

North Carolina High Schools and Students with Disabilities

Task Force on Transitions for People with
Developmental Disabilities
North Carolina Institute of Medicine
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Future-Ready Schools



PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

State Board of Education's Mission

FUTURE-READY STUDENTS FOR THE 21ST CENTURY

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.



Why Did the State Board of Education Change Graduation Requirements?



NORTH CAROLINA'S Educational Pipeline



In North Carolina, for every 100 ninth-grade students...



...64 students graduate four years later.



...41 students enter college.



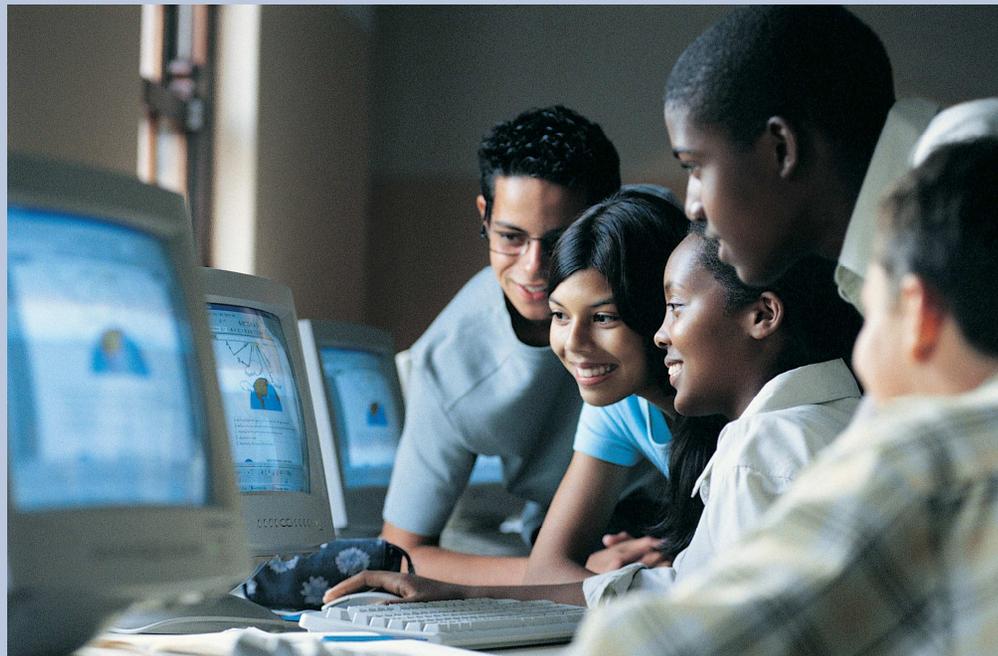
...28 students are still enrolled in their second year.



...19 students graduate with either an Associate's degree within three years or a Bachelor's degree within six years.

Source: www.achieve.org

What Does It Mean to be a Skilled Person?





Skilled Person

1952

Six or more years of school
(US Census Bureau)

1960

Eighth-grade education
(US Office of Education)

21st Century

High school education plus
(US Education | The Conference Board)

North Carolina High Schools and Students with Disabilities: A Study of Educational Services and Outcomes



Future-Ready Schools



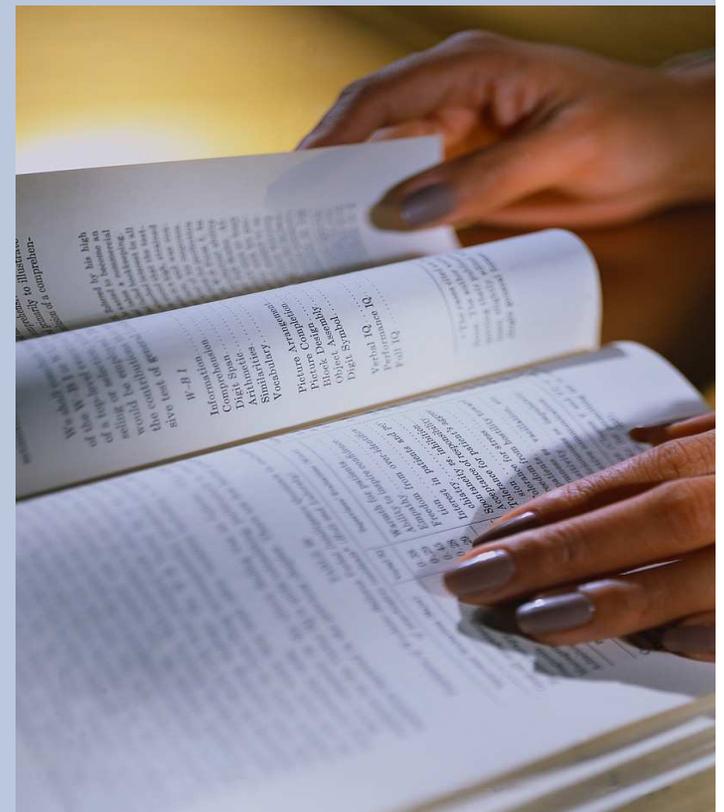
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Study Design

