

# Special Education Directors

## Quarterly Meeting

March 3, 2020



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

## 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

1

**ALL**

Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY**

Student Graduates from High School and is Ready for College and Career



3

**EVERY**

Child Has Access to a High-Quality Early Childhood Program



4

**EVERY**

School Has Effective Teachers and Leaders



5

**EVERY**

Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

**EVERY**

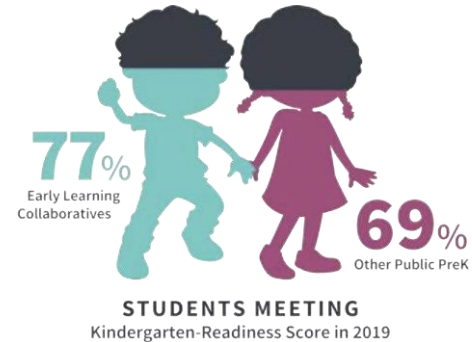
School and District is Rated "C" or Higher



# WELCOME

# Early Child Education Results

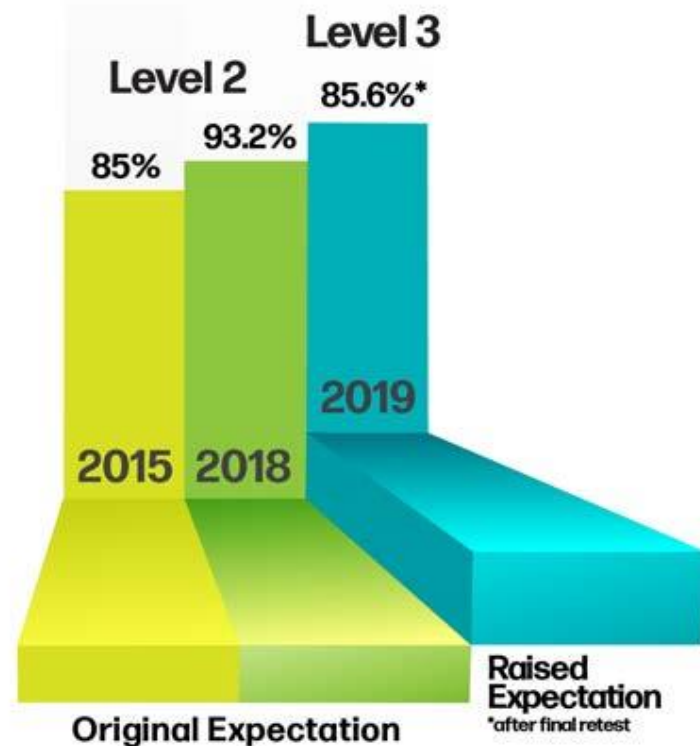
- **77% of Early Learning Collaborative (ELC) students** met target kindergarten-readiness score in 2019, an increase from 59% in 2015
- **ELC students show higher rates of kindergarten readiness (77%)** than students in other public pre-K classes (69%)



# 3<sup>rd</sup> Grading Reading Results

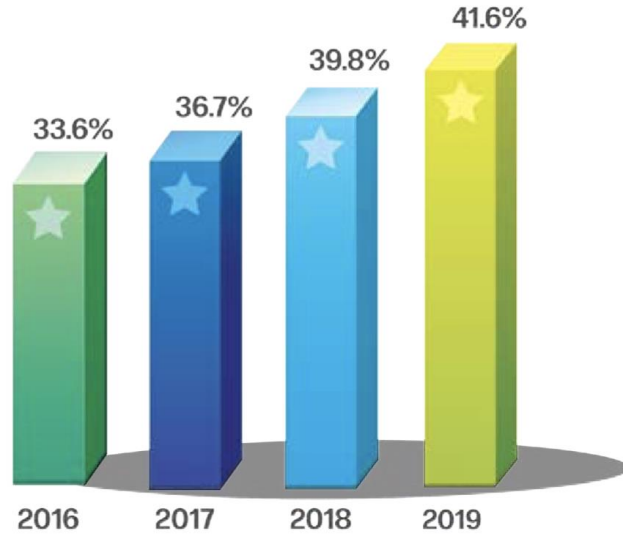
- Literacy-Based Promotion Act originally required 3rd graders to score at Level 2 on a reading test to be promoted to 4th grade
- Students are now expected to score at Level 3, which is closer to proficient
- When **expectations were raised** in 2019, **85.6% of students met the highest reading standard ever required** under the Literacy- Based Promotion Act

## 3rd Grade Reading Achievement



# English Language Arts and Mathematics Proficiency Gains

## Mississippi Academic Assessment Program (MAAP)



English Language Arts (ELA)  
Levels 4 & 5

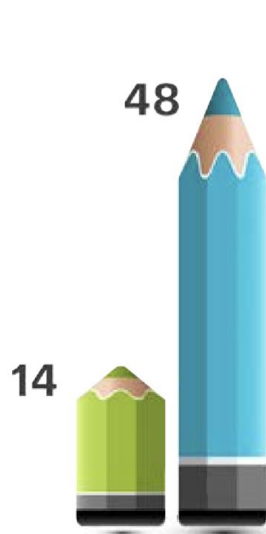


Mathematics  
Levels 4 & 5

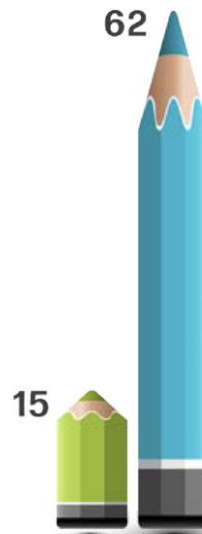
# English Language Arts and Mathematics Proficiency Gains in Districts

