Special Education Leadership

September 11, 2019

Delaware
Department of Education

Welcome and Introductions

Delaware
Department of Education

Agenda

Welcome and Introductions	*Mary Ann Mieczkowski*
SPARC	*Kathy Murphy, Jessica Velez*
Balanced Assessment	*Theresa Bennett*
1% Waiver	*Michelle Jackson*
IEP Plus	*Dan Mize, Kim Walsh, Jalee Pernol, Baljinder Kamboj*
SPDG Update	*Jalee Pernol*
Break	
PRC, SMRB, HRC	*Maria Locuniak, Vincent Winterling*
Endrew Article	*Maria Locuniak*
Parent Engagement	*Maria Locuniak*
ASQ Development	*Cindy Brown*
UDEL Professional Learning Network	*Allison Travers*
Self-Determined Learning Model of Instruction and PIPEline Initiative	*Dale Matusevich*
DRM Designation	*Pam Bauman*
PTR Facilitators	*Linda Smith*
Updates and Announcements	

Special Education Partnership for the Amicable Resolution of Conflict (SPARC) at the Conflict Resolution Program (CRP)

Delaware Department of Education

Balanced Assessment System (BAS)
Office of Assessment

Delaware
Department of Education

Advanced Organizer

1. To define Balanced Assessment System(BAS)

2. Types of Assessments used and their purpose

3. Overview of DDOE BAS model representation

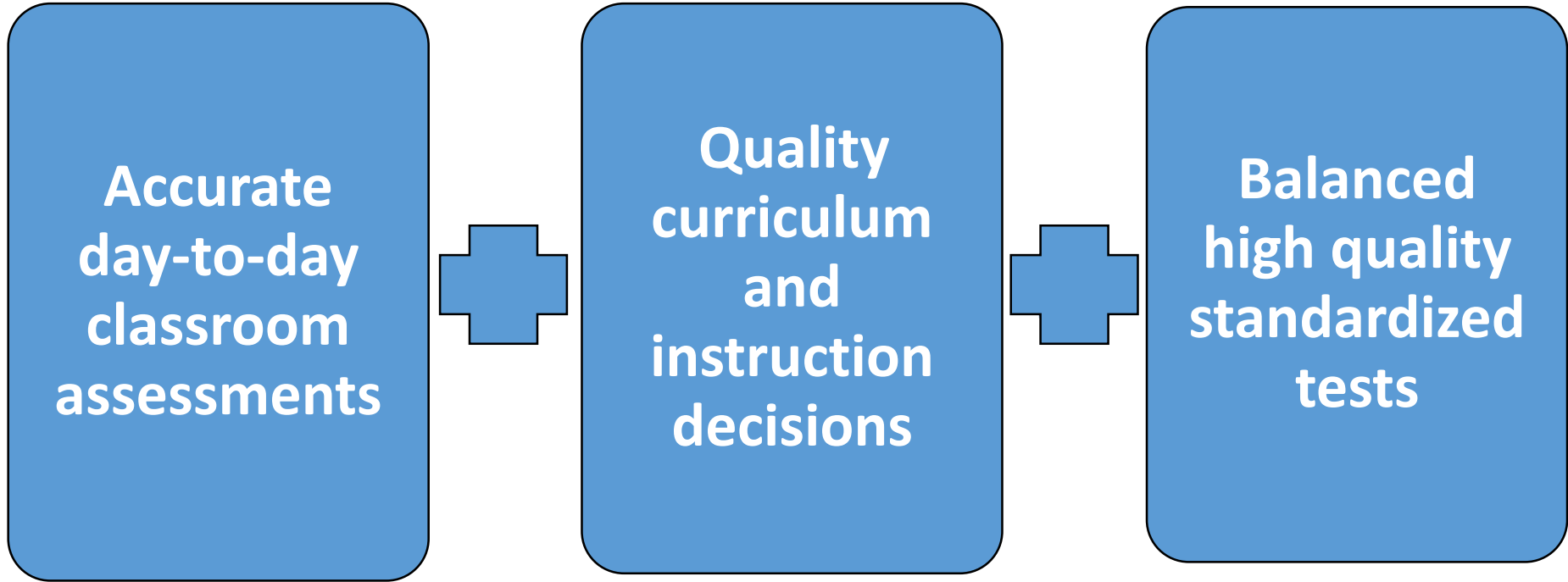4. DDOE BAS models for each subject/content evaluated

What is a Balanced Assessment System?

The Every Student Succeeds Act (ESSA) emphasized the need for a Balanced Assessment System (BAS). This is a set of interconnected assessments that meets the needs of all educational stakeholders (students, teachers, parents, specialists, administrators, and state level officials) for the common purpose of improving education.

Balanced Assessment System (BAS)

Accurate day-to-day classroom assessments

Quality curriculum and instruction decisions

Balanced high quality standardized tests

These components of a Balanced Assessment System will promote student learning.

Balanced Assessment System (BAS) Types of Assessments

1. Formative Assessment: A multi-step interactive process in which students and teachers engage in instructional activities, gather evidence of learning, and use feedback to adjust teaching and improve learning in real time. These are ongoing and used daily to focus lesson plans and individual student needs.

2. Benchmarks/Interim Assessments:

Benchmark Assessments are for recently taught material (such as unit, chapter, semester) for grades and/or to monitor progress towards learning goals: test content follows district, school, and/or classroom curriculum pacing.

Interim Assessments, are general achievement measures to monitor progress toward end of year goals and identify students or curricular areas needing additional attention and content covers full year's standards.

Brian Gong's Interim Assessment Model:

Exhibit 6: Design of Interim Assessments

Learning sequence of 10 topics/content standards during year									
A	B	C	D_{1234}	E	F_{123}	G	H	I	J
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

Four interim assessment instruments & content topics assessed	State test & content assessed

1.

C, D4, F_2, etc.	C, D4, F_2, etc.	C, D4, F_2, etc.	C, D4, F_2, etc.	C, D4, F_2, etc.

In this model, the interim assessment instruments mirror the end-of-year state test in terms of content, balance of emphasis, format, administration conditions, etc. Each test administered during the year covers the same content and has the same design. This design provides high "practice" and high "prediction" from the interim to the end-of-year state test. It is also an excellent design for program evaluation of the impact on learning of an instructional program between pre- and post-tests.

2.

A, B	C, D	E, F	G, H	C, D4, F_2, etc.

In this model, the interim assessment instruments focus on the content that was instructed. Each interim measure covers only the content in the most recent instructional period, and thus each test's content differs from the others. This may be the best design for assessing recent instruction and informing remedial work on what was recently instructed. It may not be an effective predictor of student performance on the state test if students forget after instruction.
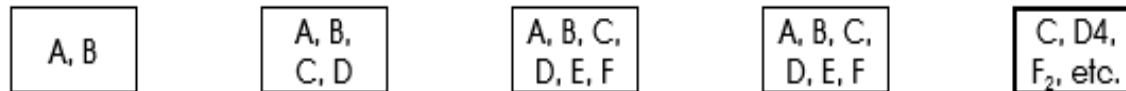
Brian Gong's Interim Assessment Model:

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A	B	C	D_{1234}	E	F_{123}	G	H	I	J
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

Four interim assessment instruments & content topics assessed	State test & content assessed

A, B	A, B, C, D	A, B, C, D, E, F	A, B, C, D, E, F	C, D4, F_2, etc.

3.

In this model, the interim assessment instruments are designed to assesses what was instructed, but is cumulative, i.e., the assessment includes all topics instructed up to that point in time. This model values student retention of knowledge previously taught. It may not be an effective or efficient way to predict student performance on the state test.

A, B	B, C, D	C, D, E, F	C, D, F_2, G, H	C, D4, F_2, etc.
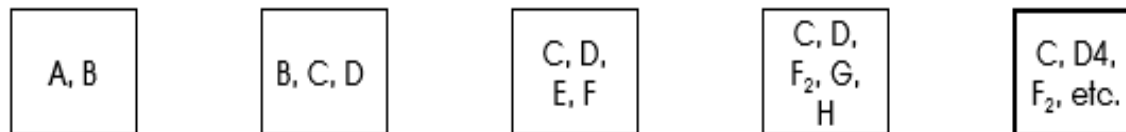
4.

In this model, the interim assessment instruments are designed to assess what was instructed, but are also cumulative for the topics that will be assessed on the state test.

Summative Assessments:

Any type of assessment that occurs after instruction to document achievement. It also is a measure of a students' proficiency in a subject and/or against state standards.

**Statewide tests are summative as well; However they are used for the purpose of accountability for state and federal requirements.
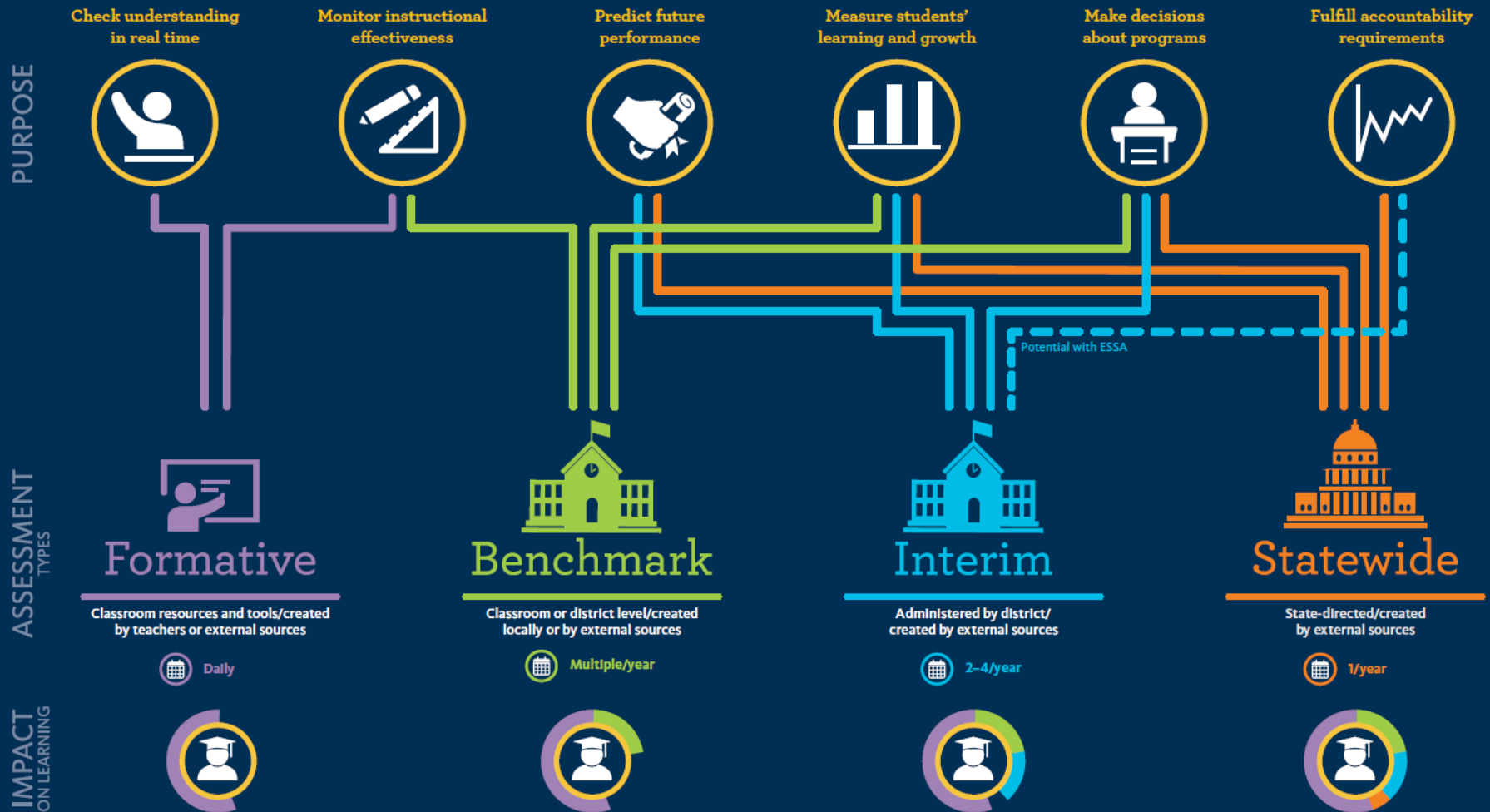
Ability/Diagnostic Assessments:

Measure students' strengths and weaknesses relative to how they learn. Covers a range of measures from formative evidence-gathering to testing by specialists for learning disabilities. Typically diagnostic testing occurs prior to instruction to also measure what knowledge and skills students have in order to guide lesson and curriculum planning.

DDOE BAS Model Representation

A guide for matching assessment to purpose

Different types of assessments serve different needs. How can you make sure you're using the right assessment for the right purpose?

measured progress.

PURPOSE

- Check understanding in real time
- Monitor instructional effectiveness
- Predict future performance
- Measure students' learning and growth
- Make decisions about programs
- Fulfill accountability requirements

Potential with ESSA

ASSESSMENT TYPES

Formative
Classroom resources and tools/created by teachers or external sources
Daily

Benchmark
Classroom or district level/created locally or by external sources
Multiple/year

Interim
Administered by district/ created by external sources
2–4/year

Statewide
State-directed/created by external sources
1/year

IMPACT ON LEARNING

Being Assessment Literate

Consider assessments that are administered in your building/district/charter:

      1. What are the assessments you use?

      2. What is the purpose of this assessment?

      3. What type of an assessment is it?

      4. Who will use the assessment information?

Is there a balance between the different types of assessment and their purpose?

Setting the stage for a Balanced Assessment System:

- Identify and eliminate gaps or redundancies for students.

- Ensure the use of high quality assessments that maximize instructional goals.

- Think about how each assessment contributes to the whole system and how it impacts all educational stake holders.

- Become more assessment literate.

Introduction of DDOE BAS Models:

At the Delaware Department of Education within each of the accountability assessments we have included a BAS model for the teaching and learning process assisting all stakeholders in supporting student learning, and helping students promote their own growth.
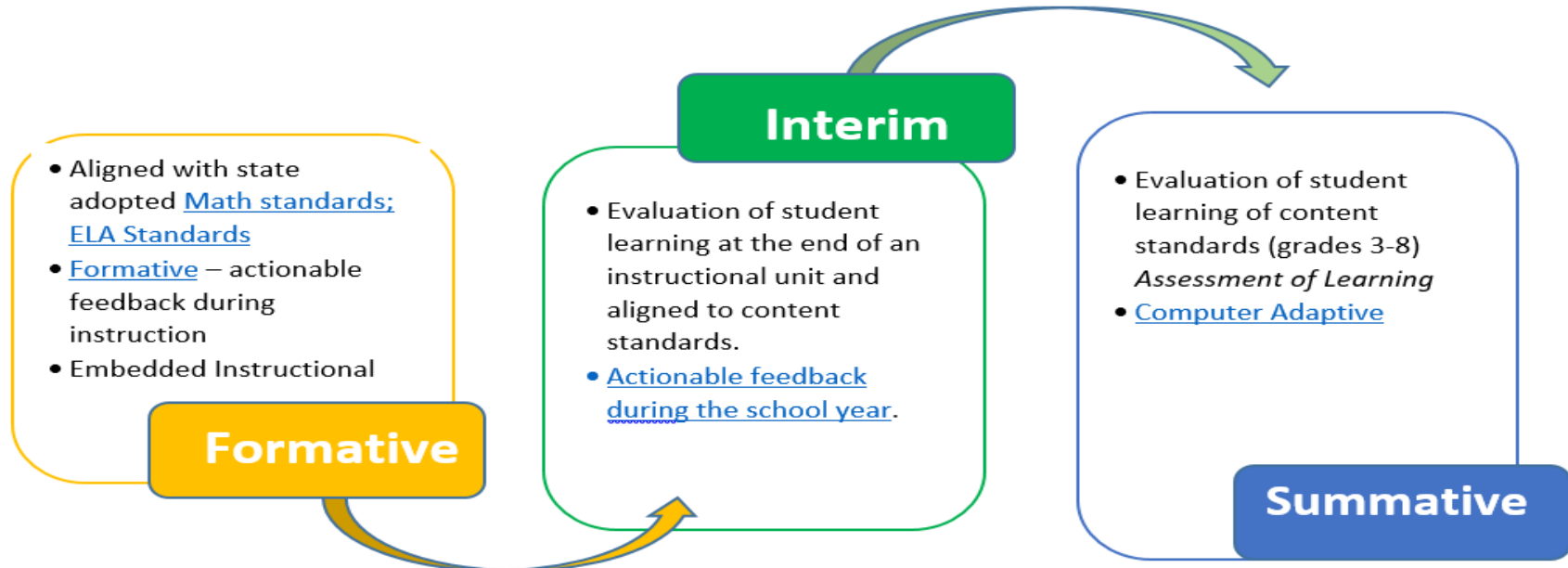
ELA/Literacy & Mathematics BAS Model:

DeSSA ELA/Literacy & Mathematics

Interim

Formative

- Aligned with state adopted Math standards; ELA Standards
- Formative – actionable feedback during instruction
- Embedded Instructional

- Evaluation of student learning at the end of an instructional unit and aligned to content standards.
- Actionable feedback during the school year.

Summative

- Evaluation of student learning of content standards (grades 3-8) *Assessment of Learning*
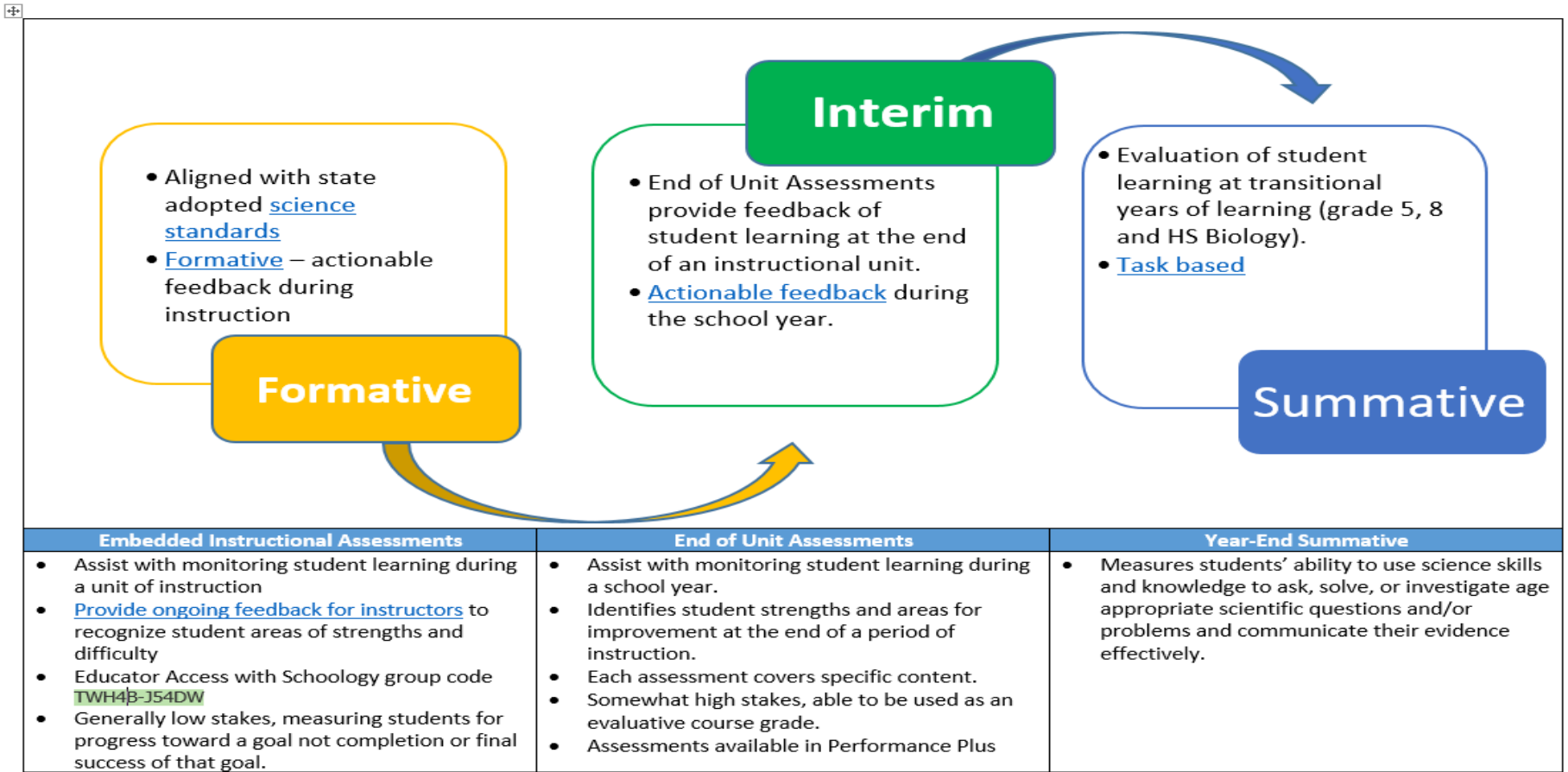- Computer Adaptive

Embedded Instructional Assessments	End of Unit Assessments	Year-End Summative
- Assist with monitoring student learning during a unit of instruction - Provide ongoing feedback for instructors to recognize student areas of strengths and difficulty - Generally low stakes, measuring students for progress toward a goal not completion or final success of that goal. - Educator Created classroom tools and resources (Digital Library)	- Identifies student strengths and areas for improvement at the end of a period of instruction. - Each assessment covers specific content - Assessments results available in Performance Plus and teacher Portal. - Multiple administrations possible and flexible - Same type of items and formats as the summative	- Measures students' ability to use ELA and mathematics skills and knowledge to ask, explain, justify, reason, and solve problems and communicate their reasoning and evidence effectively. - Practice and training tests allow students to see how the test works, what's expected of students and what kinds of questions are included on them.

https://www.smarterbalanced.org/educators/

Science BAS Model:

DeSSA Science

Formative
- Aligned with state adopted science standards
- Formative – actionable feedback during instruction

Interim
- End of Unit Assessments provide feedback of student learning at the end of an instructional unit.
- Actionable feedback during the school year.

