

Alignment of State Performance Plan/Annual Performance Reports (SPP/ APR) to Results-Driven Accountability Model (RDA)



Vision

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

Mission

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

5-Year Strategic Plan for 2016-2020

- ✓ All students are proficient and show growth in all assessed areas
- ✓ Every student graduates high school and is ready for college and career
- ✓ Every child has access to a high quality early childhood program
- ✓ Every school has effective teachers and leaders
- ✓ Every community effectively uses a world-class data system to improve student outcomes

The State Systemic Improvement Plan utilizes the data from the SPP Indicators, as well as other State initiatives, to ensure professional development and funds support all students are proficient and show growth in all assessed areas. The SSIP aligns with the State's plan to ensure every student graduates high school and is ready for college and career.

Purpose of IDEA

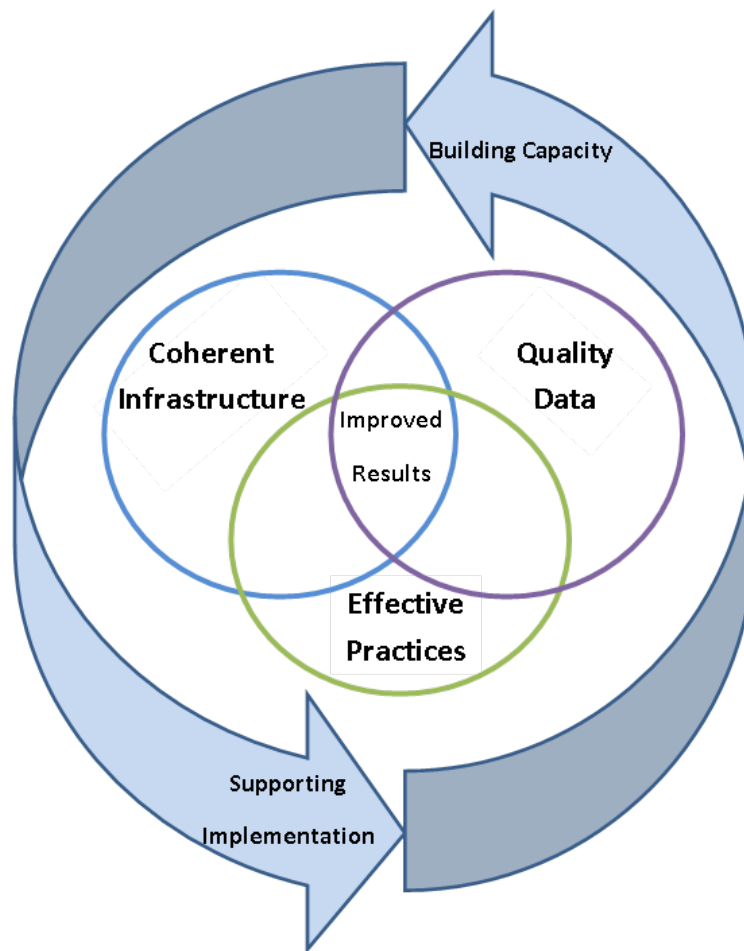
“One of the purposes of the IDEA, as set out in section 601(d)(1)(A), is to ensure that all children with disabilities have a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. Because it is critical that States focus on decreasing the number of CWD [children with disabilities] that drop out and increasing the number of CWD that graduate with a regular high school diploma, OSEP has added these data as results elements in making determinations in 2015.”

OSEP Letter to Dr. Wright, June 30, 2015

September 16, 2015

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A Conceptual Framework for Improving Results



Purpose of SPP Indicators

- The purpose of collecting data on the SPP Indicators is to assist in improving programs for students with disabilities.
- To improve outcomes for students with disabilities, “the State’s SPP/APR includes an SSIP that is comprehensive, ambitious, yet an achievable multi-year plan”.