**Total districts  
with more than 45%  
of students scoring  
proficient or advanced**

● 2016 ● 2019



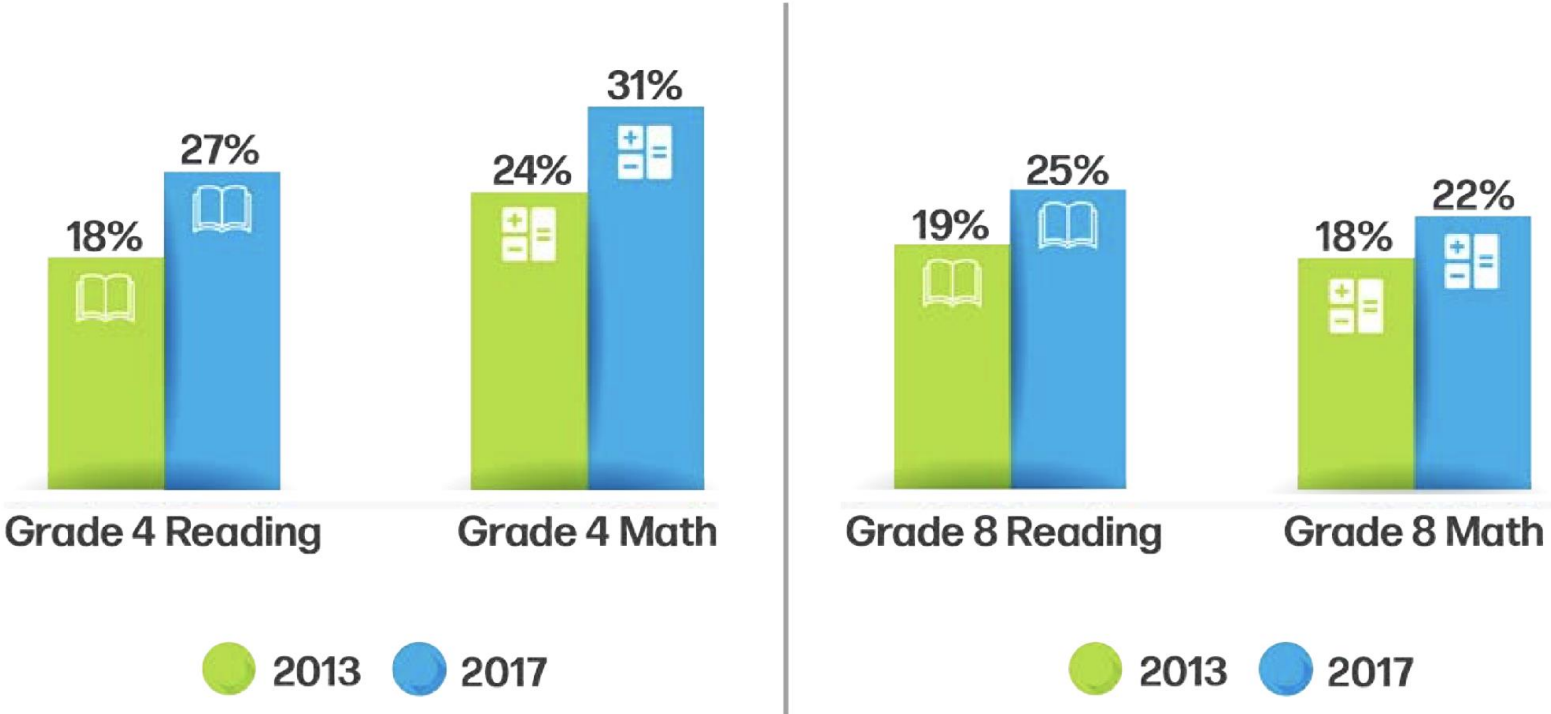
**English Language Arts  
more than tripled**



**Mathematics  
more than quadrupled**



## National Assessment of Educational Progress (NAEP)



# National Assessment of Educational Progress (NAEP)

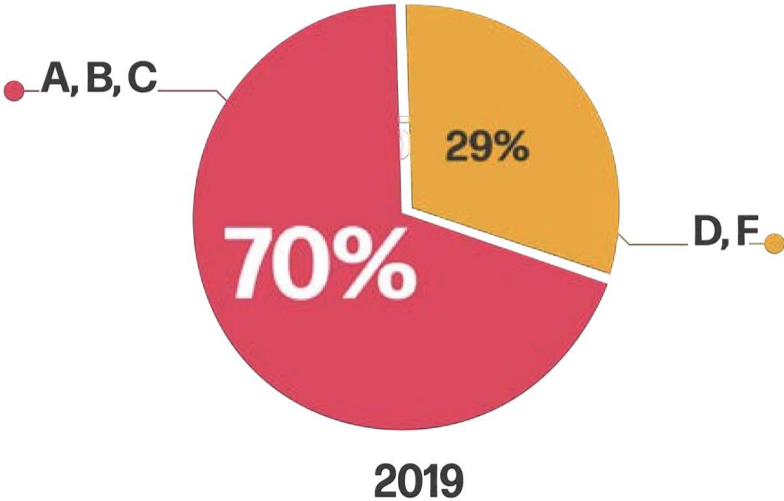
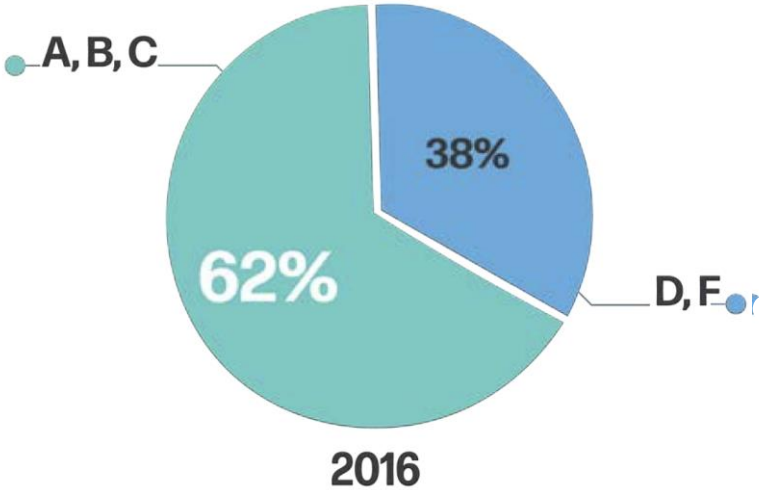
## Mississippi National Rankings NAEP Gains



# Outcome 5: Increase the percentage of districts rated C or higher

## DISTRICT GRADE IMPROVEMENTS

2016 - 2019

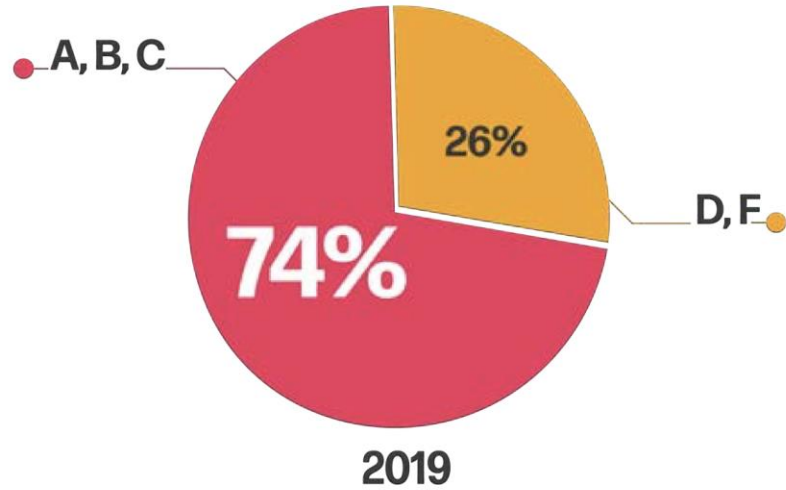
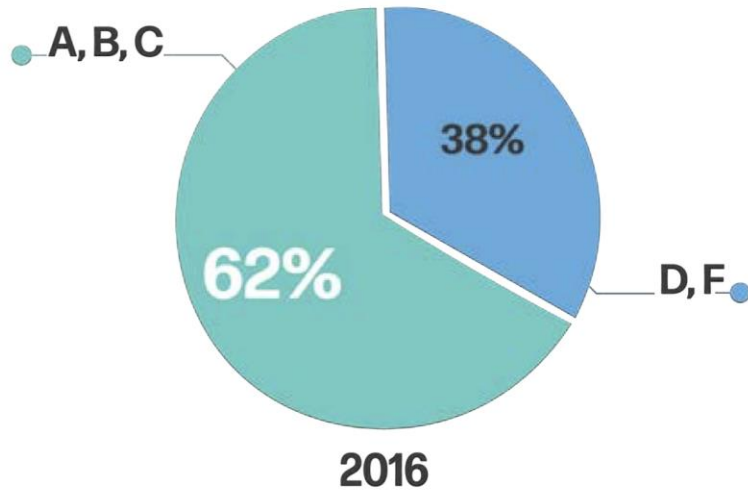