Summative
- Evaluation of student learning at transitional years of learning (grade 5, 8 and HS Biology).
- Task based

Embedded Instructional Assessments	End of Unit Assessments	Year-End Summative
• Assist with monitoring student learning during a unit of instruction • Provide ongoing feedback for instructors to recognize student areas of strengths and difficulty • Educator Access with Schoology group code TWH4B-J54DW • Generally low stakes, measuring students for progress toward a goal not completion or final success of that goal.	• Assist with monitoring student learning during a school year. • Identifies student strengths and areas for improvement at the end of a period of instruction. • Each assessment covers specific content. • Somewhat high stakes, able to be used as an evaluative course grade. • Assessments available in Performance Plus	• Measures students' ability to use science skills and knowledge to ask, solve, or investigate age appropriate scientific questions and/or problems and communicate their evidence effectively.

Social Studies BAS Model:

DeSSA Social Studies

Formative
- Delaware Recommended Curriculum
- Instructional Resources K-12
- Aligned with DE Social Studies Standards

Interim
- Assessment Item Bank K-12
- Monitor student progress
- Evaluation of student learning at the end of an instructional unit
- Actionable feedback during the school year
- Aligned with DE Social Studies Standards

Summative
- Evaluation of student learning in elementary, middle, and high school
- Document and task based
- Aligned with DE Social Studies Standards

Delaware Recommended Curriculum	Aligned Unit Assessments	Year-End Summative
• Delaware-teacher created • Recommended Units, Lesson plans for statewide use • Supported statewide use by Delaware Social Studies Coalition • Educator Access with Schoology group code NSXPF-NTGZS	• Delaware-teacher created • Models of new item types for statewide use • Supported by Delaware Social Studies Coalition • Educator Access with Schoology group code Q33RS-685Z5	• Grades 4, 7, 11 • Developed with Teacher Review and Input • Provides reporting for curriculum and instructional feedback • Practice tests available at http://delaware.pearsonaccessnext.com/

SAT BAS Model:

SAT

PSAT 10

- Predictor of success on SAT - same scale as SAT
- Same format as SAT
- Provided statewide by DOE
- Results of PSAT10 link to Khan Academy – custom plan created

College Board/Khan Academy

- Prepare for 2019 PSAT 10
- College Board: Practice tests
- College Board: Sample Questions
- Khan Academy PSAT Practice Tests
- Track Class Progress
- Students who use regularly go up an average of 200 points from PSAT10 to SAT

Summative

- Summative - SAT Educator Guide
- College Board: Practice tests
- SAT Practice Tests
- Evidence-Based Reading and Writing - Sample Questions
- Math - Sample Questions
- Essay - Practice using Sample Essay

PSAT 10	Khan Academy	Year-End Summative
• Words in Context • Evidence-Based Reading and Writing • Essay Analyzing a Source • Three Essential areas of math: Problem Solving and Data Analysis, Heart of Algebra and Passport to Advanced Math • Problems ground in Real-World context • Analysis in Science and in History/Social Studies • US Founding Documents and Great Global Conversation	• Tailored/Personalized Practice based on diagnostic of PSAT scores • Interactive: Practice questions, videos, lessons • Full-length real practice tests created with College Board • Instant: constant feedback and progress	• Words in Context • Evidence-Based Reading and Writing • Essay Analyzing a Source • Three Essential areas of math: Problem Solving and Data Analysis, Heart of Algebra and Passport to Advanced Math • Problems ground in Real-World context • Analysis in Science and in History/Social Studies • US Founding Documents and Great Global Conversation

DeSSA-Alt BAS Model:
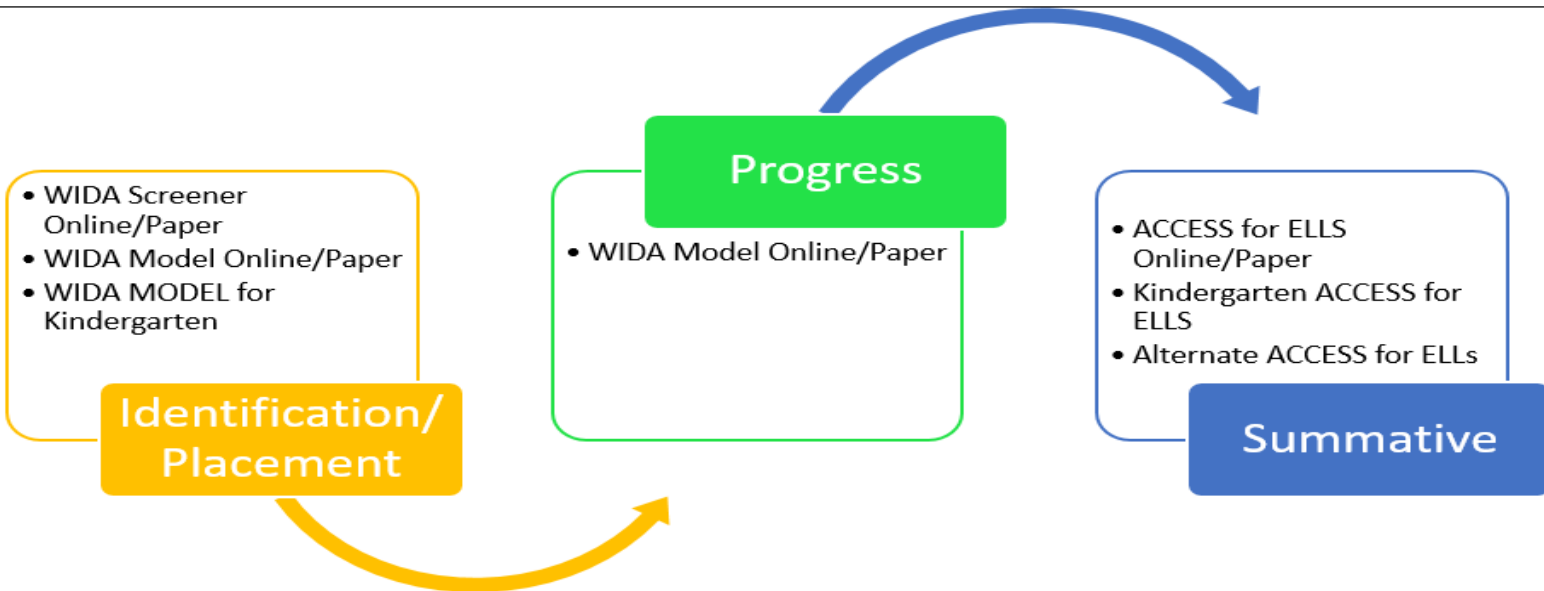
DeSSA-Alternate Balanced Assessment System

Formative
- First Contact Survey
- Personal Learning Profile
- Instructional Plan

Interim
- Instructionally-Embedded Testlets
- Professional Development
- Student Progress Report

Summative
- Year-End Model
- ELA, Math and Science Testlets
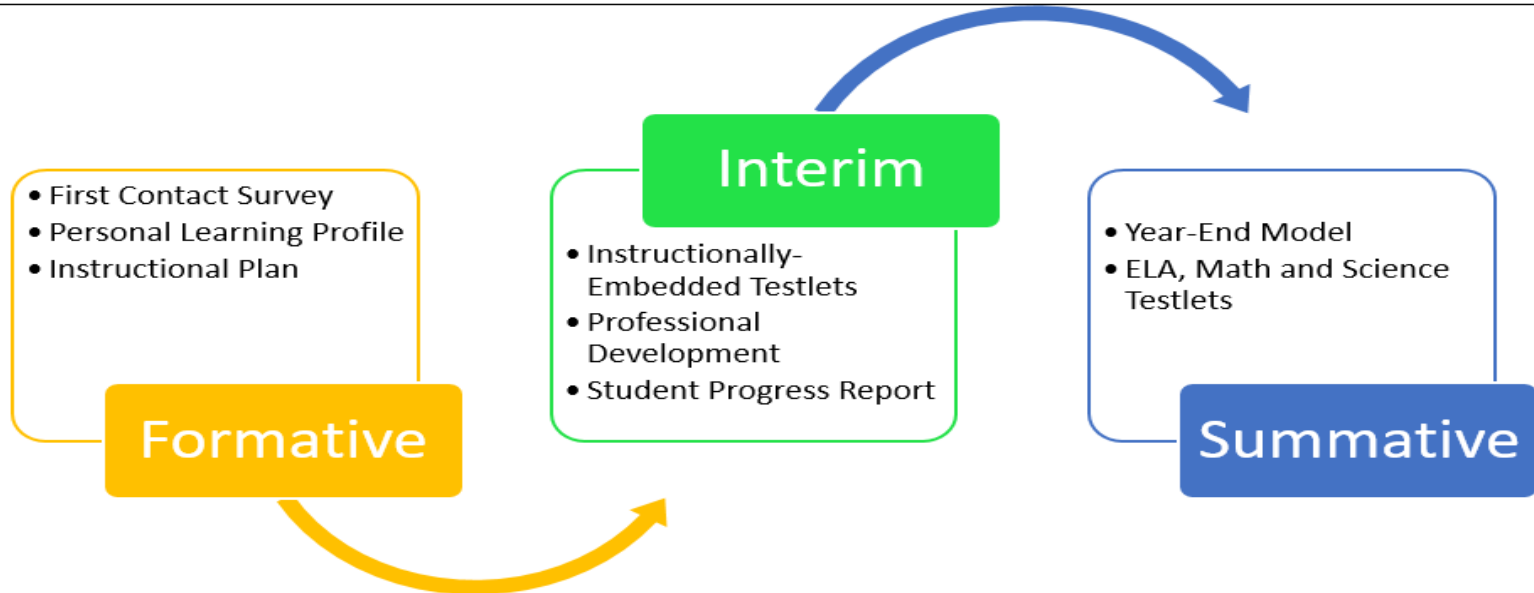
Instructional Plan	Instructionally-Embedded Testlets	Year-End Summative
• Determine the Essential Element for ELA, Math and/or Science • Choose the Linkage Level • Consider Learner Characteristics and Accessibility Needs documented in the Personal Learning Profile • Professional Development Webinars support the Teacher in providing Student Instruction	• Integrated with Classroom Instruction • Flexibility in Selection and Delivery • Customizable for Each Student • Professional Development Modules • Familiar Texts For Year-End Model • Exemplar Texts Supports • Practice Activities and Released Testlets • Student Progress Report in Conceptual Area, Grade Level Expectation and Linkage Levels	• Testlets are short, instructionally relevant groups of items that share a common context. • Score Reports tells if students have mastered tested Essential Elements in ELA, Math and/or Science • Used for Instructional Decision Making

WIDA/ACCESS BAS Model:

WIDA/ACCESS ASSESSMENTS

Identification/Placement
- WIDA Screener Online/Paper
- WIDA Model Online/Paper
- WIDA MODEL for Kindergarten

Progress
- WIDA Model Online/Paper

Summative
- ACCESS for ELLS Online/Paper
- Kindergarten ACCESS for ELLS
- Alternate ACCESS for ELLs

Identification/Placement	Progress	Summative
• Used upon entry into a Delaware school for students who have identified a language other than English on the Home Language Survey WIDA Screener • Scores identify if a student is EL and would benefit from English language support services WIDA Screener - Score Report Guide • Provide informed placement decisions	• Can Do Descriptors highlights what the multilingual learners can do WIDA-Can DO Descriptors • Professional learning helps educators understand WIDA Assessments WIDA - Professional Learning • Allows for increased student engagement WIDA Model Online/Paper • Teachers use the scores to plan instruction and assessments.	• Computer-based, adaptive testing routes students to easier or more challenging content based on their performance ACCESS FOR ELs • LEAs use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to determine if a student is eligible to exit an English language support program. ACCESS SCORE Reports

Balanced Assessment System Summary:

In summary, we hope you have a greater understanding of the interconnected assessments that are used in the state of Delaware and how they are implemented to meet the needs of educational stakeholders to best improve educational practices.

By balancing the use of formative, interim/benchmark, ability/diagnostic, and summative assessments for their intended purposes that allows there to be Assessment FOR learning as well as Assessment OF learning.

By using the information on the DDOE BAS Models you help support student learning and allow students to promote their own growth.

Schoology Courses

➢ **Balanced Assessment: Course #28426 Section #52144**

Purpose of the Module:

- Define what a Balanced Assessment system (BAS) consists of.

- Discuss the types of assessments used and their purpose.

- Provide an overview of the Delaware Department of Education Balanced Assessment System model representation that is currently being used.

- Preview each of the Delaware Department of Educations Balanced Assessment System models for each subject and or content area that is evaluated at the state level.

➢ **Fundamentals of Assessment Literacy: Course #28427   Section#52145**

Purpose of the Module:

- Define and explain Assessment Literacy.

- Discuss the importance and purpose of Assessment literacy.

- Improve your assessment literacy.

Additional Schoology Courses

➢ The Delaware Department of Education is launching two Schoology courses in an effort to support LEAs with assessment literacy and balanced assessment systems.

The courses are part of a series that will be released throughout the fall; additional courses will include:

1) Balanced Assessment Models – Explanation and review of resources for each assessment;

2) Reporting – How to use and communicate data for each assessment;

3) Linking Assessment to Curriculum and Instruction – Implications of the data and next steps.

DDOE Contact Information:

ELA/Literacy& Mathematics- Katia.foret@doe.k12.de.us

Science- April.mccrae@doe.k12.de.us

Social Studies- Preston.Shockley@doe.k12.de.us

PSAT/SAT & WIDA/ACCESS- Sameer.Tiwari@doe.k12.de.us

DeSSA Alternative- Michelle.Jackson@doe.k12.de.us

Director – theresa.bennett@doe.k12.de.us

Office of Assessment

Townsend Building DDOE

401 Federal Street Dover, DE 19901

Special Populations Update

Delaware
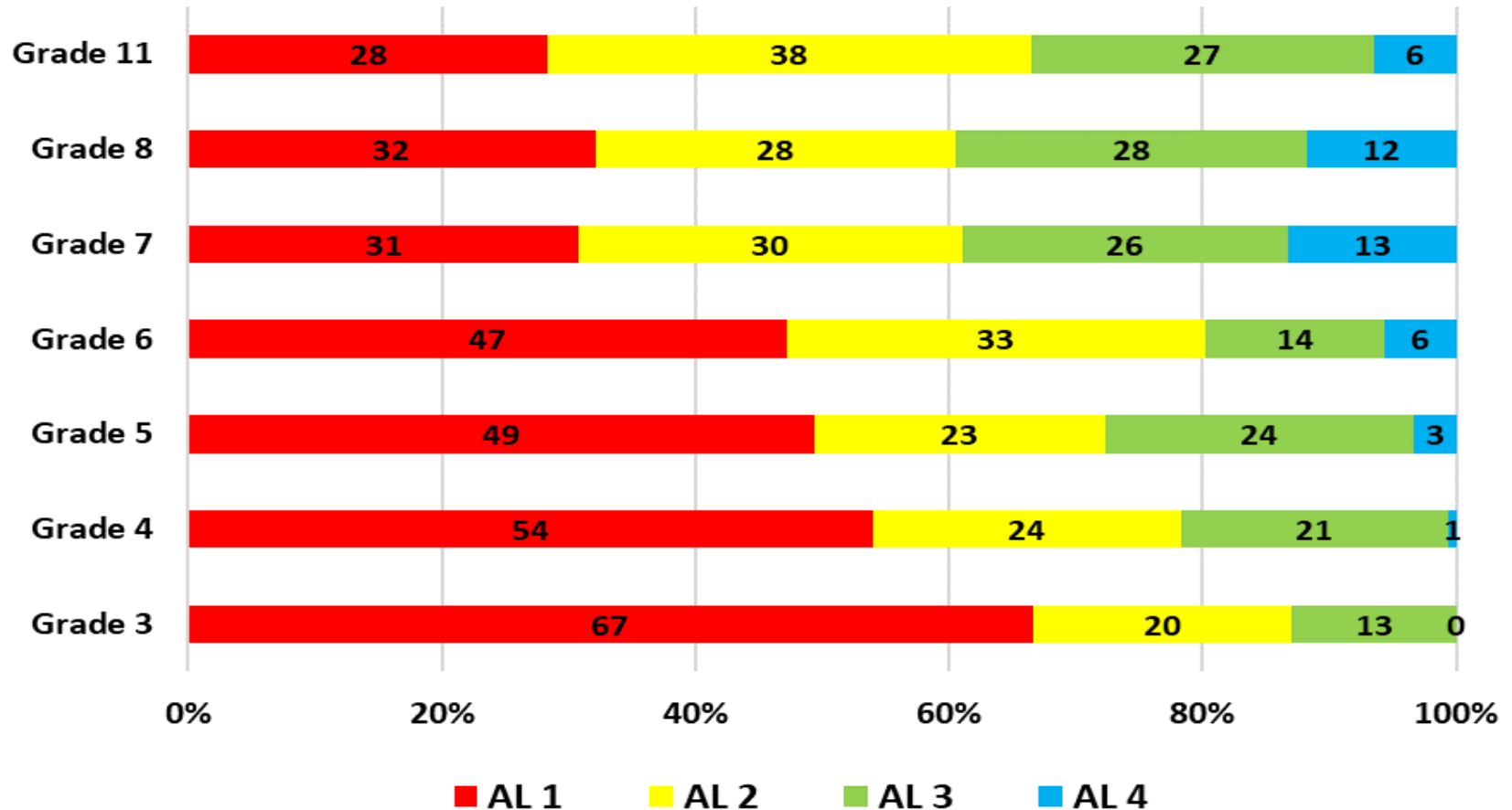Department of Education

State Summary Data

The combined participation rate for the DeSSA-Alt ELA was 94%

Grade Level	Participation Rate for DeSSA-Alt ELA
3	99%
4	95%
5	93%
6	92%
7	94%
8	93%
11	92%

State Summary Data

DeSSA-Alt ELA Performance Levels, 2019

Grade 11: AL 1 = 28, AL 2 = 38, AL 3 = 27, AL 4 = 6
Grade 8: AL 1 = 32, AL 2 = 28, AL 3 = 28, AL 4 = 12
Grade 7: AL 1 = 31, AL 2 = 30, AL 3 = 26, AL 4 = 13
Grade 6: AL 1 = 47, AL 2 = 33, AL 3 = 14, AL 4 = 6
Grade 5: AL 1 = 49, AL 2 = 23, AL 3 = 24, AL 4 = 3
Grade 4: AL 1 = 54, AL 2 = 24, AL 3 = 21, AL 4 = 1
Grade 3: AL 1 = 67, AL 2 = 20, AL 3 = 13, AL 4 = 0

