

Exceptional Children Resources

College & Career Ready

Improving Results for Students with Disabilities

State Board of Education

August 21, 2014

State Special Education Determination What does it mean?

- Office of Special Education Programs (OSEP) has implemented a revised accountability framework to more directly support states in improving results for infants, toddlers, children and youth with disabilities and their families.
- It is called “Results Driven Accountability”.
- It is our state report card for special education services.

Results Driven Accountability

- Focus on educational results and functional outcomes for children with disabilities.....
-While balancing those results with compliance requirements of IDEA.

2014 Results Matrix

Indicator	Performance	Score
Rdg: 4 th /8 th Grade DCAS Participation	88%	1
Rdg: 4 th /8 th Proficiency Gap	37%	0
Rdg: 4 th NAEP Scoring Basic or Above	28%	1
Rgd: 4 th Excluded from NAEP	26%	-1
Rdg: 8 th NAEP Scoring Basic or Above	34%	1
Rgd: 8 th Excluded from NAEP	19%	-1
Math: 4 th /8 th Grade DCAS Participation	89%	1
Math: 4 th /8 th Proficiency Gap	36%	0
Math: 4 th NAEP Scoring Basic or Above	55%	1
Math: 4 th Excluded from NAEP	13%	1
Math: 8 th NAEP Scoring Basic or Above	26%	0
Math: 8 th Excluded from NAEP	7%	1

Points Earned	Points Possible	Results Performance
5	20	22%

Results Discussion - Reading

- 4th and 8th Grade Children with Disabilities Reading Participation in DCAS.
- Proficiency Gap for 4th and 8th Grade Children with Disabilities.
- Percentage of 4th and 8th Grade Children with Disabilities Scoring at Basic or Above on NAEP.
- Percentage of 4th and 8th Grade Children with Disabilities Excluded from NAEP.

Results Discussion - Math

- 4th and 8th Grade Children with Disabilities Participation in DCAS.
- Proficiency Gap for 4th and 8th Grade Children with Disabilities.
- Percentage of 4th and 8th Grade Children with Disabilities Scoring at Basic or Above on NAEP.
- Percentage of 4th and 8th Grade Children with Disabilities Excluded from NAEP.

2014 Compliance Matrix

Indicator	Performance	Score
4b: Suspension/Expulsion	9.75%	2
9: Disproportionate Representation in Special Education re: Identification	0.00%	2
10: Disproportionate Representation in Disability Category re: Identification	0.00%	2
11: Timeline Evaluations	99.80%	2
12: Transition from Part C to Part B	98.00%	2
13: Secondary Transition re: IEP	50.50%	0
15: Timely Corrections	83.00%	1
20: Timely and Accurate Corrections	91.10%	1
State Compliant Decisions	100%	2
Due Process Hearing Decisions	100%	2

Points Earned	Points Possible	Compliance Performance
18	22	81.82%



Compliance Discussions

- Indicator 13: Secondary Transition = 50.50%
- 10 items reviewed in each IEP
- If one item is not in compliance, then IEP cannot be counted as compliant
- 159 total IEP records reviewed in 2012-2013
- Delaware cites non-compliance immediately
- Delaware has established a high bar for compliance

Compliance Discussions

- Indicator 15: Timely Corrections = 83%
 - Outstanding correction from 2011 - 3 Districts