*Note: Percentages have been rounded*

## Outcome 6: Increase the percentage of schools rated C or higher

### SCHOOL GRADE IMPROVEMENTS

2016 - 2019



*Note: Percentages have been rounded*

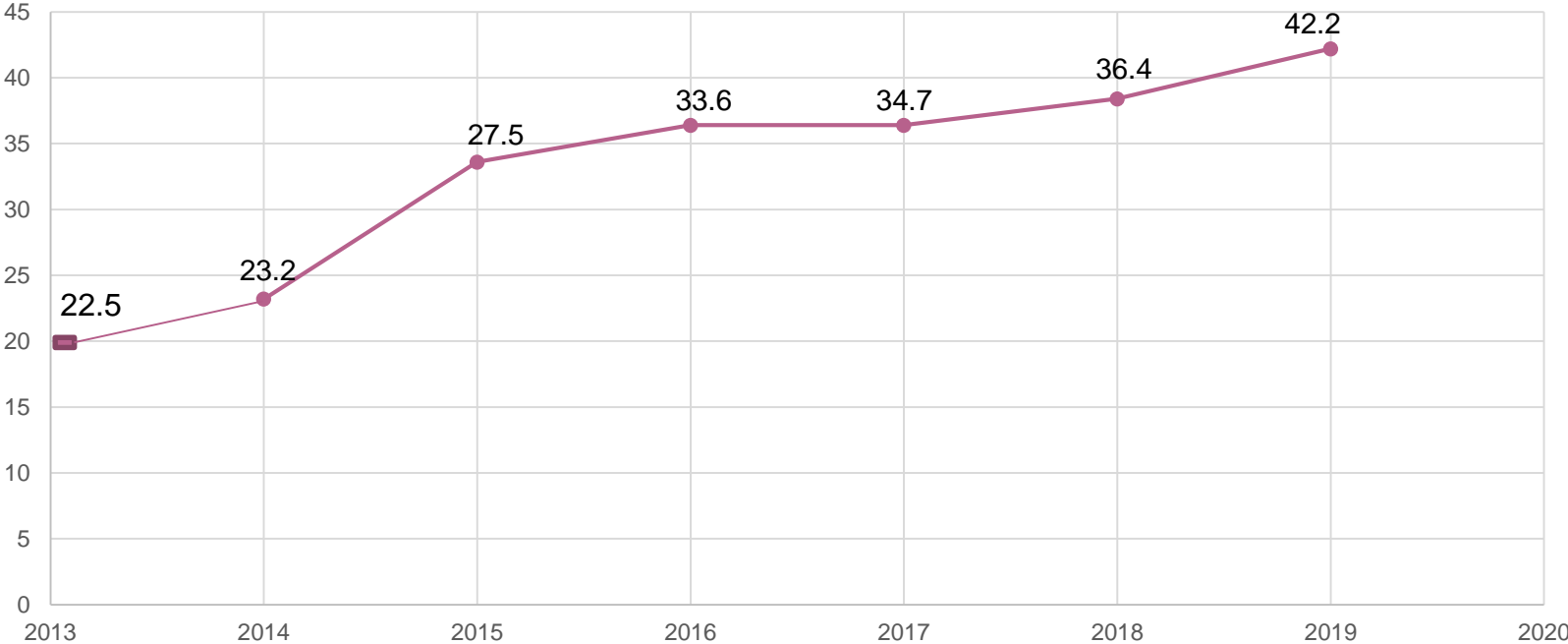
# SSIP Outcomes

## Percentage of Students with Speech/Language Disabilities and Specific Learning Disabilities Scoring Proficient or Advanced on State Assessment

2014 (Baseline Data)	16%
2015	20%
2016	19%
2017	25.1
2017 SSIP Districts with Literacy Coaches and SSIP Literacy Coach	27.5

# Graduation Rates for Students with Disabilities

Mississippi Graduation Rates for Students With Disabilities 2014-2019



Eliminates social promotion and improve the reading skills of all Kindergarten through 3<sup>rd</sup> grade students so that every student completing 3<sup>rd</sup> grade is reading at or above grade level.

Establishes Early Learning Collaborative (ELC) pre-K programs in underserved areas throughout the state.

Literacy-Based Promotion Act

Early Learning Collaborative Act

Dyslexia Legislation

Family and Community Engagement

Professional Development and Coaching

Higher Academic Standards

# MISSISSIPPI SUCCEEDS!!

Established the Office of Professional Development and provided additional coaching supports.

The State Board of Education adopted new academic standards in 2010, and by the start of the 2014-15 school year, all schools had phased in the **Mississippi College and Career Ready Standards for English Language Arts and Mathematics.**



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

---

# Robin Lemonis

State Director of Special Education  
rlemonis@mdek12.org

**mdek12.org**





# Mississippi Department of Rehabilitation Services

Transition and Youth Career Services

# Transition and Youth Career Services



# The Office of Vocational Rehabilitation

The Office of Vocational Rehabilitation (OVR) provides services designed to improve economic opportunities for individuals with physical and mental disabilities through employment.

An individual who is eligible for services is one who has a physical or mental impairment which constitutes or results in a substantial impediment to employment and can benefit in terms of an employment outcome from Vocational Rehabilitation (VR) services and requires VR services to obtain, retain, advance in or regain competitive integrated employment.

# Transition and Youth Career Services Objectives

- \* Define Student and Youth with a Disability;
- \* Describe VR Transition Services;
- \* Discuss VR Eligibility for Students with a Disability;
- \* Define Potentially Eligible Student and describe the Referral Process; and
- \* Discuss Pre-Employment Transition Services.

# Workforce Innovation and Opportunity Act

- \* Signed into law on July 22, 2014 by President Obama;
- \* Replaces the Workforce Investment Act of 1998 (WIA);
- \* Amends the Rehabilitation Act of 1973;
- \* Gave us new definitions for Student and Youth with a disability; and
- \* Aims to increase opportunities, particularly for those individuals with disabilities who face barriers to employment, and invests in important connections between education and career preparation.

# Student with a Disability

**Student with a disability** is an individual who is:

- \* Between the ages of 14-21;
- \* In a secondary, post-secondary, or other recognized education program;
- \* Eligible for, and receiving special education or related services under Part B of the Individuals with Disability Education Act (IDEA);

# Student with a Disability

- \* An individual with a disability under Section 504 of the Rehabilitation Act or for the purpose of Section 504; or
- \* Students with disabilities including but not limited to: physical, sensory, intellectual (5<sup>th</sup> grade reading level or below), mental, and communication.

# Youth with a Disability

**Youth with a disability** are individuals between the ages of 14 to 24 years old who are:

- \* Out of school and are not attending a recognized education program; and
- \* Eligible for VR services through MDRS.



# VR Transition Services

VR Transition Services are planned activities that help students and youth with disabilities gain knowledge, skills, experience, and resources which help them transition to planned post-secondary training and/or into competitive, integrated employment.



# VR Transition Services

VR Transition Services may include:

- \* Assessment for determining eligibility and priority for services;
- \* Assessment for determining vocational rehabilitation needs;
- \* Vocational rehabilitation counseling and guidance;

# VR Transition Services

- \* Referrals to other agencies for other necessary services;
- \* Physical and mental restoration services to the extent that financial support is not readily available from other sources, such as comparable benefits;
- \* Vocational and other training services, including personal and vocational adjustment training, books, tools, and other training materials;

# VR Transition Services

- \* Assistant with college tuition, including ACCESS, books, housing, and transportation after the VR student has shown maximum effort to secure grant assistance in whole or in part from other sources to pay for this training;
- \* Support Services, such as peer mentoring and tutoring services;

# VR Transition Services

- \* Interpreter services for individuals who are deaf or hard of hearing, and tactile interpreting services for individuals who are blind by qualified personnel;
- \* Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind;

# VR Transition Services

- \* Job-related services, including job search and job placement assistance, job retention services, follow-up services, and follow-along services;
- \* Supported Employment (Job Skills Trainer, Customized Employment, etc.);
- \* Personal Assistance Services;
- \* Pre-Employment Transition Services;

# VR Transition Services

- \* Post-employment services;
- \* Occupational licenses, tools, equipment, initial stock, and supplies; and
- \* Rehabilitation technology, technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provided resources to eligible individuals who are pursuing self-employment or establishing a small business operation as an employment outcome.