■ AL 1 ■ AL 2 ■ AL 3 ■ AL 4

State Summary Data

DeSSA-Alt ELA Percent Proficient for 2018 and 2019

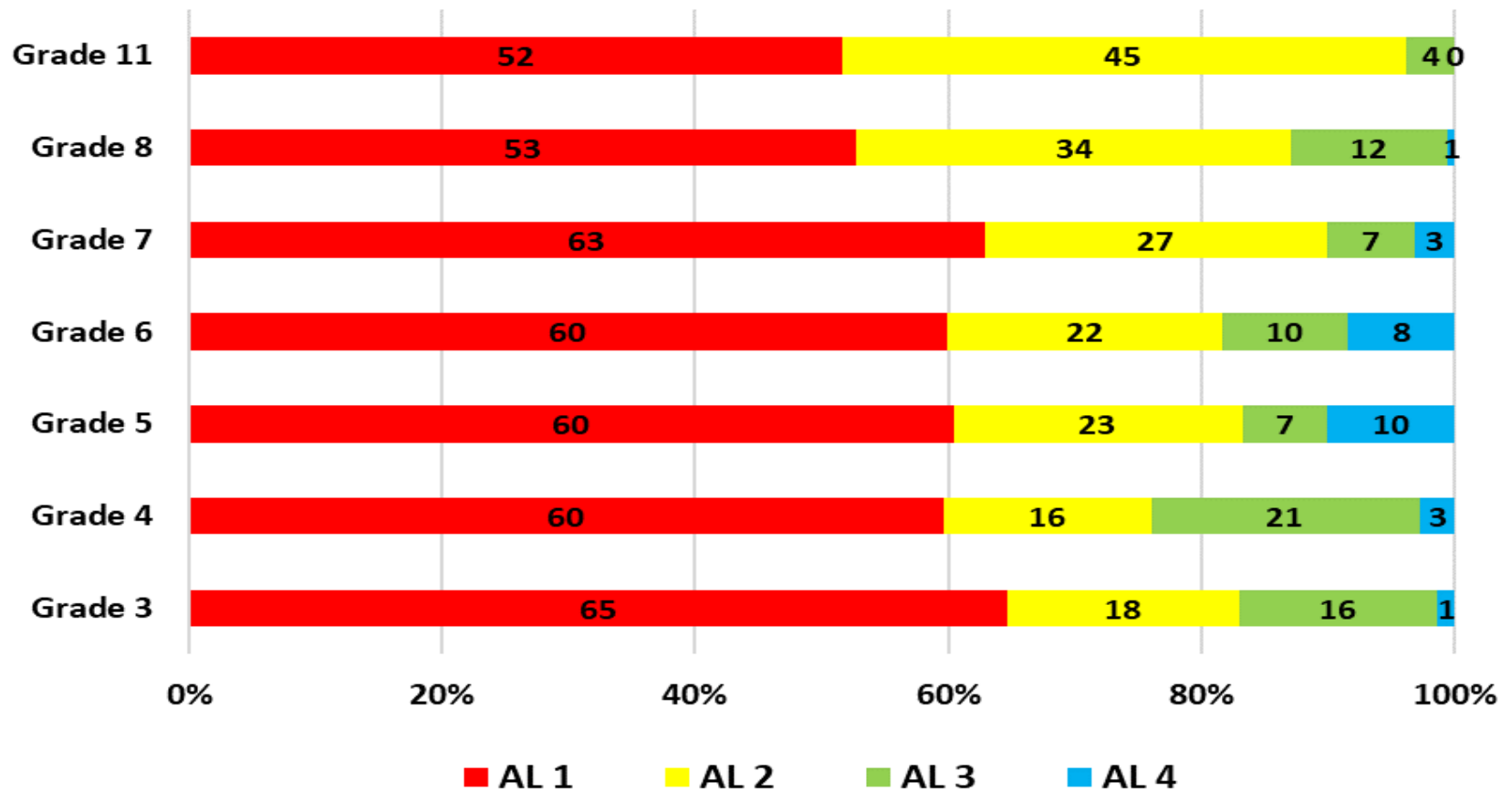| Grade	2018	2019
Grade 3	12	13
Grade 4	24	22
Grade 5	31	28
Grade 6	32	20
Grade 7	35	39
Grade 8	42	40
Grade 11	41	34
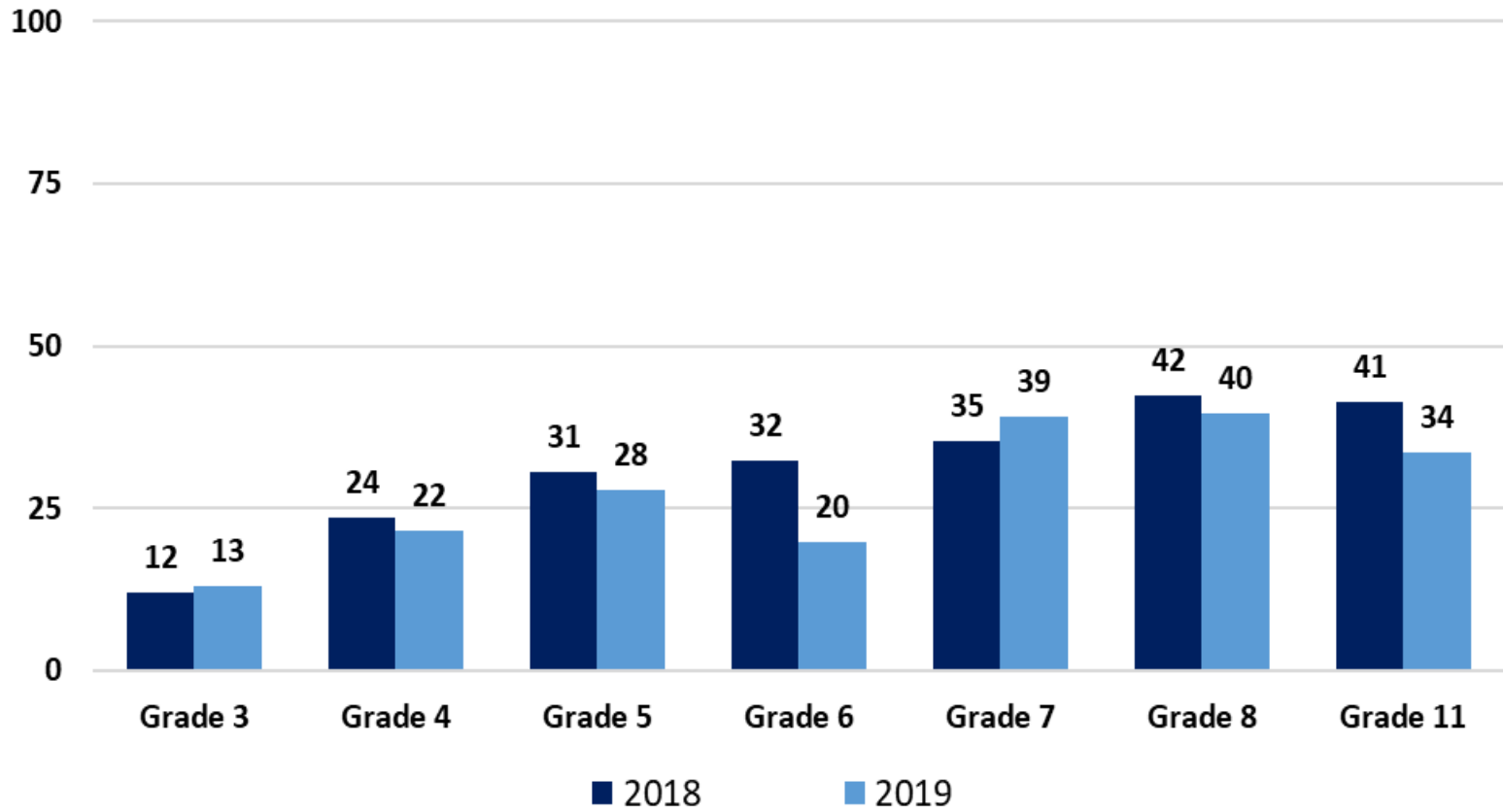
State Summary Data

The combined participation rate for the DeSSA-Alt Mathematics was 94%

Grade Level	Participation Rate for DeSSA-Alt Mathematics
3	99%
4	95%
5	94%
6	92%
7	94%
8	93%
11	92%

State Summary Data

DeSSA-Alt Mathematics Performance Levels, 2019

Grade	AL 1	AL 2	AL 3	AL 4
Grade 11	52	45	4	0
Grade 8	53	34	12	1
Grade 7	63	27	7	3
Grade 6	60	22	10	8
Grade 5	60	23	7	10
Grade 4	60	16	21	3
Grade 3	65	18	16	1

Legend: AL 1, AL 2, AL 3, AL 4

State Summary Data

DeSSA-Alt MATH Percent Proficient for 2018 and 2019

Grade	2018	2019
Grade 3	19	17
Grade 4	30	24
Grade 5	15	17
Grade 6	18	18
Grade 7	8	10
Grade 8	19	13
Grade 11	9	4

■ 2018   ■ 2019
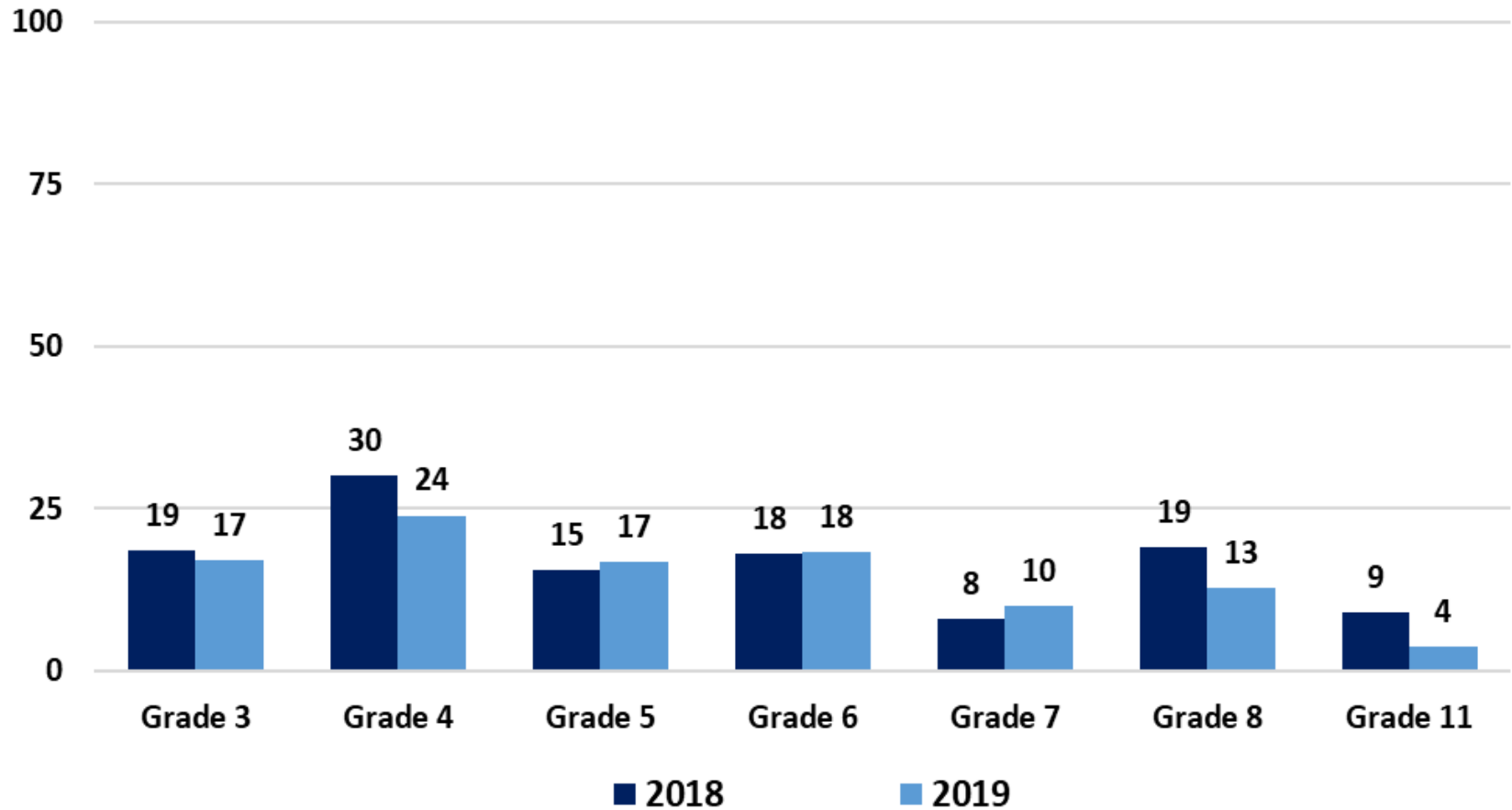
State Summary Data

The combined participation rate for the DeSSA-Alt Science was 92%

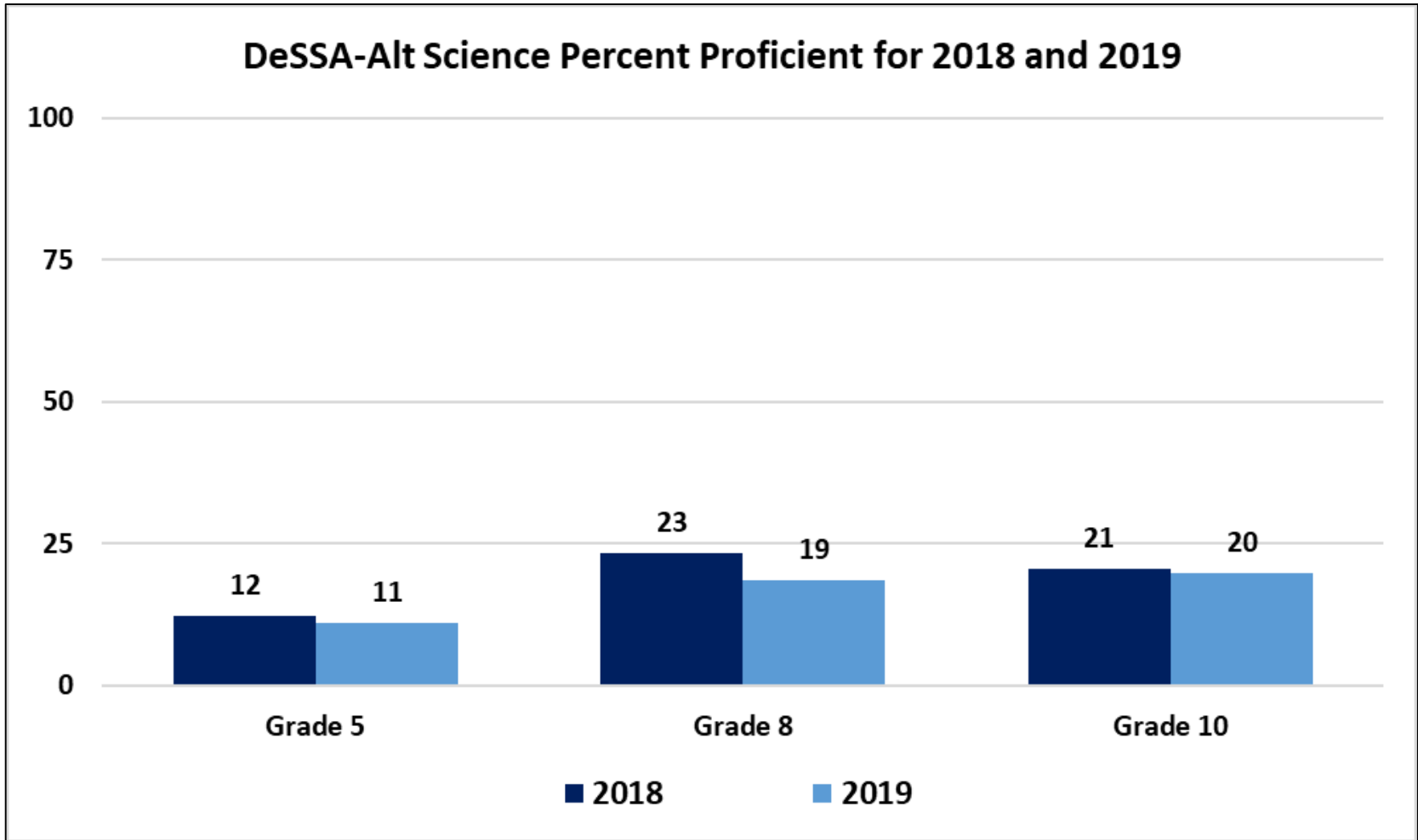| Grade Level	Participation Rate for DeSSA-Alt Science
5	92%
8	93%
10	94%

State Summary Data

DeSSA-Alt Science Performance Levels, 2019

	AL 1	AL 2	AL 3	AL 4
Grade 10	60	20	15	5
Grade 8	53	28	17	1
Grade 5	73	16	10	1

State Summary Data

DeSSA-Alt Science Percent Proficient for 2018 and 2019
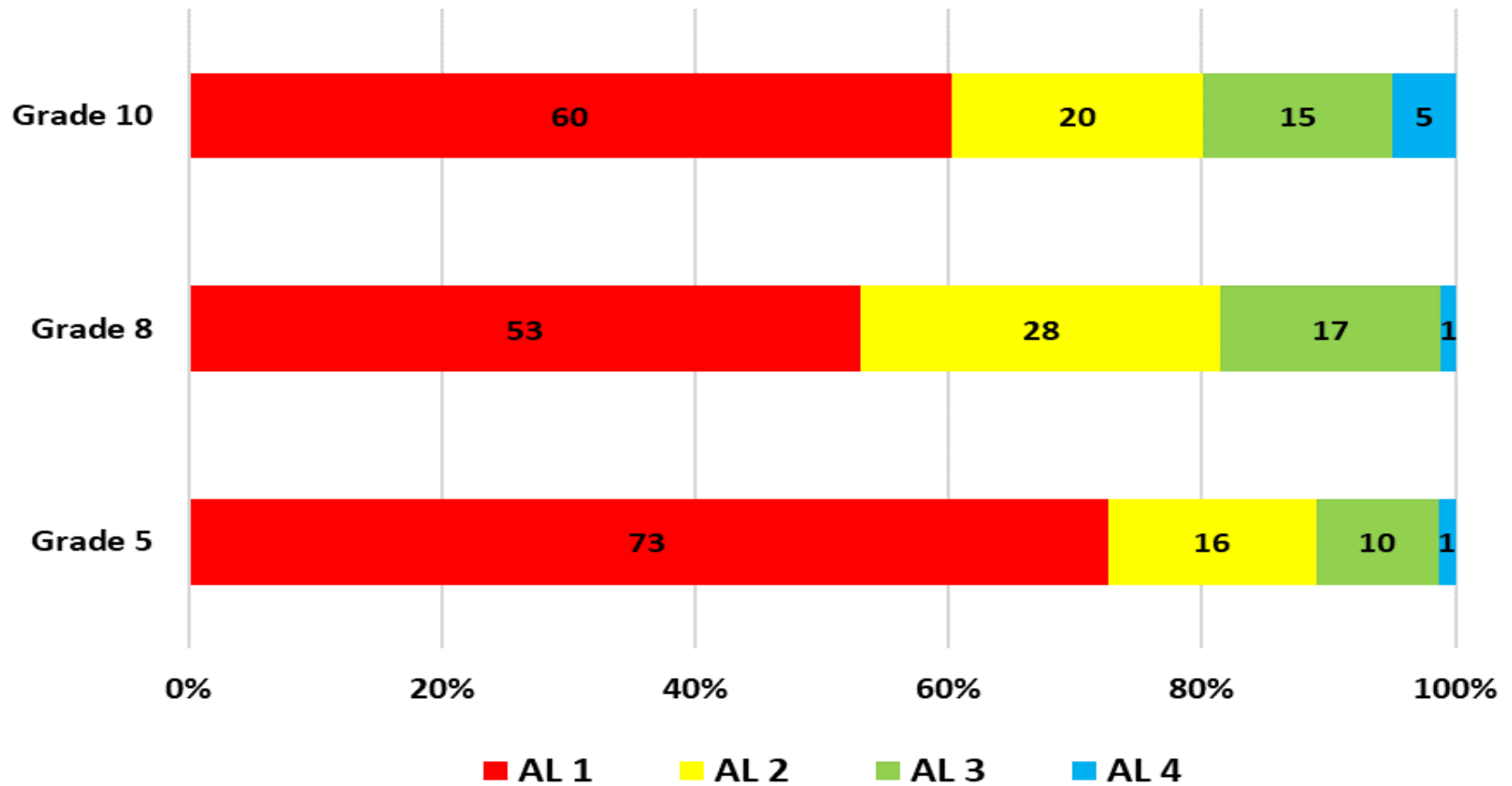
1% Cap Plan Update

One-Percent Threshold Website Updated
- The Waiver Request Letter (Feb.2018)
- DE Waiver Extension Request Submission 2018
- Companion Guide for the DeSSA-Alternate Assessment
- Justification Forms 2019

The Companion Guide is also posted on the Alternate Assessment webpage under the Eligibility and Participation tab. The guide is meant to assist IEP teams in their decision making when determining if a student meets the criteria for the DeSSA-Alternate Assessment

Upcoming Tasks
- DE will submit another Waiver Request December 2019 to USED.

Justification Forms

Justification Forms

ESSA requires that no more than 1 percent of the total number of students in the state be administered a combination of the DeSSA-Alternate. Districts/Charters are not prohibited from assessing more than 1 percent of their students with these Alternate assessments, but are required to submit justification demonstrating the need to assess more than 1 percent of their students with the DeSSA-Alt.

Special Education Administrators should complete the 1% Justification form and email to Michelle Jackson by **October 11, 2019.** Even if the LEA does not have any students who have taken the alternate assessment, the form must be completed. Just put in zeros.

Delaware Department of Education
Alternate Assessment Justification Form 2019-2020

Name of District/Charter: _____ District/Charter Code: _____

Person Completing Form: _____ Contact information: _____

Alternate Assessment rates for **ELA/Literacy**	2017-18	2018-19	2019-20 Projection
1. Total number of DeSSA-Alt students in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.			
2. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
3. Divide the line 1 number by the line 2 number.			
4. Multiply the line 3 number by 100 to determine the Districtwide anticipated Alternate participation rate for each content area.			

Calculate Alternate Assessment rates for **Mathematics**	2017-18	2018-19	2019-20 Projection
5. Total number of DeSSA-Alt students at in grades 3, 4, 5, 6, 7, 8, and 11. Residential students with disabilities in, in- and out-of-district placements should also be included.			
6. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)			
7. Divide the line 1 number by the line 2 number.			
8. Multiply the line 3 number by 100 to determine the Districtwide anticipated Alternate participation rate for each content area.			

Calculate Alternate Assessment rates for **Science**	2017-18	2018-19	2019-2020 Projection
9. Total number of DeSSA-Alt students at in grades 5, 8, 10. Residential students with disabilities in, in- and out-of-district placements should also be included.	Field Test		
10. Total number of special education and general education students taking a state assessment during the spring window (DeSSA ELA/Math, DeSSA-Alt, SAT)	Field Test		
11. Divide the line 1 number by the line 2 number.	Field Test		

Districts/Charters who exceed the 1% Cap are placed into one of three categories of support: Level 1 Support; Level 2 Supports or Level 3/Special School Supports.

Category of Support	Criteria
Universal Supports	≤ 1% DeSSA-Alt Participation
Level 1 Supports	1.1% - 1.5% DeSSA-Alt Participation
Level 2 Supports	1.6 % - 2.5% DeSSA-Alt Participation
Level 3/Special School Supports	≥ 2.6% DeSSA-Alt Participation

Justification: • To be completed if above 1% in any of the content areas in the Spring 2019 administration	2018-19	2019-20 Projection
Category of Support • Refer to the table above	☐ Universal ☐ Level 1 ☐ Level 2 ☐ Level 3/Special School	☐ Universal ☐ Level 1 ☐ Level 2 ☐ Level 3/Special School
Has your participation rate increased/decreased from the 2018 Spring Administration? • Please provide rationale in the lines below	☐ Increased ☐ Decreased ☐ Remained the same	☐ Anticipate increase ☐ Anticipate decrease ☐ Anticipate the same
There is a school, community or health program in the district that draws large numbers of students with significant intellectual disabilities.	☐	☐
The total test population is less than 300 and the total number of students participating in DeSSA-Alt is 3 or less.	☐	☐
There is a high incidence of students with disabilities in the district.	☐	☐
*Other (Please elaborate on the lines below)	☐	☐

Justification:_____
_____
_____
_____

By submitting this application, the district/charter verifies that all students participating in the DeSSA-Alt meet the Delaware Department of Education's participation criteria (available online at www.doe.k12.de.us/alt).

Support Plans

Level 1 Checklists and Level 2 Support Plans

Districts or Charters will receive notification if they need to submit 1% Cap Support Plan based on their Justification form submission.