Adapted from the Western Regional Resource Center Program , Part B Tree of Influence, revised May, 2014

SPP Indicators

1. Percent of youth with IEPs graduating from high school with a regular diploma.
2. Percent of youth with IEPs dropping out of high school.
3. Participation and performance of students with IEPs on statewide assessment
4. Rates of suspension and expulsion

5. Least Restrictive Environment (LRE) Placement
6. Preschool Settings
7. Preschool Outcomes
8. Parent Involvement
9. Disproportionate Representation in special education
10. Disproportionate Representation in specific disability categories

- 11. Child Find
- 12. Part C to B Transition
- 13. Secondary Transition Components of IEPs
- 14. Post-School Outcomes
- 15. Hearing Requests
- 16. Mediation
- 17. State-Identified Measurable Results for Students with Disabilities

Indicators Four Clusters

1. Are students with disabilities entering school ready to learn at high levels?

Indicators: #6 Preschool Educational Environments; #7 Preschool Outcomes Measurement; #12 Early Childhood Transition.

Michigan Department of Education, Individuals with Disabilities Education Act, Part B

Indicators Four Clusters

2. Are students with disabilities achieving at high levels?

Indicators: #3 AYP Assessment, Participation, and Achievement; #4 Rates of Suspension and Expulsion; #5 Educational Environments; #8 Parent Involvement; #9 Disproportionate Representation in Special Education and Related Services; #10 Disproportionate Representation in Specific Disability Categories.

3. Are students with disabilities prepared for success beyond high school?

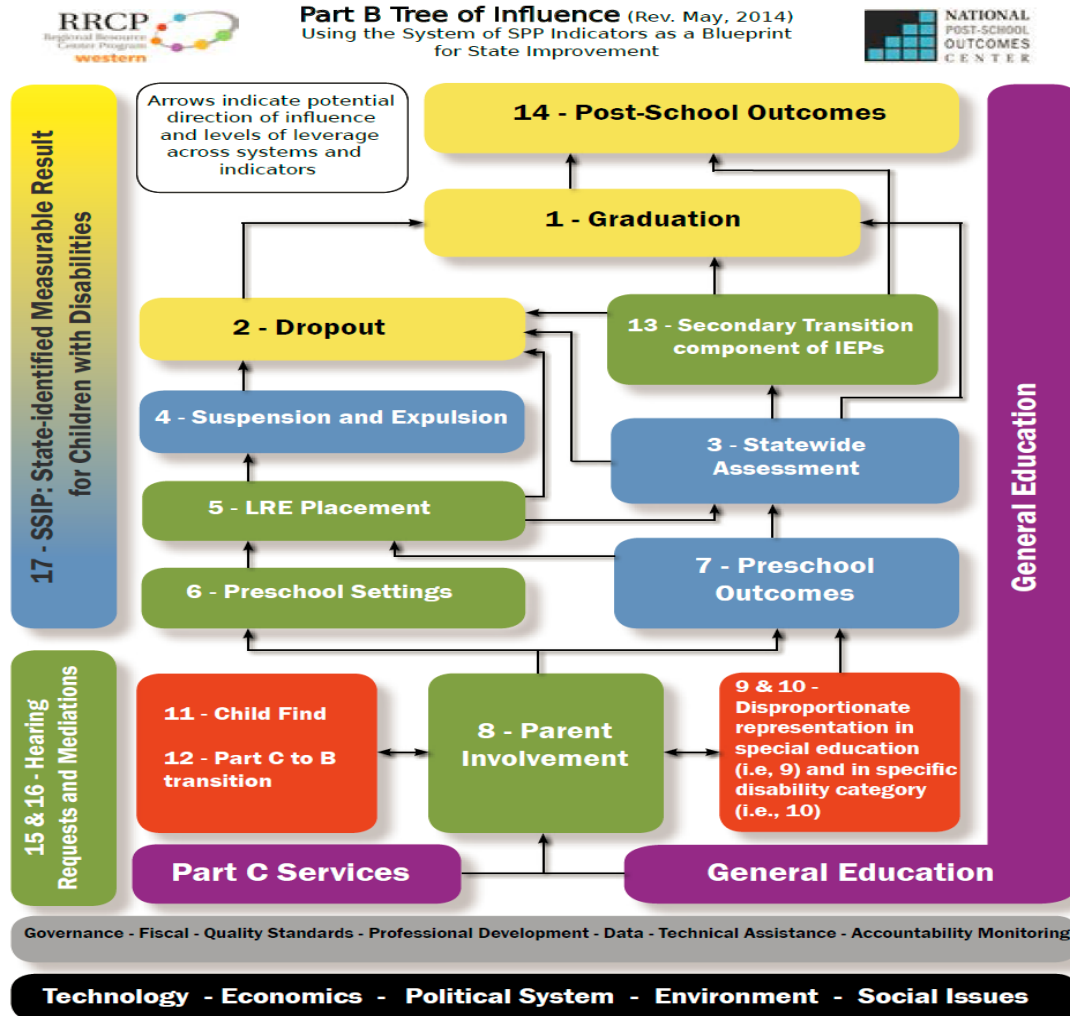
Indicators: #1 Graduation Rates; #2 Dropout Rates; #13 Secondary Transition Services; #14 Postsecondary Outcomes.