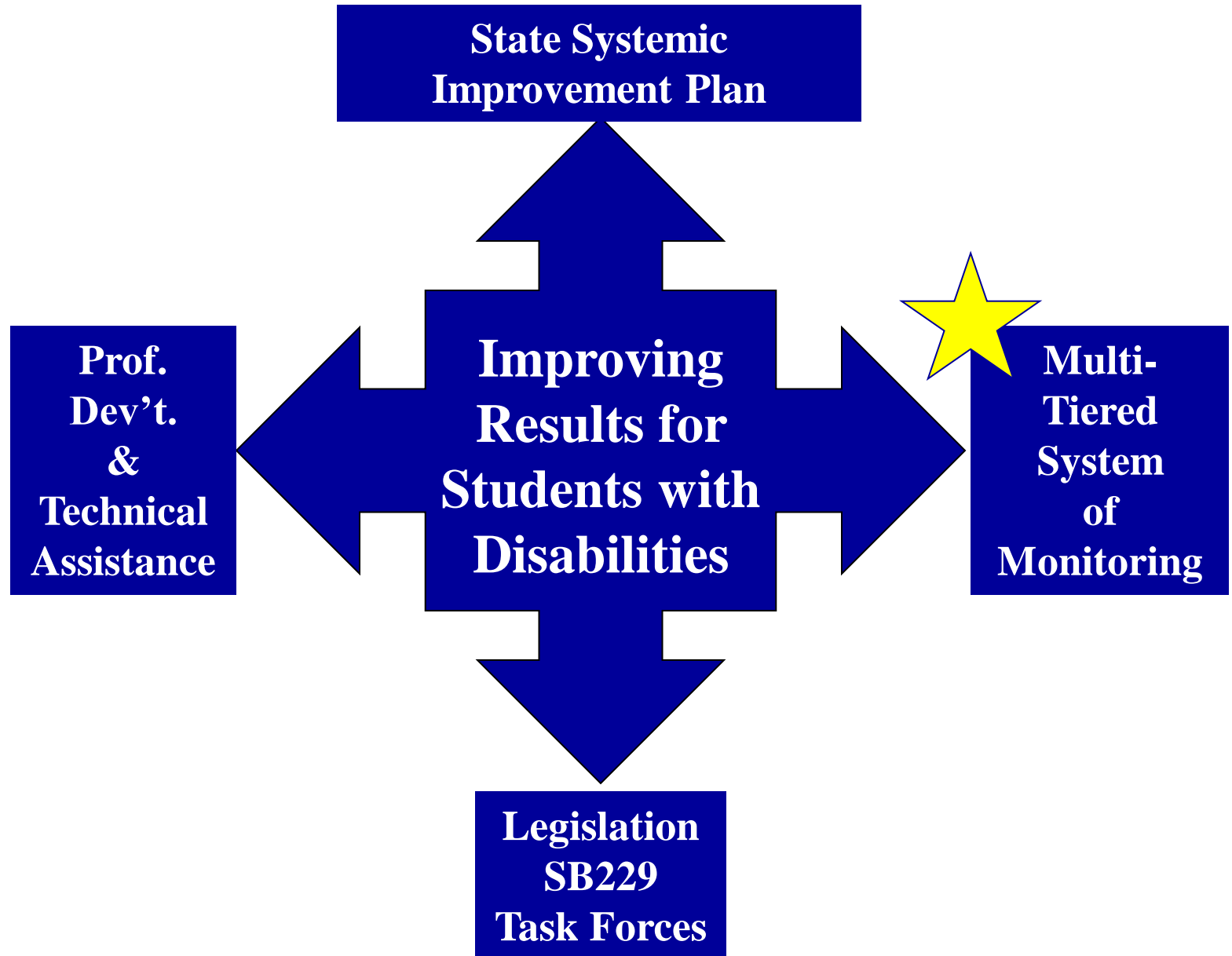
- Indicator 20: Timely and Accurate State Reported Data = 91.10%
 - Migration to new reporting structure caused some data issues. Major changes to reporting timelines have been made to prevent re-occurrence.