# VR Transition Services Eligibility

An individual who is eligible for services is one who:

- \* Has a physical, intellectual, or mental impairment which constitutes or results in a substantial impediment to employment;
- \* Can benefit in terms of an employment outcome from Vocational Rehabilitation (VR) services; and
- \* Requires VR services to obtain, retain, advance in or regain competitive integrated employment.



# When to Refer

- \* VR referral information is encouraged for juniors, seniors, and at risk students or no later than two years prior to the student exiting high school.
- \* Referral made be taken as young as 14 when a student needs pre-employment transition services along with another service.
- \* Students may be referred during post secondary education (PSED).

# Student Documentation Needs for VR Eligibility

- \* Complete Assessment Team Report (original psychological evaluation);
- \* Current Re-evaluation Form within the last three years;
- \* Current IEP or current available 504 Plan;

# Student Documentation Needs for VR Eligibility

- \* I-9 information for students who participate in paid work at an AbilityWorks (CRP) or through VR programs;
- \* Medical or psychological records for students who are not receiving services under IDEA or when such conditions are cited.

# VR Process for VR Students

- \* Referral for services from high school or college or student;
- \* Copy of IEP or 504 received with consent;
- \* Application taken for services;
- \* Eligibility is established;

# VR Process for Students

- \* Individualized Plan for Employment (IPE) Development;
- \* Postsecondary Education, Training, Career Engagement, etc.; and
- \* Employment Outcome.

# Potentially Eligible Student

Meets the same definition of student with a disability, but is normally between the ages of 14 – 16, and:

- \* Is not required to apply for or be determined eligible for VR services;
- \* Completes the OVR Potentially Eligible Student Pre-ETS Referral Form; and
- \* Will receive general Pre-Employment Transition Services in a group setting.

# Pre-Employment Transition Services

The primary purpose of Pre-Employment Transition Services (Pre-ETS) is to:

- \* Begin building the foundation to help students to identify career interests and to learn skills in preparation for a career pathway to transition into employment and/or post-secondary education;

# Pre-Employment Transition Services

- \* promote self-awareness and self-esteem;
- \* develop self-advocacy and self-empowerment skills; and
- \* explore and promote individual career opportunities.



# Pre-Employment Transition Services

The five required pre-employment activities are:

1.) **Job Exploration Counseling**- designed to assist students explore career options, develop motivation for employment, and understand the role of high school and post-secondary education and/or training.

# Pre-Employment Transition Services

**Job Exploration Counseling** may include, but is not limited to:

- \* Administration of vocational interest inventories;
- \* Provide local labor market information to help a student identify a career pathway;
- \* Provide Vocational/Career counseling and guidance;

# Pre-Employment Transition Services

- \* Arrange for students to hear guest speakers talking about a variety of jobs and careers (online or in person);
- \* Review information regarding in-demand industry sectors and occupations;
- \* Attend Job/Career Fairs; and
- \* Work-site tours to learn about necessary job skills.

# Pre-Employment Transition Services

2.) **Work-Based Learning Experiences**- use the workplace or realistic work situations to provide students with the knowledge and skills for future careers opportunities. May consist of:

- \* In school opportunities (work experience);
- \* After school opportunities (jobs);

# Pre-Employment Transition Services

- \* Nontraditional opportunities (paid/nonpaid internships or apprenticeships);
- \* Volunteer Work; and
- \* Job Shadowing.

# Pre-Employment Transition Services

3.) **Workplace Readiness Training**- to develop the skills and behaviors that are necessary to be successful on any job.

- \* Develop communication and interpersonal skills;
- \* Learn job-seeking skills;
- \* Understand employer expectations for punctuality and performance, as well as other “soft” skills;

# Pre-Employment Transition Services

- \* Learn time management, moving from task to task, and self-monitoring production and performance;
- \* Discuss financial literacy, including benefits planning services; and
- \* Explore orientation and mobility skills to access workplace readiness training or to learn to travel independently to and from work.

# Pre-Employment Transition Services

## **4.) Counseling on Post-Secondary Education (PSED) and Training Opportunities-**

- \* Explore the type of academic and occupational training needed to succeed in the workplace;
- \* Discuss postsecondary opportunities associated with career fields or pathways;



# Pre-Employment Transition Services

- \* Advise students and parents or representatives on academic curriculum and offered courses;
- \* Provide information about college application and admissions processes; and
- \* Complete the Free Application for Federal Student Aid (FAFSA) financial aid information form.

# Pre-Employment Transition Services

5.) **Instruction in Self-Advocacy**- supports a student's ability to effectively communicate, negotiate, and/or assert his or her own interests and/or desires, including the development of the skills necessary for self-determination.

- \* Learn about rights and responsibilities;

# Pre-Employment Transition Services

- \* Identify accommodations/services in an educational program and providing resources that may be used to support individual student success in education and training (ex. Disability support services); and
- \* May involve peer-mentoring.

# Contact Information

Laurie Sherrill, OVR Transition Program Coordinator  
Mississippi Department of Rehabilitation Services  
Post Office Box 1698  
Jackson, MS 39215-1698  
601-853-5390  
[isherrill@mdrs.ms.gov](mailto:isherrill@mdrs.ms.gov)



# Mississippi's Family Engagement & Framework Toolkit

---

# Training Goals

---

By the end of this session, participants will be able to:

- Identify, define, and demonstrate a general understanding of all Mississippi Family Engagement Framework & Toolkit components
- Identify actions that can be immediately and easily implemented at your center/site.
- Gain a vested interest in family engagement to attend future Family Engagement Sessions

# MDE Website

Go to [www.mdek12.org](http://www.mdek12.org)

Click “Educators”



Click “Early Childhood Education”



The image displays two screenshots of the Mississippi Department of Education (MDE) website. The top screenshot shows the homepage with the navigation menu. The 'EDUCATORS' tab is circled in red. The bottom screenshot shows the 'EDUCATORS' page with the 'Early Childhood Education' link circled in black.

**Top Screenshot: Mississippi Department of Education Homepage**

- Logo: MISSISSIPPI DEPARTMENT OF EDUCATION, Ensuring a bright future for every child
- Navigation: ABOUT, NEWS, REPORTS & DATA, SERVICES, DIRECTORY
- Menu: COMMUNITY, FAMILY, **EDUCATORS**, ADMINISTRATORS
- Header: Mississippi

**Bottom Screenshot: MDE Educators Page**

- Logo: MISSISSIPPI DEPARTMENT OF EDUCATION, Ensuring a bright future for every child
- Navigation: ABOUT, NEWS, REPORTS & DATA, SERVICES, DIRECTORY
- Menu: COMMUNITY, FAMILY, **EDUCATORS**, ADMINISTRATORS
- Section: EDUCATORS
- Grid of links:
  - Academic Standards
  - Assessment
  - Educator Resources
  - Career and Technical Education
  - Communicating and Student Services
  - Early Childhood Education**
  - Local School Resources
  - Elementary Education
  - English Learner Supports
  - Emerging MEIS
  - Gifted Education
  - Gifted/Highly
  - Health and Wellness
  - Intervention Services
  - JWTS
  - Library Services
  - Literature
  - Literacy Focus of the Month
  - Mississippi Power Action Device Listing
  - MSIS (MS Student Information System)
  - Nutrition Programs
  - Professional Development
  - Professional Growth System
  - Reading
  - Secondary Education
  - StonePoint (Public Access)
  - Special Education
  - Student Access
  - Teacher Center