1. Review of the following:

- Current data on high school students with disabilities (SWDs) and their academic performance;
- Placement data for SWDs;
- Focused monitoring data; and
- Relevant national research.

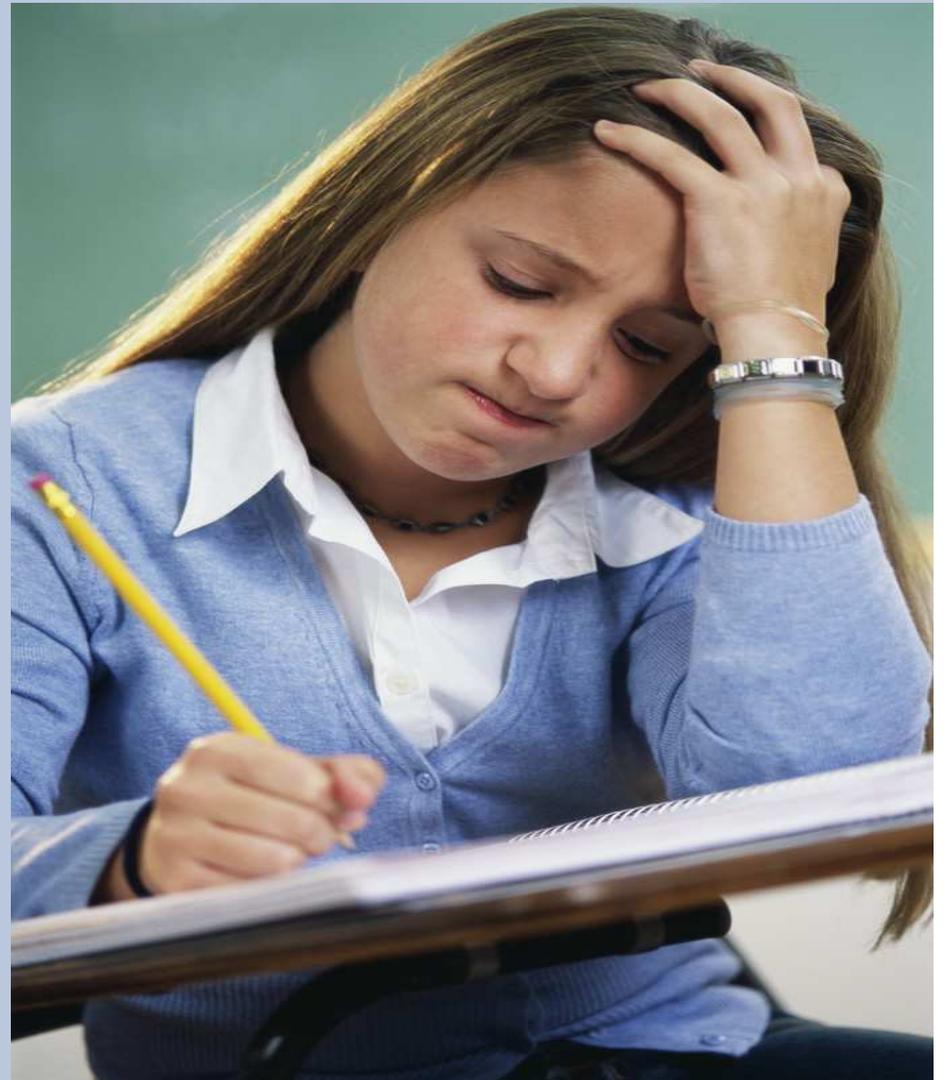
2. Recommendations



Findings

Student Performance

Fewer than **42%** of students with disabilities scored Level III or above on the 2006-2007 End-of-Course Tests in core academic areas.