Delaware's Results Driven Accountability Percentage and Determination

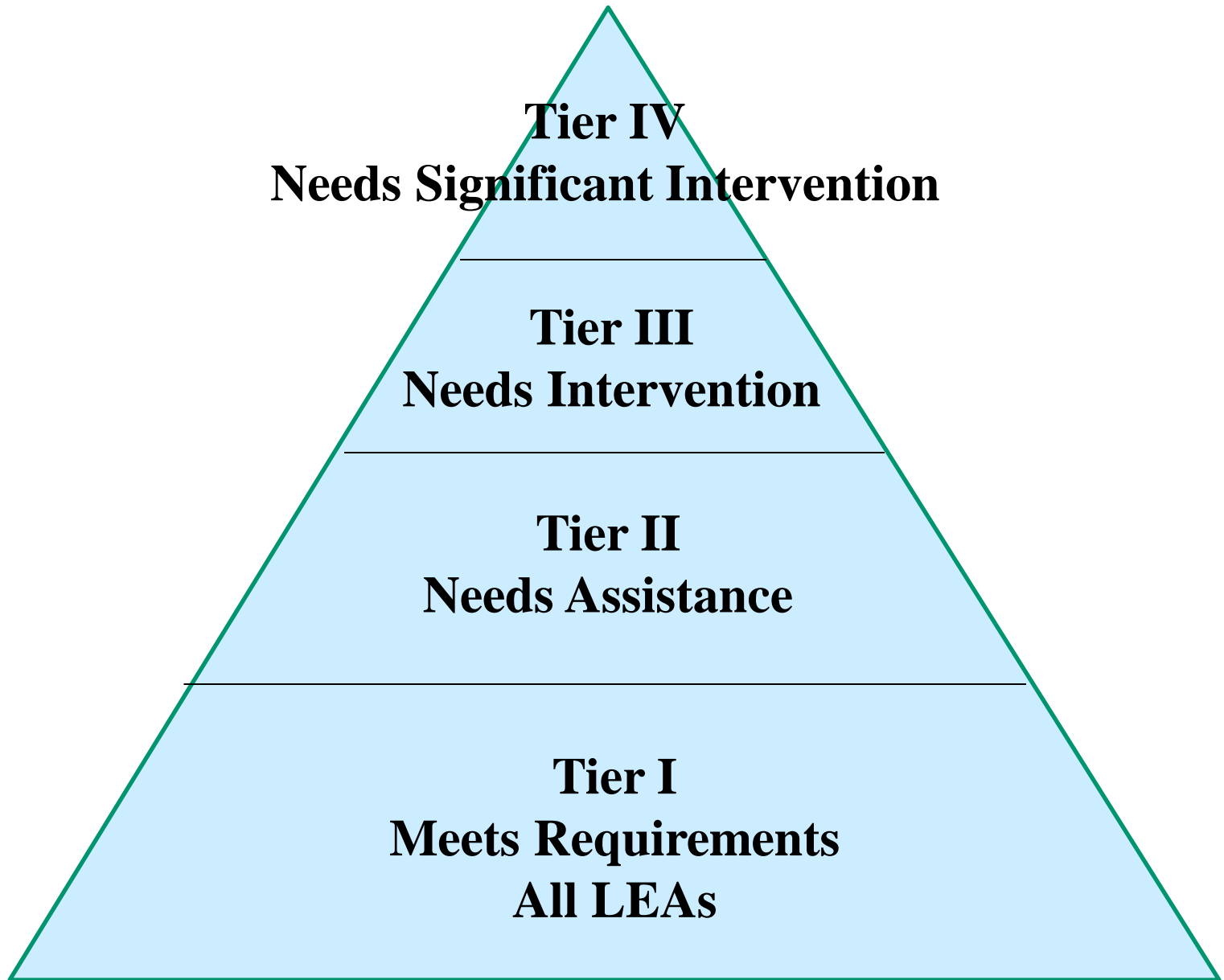
53.41% = Needs Intervention

WHAT DOES THIS MEAN?

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Multi-Tiered System of Monitoring



Multi-Tiered System of Monitoring

Tier I

Compliance	Results
<i>➤ Monitored through data reviews, reviews of student records, desk audits, on-site visits, student observations</i>	
<p>Monitored:</p> <ul style="list-style-type: none">✓ Indicator 4b Disproportionate Suspension & Expulsion Race/Ethnicity✓ Indicators 9 & 10 Disproportionate Representation✓ Indicator 11 Initial Evaluation Timelines✓ Indicator 12 Transition of Part C to Part B✓ Indicator 13 Secondary Transition✓ IEP Process✓ Equitable Services Parentally Placed Private School Stds.✓ ESEA Routines✓ Needs-Based Funding✓ Consolidated Grant	<p>Monitored for SY 2014/2015:</p> <ul style="list-style-type: none">✓ Indicator 3b State Assessment Participation✓ Indicator 3c State Assessment Performance✓ Indicator 4a Disproportionate Suspension & Expulsion Race/Ethnicity✓ Indicator 7 Early Childhood Outcomes✓ ESEA Routines✓ Needs-Based Funding✓ Consolidated Grant