# Office of Early Childhood Website

You will then be directed to the **Office of Early Childhood** page

The screenshot shows a web browser window with the URL `msdek12.org/EC`. The page features the Mississippi Department of Education logo and tagline, "Ensuring a bright future for every child". A navigation menu includes "ABOUT", "NEWS", "REPORTS & DATA", "SERVICES", and "DIRECTORY". Below the menu are four colored tabs: "COMMUNITY" (blue), "FAMILY" (green), "EDUCATORS" (yellow), and "ADMINISTRATORS" (purple). The main content area is titled "Early Childhood" and contains three columns of text and links. The first column discusses the office's commitment to accelerating student achievement. The second column, "Tools and Supports", lists resources like the "Making Adjustments Booklet" and "Kindergarten Readiness Assessment". The third column, "Elementary Education and Reading", provides contact information and a "Services" dropdown menu.

down to

## Family Engagement Framework and Toolkit

- Framework
- Toolkit
- Information Flyer
- Train-the-Trainer Flyer



Are you engaged?



Family Engagement is less about...

families  
that are  
engaged,

reaching  
families that  
aren't engaged.

# Everyone has expectations!

From, the perspective of each of the following groups.....



Let's discuss the specific expectations each group has of the others.

# Involvement vs. Engagement

**THEN**

*Parent Involvement*

Implementing Effective Programs  
Engagement Center on School,

**NOW**

*School, family, and community  
partnerships*

Joyce L. Epstein, Ph.D.,  
Director of Family and Community for Student Success in School Family, and Community Partnerships

# Responsibilities

## THEN

*Organized by one person or just a few*

*Mainly in preschool classrooms*

Implementing Effective Programs  
Engagement Center on School,

## NOW

*Part of school and classroom organization at ALL grade levels*

*Organized by an **Action Team for Partnerships***

Joyce L. Epstein, Ph.D.,  
Director of Family and Community for Student Success in School Family, and Community Partnerships

***There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic, and educational backgrounds and for students at all ages.***

**Anne T. Henderson, Karen L. Mapp**



# Everyone must feel valued!



# Systems Approach

# Systems Approach

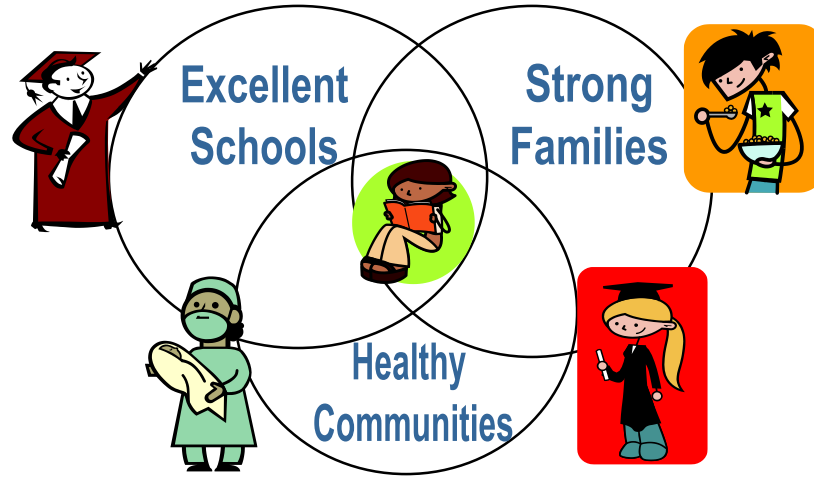
---

A continuous systems approach will work together to achieve the ultimate child outcomes for successful lifelong learners.



*Everyone wants  
**EXCELLENT and SUCCESSFUL  
SCHOOLS and STUDENTS.***

*How will we reach these goals?*



# Mississippi's Family Engagement Framework & Toolkit

## Mississippi's Family Engagement Definitions

- **FAMILY** is a fundamental social group in communities consisting of a child/ren and a parent, grandparent, guardian, caregiver, or any responsible individual invested in the educational success of a child.
- **FAMILY ENGAGEMENT** is an on-going, shared responsibility of families, educational programs, and communities for all student learning and academic achievement that continues from birth to young adulthood.
- **EQUITABLE** means that families are empowered to work with educators, public officials, and community partners to remove any barriers that prevent them from being fully engaged in their child(ren)'s education. This includes access to ample opportunities to develop their knowledge and skills to become full and equal partners in that deliberate and intentional work.

[https://www.nationalpirc.org/engagement\\_forum/beyond\\_random\\_acts.pdf](https://www.nationalpirc.org/engagement_forum/beyond_random_acts.pdf)

Harvard Family Research Project

# Mississippi's Family Engagement Framework

The purpose of this document is to:

- Recognize the importance of family engagement as a core, foundational component of education
- Put forth a set of common goals for family engagement across the education system and within individual educators
- Offer family engagement strategies for educators and identify resources that support the implementation of those strategies
- Empower stronger family-centered partnerships to gain a greater understanding of how a family's strengths, needs, and resources affect a child's safety, stability, well-being and school readiness success.



# Framework Implementation

- Natural progression of transitioning from early learning settings to formalized school settings
- Implemented with a solid foundation
- Family-friendly schools to support student academic achievement, development, and success



# Mississippi's Family Engagement Toolkit includes...

---

- Four (4) Goals
- Intended outcomes for each goal
- Resources for each goal
- Self-assessment for Directors/Administrators
- Strategies for effective family engagement implementation
- Activities

# Family Engagement Goals

1. Welcome and Empower ALL Families
2. Increase Student Success
3. Build Leadership and Capacity
4. Develop Community Investment and Partnerships



# GOAL 1

Welcome and  
Empower ALL  
Families



To ensure that families have the skills, resources, and confidence to address their basic needs and can take on roles that contribute to their child's learning.



# GOAL 1: Welcome and Empower ALL Families

What does it look like?

- Develop policies and activities that create a welcoming environment for families.
- Demonstrate how to implement multiple, on-going, meaningful **two-way** communication with families.
- Create opportunities for families to learn more about social-emotional well-being.
- Use surveys, meetings, open houses, home visits, and phone calls to find out about families and identify skills they would like for their child to develop in an educational setting.



# Let's BrainStorm

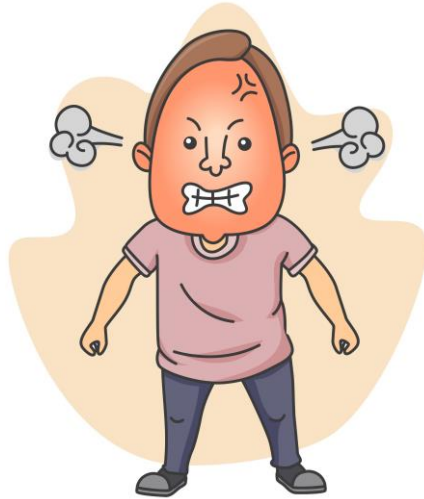


- Have you ever felt extremely comfortable or welcome in a center, site, or business place?
- Why do you think you felt this way? How were you spoken to? What were the interactions like between you and the service providers? How did this make you feel about returning?