Districts or Charters, who exceeded the 1% Cap last year, as indicated on the Justification form, were required to submit either a Level 1 Checklist or Level 2 Support Plan on January 25, 2019. An update on your plan with evidences should be provided to Michelle Jackson by **November 15, 2019**

Accommodations Window

DeSSA ELA/Math only - Accommodations Window Open

The DESSA ELA/Math – TIDE (Test Information Distribution Engine) application is available to enter student accommodations/supports as of 9/3/2019. This is the only system that is currently available for accommodations/support entry. All DOE-approved requests for any assessment can be submitted using the DOE Help Desk.

If you previously downloaded the DeSSA ELA/Math Accommodations file from TIDE, please review this file and make any necessary updates or deletions. This updated file can be uploaded into TIDE allowing updates to all student accommodations/support for DeSSA ELA/Math only.

All DOE-approved accommodations must be submitted in a DOE Help desk ticket by March 1, 2020. DOE requires that all accommodations/supports be entered and in all assessment testing systems on or before March 1, 2020.   The only exception would be newly identified students after this deadline.

Accessibility Supports Update

- Medical Device is now referred to as Medical Supports

- Deletion of Graphic Organizer

- Addition of Math Manipulatives – Delaware Unique Accommodation Request

- Addition of Illustration Glossaries – Designated Non-Embedded Support

**Appendix A-1 will have these Supports added/deleted
**Appendix A-2 will have descriptions for any additional supports

Appendices A-1 and A-2 have not been updated yet. Will be updated to reflect Pearson's additions

- Pearson will have additional supports and include them as checkboxes PearsonAccessNext (PAN) – more updates to come

Accessibility Supports Update

- Coming Soon –
    - Addition of Chunking/Highlighting in TIDE
    - Addition of Arithmetic Table in TIDE

- WIDA Unique Accommodations
    - Extended Time (EM) is no longer a DOE-approved request

Accessibility Guidelines

The Accessibility Guidelines are being revamped for the 2019-20 School Year.

Expected Completion Date: October 2019.

ALL the Appendices except for Appendix A1 and Appendix A2 have been updated and posted on the website for immediate use.

New: Appendix A-10: Instructions for Using Embedded Glossaries

Accessibility Guidelines

Section I: Introduction

Section II: Learner Considerations

Section III: DeSSA Content Assessments
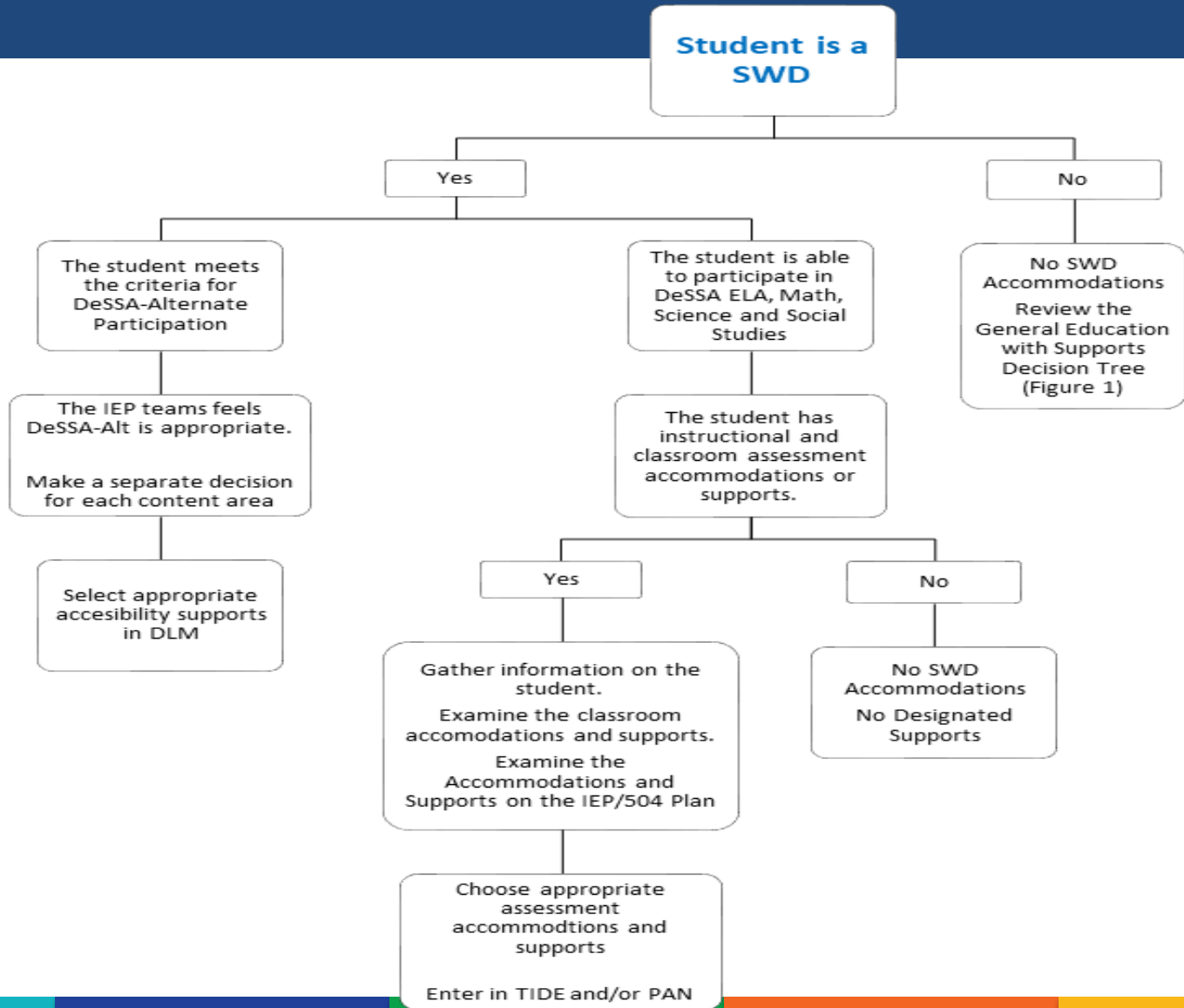
Section IV: Alternate Assessments

Section V: Access 2.0

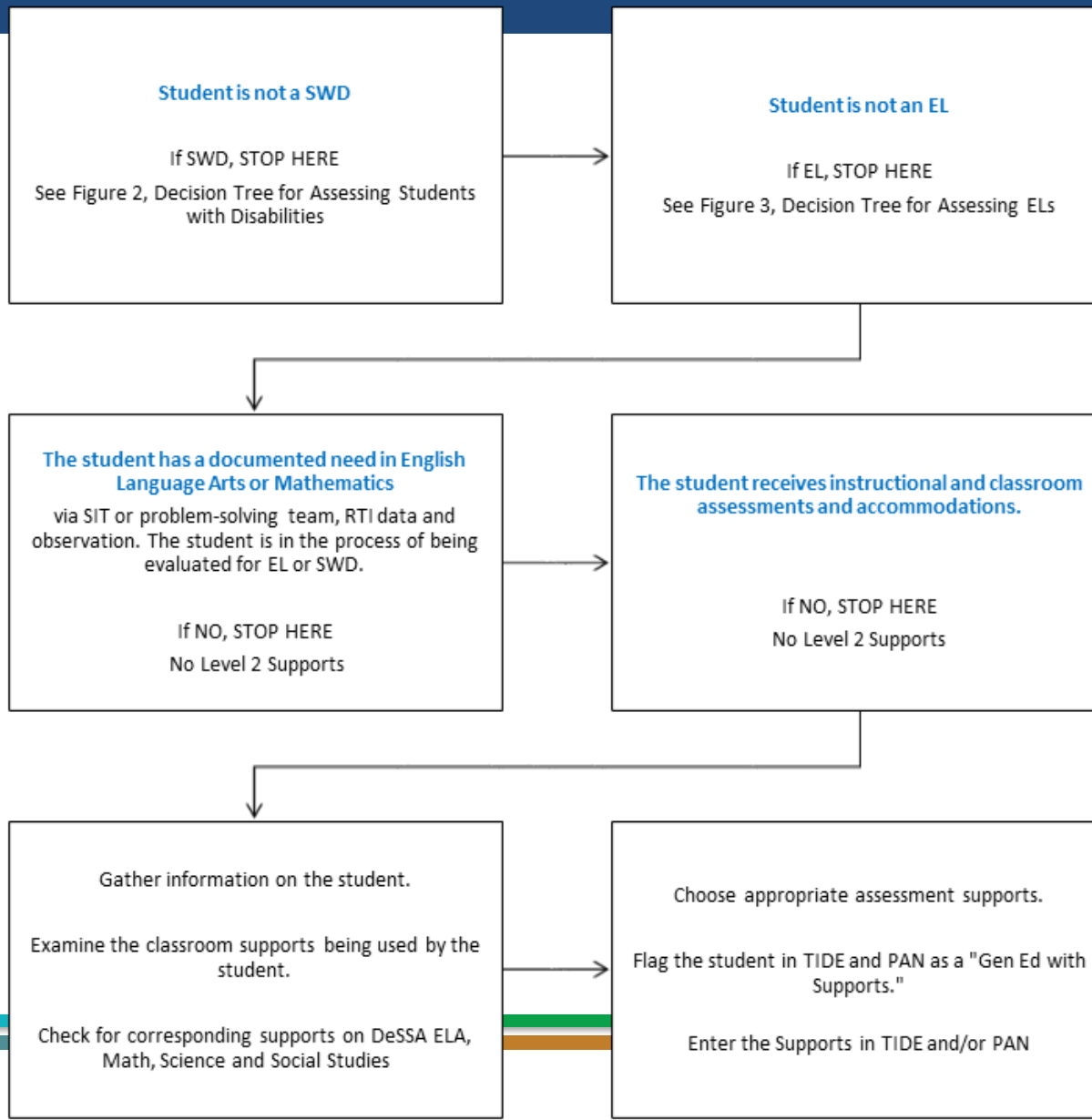Section VI: SAT

Appendix E: Acronyms
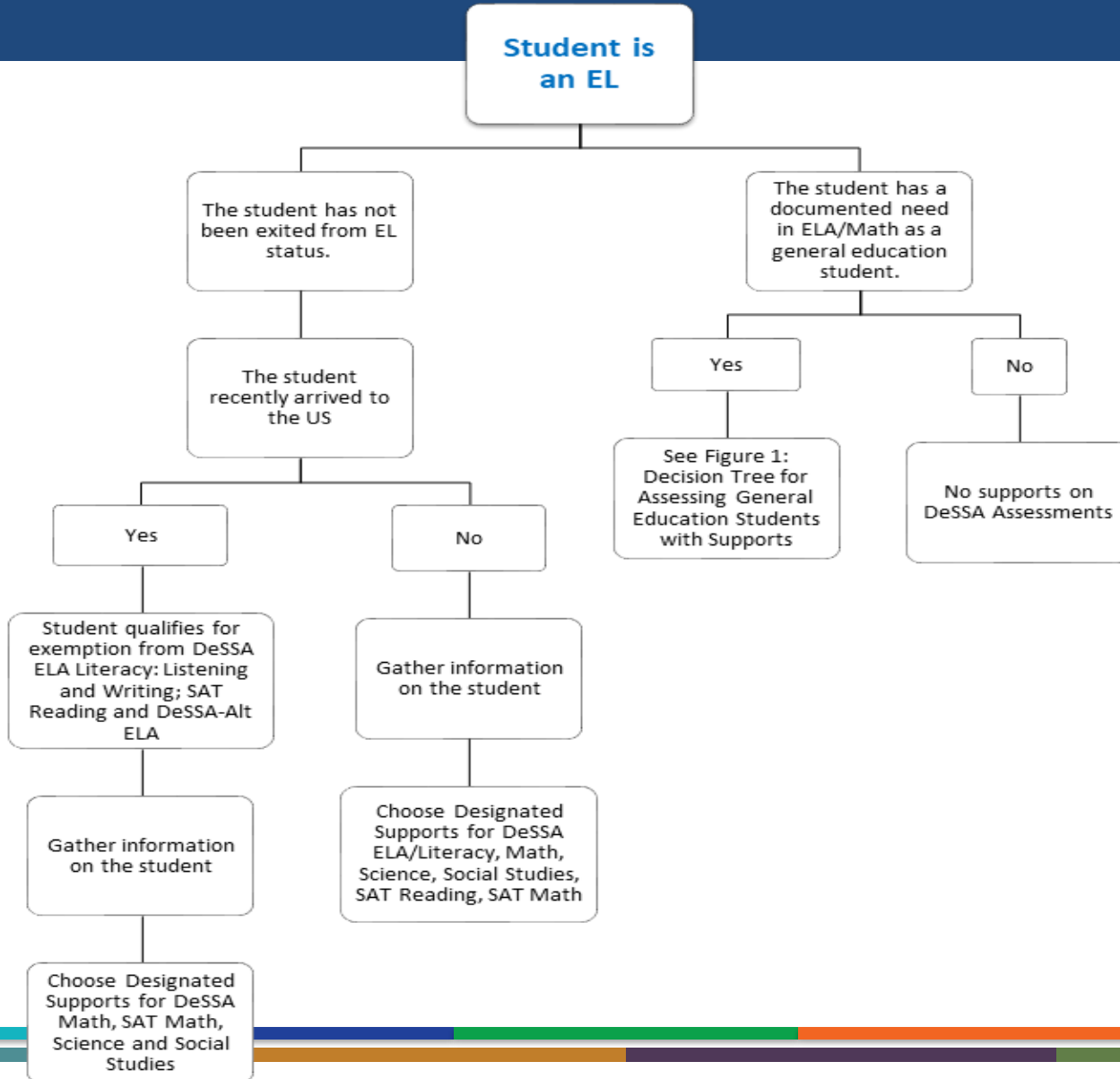
Decision Tree for SWDs

Student is a SWD

- **Yes**
  - The student meets the criteria for DeSSA-Alternate Participation
    - The IEP teams feels DeSSA-Alt is appropriate.

      Make a separate decision for each content area
      - Select appropriate accesibility supports in DLM
  - The student is able to participate in DeSSA ELA, Math, Science and Social Studies
    - The student has instructional and classroom assessment accommodations or supports.
      - **Yes**
        - Gather information on the student.

          Examine the classroom accomodations and supports.

          Examine the Accommodations and Supports on the IEP/504 Plan
          - Choose appropriate assessment accommodtions and supports

            Enter in TIDE and/or PAN
      - **No**
        - No SWD Accommodations

          No Designated Supports
- **No**
  - No SWD Accommodations

    Review the General Education with Supports Decision Tree (Figure 1)

Decision Tree for Gen Ed w/Supports

Student is not a SWD

If SWD, STOP HERE

See Figure 2, Decision Tree for Assessing Students with Disabilities

Student is not an EL

If EL, STOP HERE

See Figure 3, Decision Tree for Assessing ELs

The student has a documented need in English Language Arts or Mathematics

via SIT or problem-solving team, RTI data and observation. The student is in the process of being evaluated for EL or SWD.

If NO, STOP HERE

No Level 2 Supports

The student receives instructional and classroom assessments and accommodations.

If NO, STOP HERE

No Level 2 Supports

Gather information on the student.

Examine the classroom supports being used by the student.

Check for corresponding supports on DeSSA ELA, Math, Science and Social Studies

Choose appropriate assessment supports.

Flag the student in TIDE and PAN as a "Gen Ed with Supports."

Enter the Supports in TIDE and/or PAN

Decision Tree for ELs

Student is an EL

- The student has not been exited from EL status.
  - The student recently arrived to the US
    - **Yes**
      - Student qualifies for exemption from DeSSA ELA Literacy: Listening and Writing; SAT Reading and DeSSA-Alt ELA
        - Gather information on the student
          - Choose Designated Supports for DeSSA Math, SAT Math, Science and Social Studies
    - **No**
      - Gather information on the student
        - Choose Designated Supports for DeSSA ELA/Literacy, Math, Science, Social Studies, SAT Reading, SAT Math
- The student has a documented need in ELA/Math as a general education student.
  - **Yes**
    - See Figure 1: Decision Tree for Assessing General Education Students with Supports
  - **No**
    - No supports on DeSSA Assessments

DOE Approved Request Forms - **Only** the Revised forms will be accepted during the accommodations window (9/2/2019 – 3/1/2020).

New: Appendix A-10: Instructions for Using Embedded Glossaries

DOE-Approved Request Forms

- Appendix A-3: Unique Accommodations Request
- Appendix A-4: Human Interpreter for Visual Communication Request
- Appendix B-1: Text-to-Speech/Human Reader Request
- Appendix C-3: WIDA Unique Accommodations Request
- Appendix C-4: Human Interpreter for Native Language Request

Forms are located at www.doe.k12.de.us/alt

Accessibility Guidelines F2F Training (2 opportunities)

Course #28371 - Participants in this face-to-face training will receive an overview of the newly outlined 2019-20 DeSSA Accessibility Guidelines manual including:

1. A thorough review of the DOE-Approved Accommodations Request process and the required forms

2. Knowledge of the revised/added accessibility supports for each of the assessments.

Section #51905 – 9/17/2019 AM Session – 9:00 AM-12:00 PM (Collette Education Center, Room A) OR

Section #51906 – 9/20/2019 PM Session 1:00-4:00 PM(Collette Education Center, Room B)

Required 1/2 day F2F training **ONLY** for educators administering the Delaware Communication Portfolio Summary Assessment.

Note:
1. Participants must complete the Introduction to Communication Matrix course prior to attending the DCPS training. Course #26479. Those who have previously taken the Communication Matrix, must register for #26480 instead.

2. Participants must also complete DeSSA-Alt Test Administrator ONLINE Training

Location: Delaware Troop 3, Camden DE

Section #51955 – 9/16/2019 AM Session – 8:30-11:30 AM OR
Section #51956 – 9/16/2019 PM Session – 12:30-3:30 PM

DCPS Policy

If a student has not completed 2 observations and 2 content area testlets by February 20, 2020, that student will be moved to the DeSSA-Alt. All DCPS scores will be invalidated.

(Grade 10 students need to have 2 observations and 1 science testlet completed by February 20, 2019)

Alternate Assessment Decision Making Workshop

Course # 27770 - This all day workshop is geared to assist IEP teams make informed decisions about the learners who participate in the DeSSA-Alternate Assessment.

Offerings:

October 11, 2019 – Dover Public Library

November 6, 2019 – Collette Education Center

January 21, 2020 – Collette Education Center

DLM Training

Course # 28382 –

DeSSA-Alt: Using Score Reports and Mini-Maps to Guide Instruction

In this all day workshop, participants will learn how to use the score reports and the mini maps to build instruction for students who participate in the DeSSA-Alternate Assessment.

Offerings:

November 4, 2019 – Collette Education Center

March 6, 2020 – Collette Education Center

AAS Standards Training

Trainings have been released for the following courses. Participants would register in PDMS and then access the course in Schoology. Courses are available online 24/7.

- 27749 AAS Math Standards Training (DLM Essential Elements) – Section #52326

- 27748 AAS ELA Standards Training (DLM Essential Elements) – Section #52327

- 27911 AAS Science Standards Training (DLM Essential Elements) – Section #52338

- 28292 AAS Advanced Science Standards Training (DLM Essential Elements) – Section #52329

- 28291 AAS Advanced ELA/Math Standards Training (DLM Essential Elements) – Section #52330

Questions – Special Populations
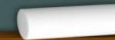
Questions:

- Michelle Jackson, Education Associate, Special Populations

  302-735-4162

  Michelle.Jackson@doe.k12.de.us

- Theresa Bennett, Director, Office of Assessment

  Theresa.Bennett@doe.k12.de.us

IEP Project Update

Delaware Department of Education

Topics

Team Members

Overview

Benefits

Approach

Current Status

Next Steps

Team Members

- The project team consists of the following roles and personnel:

Sponsors	Subject Matter Experts	Project Manager	Vendor
• MaryAnn Mieczkowski • Patches Hill	• LEAs • Jalee Pernol • Dan Mize • Kim Walsh	• Baljinder Kamboj	• PowerSchool

Overview

- PowerSchool acquires SunGuard (January 2017)
  - Included eSchool and IEPPLUS
- eSchool Upgrade completed (Spring 2018)
- IEP Delaware Model development

| Design and Develop | Testing | Training / Documentation | Migration |

Benefits

- Customization for Delaware

- State-wide standardization of databases

- Addition of features not available in current software

- Streamline procedures and documentation

- Develop base reports to assist LEAs in data driven decision making

- Standardized security roles to simplify permission assignments for LEA

Design and Develop

Approach

- DE Model Development
  - A PowerSchool IEP Leadership Team included representation from following LEAs

Appoquinimink	Cape Henlopen	NCCVT	Smyrna

  - LEA representatives reviewed the Delaware model to ensure efficiency and work flow.

Design and Develop →

Current Status

Completed two rounds of DDOE testing and currently completing final round

Developing training videos and documentation

Data Migration

User Interface

Videos

Documentation

Testing

Training / Documentation

Demo

- Let's take a look...

DEMO

...Jot down any questions you have during the demo.