Multi-Tiered System of Monitoring

Tier II

Compliance	Results
<p>➤ <i>LEA driven</i></p> <p>➤ <i>DOE monitors through deliverables and benchmark updates</i></p>	
<p>Process:</p> <ul style="list-style-type: none">✓ LEA corrects individual noncompliance✓ LEA conducts a Self-Assessment including a Root Cause in the area of noncompliance	<p>Process:</p> <ul style="list-style-type: none">✓ LEA conducts Self-Assessment including a Root Cause Analysis to review alignment of Implementation Plan or Charter School Framework and Consolidated Grant with indicators where targets were not met
<p>✓ LEA develops a Corrective Action Plan including improvement activities, benchmarks, and timeline for submitting deliverables and status updates</p>	

Multi-Tiered System of Monitoring

Tier III

Compliance	Results
<p>➤ <i>LEA Driven with DOE assistance/approval</i></p> <p>➤ <i>DOE monitors through deliverables and benchmark updates</i></p>	
<p>Process:</p> <p>✓ With DOE assistance, LEA conducts Root Cause Analysis and Self-Assessment in the area of noncompliance</p>	<p>Process:</p> <p>✓ With DOE assistance, LEA conducts Root Cause Analysis and Self-Assessment to review alignment of Implementation Plan or Charter School Framework and Consolidated Grant with indicator where targets were not met</p>
<p>✓ With DOE assistance, LEA develops an Intervention Plan including improvement activities, benchmarks, and timeline for submitting deliverables and status updates</p>	

Multi-Tiered System of Monitoring

Tier IV

Compliance	Results
<ul style="list-style-type: none">➤ <i>DOE directed</i>➤ <i>DOE meets with LEA on regular basis to monitor status and deliverables</i>	
<p><i>Process:</i></p> <ul style="list-style-type: none">✓ Compliance Agreement developed/prescribed by DOE including benchmarks, and timeline for submitting deliverables and status updates	
<ul style="list-style-type: none">✓ May include direction or withholding of funds	

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State Systemic
Improvement Plan



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Legislation
SB229
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Delaware



Department
of Education

Professional Development

- Special Education Leadership Meetings
 - Open to Public
 - 3x/year
 - Include LEA special education directors, outside agency providers, etc.

- Special Education Director Meetings
 - 3x/year
 - New Castle County
 - Kent County
 - Sussex County
 - Charter School

- Special School PLC
 - 5x/year

Technical Assistance Projects

- Parent Engagement
- Positive Behavior Support
- IEP Development
 - Behavior, Social/Emotional & Academic
- Instructional Strategies
- Secondary Transition
- Early Childhood
- Supports for ELL

Parent Engagement

- Contract with Parent Information Center to provide services for parents and families
- SPARC through University of Delaware provides mediation services to parents
- School climate survey (>165 schools participate) to gather parent perception data
- Indicator 8: Family Satisfaction Survey to measure schools' facilitation with parent engagement in the IEP process
- Early Learner Survey
- SSIP Phase I Advisory Council

DE- PBS Project

Multi-Tiered Systems of Behavior Support

Goal: improve overall school climate and capacity to support all students' success - academically, socially, and emotionally

- School-Wide Systems of Behavior Support - Tier 1
 - Focuses on prevention and consistent response to problem behaviors ~ 140 schools

- Delaware School Climate Survey
 - Informs School Success Planning & Program Evaluation ~ 165 schools

- DE-PBS Project - Technical Assistance Center
 - Supports LEAs identified by risk

DE- PBS Project

Multi-Tiered Systems of Behavior Support

Goal: increase capacity to support all students' success - academically, socially, and emotionally

- Group or Targeted Systems – Tier 2
 - Social Skills instruction
 - Check In – Check Out Systems
 - Group Interventions

- Individual Systems – Tier 3
 - Function-based Behavior Support
 - Prevent – Teach – Reinforce Intervention
 - Emphasis on supports to students with disabilities