2006-2007 State Level Performance Data for Select End-of-Course Tests

	Algebra I at or above Level III	Biology at or above Level III	Civics- Economics at or above Level III	US History at or above Level III	English I at or above Level III
Non-Disabled Students	69.4%	67.6%	68.2%	66.3%	75.9%
Students with Disabilities	33.2%	37.6%	37.4%	41.8%	35.4%



Service Delivery Models

- NC had **48,387** students with disabilities in grades 9-12 in the 2006-2007 school year.
- 51.4% spent 80% or more of their day in general education (regular setting)
- 22.4% spent 40-79% of their day in general education (resource setting)
- 21.9% spent 39% or less of their day in general education (separate setting)
- 4.3% were in separate schools or homebound

Settings by Ethnicity for Students with Disabilities

	Percent of Total	Regular	Resource	Separate	Other
All SWD	100.0%	51.4%	22.4%	21.9%	4.3%
White	50.1%	58.0%	20.7%	17.5%	3.8%
Black	40.4%	43.5%	24.0%	27.7%	4.8%
Multicultural	1.8%	53.9%	21.8%	18.0%	3.3%
Hispanic	4.6%	50.0%	25.0%	21.7%	3.3%
Asian/Pacific	0.8%	53.0%	15.5%	26.0%	5.5%
Native American	1.6%	41.7%	36.5%	18.9%	2.9%



Student Outcomes

- 6 LEAs had over **80%** of students with disabilities **exit with a Diploma.**
- 24 LEAs had **75%** of students with disabilities exit school with a **Diploma, Graduation Certificate or Certificate of Achievement.**
- 4 LEAs had **100%** of students with disabilities exiting school as **dropouts**

Focused Monitoring Visits

Six onsite focused monitoring visits were conducted between February 2007 and December 2007.





Focused Monitoring Statistics

- Monitored **6** LEAs
- Visited **22** High Schools
- Conducted **193** Staff Interviews
- Reviewed **291** Records with the **Indicator 13 Checklist**
- Note: Two additional LEAs monitored in 2008



Monitoring Findings

- Students with disabilities enter high schools with very weak academic skills.
- A full continuum of special education services was not available or not utilized at the high school level.
- Placement decisions appear to have been made based on the course of study and not individual student needs.



Monitoring Findings

- Students with disabilities who dropped out of school had repeatedly not made progress in the general curriculum.
- More students with disabilities drop out in the 9th and 10th grades than at any other grade levels.
- Students with disabilities tend to be older than their peers when they enter high school due to being retained in elementary or middle school.



Monitoring Findings

- Transition components of students' IEPs did not always contain measurable post-school outcomes goals.
- Students with disabilities missing ten or more days for one or more consecutive years are more likely to fail core academic classes and drop out of school.
- IEPs of many students had no documentation of coordination with career/technical education or vocational rehabilitation staff.



Best Practices

- Mid-South Regional Resource Center coordinated a review of “Best Practices” being used in 12 states.
- Rarely do studies or state initiatives develop separate specific findings for students with disabilities.
- “Although there is no specific high school reform design to address students with disabilities, the models themselves are expected to address all student learning needs.”

Ohio High School Director

Future-Ready Schools



National Resources

- Four national centers have been developed that include special education specifically in their reform efforts.
- Recommendations from those centers have been included in the final recommendations of the legislative study.



Recommendations

- Provide, support and sustain **ongoing professional development** based on the Principles of Universal Design for Learning (UDL).
- Establish a general education **tiered model of** research-based interventions to increase students' success in the general education environment.
- Provide a continuum of **literacy instruction** for all students.



Recommendations

- Expand the **Positive Behavior Support** initiative to all high schools.
- Provide professional development and support for statewide implementation of **co-teaching**.
- Provide a **continuum** of special education services at every high school.



Recommendations

- Include evidenced-based programs that address **dropout prevention** for students with disabilities.
- Establish **mentoring programs** for students with disabilities that encourage students to enroll in post-secondary education or training.



Policy Implications for Transition Task Force

- Early collaboration between parents, schools, adult service agencies and post-secondary institutions is essential for achieving positive post-school outcomes for persons with developmental disabilities
- New collaborative post-secondary options are needed
- Greater need for “transition” or “bridge” classes

