



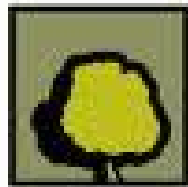
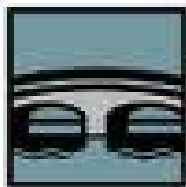
2015-2016 Special Education Staffing Proposal

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School District of Fort Atkinson



- Student with disabilities educated with same age peers to the greatest extent possible
- Unified and efficient service delivery
- Students are more alike than different
- Integrating programs and resources = improved student outcomes for all

SCHOOL DISTRICT OF



F O R T • A T K I N S O N

Strategic Plan 2013-2018

Effective Instructional Practice

Overall Goal:

Increase our utilization of research-based and other effective instructional, assessment and reporting practices to increase student learning.

Structures and Delivery Models

Overall Goal: Research alternative structures and instructional delivery models that could increase student learning.

Equity

Overall Goal: Strengthen our commitment to ensuring an equitable and respectful educational experience embracing the participation of every student, family and staff member. In accordance with our District's mission statement, further establish high academic standards and outcomes as a goal for all students.



Educational Environment



Building Level Average 2014-2015	% of students with disabilities served inside the regular class 80% or more of the day.	% of students with disabilities served inside the regular class less than 40% of the day.
Elementary	71%	6%
Middle School	48%	12%
High School	61%	16%
State Recommendations	65% or higher	9.4% or less

Caseload Size & Educational Environment

District Staffing Levels are Inconsistent (numbers are averaged):

- 8.5 students per teacher at the elementary level
- 14.83 students per teacher at FAMS
- 20.17 students per teacher at the FAHS

Without consistent caseload size, consistent educational environments and programming across the District will not be possible.

Impact of Caseload Discrepancy

Appropriate Caseload Size

- Ability to consider all programming options for students
- Alignment to DPI and Federal recommendations for educational environment
- Student needs drives placement and programming

Inappropriate Caseload Size

- Inability to consider all programming options for students.
- More difficult to align to DPI and Federal recommendation for educational environment
- Teacher availability has large impact on placement and programming

Fort Atkinson

District Report Card | 2013-14 | Summary

Closing Gaps

Total Score: 62.3/100

Closing Achievement Gaps - Reading | Score: 31.8/50

School Target Group Point-Based Proficiency Rates	State Comparison Group Point-Based Proficiency Rates	Rate of Change	
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Closing Achievement Gaps - Mathematics | Score: 30.5/50

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	School Target Group		State Comparison Group
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	0.771	0.775	0.789	0.793	0.797	NA	0.007	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA							NA		
Black not Hispanic	NA	NA	NA	NA	NA							NA		
Hispanic	0.634	0.557	0.512	0.612	0.519							-0.017		-0.024
Students with Disabilities	0.337	0.412	0.411	0.400	0.348	Students without Disabilities	0.752	0.753	0.765	0.767	0.769	0.000	0.005	-0.005
Economically Disadvantaged	0.615	0.619	0.615	0.638	0.562	Not Economically Disadvantaged	0.814	0.823	0.838	0.844	0.851	-0.010	0.010	-0.020
Limited English Proficient	0.448	0.426	0.350	0.513	0.402	English Proficient	0.718	0.720	0.733	0.736	0.738	-0.001	0.006	-0.007
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Administrative Recommendations.....



Staffing Recommendations

Additional staffing requested:

- No additional staff at the elementary level
- Addition of 1.0 FTE at FAMS
- Addition of 2.0 FTE at FAHS



Fiscal Impact

Total Expenditure of: \$198,000.00

- **Attrition of Special Education Aides (3 half-time positions - currently vacant)**
 - **Savings: \$23,832.00**
- **Out of District placement returns based on student readiness**
 - **Savings on 1 current return: \$50,000.00**
 - **Savings on 2 pending returns: \$80,000.00**
- **High Cost student claims never made in SDFA previously**
 - **New Recurring Revenue: \$20,000.00**

Total Budget Re-allocation: \$173,832.00

Remaining \$24,000.00 achieved through attrition of further special education aide positions as they become vacant through the 2015-2016 school year.

Secondary Staffing Additions Will Allow For.....

- ✓ Additional inclusionary programming opportunities at FAMS
- ✓ Strengthening and sustainability of inclusionary programming at FAHS
- ✓ Allows for secondary students to access the same high academic rigor right alongside non-disabled peers
- ✓ Consistent, seamless, unified services for K-12 Special Education students
- ✓ Embraces the legal mandates FAPE to assure tht Special Education students are receiving programming within the least restrictive environment possible