Instructional Strategies

PEERS Social Skills

Goal: increase self-esteem and social skills in order to increase academic performance

- 5 LEAs involved (Appoquinimink, Brandywine, Gateway, Caesar Rodney, Seaford)
- Scaling up in the next 3 years with new districts

Trauma Informed Practices

Goal: improved student outcomes through trauma informed practices

- Collaborating across agencies – Child Protection Accountability Committee (CPAC), DOE School Support Services, Nemours, University of Delaware

Multi-Tiered Behavior Support Strategies

Prevent-Teach-Reinforce (PTR)

Goal: improved social-emotional-behavioral outcomes leading to increased academic performance

- Tier III evidence-based intervention
- Coaching to facilitators across 6 LEAs to date: Brandywine, Capital, Christina, Colonial, Red Clay, and Seaford
- Increasing capacity within existing districts and scaling up with new districts

IEP Development

Behavioral & Social/Emotional

Goal: increase student outcomes by decreasing student behaviors in classroom

- Coaching and TA provided to 17 schools from 4 LEAs identified by risk
- Same LEAs as are involved with Standards-Based IEPs with additional LEAs added across next three school years
- All Charter Schools

IEP Development

Academic - Standards-Based IEPs

Goal: increase academic performance of students with disabilities

- Professional development and coaching through ACCESS project at the University of Delaware
 - Developing IEPs with fidelity based on the standards-based IEP rubric
 - Cohort 1 (started in February 2014) includes Brandywine, Colonial, Red Clay, Woodbridge
 - Scaling up to include all LEAs during 14-15 & 15-16 SYs

Instructional Strategies

Universal Design for Learning (UDL)

Strategic Instruction Model (SIM)

Goal: increase academic performance of students with disabilities

- Professional development and coaching through ACCESS project at the University of Delaware
 - Universal design and differentiation strategies to support rigor of CCSS
 - Strategic Instruction Model (SIM) establishing model/demo sites in collaboration with the University of Kansas

Instructional Strategies

Grade Band Extensions (GBEs)

Goal: increase access and performance in the general education curriculum as well as DCAS-Alt1

- Professional development and coaching through ACCESS project at the University of Delaware
 - Grade Band Extensions (GBEs) PD topics:
 - ✓ Intro to GBEs (ELA & Math)
 - ✓ Getting to Know the Science & SS GBEs
 - ✓ Advanced ELA & Math Strategies
 - Adapted Books & Student Success Boxes
 - Paraeducators Intro to the GBEs and DCAS-Alt1

Instructional Strategies

Communication for Students with Significant Cognitive Disabilities (SPEACS)

Goal: increase expressive and receptive communication levels to promote access and performance in the general education curriculum

- Professional development and coaching through ACCESS project at the University of Delaware
 - Student-based teams create action plans to develop their students' communication systems
 - LEAs currently participating: Cape Henlopen, Capital, Christina, Red Clay

Instructional Strategies

Accessible Instructional Materials (AIM)

Goal: increase students' access to grade-level text through multiple formats

- UD AIM Center provides:
 - An online ordering system and sources materials for LEAs
 - PD regarding print disabilities including eligibility decisions and provision of AIM

- Sub-grant funds provided for:
 - DATI to support purchase of AT related to AIM
 - Division for the Visually Impaired (DVI) to support AIM and AT

Instructional Strategies

Accessibility Guidelines

Goal: increase access to all assessments in the Delaware System of Student Assessments (DeSSA)

- Developed Guidelines for including students with disabilities and ELL students in conjunction with the Office of Assessment
- Providing PD and technical assistance on accommodations and designated supports
 - Online modules released in spring 2014
 - In-person training in fall 2014

Secondary Transition

National Support from Centers

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes

- Who are we working with?
 - National Secondary Transition Technical Assistance Center (NSTTAC)
 - National Post School Outcomes Center (NPSO)

- Assisting with all aspects of transition planning and post school data collection
 - Examples from other states
 - Webinars
 - Resources

Secondary Transition Transition Cadre

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes.