# Reminds me of.....



# On the Other Hand.....



- Have you ever felt extremely unwelcome in a school, site, or business place?
- Why do you think you felt this way? How were you spoken to? What were the interactions like between you and the service providers? How did this make you feel about returning?

# GOAL 2

To promote positive, encouraging relationships that provide opportunities to focus energy towards learning and continued success in school.





# GOAL 2: Increase Student Success

What does it look like?

- Recognize existing ways families are supporting their children's development and success.
- Develop curriculum and program activities that connect families to the learning of their children.
- Provide information to staff on best practices focused on family engagement.



# GOAL 3



To support the educational aspirations of families as leaders and advocates through the educational transitions from early childhood to completion of their child's secondary education.



# GOAL 3: Build Leadership and Capacity

What does it look like?

- Obtain knowledge and skills to create leadership and advocacy opportunities for families.
- Provide professional development for local educational agency and school personnel regarding family engagement strategies.
- Provide supportive programs that reach family members at home, in the community, and at school.
- Monitor and evaluate efforts of effectiveness through high quality, evidenced-based strategies.
- Utilize various reciprocal communication strategies to build individual relationships with families.



# GOAL 4

To connect families to their peers, all school personnel, and community partners for continuous support, encouragement, and resources.



**Develop  
Community  
Investment and  
Partnerships**



# GOAL 4: Develop Community Investment and Partnerships



The concept of “partnership” recognizes that families, educators and others in the community share responsibility for students’ learning and development.

(Epstein, 4<sup>th</sup> Edition)

# Goal 4: Develop Community Investment and Partnerships

---

What does it look like?

- Obtain knowledge and skills to connect families with peers and community resources.
- Obtain knowledge and skills to help families make effective transitions to kindergarten.
- Collaborate and/or provide subgrants to schools. This allows schools to collaborate with community based or other organizations with a record of success in improving and increasing family engagement.



# Child Outcomes

# Outcomes

---

- Improve their self-concept.
- Increase their intellectual growth.
- Enlarge their understanding of the world, people, experiences, and ideas.
- Increase their competencies and skills in oral language, literacy, writing, listening, and thinking.
- Increase their competencies and skills in mathematical reasoning and scientific exploration.



# Outcomes continued...

---

- Increase their skills involved in physical coordination and gross and fine motor skills.
- Increase their competence in dealing with emotions, feelings, and social situations.
- Increase their self-direction and independence.
- Develop cooperative, trusting relationships.
- Develop their natural curiosity and creative potential.
- Develop a love of learning.

# Menu of Services

## Family Connections Mini Conference

This one-day mini conference features various state experts speaking on topics related to the Mississippi Family Engagement Framework goals. Participants will receive practical information and strategies to increase family engagement and community partnerships. Upcoming(*Duration 6 hours*)

## Family Engagement Framework and Toolkit

This training is an introduction of the Mississippi Family Engagement Framework and Toolkit. Participants will leave with a working understanding of the Framework's development, four goals, expected outcomes, self-assessment, strategies, family engagement activities, and resources. *(Duration 90 minutes)*

## **Family Engagement Framework and Toolkit Train-the-Trainer**

This training will examine Family Engagement research from Dr. Joyce Epstein. Participants will identify, define, and demonstrate a deeper understanding of all Mississippi Family Engagement Framework and Toolkit components. Completion of this training qualifies the participant to train others at their site on the Family Engagement Framework and Toolkit and serve as an on-site resource. *(Duration 6 hours)*

## Family Engagement Quality Implementation Plan (QIP)

The Family Engagement Transition Coordinator will assist sites in completing a self-assessment to determine progress in current Family Engagement implementation and assist in the development of a Quality Implementation Plan. *(As requested by school district/Head Start/childcare center)*

## Family Engagement Action Teams

This training opportunity will allow Family Engagement Transition Coordinator to work closely and assist districts/sites in identifying staff, parents, and community members to serve as a member of the Family Engagement Action team. This team should consist of a group of 4-5 members who will lead the charge of implementing The Mississippi Framework and the Quality Implementation Plan (QIP). *(As requested by school district/Head Start/childcare center)*

## **Family Engagement On-site Technical Assistance and Coaching Supports**

Family Engagement Transition Coordinator will provide ongoing technical assistance and coaching supports as it relates to strengthening family engagement, implementing the Mississippi Family Engagement Framework and Toolkit, Action Team development and support, and supporting current/future on-site family engagement events. *(As requested by school district/Head Start/childcare center)*



## • Upcoming Training Dates

---

**March 24, 2020**

Family Connections Conference

Delta State University, Cleveland, MS

**April 21, 2020**

Family Engagement Framework and Toolkit Train-the-Trainer

Delta State University, Cleveland, MS

# Questions and comments



**Angela D. Towers, Ed.S.**  
Family Engagement Transition Coordinator  
atowers@mdek12.org

Tel 662-719-1247 | Fax 601-359-2198  
[www.mdek12.org/ec](http://www.mdek12.org/ec)

# SCD 1% Data &

# Justifications

# Justification Directions

---

- Justification documentation will be due to MDE OSE no later than **March 20, 2020**. Please submit justifications via SharePoint using the following path:
- *District Special Education SharePoint folder > Application > District Data > 1 Percent Justification Data 2019*

# Justification Directions

---

- 1% Data reports show numbers below 10 and should only be shared with necessary personnel.
- Justifications should not include personally identifiable information (including student names).
- Justifications may use student initials or numbers to identify students.

# Justification Directions

---

- For students with eligibility categories of Autism, Deaf/Blind, Developmental Delay, Multiple Disability, Orthopedic Impairment, and Traumatic Brain Injury, the district must conduct a record review and verify that the student meets the definition of having a SCD, including a comprehensive evaluation that shows deficits in functional skills as well as cognitive deficits.

# Justification Directions

---

- For students with eligibility categories of Emotional Disturbance, Hearing Impairment, Language/Speech, Other Health Impairment, Specific Learning Disability and Visual Impairment, IEP Teams should meet to determine if there is evidence that the student has a SCD and/or if a comprehensive reevaluation is needed. Explanations of why these students meet the requirements of having a SCD must be included in the district's justification if the district anticipates being over 1%.



# Justification Section 1: District Demographics

## Section 1 must include the following:

- District Name and number
- Total Student enrollment
- Total Number of Students participating in the MAAP and MAAP-A
- Total Number of Students with Disabilities enrolled
- Total Number of Students with Disabilities to participate in the MAAP and MAAP-A
- Total Number of Students identified as having a significant cognitive disability participating in the MAAP-A

### Section 2 must include the following:

- Number of schools in the District
- Number of classrooms that primarily serve students meeting the criteria for a SCD
- Any special programs that the district runs that would explain why the district exceeds a 1% participation rate on the MAAP-A

## Section 3 must include the following

- Describe the process that district staff used to determine and verify that all students in the district considered as having a SCD meet the criteria for a SCD
- Describe the district's plan for lowering the number of students participating in the MAAP-A in the future.
-

## Section 3 must include the following

- For any students in the following eligibility categories, please provide individual justification as to why the student meets the criteria for SCD even though the eligibility category does not necessarily include characteristics that support a significant cognitive disability.

Language/Speech

Specific Learning Disability

Other Health Impairment

Visually Impaired

Hearing Impaired

Emotionally Disturbed

## Section 4 must include the following

- The justification must be signed by the Superintendent and the Special Education Supervisor

# Alternate Diploma, Alternate Standards, &

## Assessing Students with Disabilities

# Alternate Diploma



# Alternate Diploma

- The Alternate Diploma is not the equivalent of a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma.
- IEP TEAM Committee decision
- MSIS Course Codes can be found in the Course/Work Area Codes Report.