Current Status

High level timeline…
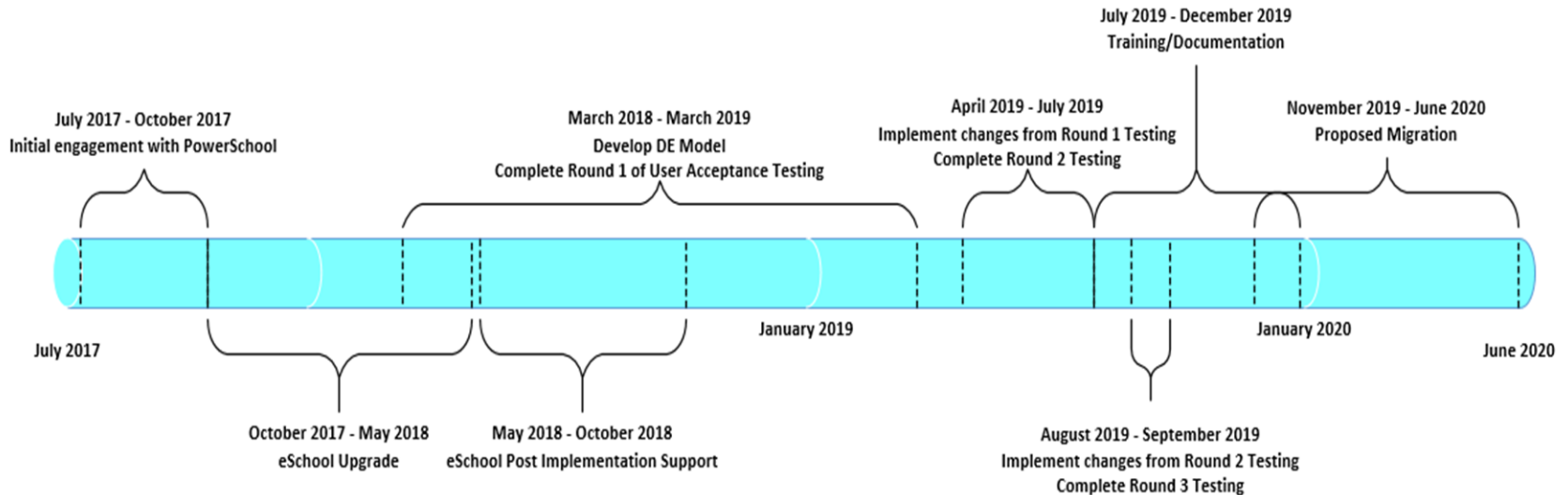
Next Steps

- Engage LEAs in data verification prior to migration
  - Guidance Document
  - COGNOS Report
- Share Training Documentation
  - Video
  - Written Documentation
- Share LEA Specific Migration Plan

Thank you…

We look forward to another opportunity for updating you…

IDEA STATE PERSONNEL DEVELOPMENT GRANT (SPDG) UPDATE

2017 OSEP awarded Delaware **2.9 million dollars** over a 5 year period

Goals:
1) to increase the capacity of the DDOE and Delaware's LEAs and charters to implement an integrated MTSS
2) to increase the capacity of schools to support the literacy proficiency of students with disabilities in K-3rd grade, within an integrated MTSS framework.

Goal 1: Multi-Tiered System of Supports

Delaware
Department of Education

Goal 1: Multi-Tiered System of Supports

- Partner with LEAs (3 Cohorts) over 5 years.
- Support LEAs with aligning behavior and academic supports under one MTSS Framework
- Provide training, coaching, and technical assistance to strengthen MTSS at the LEA and school levels

Needs Assessment

Action Plan

Professional Development

Coaching

Goal 1: Multi-Tiered System of Supports

State-Wide

- Increase statewide knowledge and implementation of MTSS
- Integrating Academic and Behavior
- Develop and sustain the capacity of state and LEAs to support MTSS practices

LEAs

- Las Americas ASPIRA Academy
- Eastside Charter School
- Christina School District

Goal 2: K-3 Literacy

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Goal 2: K-3 Literacy

- Increase teacher knowledge of best literacy instructional strategies for all students within the general education classroom.

- Increase teacher knowledge and use of best practices/intervention strategies to improve literacy skills for struggling students receiving tiered interventions.

- Build capacity in teachers to implement evidence-based practices with struggling learners.

- Increase student performance in literacy for all students preschool – grade 3 including students with disabilities and English language learners.

Goal 2: K-3 Literacy

Plan to strategically target identified priority areas.

Supports staff with data-based decision making, ensuring fidelity and sustainability, and effective literacy instructional practices within a tiered system of support.

Action Planning

Job-embedded Coaching

Needs Assessment

Literacy Institutes

Identifies priorities that strengthen MTSS systems and early literacy instructional practices that meet the needs of all students.

Action-oriented face-to-face and virtual workshops on topics important for early literacy instruction within an MTSS framework.

Goal 2: K-3 Literacy

DELI SCHOOLS		
Cohort 4 Fall 2019	**Cohort 3** Fall 2018	**Cohort 1&2** SY 2016-2017
Indian River • Showell Elem • District coach trainings Eastside Charter School Additional Recruitment Efforts for High Need Schools	Indian River • Georgetown Elem • North. Georgetown Elem • Additional targeted and universal supports Academia Antonia Alonso Charter	Cape Henlopen • HOB Elem • Milton Elem • Shields • Rehoboth Elem • Love Creek Elem • Little Viking Pre-k Thomas Edison Charter

Contact Information

Jalee Pernol, DDOE Exceptional Children Resources
Jalee.Pernol@doe.k12.de.us

Pam Alfaro, DDOE, Curriculum, Instruction and Professional Development
Pamala.Alfaro@doe.k12.de.us

Peer Review Committee (PRC)
State Monitoring Review Board (SMRB)
Human Rights Committee (HRC)

Delaware
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PRC

- HB 292- "Peer Review Committee ("PRC") which, at the request of the Department, may also review educational procedures and programming for students with an educational classification of ASD and related disabilities

PRC Referral Process

- Special Education Director or designee for each LEA reviews the Recommended Hierarchy of Behavior Management Procedures Document and the Procedural Descriptions for Behavior Management and Emergency Interventions document with their teams to determine what students, if any, need behavior consultation.

PRC Referral Process

1. If a behavior intervention procedure is being used that requires prior PRC approval, contact the Office of the Statewide Director for Autism (OSDA) immediately to receive behavior consultation and identify next steps.

2. Behavior consultation should be requested from the OSDA any time the team is considering using a procedure within the Behavior Management Procedures documents that requires PRC approval prior to use.

3. If the Special Education Director or designee identifies the need for PRC review of a student because they are in need of expertise to assist with any element of the problem-solving process, they should contact the OSDA.

- Presentation is guided/structured like the PRC Review Form.

- Prior to presenting a case to the PRC, the Special Education Director or designee should ensure the elements required in the PRC Review Form are being implemented and the form is completed.

PRC Presentation Requirements

- OSDA is available for consultation and support regarding any element:
  - Student information
  - LRE
  - Therapeutic services
  - Student health
  - FBA
  - BSP
  - Data collection
  - Restraint

PRC Meeting Calendar

- The OSDA will email the Special Education Director or their designee the PRC meeting dates in May for the next school year.

- OSDA will work with the Special Education Director or their designee to put them on the agenda for the PRC meeting being held in their county should they need to present to the PRC.

SMRB

- HB 292- "The SMRB shall review, at least annually, the education and provision of related services provided to students with an educational classification of ASD throughout all public schools to ensure the application of evidence-based practice and opportunities for meaningful and measurable progress and inclusion, as appropriate, are afforded to all such students."

- Plan to develop a 5 year cycle of LEAs to review so SMRB would evaluate all LEAs within 5 years.

SMRB

- This year SMRB Pilot for 2 LEAs:
  - Engage 2 LEAs to get input and feedback and "test" out tools
  - 3 elements to consider during pilot:
    1. Age level (Elementary, Middle, High School)
    2. Child functioning level
    3. DAP and DAP approved programs vs. other LEAs that serve students with autism.

SMRB Membership

- HB 292 indicates that SMRB must be "...composed of no less than 7 members, including 2 nonvoting public representatives nominated annually by the PAC."

  - 929 regulations call for 16 members (Thus we have at least 7.)

  - Recommendations of 1 nonvoting public representative needed.

HRC

- "HRC shall consist of 5-10 members representing various occupations, who are not employees or relatives of children enrolled in the DAP, who are not employees of the DOE, and who are not members of any in State organization, agency, or program that deals directly with children with autism. No member of the HRC shall be a member of the PRC."

- HRC needs additional members. Recommendations are appreciated!

Endrew F. - Practical Implications

Merced, D.-Special Education Solutions, LLC (2018, August). Applying Endrew F.: Practical Considerations. Outline presented at the Illinois State Board of Education Special Education Directors' Conference.

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Background

- Board of Education of Hendrick Hudson Central School District v. Rowley, 458 U.S. 176, 553 IDELR 6546 (1982)

  - Supreme Court established two-part test to determine whether FAPE had been provided to student.

    - *Part 1:* Determine whether the State, inclusive of IEP team and district, complies with IDEA procedures relating to the development of the IEP
    - *Part 2:* Determine whether the IEP is reasonably calculated to enable the student to receive **educational benefits**

Educational Benefit

What is educational benefit?

Endrew F. v. Douglas County School District, RE-1, 137 S. Ct. 988, 69 IDELR 174 (U.S. Mar. 22, 2017) attempts to define

- IEP should be "appropriately ambitious in light of his circumstances," a standard "markedly more demanding than the "merely more than de minimis."

- "…may fairly expect those authorities to be able to offer a cogent and responsive explanation for their decisions that shows the IEP is reasonably calculated to enable the child to make progress in light of his circumstances."

- How do LEAs do this?

1. To determine whether student's need/goal/objective is "challenging:"

   - Are student's need/s identified in the PLEP?
   - Is there a baseline for each need identified?
   - Is there a corresponding annual goal for each identified need?
   - What is student's previous rate of academic/functional progress in learning/mastering skills?
   - What is student's potential for growth?
   - Is student on track to achieve or exceed grade-level proficiency?
   - Are goals reasonably calculated to afford student opportunity to achieve them within one school year give student's rate of progress?
   - Are the goals measurable?

2. Are behaviors interfering with student's progress?

3. Did the IEP team consider information/input from parents and independent evaluators?

4. Is an increase in intensity of instruction necessary to allow student a reasonable opportunity to achieve challenging goals/objectives?

5. Are specialized instruction/ supplementary aides and services/related services necessary to allow student opportunity to advance from grade to grade/achieve challenging goals/objectives?

6. Does the appropriateness of the IEP hinge on the IEP goals as a whole or each goal independently?

"Cogent and Responsive Explanation"

1. Does PWN document the reasoning behind IEP team's decisions?

2. Does IEP include baselines and document circumstances that would limit progress?

3. Are there appreciable changes in academic achievement and functional performance within the school year or between school years and why?

4. Does the IEP include measureable and reasonable annual goals for each need?

5. Did the IEP team meet during the year to revise the IEP, as appropriate, to address any change circumstances, including lack of expected progress towards the annual goals and in the general education curriculum?

Exceptional Children Resources (ECR) and Parent Engagement

2018-2019

Delaware
Department of Education

ENGAGING PARENTS
IN THE IEP PROCESS

Delaware
Department of Education

ECR and Parent Engagement

- Collaboration with Community Stakeholder Groups

  - Governor's Advisory Council for Exceptional Citizens
  - Delaware PTA
  - Parent Information Center of Delaware
  - Developmental Disabilities Council
  - Autism Delaware

- Collaboration through DOE Stakeholder Groups

  - IDEA State Systemic Improvement Plan Advisory Council
    - Delaware Early Literacy Initiative Parent Engagement
  - State Personnel Development Grant Advisory Team
  - Significant Disproportionality Committee
  - Statewide Transition Council

- Technical Assistance Providers (contracted by the DOE)

    o Parent Information Center of Delaware
        - Educational Surrogate Parent Program
        - Services for Hispanic Community
        - Partnerships with LEAs to support parent engagement efforts
        - Parent Workshops: Standards-Based IEPs, Common Core, 619 Transition from Part C to Part B

- Technical Assistance Providers (contracted by the DOE)

  - Center for Disability Studies
    - Professional Learning Opportunities: Standards-Based IEPs, Alternative Assessment, Access to the General Education Curriculum
    - Partnerships with LEAs to support parent engagement efforts
    - Administers Delaware School Climate Survey – Home, Student, Staff
    - Social Skills Training for Parents

- Technical Assistance Providers (contracted by the DOE)

  o Delaware Early Literacy Initiative
    – Parent Engagement meetings focusing on early literacy

  o Conflict Resolution Program at the University of Delaware
    – IEP Meeting Facilitation Workshop
    – a core element of the workshop is how to positively engage parents
    – November, 2018- Supporting the Parent Voice- Facilitation Skills for Advocates
      – Will offer again in 2019-2020

- State-Wide Conferences

  - ○ Inclusion Conference
  - ○ Transition Conference

IDEA State Performance Plan/Annual Performance Report (SPP/APR)
Indicator 8
2018-2019 Parent Engagement Survey

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IDEA Indicator 8
Parent Engagement Survey

- Survey sent to all families of a student with an IEP in Delaware

- **Surveys are mailed 2x/year based on the date of a students annual IEP meeting**

- Annual Review IEP Meetings Held…
  - 7/1/18-12/31/18
  - 1/1/19-6/30/19

- **Postcard Pilot- Parents given postcard at conclusion of child's annual IEP meeting with a link and password to complete the survey online**
  - If parent did not attend IEP meeting, card was included in paperwork sent home
  - Available in English and Spanish
  - Option to request paper copy
  - Approximately 1367 students across 4 LEAs

- Survey includes 11 statements focusing on the IEP process, IEP meetings, and services and supports for students with disabilities.
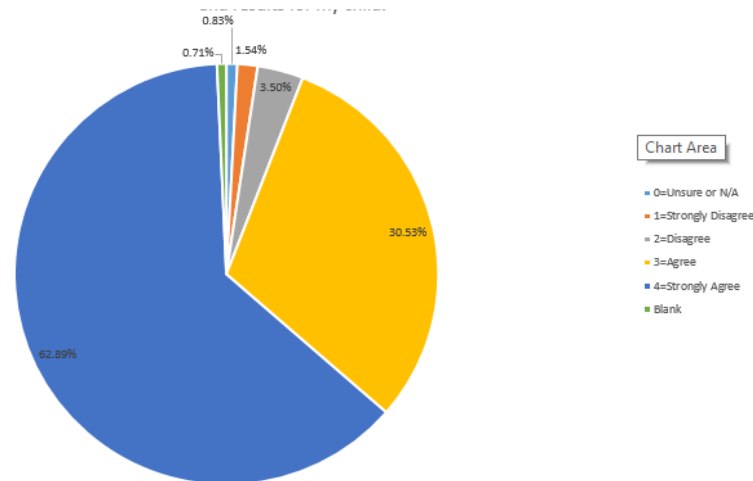
Indicator 8:
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Target:
90.00%

Data:
93.42%
Agree/Strongly Agree

0.83%
0.71% 1.54%
3.50%
30.53%
62.89%

Chart Area

- 0=Unsure or N/A
- 1=Strongly Disagree
- 2=Disagree
- 3=Agree
- 4=Strongly Agree
- Blank

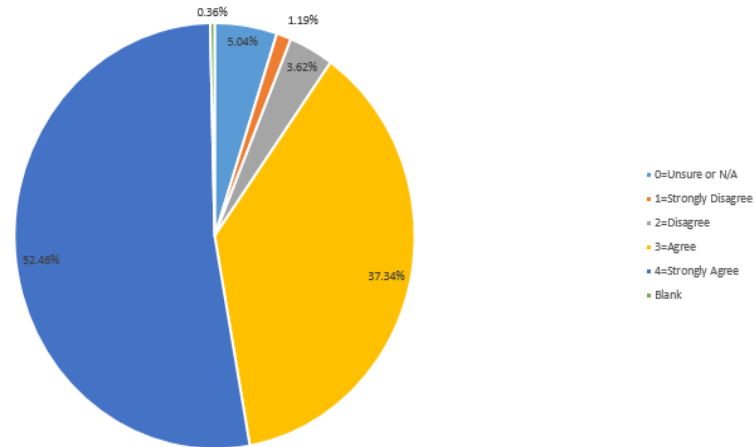# **Parent Engagement Survey**

I participate in school-sponsored activities such as open houses, parent conferences, special events, volunteer, etc.
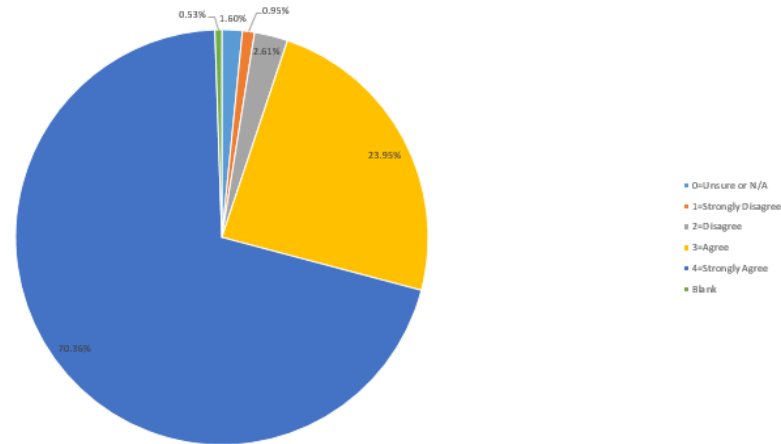
Data:
89.80%
Agree/Strongly Agree

Pie chart values:
0.36%
5.04%
1.19%
3.62%
52.46%
37.34%

Legend:
- 0=Unsure or N/A
- 1=Strongly Disagree
- 2=Disagree
- 3=Agree
- 4=Strongly Agree
- Blank

Parent Engagement Survey

I am given the opportunity to provide input on my child's IEP prior to the IEP meeting.
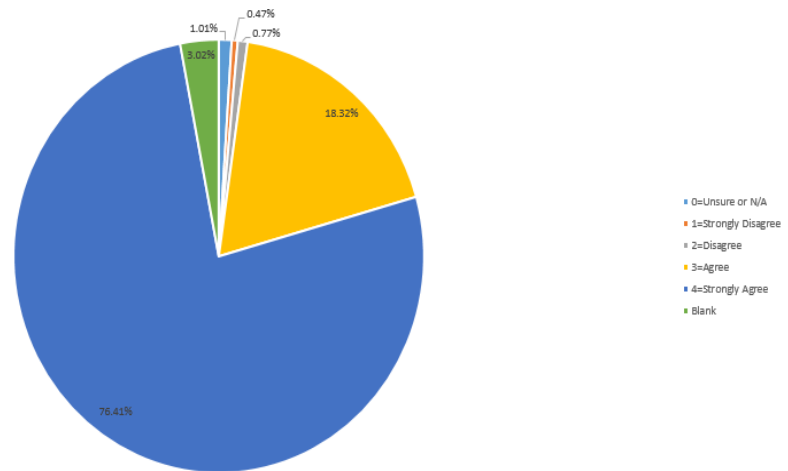
Data:
94.31% Agree/Strongly Agree

Pie chart data:
- 0.53%
- 1.60%
- 0.95%
- 2.61%
- 23.95%
- 70.36%

Legend:
- 0=Unsure or N/A
- 1=Strongly Disagree
- 2=Disagree
- 3=Agree
- 4=Strongly Agree
- Blank

Parent Engagement Survey

I received or was offered a copy of my parental rights and procedural safeguards booklet.

Data:
94.73%
Agree/Strongly Agree

Pie chart with the following values:
- 0.47%
- 0.77%
- 1.01%
- 3.02%
- 18.32%
- 76.41%

Legend:
- 0=Unsure or N/A
- 1=Strongly Disagree
- 2=Disagree
- 3=Agree
- 4=Strongly Agree
- Blank

14 DE ADMIN § CODE 925.22.8 SATISFACTION WITH IEP PROCESS SURVEY SUMMARY

Delaware
Department of Education

14 DE Admin. Code § 925

22.8 The Department of Education, in conjunction with the Department of Justice, shall annually survey a random and representative sample of parents and their children who have Individualized Education Programs with respect to the parents' and children's satisfaction with the IEP process. Information gathered through this survey shall be used by the Department of Education and Department of Justice to conduct follow-up examinations with school districts and charter schools as to their good faith compliance with state and federal laws and regulations.

14 DE Admin. Code § 925

22.8.1 Information gathered through this survey shall also be used by the Department of Education in carrying out monitoring duties as outlined in 14 **DE Admin. Code** *927 to ensure compliance with state and federal laws and regulations.*

22.8.2 A summary of the survey results will be made available on the Department of Education's website.

- The Delaware Department of Education (DDOE) contracted with the University of Delaware's Center for Disabilities Studies (CDS) to conduct survey

- The survey was developed collaboratively between Delaware Departments of Justice and Education and staff from CDS.

- 10 questions about parents' satisfaction with the IEP process that were rated using a Likert scale
  - 2 Yes/No questions included
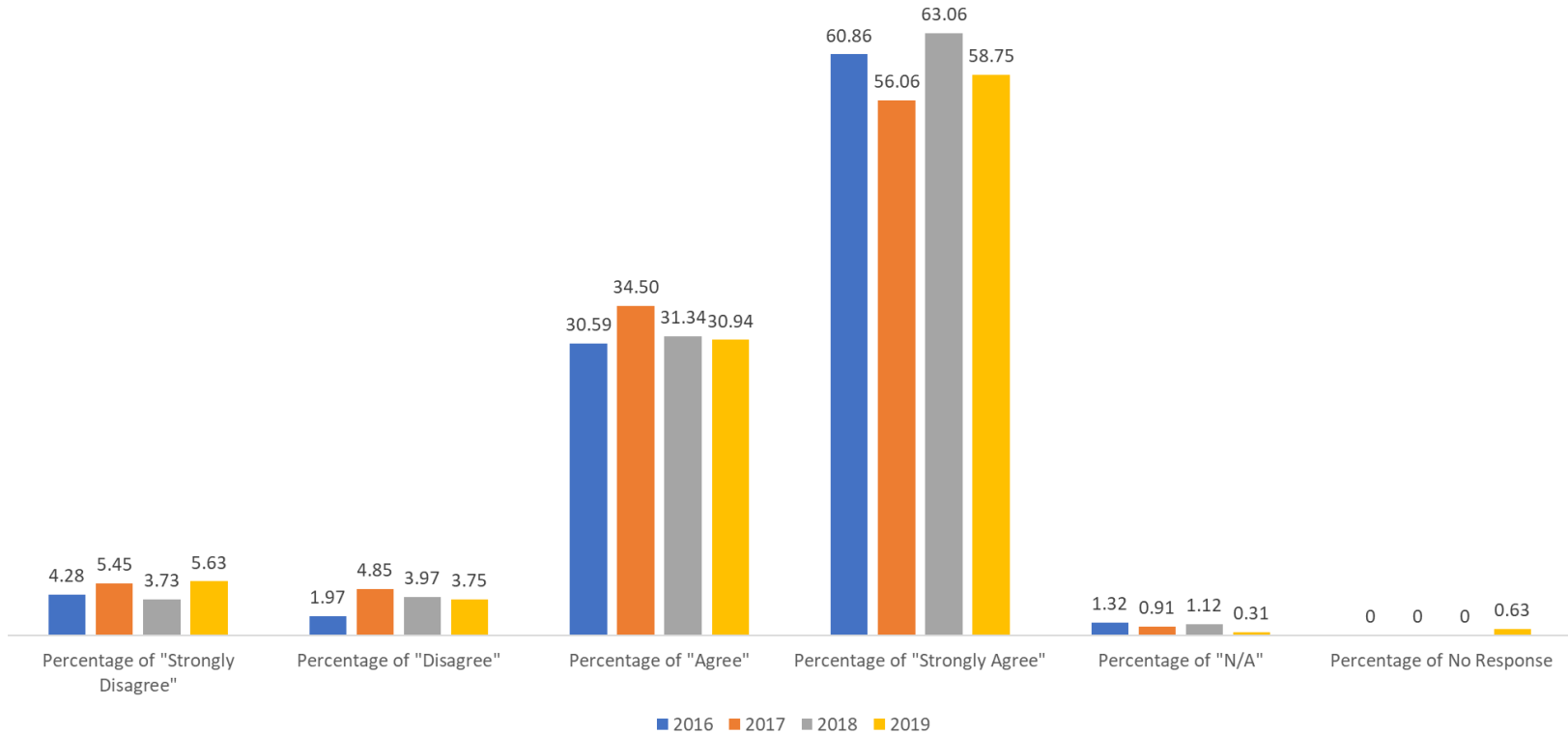 - 2 open ended questions

Satisfaction With IEP Process Survey Summary

- A random sampling procedure was used to identify 25% of parents of students with IEPs in school districts and 40% of parents of students with IEPs in charter schools.