4. Does the infrastructure support the implementation of IDEA?

Indicators: #11 Part B Child Find; #15 Hearing Requests; #16 Mediation; #17 State-Identified Measurable Results for Students with Disabilities



Tree of Influence



Alignment of SPP/APR to SIMR

- To develop the State-identified Measurable Result (SIMR), the MDE conducted an in-depth analysis of the SPP/APR data.
- Specifically, the MDE analyzed the SPP Indicators that are results-oriented to improve student outcomes.

Results Indicators Utilized for SSIP

1. Graduation
2. Dropout
3. Statewide Assessment
4. Suspension/Expulsion
5. LRE Placement
6. Preschool Setting
7. Preschool Skills
8. Parent Involvement
14. Secondary Transition/Post-School Outcomes-
Competitive Employment

State-identified Measurable Result (SIMR)

The state will increase the percentage of third grade students with Specific Learning Disability and Language/Speech rulings in targeted districts who score proficient or higher on the regular statewide reading assessment to 68 percent by FFY 2018.

“OSEP has reviewed your State’s SPP/APR, including Phase I of the SSIP, and determined that it meets the requirements of IDEA section 616(b) to include measurable and **rigorous targets**, including targets for FFY 2018 that reflect improvement over the State’s baseline data.”

OSEP Letter to Dr. Wright, dated June 30, 2015



Focus



**What we focus on is
what improves.**

Alignment to Results-Driven Accountability (RDA)

RDA's Three Components:

- State Performance Plan/Annual Performance Reports- measure results and compliance
- Determination- reflects state (and district) performance on results, as well as compliance
- Differentiated monitoring and support- provided to all states (and districts), but especially low performing

Results

- The **results** we want to achieve need to drive the **actions** we take, not the other way around.
- Two key questions:
 - What improved results for students with disabilities do we want to achieve?
 - What actions must we take to achieve those results?

Requirements of RDA

- RDA requires the State determines which improved results to target and what actions to take:
 - Identify the specific area to target for improvement, and
 - Plan in detail how the state will achieve that improvement.

Results Indicators Monitored:

- Child Find
- Least Restrictive Environment
- Delivery of Service
- Discipline

District using SPP/APR Data to Improve Outcomes

- Know your data - frequently review your Indicator data in MSIS
- Data-driven Decisions- use your Indicator data to drive the decisions your district makes in professional development and fiscal matters.
- Data talks - share your data with your leadership team, teachers, and parents to conduct an infrastructure analysis to improve services to students with disabilities.