Which high school Alternate Diploma courses currently require Mississippi Academic Assessment Program – Alternate (MAAP-A) to be administered?

- Alternate Biology
- Alternate English II
- Alternate Algebra

# Alternate Diploma Course Substitutions

- Currently working on a list of general education courses that may be substituted in lieu of the alternate courses.
- Public comment ends March 17<sup>th</sup>, 2020



# Alternate Diploma Course of Study

---

- 4 units of English
- 4 units of Mathematics
- 2 units of Science
- 2 units of Social Studies
- 4 units of Career Readiness
- 4 units of Life Skills Development
- ½ unit in Physical Education
- 1 unit in Arts
- ½ unit in Health
- 2 units in Electives
- **Total of 24 Carnegie Units**

Located on the [MDE Office of Special Education website](#) using the following path:

- MDE OSE website > Information and Publications

## Mississippi Alternate Academic Achievement Standards

- Teacher Resource Guide - Alternate K-8 Science
- Teacher Resource Guide - Alternate Biology Elements
- 2019 Mississippi Alternate Academic Achievement Standards – English Language Arts
- 2019 Mississippi Alternate Academic Achievement Standards – Mathematics
- 2019 Mississippi Alternate Academic Achievement Standards – Health
- 2018 Mississippi Alternate Academic Achievement Standards for Science K-8<sup>th</sup> and Biology
- 2019 Mississippi Alternate Academic Achievement Standards – Science Elements II
- 2019 Mississippi Alternate Academic Achievement Standards – Career Readiness I & II
- 2019 Mississippi Alternate Academic Achievement Standards – Life Skills Development I & II
- 2019 Mississippi Alternate Academic Achievement Standards - Alternate History Elements
- 2019 Mississippi Alternate Academic Achievement Standards - Alternate Social Studies Elements
- Teacher Resource Guide- Alternate English Elements I & II
- Teacher Resource Guide- Alternate Math Elements I & II
- Teacher Resource Guide- Career Readiness I
- Teacher Resource Guide- Life Skills Development I



# Teacher Resource Guides (TRGs)

---

- Allows teachers to customize content to fit each student's needs
- Includes suggested activities, instructional strategies, sample lessons and resources
- Includes adaptations for students with varying range of disability within the classroom

# MAAP-A

# 2020 MAAP-A Key Dates

Activity	Date	Activity Responsibility
MAAP-A testing material delivered to the schools and put in a secure place.	March 2-13, 2020	DTCs
Teachers review testing materials (TABs and stimulus cards) prior to testing their students and organize those items to administer the test.	March 2-May 8, 2020	DTCs, STCs, SEUs, TAs
MAAP-A Testing Window (Spring)	March 16-May 8, 2020	DTCs, STCs, SEUs, TAs, SSS
Check to ensure all scores have been entered into Nextera platform for the students tested.	May 4-8, 2020	DTCs, STCs, SEUs, TAs, SSS
All scores <b>MUST BE SUBMITTED</b> into Nextera platform. Check to make sure all scores have been entered and submitted for students tested.	May 8, 2020 <b><u>by 5:00 pm CST</u></b>	DTCs and STCs



# MAAP-A Training & Webinar Information

Webinar	Location
DTC/STC/Sp. Ed. Director Webinar	Help Tab in Nextera
Experienced Teacher Webinar	Help Tab in Nextera
In-Person Teacher Trainings	Help Tab in Nextera
Nextera Training Webinar	Help Tab in Nextera

Teacher trainings and recorded webinar links have been placed in Student Assessment SharePoint > Public Access > Special Populations > MAAP-A (Alternate Assessment) > 2020 MAAP-A Training Recordings

# Who Should take MAAP-A?

- Only students in Mississippi Student Information System (MSIS) with **SCD** indicator checked should take MAAP-A assessments in ELA, Math, and Science.
- The MAAP-A **ELA and Math** assessments are administered for students enrolled in grades 3-8, and high school.
- The MAAP-A science assessments are administered for students enrolled in **grade 5, grade 8, and high school**.

# Overview of the MAAP-A

	English Language Arts	Mathematics	Science
	Mississippi Alternate Academic Achievement Standards (MAAAS) for English Language Arts and Mathematics		Mississippi Alternate Academic Achievement Standards (MAAAS) for Science
Gr. 3	X	X	
Gr. 4	X	X	
Gr. 5	X	X	X
Gr. 6	X	X	
Gr. 7	X	X	
Gr. 8	X	X	X
HS	English II	Algebra I	Biology I



Administration window: **March 16 – May 8, 2020**

# Lessons Learned

---

- Make sure the correct assessment (MAAP or MAAP-A) is given to the student.
- Make sure the student is assessed on the correct grade-level.

# Important MAAP-A Policy Topics

# Administration Requirements

---

- A Test Administrator and Second Scorer will be needed during administration for each student.
  - This personnel requirement (above) aligns with current test security guidelines.
- Both the Test Administrator and the Second Scorer must hold a current MS teaching license.

# Administration Requirements

---

- For a home-bound student being assessed, both a Test Administrator and Second Scorer will be required.
- District and School security plans will be required and followed.
- Administration of the materials and capturing of student responses must follow the same procedures as students assessed within a school or district building.

# TEST SECURITY



- Typical district/school test security plans should be followed; however, teachers must be allowed to become familiar with the Test Administration Booklets and prepare stimulus materials.
- Materials should be checked out to teachers and any review/preparation of materials must be done in a secure location. Materials must be checked back in to test coordinator after each preparation session.
- Two licensed personnel who hold a current Mississippi Educator License are required to administer the test.

**NOTE: Two Non-licensed district personnel may transport testing materials as needed. These individuals can not administer the assessment.**

# Assessing Students with Disabilities

## FAQ

# Assessing Students with Disabilities FAQ

## **How does block scheduling impact teaching and assessment of students with Individualized Education Programs (IEP) participating in the Mississippi Academic Achievement Program – Alternate (MAAP-A)?**

The coordination of class schedules is a district decision. Beginning in the 2020 – 2021 school year, students with an IEP that meet the criteria for a significant cognitive disability (SCD) enrolled in Alternate Biology, Alternate Algebra, or Alternate English II on a block schedule will be allowed to take the MAAP-A at the end of the course. For example, if a student that meets the criteria for a SCD is enrolled in Alternate Biology during the first semester of the school year, the student can participate in the MAAP-A Biology assessment in December. Students that did not receive a score of passing or proficient on the MAAP-A during the second semester of the school year will be allowed to re-test in December of the following school year.

# Assessing Students with Disabilities FAQ

## **What is the guidance if a student has been assessed in all high school areas last year and passed, but the student has not taken the required courses for the Alternate Diploma?**

If a student with a significant cognitive disability has been assessed in all high school areas and received a passing score, the student does not have to participate in MAAP-A again. The data regarding assessment scores has been recorded in MSIS. In order to receive the Alternate Diploma, the student must earn a Carnegie unit in each of the courses required. Therefore, the student should enroll and pass each of the required courses. When a student is enrolled in a course that requires participation in the MAAP-A, MSIS should be able to identify that the student has already taken the MAAP- A in that subject area.

# Assessing Students with Disabilities FAQ

## What is the suggested course of study for a student working toward a certificate of completion?

Students with an IEP that do **not** meet the criteria for a SCD and are working toward a certificate of completion have several options. The course of study for a student working toward a certificate of completion should be individualized and determined by the student's IEP Committee. Students working toward a certificate of completion may participate in Alternate courses. However, it should be noted that students with an IEP that do not meet the criteria for SCD and are working toward a certificate of completion must participate in the Mississippi Academic Achievement Program (MAAP) Subject-area assessments. Therefore, these students must be enrolled in the courses that require a MAAP Subject-area assessment, and participate in the MAAP Subject-area assessment by age 18 the end of their senior year in order to not be considered as not tested.