- In summer, 2019, 6,340 surveys were sent to parents of students with disabilities who had an IEP meeting during the 2018-19 school year.
  - Return rate of 5.21%.

- *Results should be interpreted only as reflective of the views of the respondents; the extent to which their views are similar to all parents of students with disabilities is unknown.*

1. I had the information I needed to contribute to my child's IEP meeting.

2. My questions before the meeting were answered in a timely basis.

	Percentage of "Strongly Disagree"	Percentage of "Disagree"	Percentage of "Agree"	Percentage of "Strongly Agree"	Percentage of "N/A"	Percentage of No Response
2016	5.59	1.97	30.59	52.63	9.21	0
2017	4.85	4.85	35.45	49.39	5.45	0
2018	4.37	3.97	35.71	55.95	7.54	0
2019	5.00	4.69	32.50	50.94	6.88	0
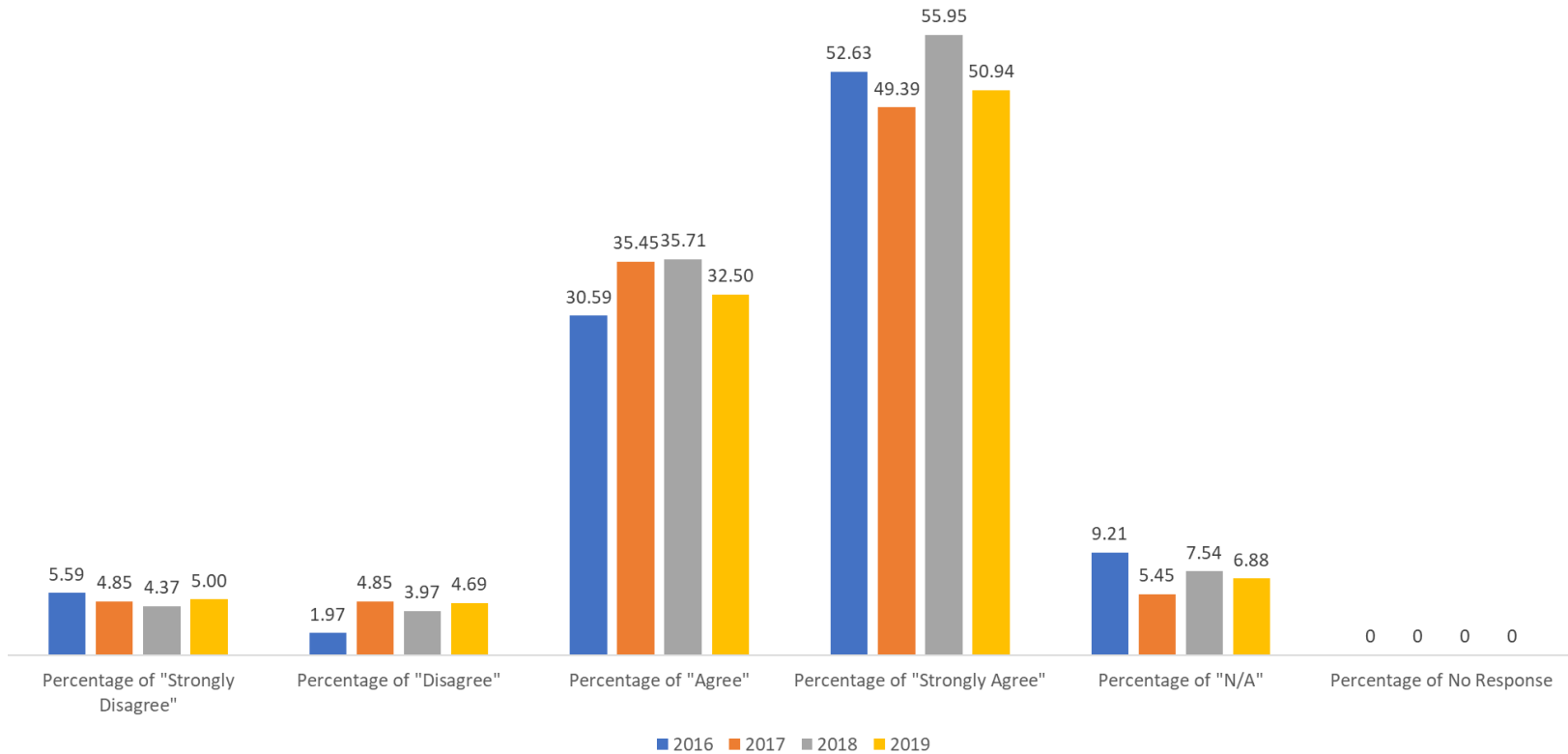
3. The information I provided was considered during the meeting.
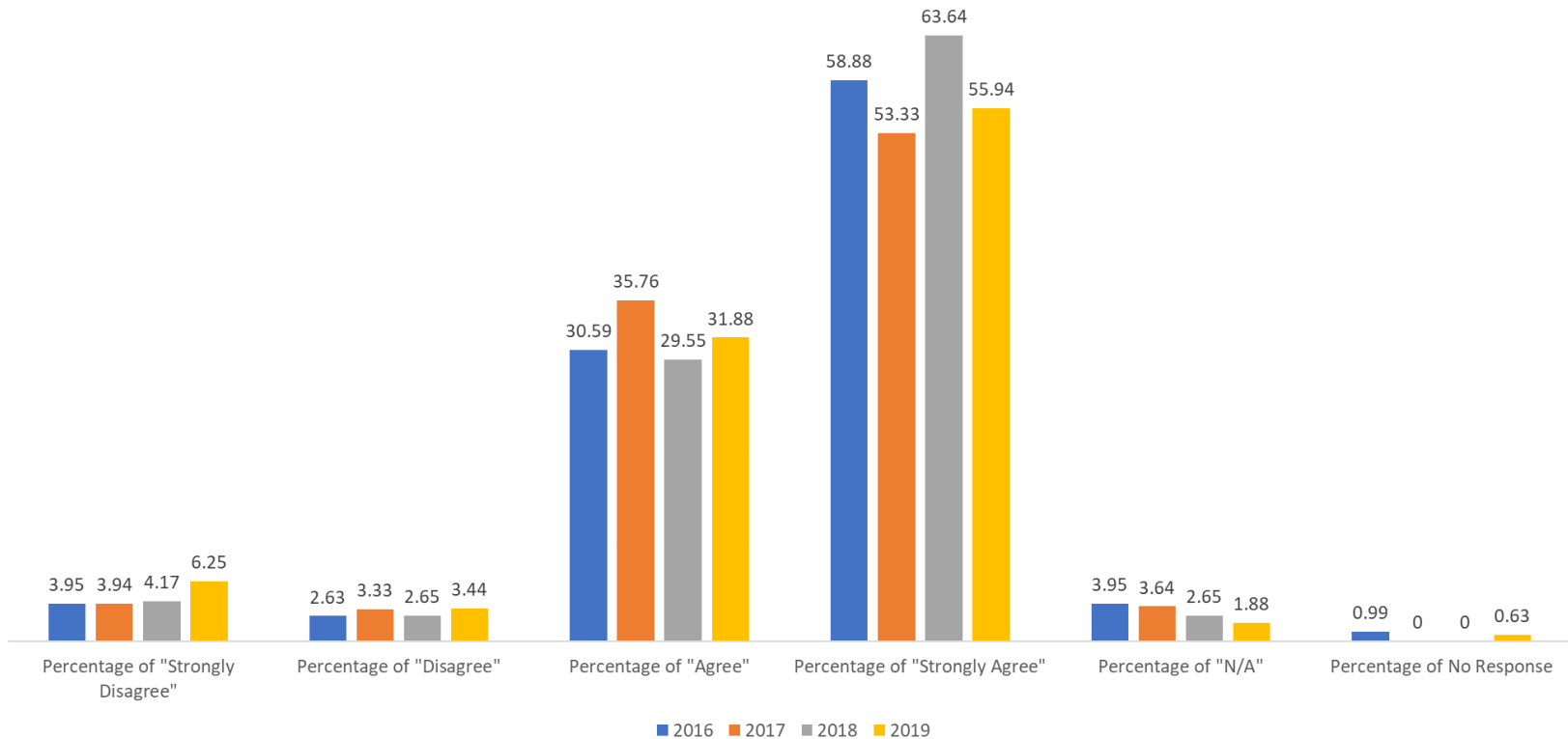
4. I was encouraged to invite other important people to the meeting.
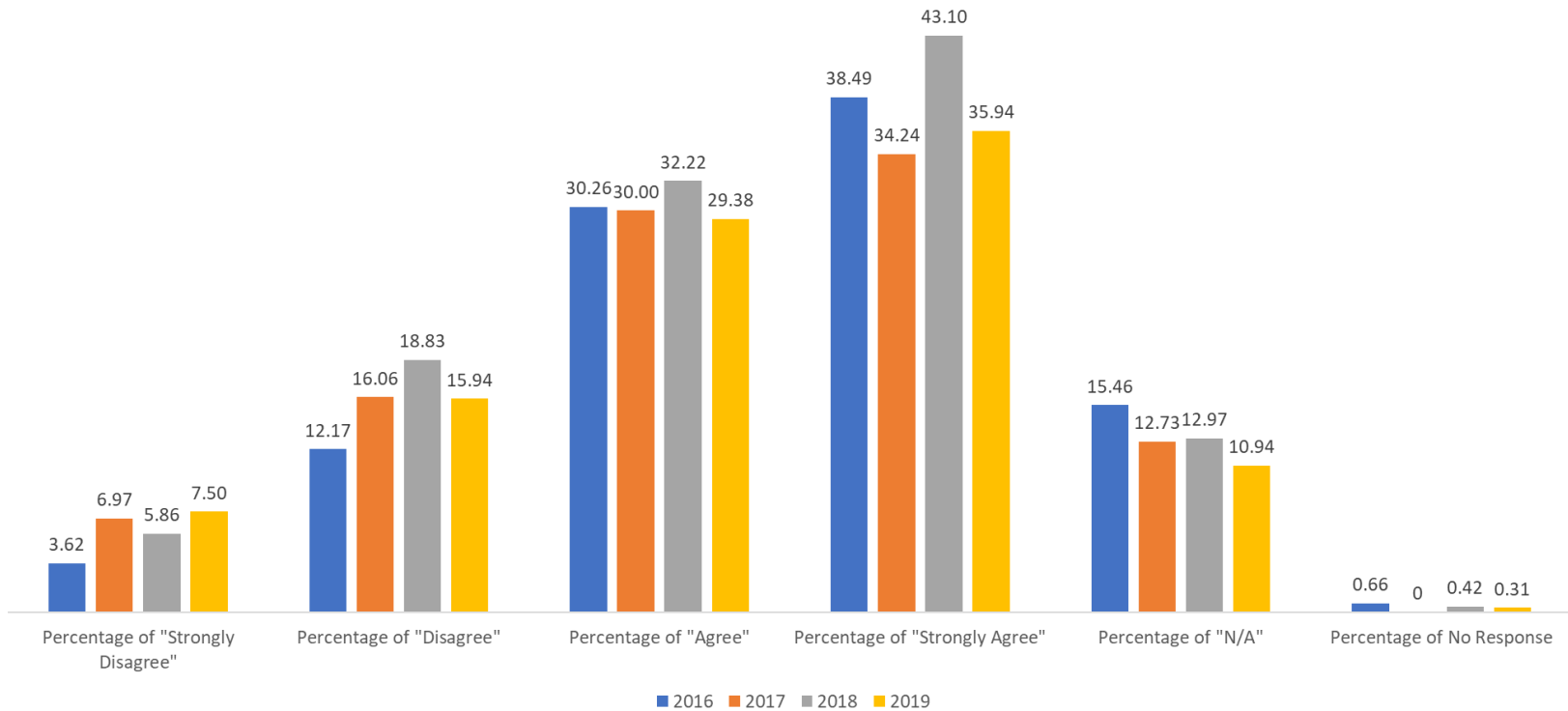
5. I received enough information about my child's progress in his/her school work.
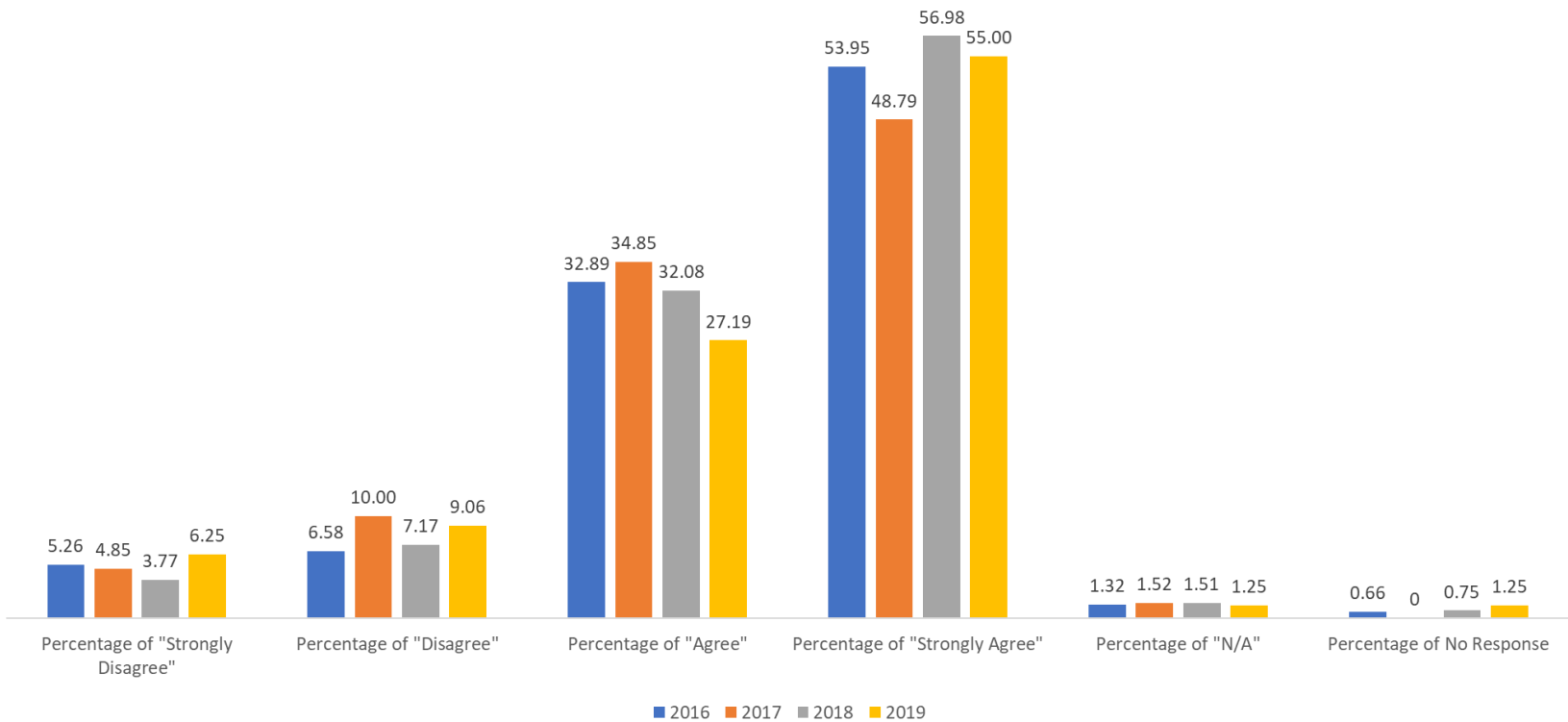
6. I received enough information about my child's behavior and/or social skill progress.