- Review Indicator 1, 2, 13, and 14 data
- District teams (including an administrator) meet monthly to analyze data, conduct a Root Cause Analysis and develop Transition Plans specific to their population
 - 9 LEAs involved (Brandywine, Seaford, Red Clay, Woodbridge, Laurel, Indian River, Christina, and Caesar Rodney, Cape Henlopen).
 - Recruiting additional LEAs for SY 2014 - 2015

Secondary Transition Regional Transition Council

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes

- Meet by county on a quarterly basis with mid-year meeting combining state-wide
- Includes LEAs, agencies, community members
 - Co-facilitated between DOE, Developmental Disability Services, and Division of Vocational Rehabilitation
 - Review Indicator 1, 2, 13, and 14 data
 - Provide agency updates, technical assistance/ professional development and address questions/ concerns relating to transition planning

Secondary Transition Transition Conference

- Annually (moving from Spring to Fall)
- Partnership with DOE, Division on Vocational Rehabilitation, Division on Developmental Disabilities Services, Division for the Visually Impaired, Center for Disabilities Studies
 - Strands focus on transition planning for employment, postsecondary education, and independent living
 - Participants – Students, Parents/Family, Districts/Charters, State Agency, Service Providers, Community Members

Secondary Transition Project Search

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes

- Students with mild/moderate disabilities participate in three 10-week internships within a hospital setting
- Partnership with DOE, Local Districts, Division on Vocational Rehabilitation, Division on Developmental Disabilities Services, host businesses and community services providers
- Originally 1 LEA involved (Red Clay)
 - Now open to all NCC Districts/Charters
- Next year expanding to Bay Health (Kent General) and Capital School District – open to all Kent County Districts
- In conversations about expanding program into Sussex County

Secondary Transition

Start on Success

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes

- Partnership with Division on Vocational Rehabilitation and community services provider
- 16 week paid internships at YMCA (Central and Western locations) – Red Clay/7students, Christina/7 students, DOE, and DVR
- Expanding next year to include 14 students from Brandywine and the VA hospital
- In discussions about expanding program into Kent and Sussex Counties

Secondary Transition

Early Start to Supported Employment

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes by creating a more seamless transition for students leaving school and entering the adult workforce.

- Partnership with DOE, Division on Vocational Rehabilitation, Division on Developmental Disabilities Services, and community services providers
- At least three agencies along with the student and family work closely together to support the student through the supported employment process.
- Paid work with post-school supports in place before the student leaves school is the primary goal of ESSE.

Secondary Transition

Developing Customized Jobs for Your Candidates – Boot Camp

Goal: Increase grad rate/decrease dropout rate, improve transition planning in the IEP and improve post-school outcomes by creating a more seamless transition for students leaving school and entering the adult workforce.

- Three day training course designed as a “hit the ground running” experience for employment professionals and school personnel (and any other transition stakeholder) interested in a non-traditional approach to job development, known as Customized Employment (CE).
- Phase 1 - Discovery – getting to know as much as you can about the job seeker with whom you are partnering.

Early Childhood Outcomes

Goal: increase child outcomes for young children and in community inclusive preschool programs and to increase higher quality early childhood teachers.

- Delaware Stars
- Itinerant Teacher Communities of Practice
- Early Childhood Personnel Center TA
- Early Childhood Assistance Program

Supports for English Language Learners

Goal: Strengthen identification process, placement, and scheduling of supplemental service contact hours

- Provide guidance to LEAs on requirements of Title III programs through Title III State Guidebook
- LEA monitoring of active/exited/transitioned EL students through student record audits during annual monitoring on-site visits
- Increase training on English Language Development Standards across LEAs with strategies and methodologies to general education staff
- ACCESS score report training for LEAs for analysis of ELL student levels and needs assessment.
- Implementation of Early Learning English Language Development Standards in at risk LEAs

Supports for Migrant Students

Goal: Increase identification of eligible migrant students and the instructional and support services provided.