# Assessing Students with Disabilities FAQ

## Which Grade Codes in MSIS determine how a student is assessed?

Grade Codes in MSIS do not determine how a student is assessed. Assessment decisions are made by the IEP Committee. For a student to be assessed using the MAAP-A, the student **must** meet the criteria for a significant cognitive disability. Any student receiving special education services that **does not** meet the criteria for significant cognitive disability **must** be assessed using the MAAP. The codes only come into play after the IEP Committee has determined how the student will be assessed and the student's LRE.

Beginning in the 2020-2021 School year, only students that meet the criteria for SCD will be allowed to use codes 56/58 in MSIS. All other students must have a grade code for the grade in which the student is enrolled.

# Questions

---





MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

## Bobby L. Richardson

Office Director II

(601) 359-3498

[brichardson@mdek12.org](mailto:brichardson@mdek12.org)

[www.mdek12.org/ose](http://www.mdek12.org/ose)

## Dr. Jackie Sampsell

State Director of Assessment

(601) 359-3052

[jsampsell@mdek12.org](mailto:jsampsell@mdek12.org)

[www.mdek12.org/ose](http://www.mdek12.org/ose)

**mdek12.org**





# Significant Disproportionality

## Updates and Reminders

# Important Distinction

- Two different calculations are done that address equity
- Three indicators (4b, 9, & 10) in the State's Annual Performance Report address equity
- A second analysis happens every year to determine if a district is a disproportionate and must reserve 15% of the IDEA budget for Coordinated Early Intervening Services (CEIS)
- Today's discussion deals with the second analysis

# What is Significant Disproportionality?

---

- Disproportionality is an overrepresentation of some racial or ethnic group in a category.
- Disproportionality becomes *significant* when the overrepresentation exceeds a defined threshold.

# Analysis Categories

IDENTIFICATION	
Age Range	Categories
Children ages 6-21 <b>Must also include children ages 3-5 by July 1 2020</b>	<ul style="list-style-type: none"><li>• All Disabilities</li><li>• Autism</li><li>• Emotional Disabilities</li><li>• Intellectual Disabilities</li><li>• Other Health Impairment</li><li>• Specific Learning Disability</li><li>• Speech or Language Impairments</li></ul>

**\*\*\*UPDATE: Beginning SY 2020-2021, current December 1 data will be used to make the calculations for Identification\*\*\***

# Analysis Categories

PLACEMENT	
Age Range	Categories
Children ages 6-21	<ul style="list-style-type: none"><li>• Inside a regular class for less than 40 percent of the day</li><li>• Inside separate schools and residential facilities (not including homebound or hospital settings, correctional facilities or private schools)</li></ul>

\*\*\*UPDATE: Beginning SY 2020-2021, current December 1 data will be used to make the calculations for Identification\*\*\*

# Analysis Categories

DISCIPLINE	
Age Range	Categories
Children ages 6-21	<ul style="list-style-type: none"><li>• Out-of-school suspensions and expulsions of 10 days or fewer</li><li>• Out-of-school suspensions and expulsions of more than 10 days</li><li>• In-school suspensions of 10 days or fewer</li><li>• In-school suspensions of more than 10 days</li><li>• Disciplinary removals in total</li></ul>

# Additional Flexibility

---

- **Consecutive Years:** States can choose to identify an LEA as having Significant Disproportionality only after an LEA exceeds the risk ratio threshold for up to three prior consecutive years, including the current reporting year.

# Mississippi's Methodology

FY 20 (2019-2020 SY)	FY21 (2020-2021 SY)	FY 22 (2021-2022)
<ul style="list-style-type: none"><li>• N-Size – 40</li><li>• Cell Size – 40</li><li>• Risk Ratio Threshold – 4.0</li><li>• 3 consecutive years including current year</li></ul>	<ul style="list-style-type: none"><li>• N-Size – 30</li><li>• Cell Size – 10</li><li>• Risk Ratio Threshold – 3.0</li><li>• 3 consecutive years including current year</li></ul>	<ul style="list-style-type: none"><li>• N-Size –30</li><li>• Cell Size – 10</li><li>• Risk Ratio Threshold – 2.0</li><li>• 3 consecutive years including current year</li></ul>



# Questions



# Office of Special Education

## Updates and Reminders

# Revised IEP Form

# Revised IEP Form

---

- The revised IEP form is currently available on the MDE website and has been provided to vendors who have requested access.
- IEP Institutes will be held in April, 2020 around the State to train staff on the new form.
- The new form will not be required for use until August, 2021.

# Revised IEP Form

---

- The Revised IEP Guidance Document has been posted to the OSE's website.
- The recording for the Revised IEP Webinar has been posted to the OSE's website
- For questions regarding the revised IEP form, please contact Teresa Laney ([tlaney@mdek12.org](mailto:tlaney@mdek12.org))

# The IRP and the IEP

# Transition

# Transition

---

- The MDE OSE would like to create a listserv to providing important Transition updates and opportunities for transition coordinators, teachers, and transition coaches.
- Please use the contact form to provide that names of two people in your district that should be included on the transition listserv.



# Transition

---

- The MDE OSE is working on developing a Transition Advisory panel. If you would like to be considered for this panel or would like to provide the name of someone in your district to be on this panel, please contact Kendetric Bradley ([kbradley@mdek12.org](mailto:kbradley@mdek12.org))

# ESY

# Upcoming Professional Development

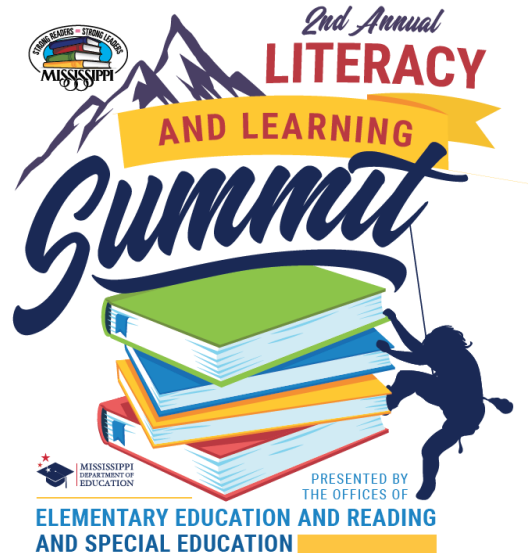
<b>Phonics First Grades K - 5</b>	<b>Phonics First Grades 6 - 12</b>	<b>Level II K -12</b>
Gulfport – March 9	Gulfport – March 16	Meridian – February 10
Gulfport – March 12	Gulfport – March 19	Oxford – March 23
Greenville – June 1	Jackson – June 22	Hattiesburg – April 20
Tupelo – June 8		Biloxi – June 15
Jackson – June 15		

# 2<sup>nd</sup> Annual Literacy and Learning Summit

## 2020 **MAKING CONNECTIONS** CONFERENCE

*Save  
THE  
Date*

FEATURING



**JUNE  
2-5  
2020**

MISSISSIPPI  
GULF COAST  
CONVENTION  
CENTER »»  
**BILOXI**



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

---

## Office of Special Education

(601) 359-3498

[www.mdek12.org/ose](http://www.mdek12.org/ose)

**mdek12.org**

