a Functional behavior Assessment. BCSC achieved a linkage of 92%. Therefore, the zero percent listed in the chart must be taken in context of the significant reduction in indicators in the Continuous Improvement Monitoring document required by the Center for Exceptional Learners and the fact that BCSC was extremely close to achieving a 100% linkage.

In 2007-2008, the Center for Exceptional Learners instructed districts to complete five indicators. Three of the five indicators were new and had never been monitored in previous years. The two remaining indicators had performance goals set at 100% by the Center for Exceptional Learners. BCSC was nine percentage points from meeting one of the performance goals and six percentage points from meeting the other.

In 2008-2009, after the successful implementation of the improvement plans, BCSC is in compliance with four out of the five indicators. The one indicator BCSC was

not in compliance with was related to disproportionality. The district Diversity Committee is providing leadership in addressing this issue in BCSC.

In 2009-2010, BCSC was in compliance with 4 out of 5 indicators. Due to successful implementation of the improvement plan, BCSC was no longer out of compliant in the area of disproportionality. A review of IEPs and transition plans by a new outside company identified BCSC out of compliance with Indicator 13. At the time the improvement document was submitted in 2010, the final determination on Indicator 13 was pending. Since that time, the DOE found BCSC to be in compliance on Indicator 13.

In 2010-2011, BCSC was in compliance with 5 out of 5 indicators.

In 2011-2012, BCSC was out of compliance on the indicator that monitors if services are in place for a student on his/her third birthday. Special education administrators identified that one therapist was not holding case conferences if the parents did not come to the meeting and was attempting to reschedule the case conferences and as a result did not have the conferences on time. The appropriate steps have been reviewed with this therapist and no conferences have been held past the deadline since.

In 2012-2013, BCSC was in compliance with 5 out of 5 indicators.

Strength:

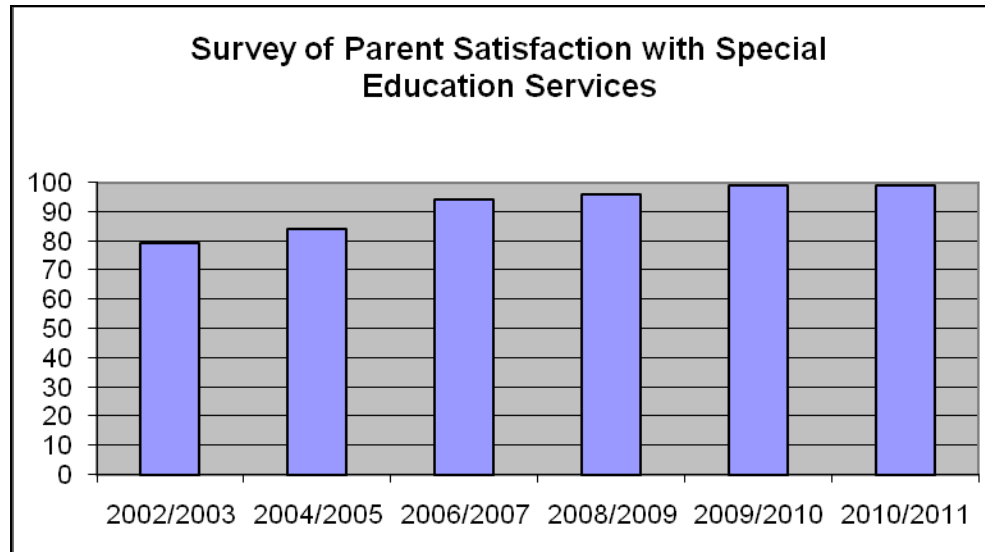
BCSC again was in compliance with 100% of the indicators monitored by Indiana's Department of Education during the 2012-2013 school year.

Challenge:

The challenge is to continue to provide training to staff regarding diversity and to recruit and retain minority staff. In addition, adhering to all time lines at a 100% rate is a challenge.

HEO 5: Inclusive Culture of Respect, Equity, and Trust

5.1.1 Stakeholders will identify increased levels of satisfaction with special education support and services.



Analysis:

Between 2002 and 2008, the district surveyed its parents of students with disabilities every two years to determine satisfaction with special education services. In 2009, BCSC began conducting parent satisfaction surveys once a year. Data indicates that stakeholders have expressed an increase in satisfaction with services from 79% in the 2002/2003 school year to 99% the past two school years. In 2009/2010 a survey was given to parents at the spring parent/teacher conference, their child's annual case review conference, as well as hard copies sent home. In addition, an option to complete the survey online at school or at home was made available to all parents. There were 188 surveys completed. In 2010/2011, parent surveys were mailed directly to parents. 198 surveys were returned. It was determined that since BCSC was working on a Six Sigma project with Cummins that conducting a parent satisfaction survey during the spring of 2012, may impact the number of the responses to the Six Sigma survey. In the spring of 2013, a parent satisfaction survey was not conducted since the Six Sigma survey results were analyzed at the first of the year.

