



Monitoring for Graduation Rate

Gordon County School's Special Education Department is committed to improving graduation rate for students with disabilities. A special education administrator has been tasked with monitoring attendance, behavior, and course completion and working with each of our two high schools in making improvements in these areas.

The special education administrator meets monthly for a face to face meeting with each school's lead teacher to gather and analyze data for students in grades 9-12.

The special education administrator gathers and analyzes data monthly for students in grades 6-8. Meetings are scheduled as needed.

The Special Education Director shares bimonthly updates on data, resources, and targeted goals focused on student success at district leadership meetings.

The Special Education Director meets monthly with system directors and superintendent and provides an update on progress, successes and barriers surrounding student success.

The Special Education Director reports annually to the BOE of its commitment to graduation and seeks their support in these efforts.

The special education team holds two annual stakeholder meetings and ongoing small group stakeholder meetings to analyze data, identify trends, and plan for improvements.

ATTENDANCE

- Monthly attendance data collected from middle school and high school leads on targeted students
 - Targeted students are based on previous year attendance and put into tiers based on number of days absent. There is no distinction made between excused and unexcused for the purpose of this data collection.
 - Tier 1 11-17 days absent
 - Tier 2B 18-26 days absent
 - Tier 2A 27-35 days absent
 - Tier 3 36 + days absent
 - Additional students are targeted throughout the year based on attendance data.

- A home visit is made for all students with excessive absences. This visit is made by the lead teacher, or special education case manager and is accompanied by a school administrator or special education administrator.
- If necessary, law enforcement is contacted to provide a well check on students who are “missing”.
- Use of social media to locate students and/or parents who are non-responsive to phone calls or visits. (FB, Instagram, Snap Chat)
- Use of social media to locate students (i.e. location tracking on Snap Chat)
- Referral for Truancy court (if needed)
- Incentives plans put into place. When present a determined number of days, students receive a \$5.00 food card. This incentive was driven by student feedback.

BEHAVIOR/DISCIPLINE

- Monthly data review of students with ISS/OSS by district level personnel
- Discuss discipline issues with lead teacher at high school level and school administrator
- Identify target students who have a pattern of discipline referrals
- For targeted students:
 - Review IEP behavior goals/BIPs and revise as needed.
 - Amend IEPs to include BIPs if necessary
 - Sp Ed case managers act as mentors
 - Sp Ed case managers communicate with parents/guardians as needed (messaging system, email, text, phone)
- Technical assistance provided to special education teachers and administrators as needed to target proactive positive behavior strategies.
- Implementation of professional development on positive behavior strategies specifically designed for middle and high school teachers.
- Incorporation of classroom pet (currently rabbit and dog) as a reward for behavior and completion of work. This has been very successful for students who have anxiety at the middle and high school level.

COURSE COMPLETION

- Monthly review of failure report. From this review, next steps are determined. These may include consultation with teachers and students, parent conferences, or IEP amendments.
- Monthly review of on-line coursework through credit recovery and study skills classes.
- Weekly review of Ombudsman data (attendance/course completion). Monthly meeting with OMB Director, graduation coaches, and Director of Student Services.
- Review of transcript after each semester grade has posted to identify students who may need a credit recovery class. Credit recovery classes are offered through study skills class or Odyssey Ware.
- School tutorial options for AM/Lunch/PM
- Review 12th grade transcripts in August/January.
- Review cohort data

Additional Information

- Host transition nights specifically for students with disabilities who are transitioning into 6th and 9th grades. These students also attend regularly scheduled transitions with their schools. This gives parents and students the opportunity to ask questions specifically related to special education services. Individual tours and transition meeting are also scheduled.
- ESS College Night held annually for junior and seniors. Topics include: How to apply at post-secondary schools, services provided by colleges, how to contact disabilities coordinators, agency resources, etc.
- Each high school has the flexibility in course scheduling to best meet the needs of all SWD's. Courses can be taken out of sequence, can be taken as a yearlong class rather than one semester, or can be paired with a study skills class.
- Small group classes are available if needed.
- Reading and math connection classes available at the middle school level. Reading class offered at the high school level, typically paired with study skills or 9th grade literature or Foundations of Algebra.
- Parent Mentor works with the parents/guardians on students who have been targeted for Attendance, Behavior, or Course Completion.
 - Coordinates with other district level staff to identify other resources that students may need; mental health, financial assistance, medical assistance, etc.
- GVRA referrals and supports.
- Students at the high school level are encouraged to participate in courses offered at the Gordon County College and Career Academy and to register for dual enrollment classes if they have qualifying scores on Accuplacer.
- Middle and high schools encourage students to “plug into” extracurricular activities including clubs, sports, and community service opportunities.