	Percentage of "Strongly Disagree"	Percentage of "Disagree"	Percentage of "Agree"	Percentage of "Strongly Agree"	Percentage of "N/A"	Percentage of No Response
2016	4.28	5.92	32.24	53.29	4.28	0.33
2017	4.85	8.48	34.24	49.70	2.73	0.00
2018	3.89	5.84	32.30	57.98	4.67	0.78
2019	6.56	5.00	31.25	51.56	3.75	1.88
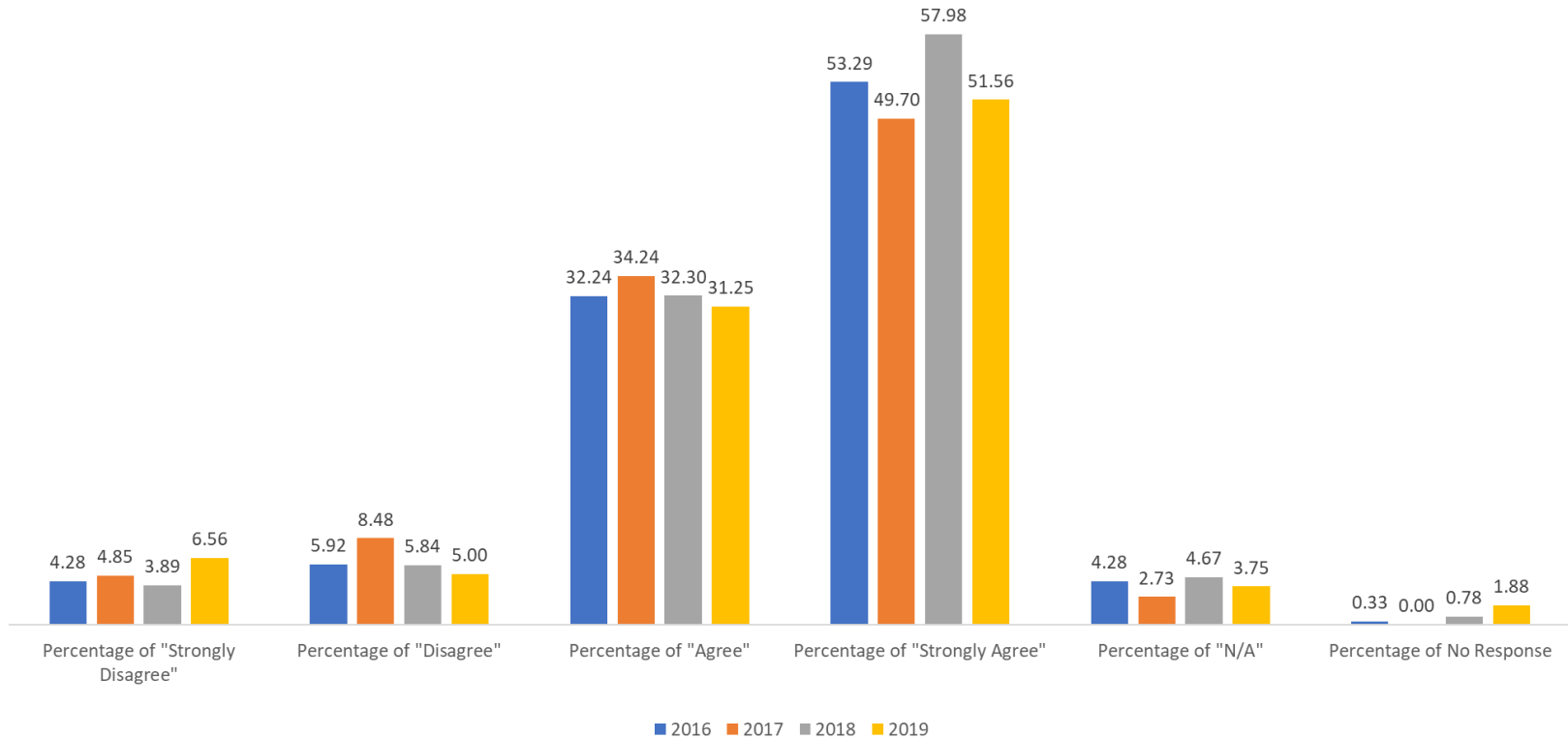
7. I received enough information about my child's progress in independent living skills.
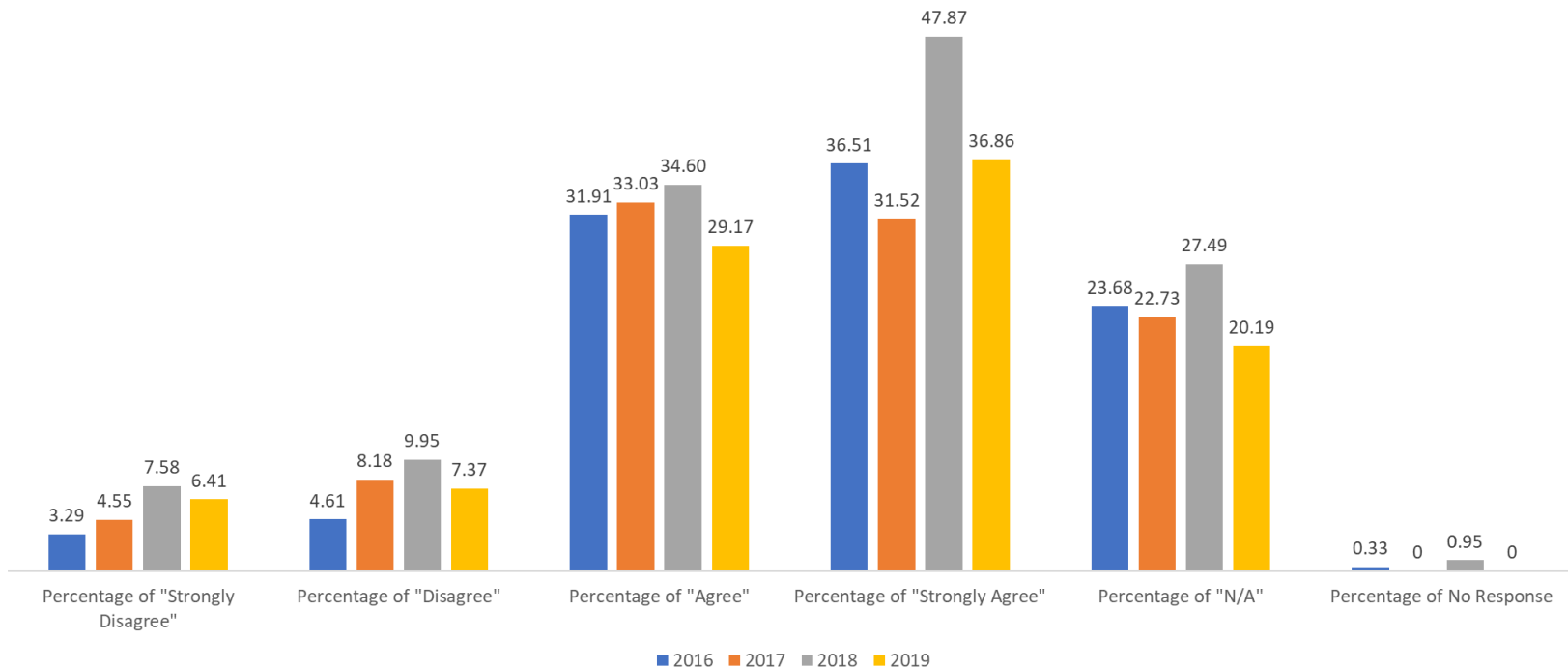
8. The meeting included all of the school staff from whom I needed information.
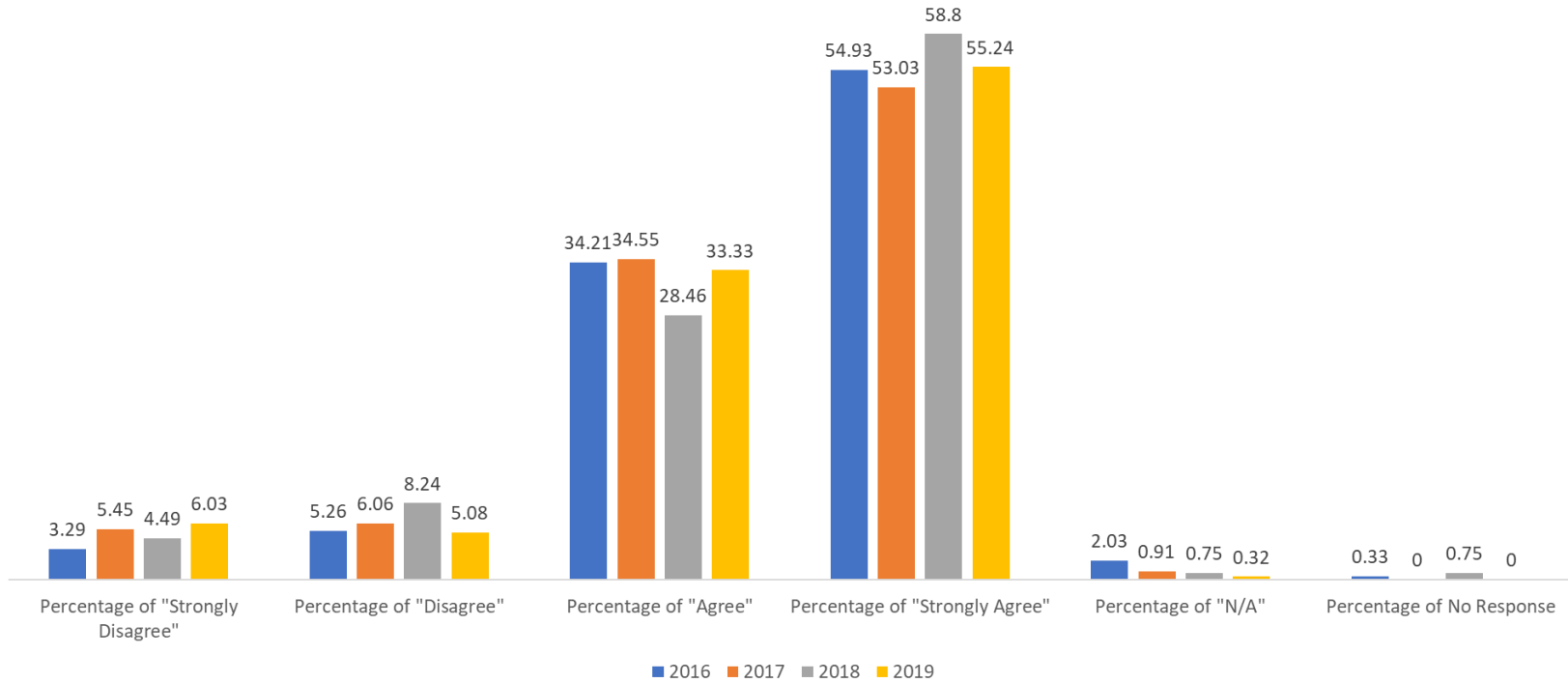
9. I believe that the IEP process was effective in getting the supports my child needs to reach his/her potential in school.

	Percentage of "Strongly Disagree"	Percentage of "Disagree"	Percentage of "Agree"	Percentage of "Strongly Agree"	Percentage of "N/A"	Percentage of No Response
2016	6.58	6.25	25.33	60.2	1.64	0.99
2017	6.06	7.27	32.12	52.42	2.12	0
2018	6.34	6.72	28.73	58.21	0.37	0.75
2019	8.25	8.25	26.98	56.19	0	0.32
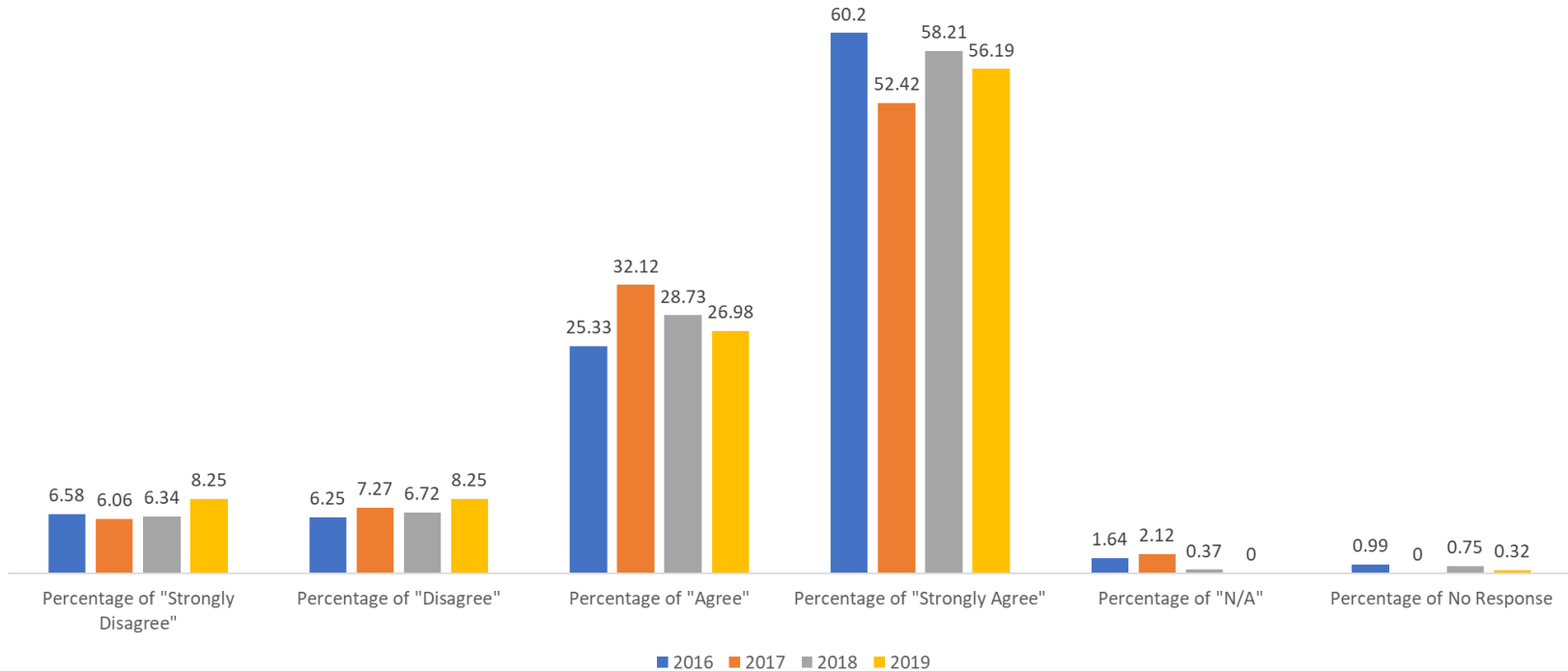
10. My child's teacher and other school staff had the chance to give information to the IEP team.
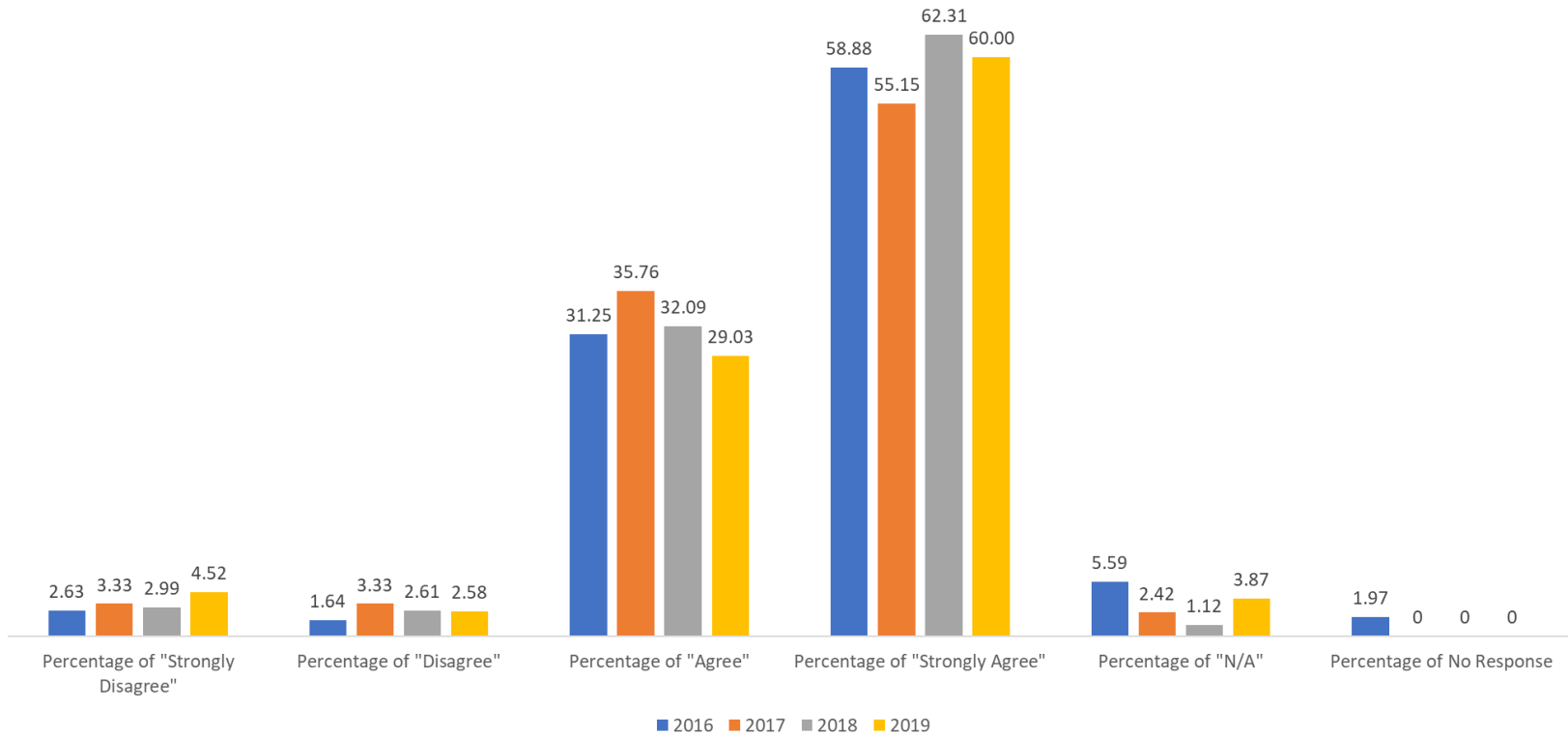
11. Have school or district staff ever suggested your child be placed in another school or program in a way that you felt was not appropriate?

	Percentage of "No"	Percentage of "Yes"	Percentage of No Response
2016	92.40	6.90	0.70
2017	93.64	4.85	0.61
2018	93.31	6.32	0.37
2019	93.65	6.35	0
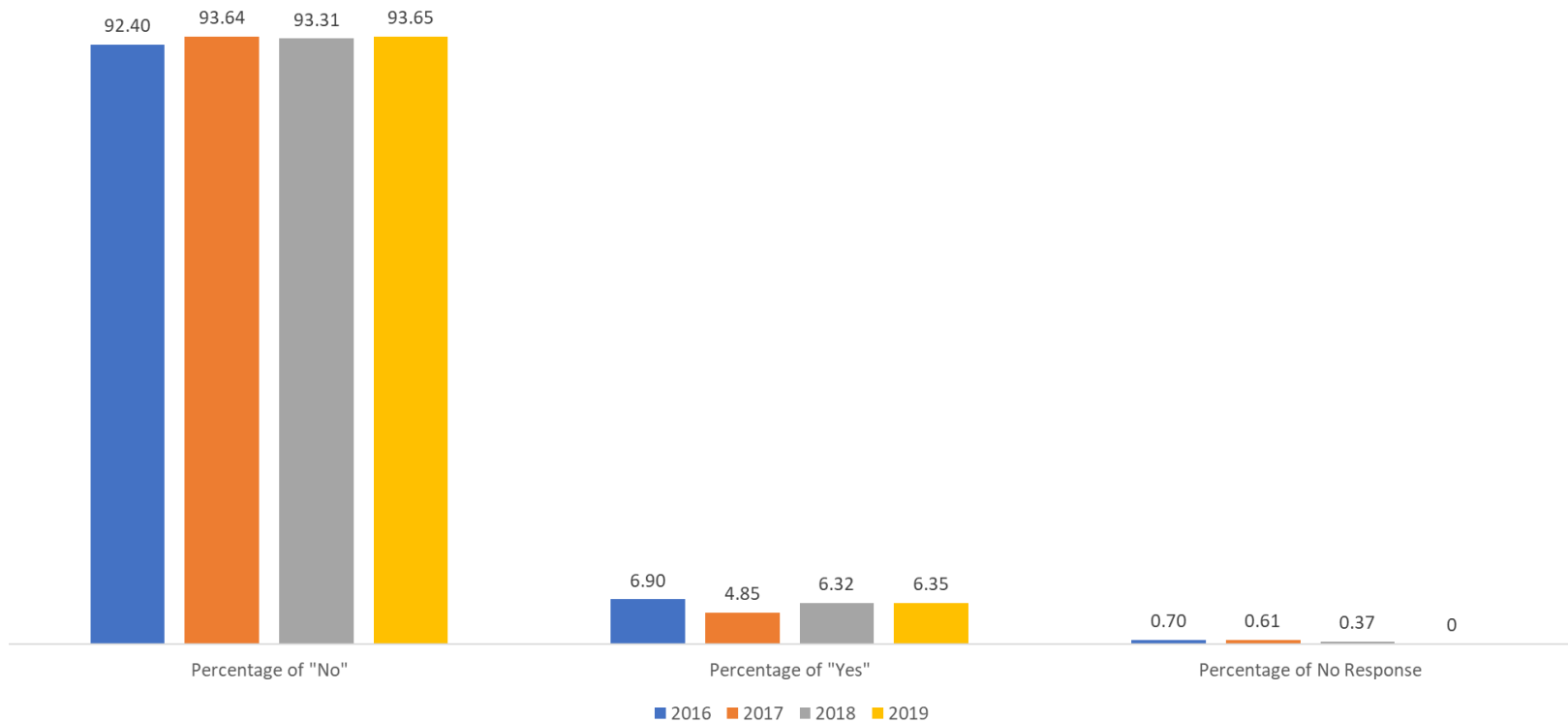
12. Have school or district staff ever discouraged you from placing your child at another school or program in a way that you felt was not appropriate?

	Percentage of "No"	Percentage of "Yes"	Percentage of No Response
2016	94.70	4.90	0.30
2017	96.36	2.42	0.61
2018	95.17	4.46	0.37
2019	96.49	3.51	0
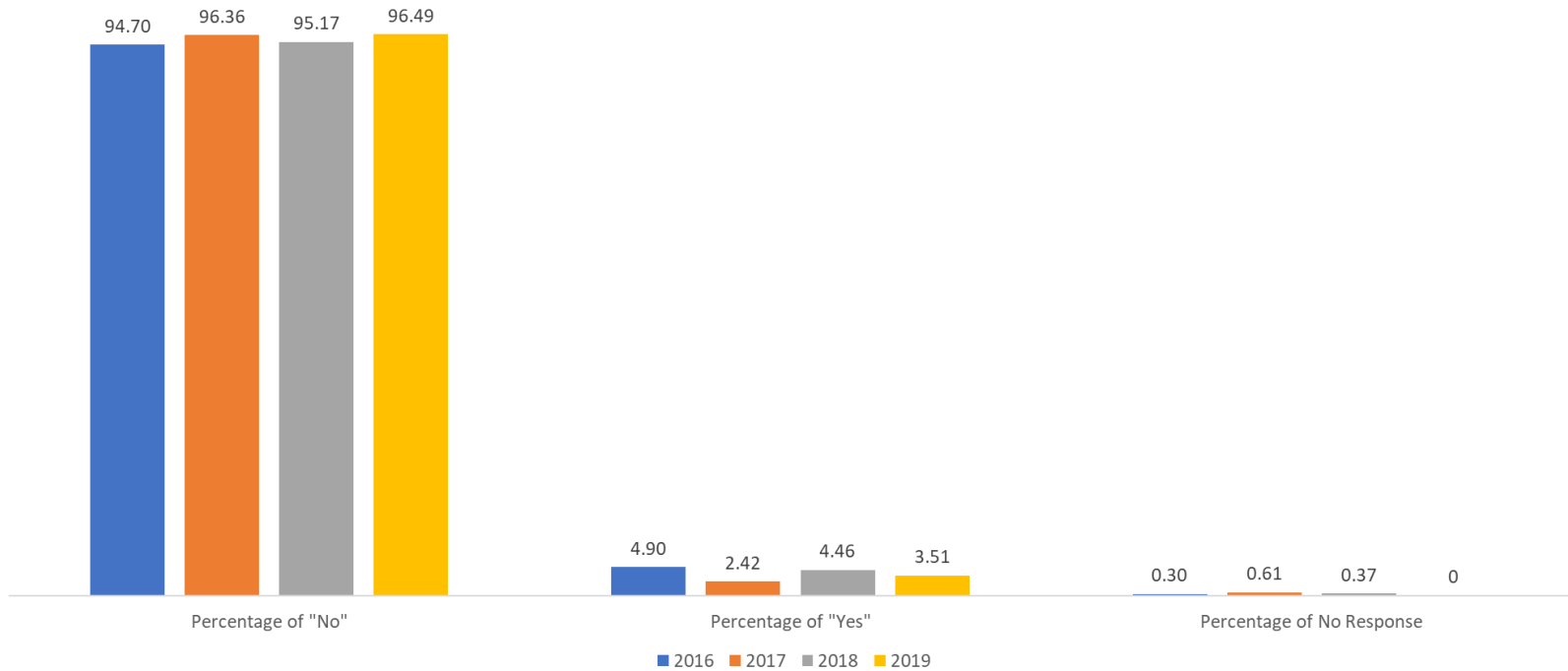
- Based on the data gathered from these surveys, professional learning opportunities and technical assistance will be provided to districts and charter schools regarding:

- Ensuring Parent Input Throughout the IEP Process
- IEP Meeting Facilitation

Recommendations

- The DDOE will facilitate ongoing communication and collaboration between:

- The Parent Information Center (PIC) and Local Education Agencies (LEAs) to support LEAs with their Parent Councils
- PIC and parent advocates regarding the Individuals with Disabilities Education Act (IDEA)

Mary Ann Mieczkowski

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302.735.4210

What's New With the ASQ?

September 11, 2019

PARTNERSHIPS!