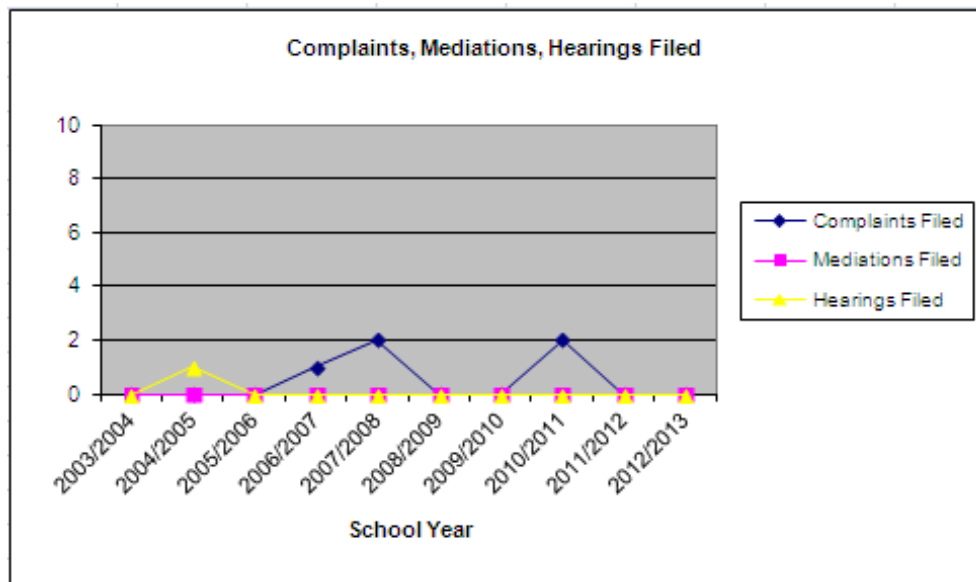
Strength:

The data indicates that a high percentage of parents, who completed the survey, are satisfied with the special education services that are being provided to their child. The support of parents is very important in a child's educational program and this information should be encouraging to the special education staff as they continue to design appropriate educational programs for each student. The number of parents that participated in the survey has grown slightly each year since 2008.

Challenge:

The challenge is to identify effective strategies to increase the response rate of parents and to develop methods of measuring the satisfaction levels of other stakeholder groups.

- 5.1.2 The number of complaints filed with the Division of Exceptional Learners will decrease each year.
- 5.1.3 The number of mediations filed with the Division of Exceptional Learners will decrease each year.
- 5.1.4 The number of hearings filed with the Division of Exceptional Learners will decrease each year.



Analysis:

An analysis of the data indicates that the district has had only one hearing filed in the past 10 years with the Division of Exceptional Learners. Shortly after filing the hearing request in 2004, the parents withdrew their request. As a result there have been no hearings pursued in the last 8 years. There were no mediations filed during this time frame. In 2006-07, a complaint was filed regarding a student from another district, Washington Township, who was parentally placed at Behavioral Health Care. In 2007-2008 two complaints were filed with the Center for Exceptional Learners. In the first complaint, BCSC was found to be in compliance on all issues identified in the complaint. Although BCSC was found to be out of compliance on the issues identified in the second complaint, the Center of Exceptional Learners gave BCSC only one corrective action which was to send a memo to staff. In 2008-2009 and in 2009-2010, no complaints, mediations, or hearings were filed. In 2010-2011, there were two complaints filed with the Center of Exceptional Learners. Both complaints were resolved through a collaborative process involving the school and parents. No investigation was conducted or corrective action ordered by the DOE Center for Exceptional Learners. In both the 2011-2012 and 2012-2013 school years, no complaints, mediations, or hearings have been filed.

Strength:

It is commendable that the number of complaints, mediations, and hearings filed has been so low. The one hearing pursued beyond the initial filing was quickly resolved. Also, there have been no formal mediations filed against the district and only two complaints in 2007-2008. In 2008-2009, 2009-2010, 2011-2012, and 2012-2013 no complaints, mediations, or hearings have been filed. Although there were two complaints filed in 2010-2011, they were quickly resolved. This is a tribute to the staff's willingness to work with stakeholders to do what is necessary to provide appropriate programs and services to students.

Challenge:

The challenge is to continue to improve and communicate with all stakeholders so that everyone feels that they have a voice in decisions that are made.

Additional Strengths:

1. Opportunities are provided for staff and stakeholders (including parents and community members) to attend professional development activities.
2. The teacher evaluation rubric that BCSC developed and will begin using in the 2013-2014 school year is based on UDL and PBIS.
3. Support is provided to staff members in all schools in the district by various coordinators and administrators as they request assistance. This assistance involves a wide variety of services that aid in the design and implementation of both individual and school wide programs.
4. Extended school year services and other summer school programs are provided by the district.
5. Universal Design for Learning is the curriculum and instructional framework for the school district.
6. Teams from each school continued to work during the 2013-2014 school year implementing and monitoring the implementation of Positive Behavior Instructional Support.
7. BCSC continues to be recognized as a national leader in the area of Universal Design for Learning.

Opportunities for Improvement:

1. ISTEP+ scores need to be improved at all grade levels.
2. There is a continuing focus on connecting Common Core State Standards to Individual Education Plans.
- 3.
4. Strategies for reading and mathematics need to be implemented across the curriculum for all students, utilizing the principles of Universal Design for Learning.
5. Provide professional development to staff and parents focusing on the BCSC curriculum/instructional framework.
6. The percent of students mastering their IEP goals needs to improve.