- Expand migrant Priority for Service (PFS) in-home tutoring program and collaborate with district liaisons
- Continue development of the New Sussex County Migrant Summer School site for migrant children established with Western Sussex Boys & Girls Club
- Establish migrant community partnerships through the Migrant and Seasonal Farmworker Council
- Convene Migrant Parent Advisory Council

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Improving Results for Students with Disabilities State Systemic Improvement Plan (SSIP)

Phase 1	Phase 2		Phase 3
Analysis	Plan	Implement	Evaluation



- ✓ **Data Analysis**
- ✓ **State-Identified Measurable Target**
- ✓ **Infrastructure Analysis**
- ✓ **Root Cause Analysis**
- ✓ **Theory of Action**
- ✓ **Develop Plan**

Improving Results for Students with Disabilities State Systemic Improvement Plan (SSIP)

Phase 1 Advisory Council

GACEC

DD Council

AGEC

Parent Information Center

PTA

619 Coordinators (Preschool)

English Language Learners Advisory Group

Parents representing each county

Special Education Directors representing each county

State Board of Education

Transition Cadre/Council

PBS Cadre/Regional Council

DOE: Assessment, K-12 Initiatives, Early Learning, Title I



Improving Results for Students with Disabilities State Systemic Improvement Plan (SSIP)