Alignment to Today's Meeting

Sessions Aligned to Results Indicators:

- Indicator 11(Child Find)- ***Child Find Procedures***
- Indicator 1(Graduation Rates)- ***Conducting SLP Evaluations***
- Indicator 8 (Parent Involvement)- ***Innovative Parent Programs***
- Indicator 3 (Assessment)- ***Developing Data Walls, SCD Determination and Guidance Document***
- Indicator 5 (Educational Environment)- ***Innovative Inclusion Program***
- Indicator 14 (Postsecondary Outcomes)- ***How the Accountability System Impacts Students with Disabilities***

Save The Date

- Upcoming Meetings:
 - New Special Education Director's Meeting (1-3) years
 - October 14, 2015- December 1 Count
 - Special Education Director's Quarterly Meeting
 - January 20, 2016- Transition

SCD Determination and Guidance Document



Significant Cognitive Disability

- A child may participate in the Alternate Assessment, **only** if the student is considered to be Significantly Cognitively Disabled (SCD).
- In order to be considered SCD, the child **must** meet all three of the following standards:
 - **SCD Standard 1**: The child demonstrates **significant cognitive deficits and poor adaptive skill levels** (as determined by that child's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.
 - **SCD Standard 2**: The child consistently requires extensive direct instruction in both **academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.
 - **SCD Standard 3**: The child's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is it primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities or social, cultural or economic differences.

Significant Cognitive Disability

- The Mississippi Department of Education's Office of Student Assessment and Office of Special Education are implementing a new procedure regarding students who are determined as having a significant cognitive disability (SCD) and are participating in the alternate assessment.

Purpose of the SCD Guidance Document

- 1.) To ensure that student with significant cognitive disabilities are being accurately identified.
- 2.) To ensure that students are being assessed based on their instruction.

SCD Guidance Document



SCD Determination Guidance Document

SCD Standard 1: The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.

The student has an IQ score or developmental level two or more standard deviations below the mean.	True	False
The student is not able to exhibit adaptive skills that would allow him/her to function independently and safely in daily life.	True	False
With accommodations/modifications in place, the student is not able to participate in and make progress in the standard academic curriculum.	True	False
The student meets the criteria for SCD Standard 1 (must mark True to all three statements in order to mark Yes).	Yes	No

SCD Standard 2: The student consistently requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of these skills.

The student consistently requires extensive repeated, individualized instruction and support that is not of a temporary or a transient nature, in both academic and functional skills in order to gain educational benefit.	True	False
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	True	False
The student meets the criteria for SCD Standard 2 (must mark True to both statements in order to mark Yes).	Yes	No

SCD Standard 3: The student's inability to complete the standard academic curriculum is neither the result of co-occurring or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

The student's absences may be excessive and/or extended, but are not the primary reason the student cannot complete the standard academic curriculum.	True	False
The student's inability to complete the standard academic curriculum is not primarily due to one of the following: Specific Learning Disability, Emotional Disability, Language/Speech Impairment, Visual Impairment, Hearing Impairment, Orthopedic Impairment and/or Other Health Impairment.	True	False
The student meets the criteria for SCD Standard 3 (must mark True to both statements in order to mark Yes).	Yes	No

Does the student meet the criteria for all three (3) SCD Standards?

YES

The student is considered as having a Significant Cognitive Disability. The student's instruction should be based on the Alternate Academic Achievement Standards and will participate in the MAP-A.

NO

The student is not considered as having a Significant Cognitive Disability. The student's instruction should be based on the College and Career Ready Standards and will participate in the MAP.

¹To be completed for students with one of the following eligibility: Specific Learning Disability (SLD), Emotional Disability (ED), Language/Speech (L/S), Visual Impairment (VI), Hearing Impairment (HI), Orthopedic Impairment (OI), or Other Health Impairment (OHI).

²This document will be kept on file with the student's IEP.