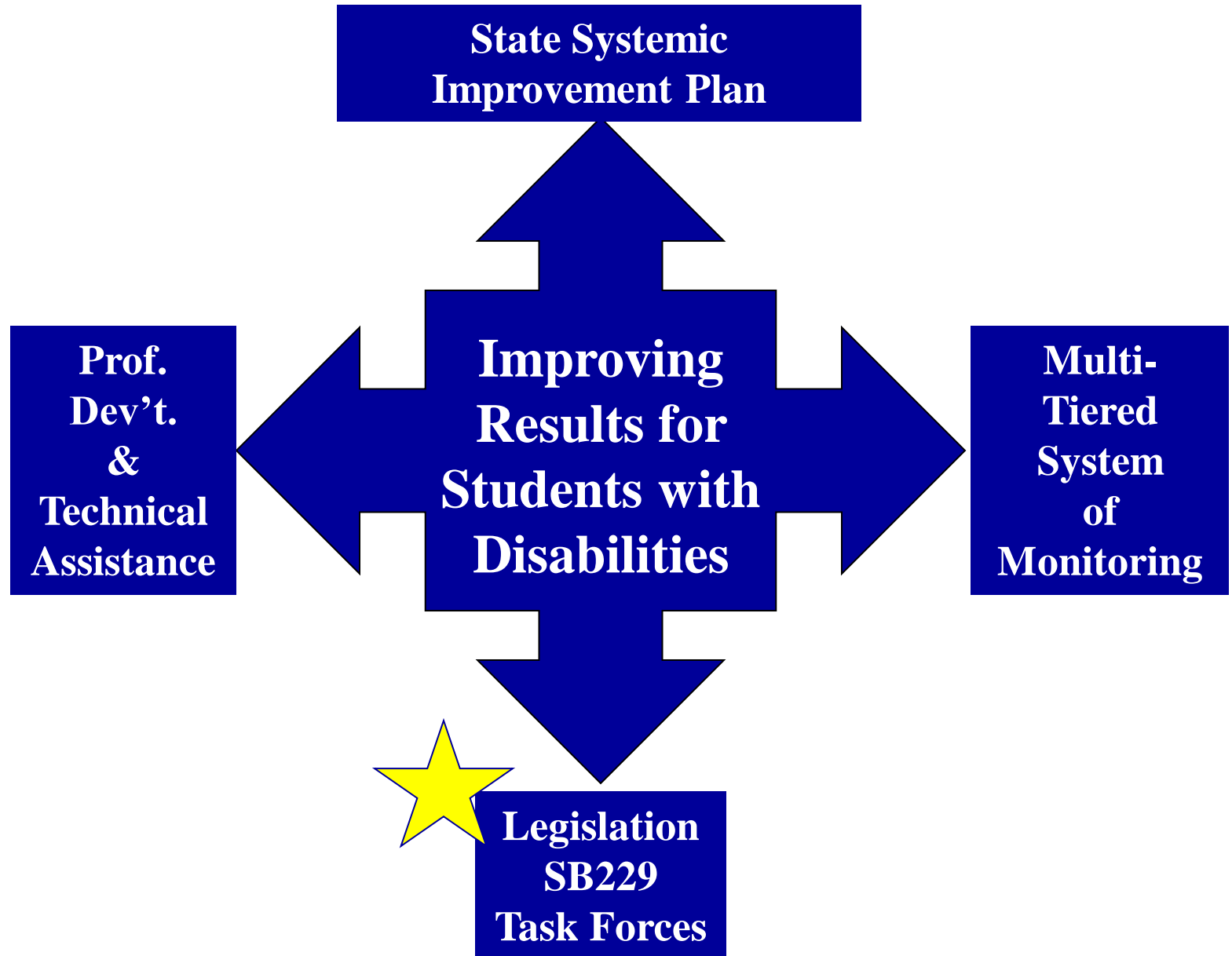
Advisory Council Meeting: 7/17/14

- Data Dive
 - Analyzed performance in reading on DCAS by students with & without disabilities by race/ethnicity, ELL, SES, early childhood outcomes, and disability, placement.
 - Evidence, Inferences

Advisory Council Meeting: 8/26/14

- Expand data dive and continue analysis
- Begin identifying area of focus
 - State Identified Measurable Result

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Senate Bill 229 Update

- Meetings are being held to draft regulations
 - Section 1 - development of a portfolio assessment including the decision-making process for participation
 - Section 2 – reading supports & services including Extended School Year services

- Regulations will be submitted for publication on 9/15 with a 60 day public comment & board presentations within this time period

- Committee Members from Exceptional Children, Office of Assessment, K-12 Initiatives, Policy & the Attorney General's Office

IEP Task Force

- Establishing a task force to examine means to improve the Individualized Education Plan (IEP) process for students in Delaware public schools.
 - Chaired by Lt. Gov. Matt Denn
 - Staffing complete and first meeting is on September 4th.
 - Report to General Assembly due 1/1/2015

DSD-Statewide Task Force (HR 20)

Mission – To study and make recommendations regarding the DE School for the Deaf and Statewide Programs for the Deaf, Hard of Hearing and Deaf-Blind

- In-person task force meetings
- Focus groups in each county
- Online survey
- Resulting in report to legislature

Statewide Services for Deaf, Hard of Hearing and Deaf-Blind Task Force (HR 24)

- Task Force established to study and make recommendations regarding implementing an independent entity to coordinate and provide statewide services for the deaf, hard of hearing, and deaf-blind as well as professional development.
- Use report and recommendation from HR 20 to further study and make recommendations regarding:
 - Possible administrative structure and authority of entity.
 - How the entity would be funded.
 - Entity staffing (transition from current positions, compensation and benefits, and development of high-qualified standards for teachers and related professionals).
- Report due January 15, 2015.

Autism Task Force (SR 65)

- Task Force established to study the Blueprint to prioritize and make recommendations regarding the initiation of Educational and Technical Assistance Teams and a statewide Autism Resource center, and to research appropriate funding streams to enable the creation and implementation of these two programs.
- First meeting in September.
- Report due March 31, 2015.

Evaluation of Special Education in the State of Delaware by the General Assembly

- **Section 307. The Department of Education is authorized to perform a comprehensive, annual review of the**
- 13 delivery of special education services within the public school system. The department is authorized to establish 1.0
- 14 FTE within its existing complement of positions for the purposes of coordinating, among various stakeholders, said
- 15 review and managing the implementation of recommended initiatives. Said review shall include, but not be limited
- 16 to, the provision and funding of assistive technology in the classroom; the coordination and distribution of
- 17 information on services available for children with disabilities that cross multiple state agencies; and creating a
- 18 strategic plan for special education services. The Department of Education shall convene an oversight group on a
- 19 semi-annual basis to provide status updates on said review as well as to share initiatives for implementation that may
- 20 have a fiscal impact. The oversight committee shall consist of the members of the Interagency Resource
- 21 Management Committee (IRMC), a representative from the Governor's Office and the Co-Chairs of the Joint
- 22 Finance Committee.
- 23 **Section 308. Section 1 of this Act provides an appropriation**



Mary Ann Mieczkowski
maryann.mieczkowski@doe.k12.de.us
302.735.4210

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