SCD Guidance Document

SCD Standard 1: The student demonstrates **significant cognitive deficits and poor adaptive skill levels** (as determined by that student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.

The student has an IQ score or developmental level two or more standard deviations below the mean.	True	False
The student is not able to exhibit adaptive skills that would allow him/her to function independently and safely in daily life.	True	False
With accommodations/modifications in place, the student is not able to participate in and make progress in the standard academic curriculum.	True	False
The student meets the criteria for SCD Standard 1 (must mark True to all three statements in order to mark Yes).	Yes	No

SCD Guidance Document

SCD Standard 2: The student consistently requires extensive direct instruction in both **academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.

The student consistently requires extensive repeated, individualized instruction and support that is not of a temporary or a transient nature, in both academic and functional skills in order to gain educational benefit.	True	False
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	True	False
The student meets the criteria for SCD Standard 2 (must mark True to both statements in order to mark Yes).	Yes	No

SCD Guidance Document

SCD Standard 3: The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

The student's absences may be excessive and/or extended, but are not the primary reason the student cannot complete the standard academic curriculum.	True	False
The student's inability to complete the standard academic curriculum is not primarily due to one of the following: Specific Learning Disability, Emotional Disability, Language/Speech Impairment, Visual Impairment, Hearing Impairment, Orthopedic Impairment and/or *Other Health Impairment.	True	False
The student meets the criteria for SCD Standard 3 (must mark True to both statements in order to mark Yes).	Yes	No

SCD Guidance Document

Does the student meet the criteria for all three (3) SCD Standards?



YES



The student is considered as having a **Significant Cognitive Disability**. The student's instruction should be based on the **Alternate Academic Achievement Standards** and will participate in the **MAP-A**.



NO



The student is not considered as having a **Significant Cognitive Disability**. The student's instruction should be based on the **College and Career Ready Standards** and will participate in the **MAP**.

SCD and MAP-A

Next Steps:

If you currently have students that meet the criteria for SCD and have a primary eligibility of SLD, EmD, OHI, L/S, HI, OI, or VI, you need to ensure that the student meets the criteria for SCD based on the SCD Guidance Document and be able to provide documentation;

Or

Have an IEP meeting to discuss whether or not the student meets the criteria for SCD and make any revisions as necessary.

If an audit reveals that a student with SCD has taken the MAP-A and does not meet the criteria for SCD that student's test scores will be invalidated.

- The students with significant cognitive disabilities (SCD)
 - grades 3, 4, 6, & 7 (ELA and math)
 - grades 5 & 8 (ELA, math, and science)
 - high school (ELA, math, and science)
- Decision is made by the student's IEP Committee.
- Documentation of how student will be assessed is required on the student's IEP.

2015-2016


Mississippi Assessment Program – Alternate for Students with Significant Cognitive Disabilities

Grade/Peer Age	Subject/Content Area
3 / or non-graded & age 8	ELA & Math
4 / or non-graded & age 9	ELA & Math
5 / or non-graded & age 10	ELA, Math, & Science
6 / or non-graded & age 11	ELA & Math
7 / or non-graded & age 12	ELA & Math
8 / or non-graded & age 13	ELA, Math, & Science
9 / or non-graded & age 14	Math ONLY
10 / or non-graded & age 15	ELA & Math
11 / or non-graded & age 16	ELA, Math, and Science
12 / or non-graded & age 17 or 18	ELA, Math, & Science, if not previously assessed

- SBE approved
- One system/platform for all content areas
- Aligned to the Mississippi Alternate Academic Achievement Standards (ELA, Mathematics, and Science)

- Teachers should continue to teach and progress monitor as they normally do using the alternate academic achievement standards.
- OSE and OSA will be providing professional development on the alternate academic achievement standards.

Alternate Academic Achievement Standards for Students with Significant Cognitive Disabilities



Oxford	• 10/7/15
Hattiesburg	• 11/4/15
Jackson	• 12/1/15

Click here to [register](#).