IT'S ALL ABOUT BUILDING RELATIONSHIPS BETWEEN LEAs and COMMUNITY EARLY LEARNING PROVIDERS

WE ARE ASKING YOUR CHILDFIND COORDINATORS TO REACH OUT AND TALK WITH/MEET WITH YOUR PROVIDERS IN YOUR FEEDER PATTERN

THE SUCCESS OF THIS INITIATIVE DEPENDS ON DISTRICTS REACHING OUT AND CONNECTING WITH THEIR EC PROVIDERS AND DISCUSSING

WHAT WORKING TOGETHER LOOKS LIKE!

THIS IS A **HUGE** CHANGE FOR THE EC PROVIDERS AND FOR DISTRICTS TOO!

UDEL Professional Learning Network

Delaware
Department of Education

Self-Determined
Learning Model of Instruction

Delaware
Department of Education

IN PRACTICE

Self-determination

Providing supports and accommodations as necessary

Teaching the skills associated with self-determination

Providing... to use a... the...

How many students in your district/school can benefit from improving in these skills?

✓ Choice-making
✓ Decision-making
✓ Problem solving
✓ Goal-setting
✓ Goal attainment
✓ Self-management
✓ Self-advocacy
✓ Self-awareness
✓ Self-knowledge

WHAT IS THE SDLMI?

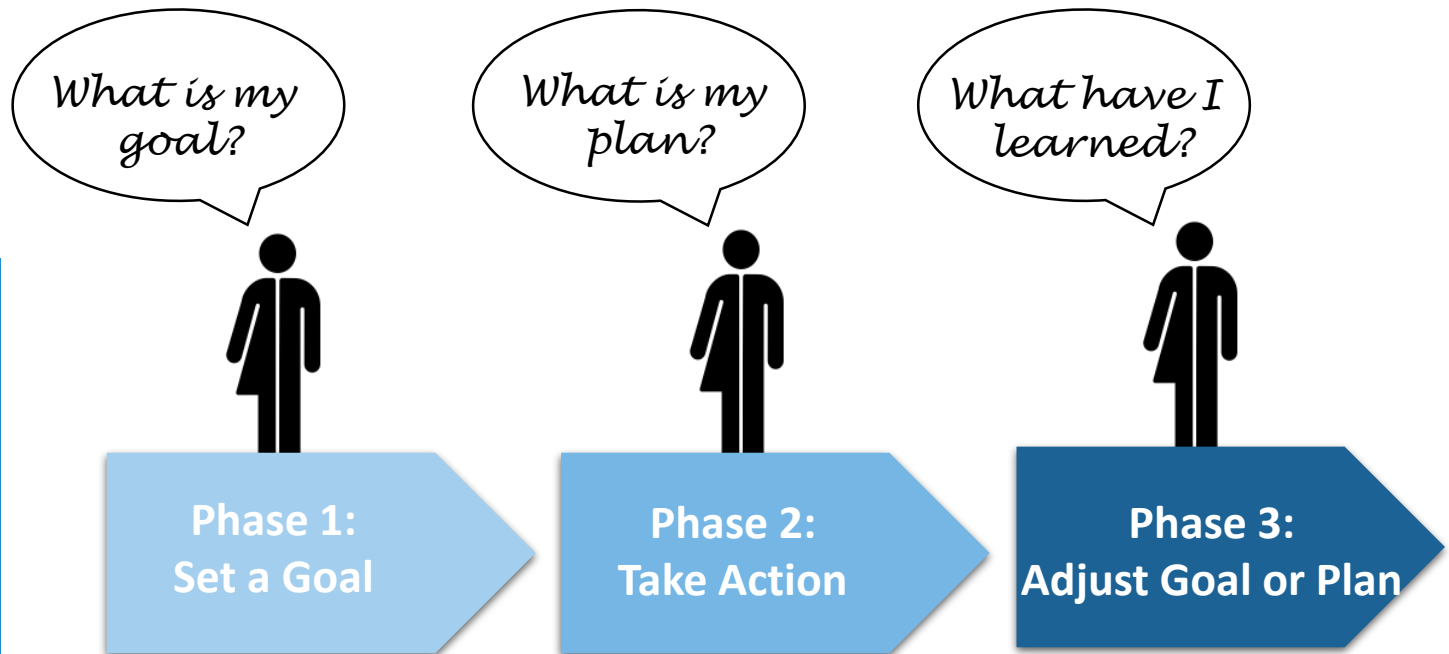Teaching model that **enables students** to use a problem solving, goal-setting strategy to:

- Make **choices** and **decisions**
- Develop action **plans** for academic goals
- **Self-monitor** and **self-evaluate** progress toward academic goals

What is my goal?

What is my plan?

What have I learned?

Phase 1: Set a Goal

Phase 2: Take Action

Phase 3: Adjust Goal or Plan

SDLMI OUTCOMES

When students are taught using the SDLMI, they achieve:

Greater academic achievement
- Progress in general education curriculum
- Academic goal attainment

Increased postsecondary outcomes
- Postsecondary education
- Employment
- Community Participation

Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K., & Little, T. D. (2012). Effect of intervention with the Self-Determined Learning Model of Instruction on access and goal attainment. *Remedial and Special Education*, *33*, 320-330.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education*, *48*, 256-267.
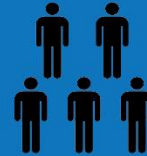
Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., Williams-Diehm, K. L., Little, T. D., & Boulton, A. (2012). The impact of the Self-Determined Learning Model of Instruction on student self-determination. *Exceptional Children*, *78*, 135-153.

SDLMI
Self-Determined Learning Model of Instruction

Year 1 Project Update

6 Schools

17 General & Special Education Teachers

899 Students

16% have Individualized Education Programs

MD / DC

Implementation Supports

15 Online Modules Disseminated

26 Coaching Sessions

Teacher Results

Fidelity of Implementation

Average Score

1st Semester	2nd Semester
9.23	9.20
15	14.78
7.71	7.15

■ Adherence (0-10) ■ Quality (0-23) ■ Student Responsiveness (0-15)
Range: (0-10) (0-23) (0-15)

Knowledge, Skills, & Use
Summer 2018 Training

Percent (Knowledge, Skills, Use)

■ Pre ■ Post

Student Results

SDI:SR

Average Score — Volitional Action, Agentic Action, Action-Control Beliefs

■ Pre ■ Mid ■ Post

Goal Attainment Scaling
1st Semester

Much less
Somewhat less
Expected
Somewhat more
Much more

Percent

GAS Goals 1st Semester

Grades, Homework, Sports, Math, Writing, Study Habits, Note-taking, Reading, English, Science, Time Management, Test Taking, Spanish, Effort, Government, Participation, Pay Attention, Academic Improvement, French, Chinese, Organization, Sleep, Listening, Drums, Biology, Biology Labs, Graduate, Word Problems, Geometry, Grammar, Handwriting, Friends, US History, Drawing, Attitude, Stay Awake, Social Studies, Jazz Band, Higher Education, Foreign Language, Attendance, Relationships, Vocabulary, Respectful, Exercise, Rapper, Behavior, Fortnite

KU KANSAS UNIVERSITY CENTER ON DEVELOPMENTAL DISABILITIES — Life Span Institute

mcie — Maryland Coalition for INCLUSIVE EDUCATION

SDLMI
Self-Determined Learning Model of Instruction

Dover High School Year 1

Dover High School

5
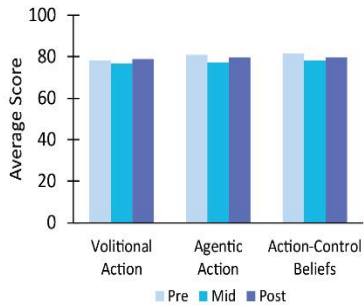General & Special Education Teachers

387 Students
17% have Individualized Education Programs
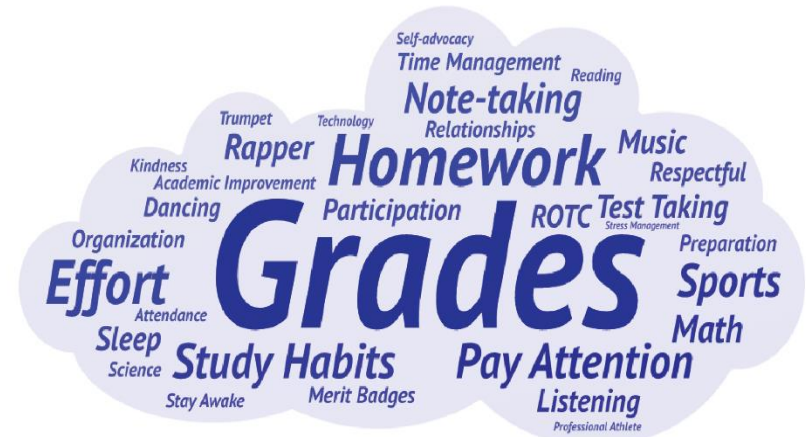
Student Results

SDI:SR

Average Score (0–100)

- Volitional Action
- Agentic Action
- Action-Control Beliefs

Pre | Mid | Post

Goal Attainment Scaling
1st Semester

- Much less
- Somewhat less
- Expected
- Somewhat more
- Much more

Percent (0–100)

DOVER HIGH SCHOOL

GAS Goals 1st Semester

Self-advocacy
Time Management
Reading
Note-taking
Relationships
Trumpet
Technology
Music
Respectful
Kindness
Rapper
Homework
Academic Improvement
Dancing
Participation
ROTC
Test Taking
Stress Management
Organization
Effort
Grades
Preparation
Sports
Attendance
Math
Sleep
Study Habits
Pay Attention
Science
Merit Badges
Listening
Stay Awake
Professional Athlete

macie
Maryland Coalition for INCLUSIVE EDUCATION

Christiana High School Year 1

SDLMI
Self-Determined Learning
Model of Instruction

MD

DC

DE

Christiana High School

3
General &
Special Education
Teachers

86 Students

19% have Individualized
Education Programs

Student Results

SDI:SR

Average Score (y-axis: 0, 20, 40, 60, 80, 100)

Categories: Volitional Action, Agentic Action, Action-Control Beliefs

Legend: Pre, Mid, Post

Goal Attainment Scaling
1st Semester

- Much less
- Somewhat less
- Expected
- Somewhat more
- Much more

Percent (x-axis: 0, 20, 40, 60, 80, 100)

GAS Goals 1st Semester

Sports · Behavior · Higher Education · Reading · Study Habits · Spanish · Video Editing · Listening · Organization · Vocabulary · Art · **Grades** · Writing · Sleep · Pay Attention · Time Management · Homework · English · Exercise · Grammar · Academic Improvement

KANSAS UNIVERSITY CENTER ON DEVELOPMENTAL DISABILITIES
Life Span Institute

mcie
Maryland Coalition for INCLUSIVE EDUCATION

SDLMI

Self-Determined Learning Model of Instruction

Mount Pleasant High School
Year 1

Mount Pleasant High School

3 General & Special Education Teachers

111 Students

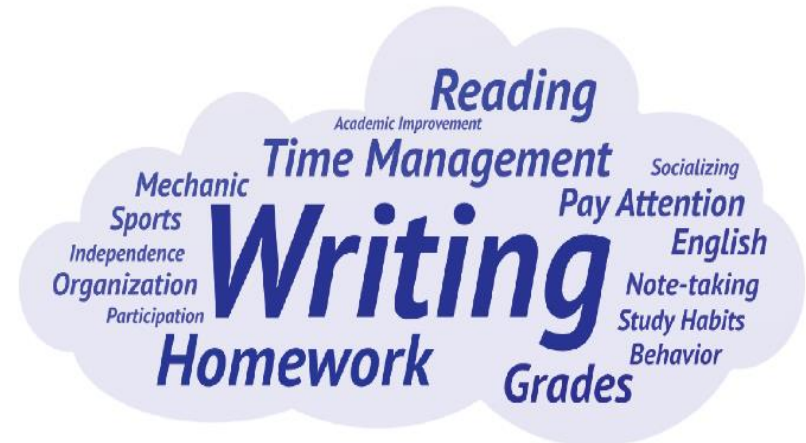40% have Individualized Education Programs

Student Results

SDI:SR

Average Score (y-axis: 0, 20, 40, 60, 80, 100)

Categories: Volitional Action, Agentic Action, Action-Control Beliefs

Legend: Pre, Mid, Post

Goal Attainment Scaling
1st Semester

- Much less
- Somewhat less
- Expected
- Somewhat more
- Much more

x-axis: Percent (0, 20, 40, 60, 80, 100)

GAS Goals 1st Semester

Reading
Academic Improvement
Time Management
Socializing
Mechanic
Sports
Pay Attention
Independence
English
Organization
Writing
Note-taking
Participation
Study Habits
Behavior
Homework
Grades

mcie
Maryland Coalition for INCLUSIVE EDUCATION

New Schools

- Caesar Rodney High School
- Early College High School @ DSU
- Central Middle School (Capital)

PIPEline to Career Success
for Students with Disabilities

Delaware
Department of Education

Opportunities

Across post-secondary pathways

- For the next 55 million job openings (until 2020):

- 35% will require at least a bachelor's

- 30% will require some college or an associate's

- 35% will not require education beyond high school

Note: At the current production rate, the US will fall short by 5,000,000 workers with post-secondary education.

Source: Carnevale, A.P.; Smith, N.; & Strohl, J. (2013). Recovery: Job growth and education requirements through 2020. *Georgetown Public Policy Institute.* Georgetown Center on Education and the Workforce.

Food for Thought regarding STEM careers across populations.

63% of Associate's degrees in STEM earn more than Bachelor's degrees in non-STEM occupations.

65% and 47% of Bachelor's degrees in STEM earn more than Master's degrees and Ph.D. in non-STEM respectively.

Certificate holders in engineering earn more than Associate's degree-holders in business and more than Bachelor's degree-holders in education.

Equity: For women, people with disabilities, and members of racial minorities, STEM is the best equal opportunity employer.*

* Although pay gaps exist between minorities and Whites/Asians and women and men in STEM, they are smaller than in other occupations.

Source: Carnevale, A.P.; Smith, N.; & Melton, M. (2011). *STEM*. The Georgetown University Center on Education and the Workforce

Food for Thought Regarding High-Demand, Middle-Skill CTE Pathway Careers

Our region's economy is growing. We need more people who are prepared to enter careers in technology, healthcare, hospitality, finance, and more.

Delaware Pathway's partnerships have identified the most critical needs within our economy and developed pathways for students in high school to best prepare for college and/or career. The initiative consists of twenty-five high-impact programs in in-demand sectors

Benefits:
- early college credits while still in high school
- industry certification in a specific field, providing a solid foundation of relevant job skills
- authentic work experiences that build valuable skills that will qualify people for thousands of new, great-paying jobs right here in Delaware

For Students with Disabilities completion of CTE pathways and authentic work based learning experiences are predictors of career success *

*Test, D., Mazzotti, V., Mustian, A., Fowler, C., Kortering, L., & Kohler, P. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160-181.

Theobald, R., Goldhaber, D., Gratz, T., & Holden, K. (2017). *Career and technical education, inclusion, and postsecondary outcomes for students with disabilities.* Seattle, WA: Center for Education, Data & Research.

National Attention

- NAPE Summit – Washington, DC
- NTACT State Capacity Institute – Charlotte, NC
- Supported Employment Leadership Network – national webinar
- NAPE Membership Call
- College and Career Readiness and Success Center – "Strengthening Education-to-Workforce Pipeline" – national webinar

National Attention

- Division on Career Development and Transition (DCDT) National Conference – Seattle, WA
- Council for Exceptional Children (CEC) Convention and Expo – Showcase Session – Portland, OR

Cohort 1

- Appoquinimink
- Capital
- Laurel

Appoquinimink

BASELINE DATA

- Connected PIPEline goals to DSSF

- ASD focused on the School Quality Cell, College and/or Career Preparedness

A Framework of Indicators for School Success (DSSF)

Category	Indicator
Academic Achievement	Proficiency for ELA and Math (3–8 and 11)
Academic Progress	Growth in ELA and Math (4–8) Including Lowest and Highest Quartiles
School Quality/ Student Success	Chronic Absenteeism (K–12)
	Proficiency for Science (5, 8, and 10) and Social Studies (4, 7, and HS)
	College and/or Career Preparedness (9–12)
	On Track in 9th Grade
Graduation Rates	4-Year Adjusted Cohort Graduation Rates
	5-Year Adjusted Cohort Graduation Rates
	6-Year Adjusted Cohort Graduation Rates
ELP	Progress Toward English Language Proficiency (1–12)

BASELINE DATA

- In Fall 2018, Appoquinimink scored 9% for students with disabilities on the school quality/student success indicator as measured by the Delaware School Success Framework for college and career preparedness.
- In Fall 2018, 0% of the Appoquinimink students who receive an industry credential are students with disabilities.
- In Fall 2018, 0% of the Appoquinimink students who are approved for an CTE Immersion Experience are students with disabilities.

Root Cause

Without established systems, for sustained career support, SWD will not be afforded the opportunity to participate in work based learning opportunities and obtain industry credentials.

-Industry Certifications
-Work-Based Learning

Action Research:

Environmental scan of services or lack of services provided to SWD.

Results:

Few systems in place and sporadic support. Not intentional for SWD. WBL services are just being developed for all students. Need to hone in on SWD and provide them the support they need to be successful in WBL.

Root Cause

Stakeholders do not have the knowledge, experience or growth mindset about students with disabilities.

Action Research:

Focus group conducted with the DE Dept. of Ed.

PLC meeting feedback

Results:

Faculty and staff shared a lack of knowledge about how to work with SWD and have lower expectations for SWD. Faculty and staff want to do better.

Increased emphasis on teachers with industry background, they don't have pedagogy background.

Growth Goals by 2019

By Fall 2019, Appoquinimink will increase the school quality/student success scores for students with disabilities as measured by the Delaware School Success Framework for college and career preparedness score to 18%.

By Spring 2019, 5% of the Appoquinimink students who receive an industry credential will be students with disabilities.

By Spring 2019, 10% of the Appoquinimink students who are approved for an CTE Immersion Experience will be students with disabilities.

Growth Goals by 2020

By Fall 2020, Appoquinimink will increase the school quality/student success scores for students with disabilities as measured but the Delaware School Success Framework for college and career preparedness score to 26%.

By Spring 2020, 15% of the Appoquinimink students who receive an industry credential will be students with disabilities.

By Spring 2020, 15% of the Appoquinimink students who are approved for an CTE Immersion Experience will be students with disabilities.

Root Cause Theory:

1. We identified **Curriculum and Instruction** as our first root cause theory. *Curriculum supports for students with disabilities create better learning opportunities for every student in the classroom.* Inclusive curriculum and differentiated, strengths-based instructional strategies support student interest and career readiness. It is important for schools looking to innovate with inclusion of SWD in CTE/STEM to rethink tiered systems of interventions to accommodate implementation of the Common Core and to provide appropriate professional development to teachers to implement tiered systems with fidelity and responsiveness to the real learning characteristics of the individual students in those systems.

Root Cause Theory:

2. We identified Career Preparation in School Teams as our second theory. Without creative and sustained career support, SWD will be economically crippled by career hurdles. SWD have a variety of communication preferences and challenges in identifying assessing, and achieving work goals. Therefore, career materials and recruitment practices must emphasize multiple types of communication and assessment as well as integrate legal and transition strategies for career success for PWD.

Root Cause Theory:

3. Our third theory was CTE/STEM Awareness. Parental gaps in knowledge can contribute to lower expectation for SWD. Parental support is foundational for SWD to aspire to and achieve high expectations for career placement in their chosen careers. To that end, it is crucial that parent shave as such access as possible to information about career development, resources and success stories of professionals with disabilities.

1. Based on prior work with the NAPE Process the team found that parents and students were not fully aware of all CTE programming and options for students

2. During our team discussion we also found issues that could be addressed in the overall scheduling process of special needs students through the guidance office, IEP team, and transitional processes that were not streamlined or linear

3. Programming choices were limited for KCCS, ILC, and to some degree inclusion level students based on intervention schedule and class options

Laurel – Root Causes

- OUR SWD ARE NOT COMPLETING CTE PATHWAYS BECAUSE WE ALLOW THEM TO CHOOSE NON-CTE PATHWAYS BASED ON ARBITRARY CHOICES THAT DO NOT ALWAYS ALIGN WITH THEIR TRANSITION PLANS, INTEREST SURVEYS, CAREER GOALS, ETC…

- ROOT CAUSE: IEP PROCESS

- CTE TEACHERS COULD BETTER SERVE OUR SWD IF THEY WERE TRAINED IN PROVIDING ACCOMMODATIONS, MODIFICATIONS, SCAFFOLDING, AND DIFFERENTIATION TO CREATE A MORE INCLUSIVE CLASSROOM ENVIRONMENT.

- ROOT CAUSE: INCLUSIVE CLASSROOMS

Plans To Address: IEP Process

- Transition interview documents, checklists, and surveys for students in grades 9-12 have been revised for each grade with each packet building upon the other.

- Students meet with case manager/ED and choose their top three Career/Technical pathway courses that align best with their employment goal(s).

- Guidance department is given the information and align schedules of SWDs to Career/Technical pathway courses that align with the post-secondary employment goals that students choose.

Laurel – Next Steps

- Our materials needed revising…

- We need to create supports for long-term success of CTE teachers - especially as we hire for 19/20

- Increased need for special education support for CTE teachers

- More PD on instructional practices, since our staff come from trades areas and not necessarily education

- Increased focus on the opportunities presented for students in CTE Pathways.

- Colonial
- Smyrna

DRM Designation

Delaware
Department of Education

PTR Facilitators

Delaware
Department of Education

What is it?

Practice Based Coaching from DE-PBS Project in using the PTR process

3 Slots Available for 2019-20 SY

What is expected?

Participants will be expected to attend a full day PD, complete two student PTR cases using PTR model, participate in three (in face or by phone) TA sessions (per case), and submit PTR process fidelity data and case outcome data.

Who should be considered?

• Individuals with expertise in applied behavior analysis and coaching competencies (e.g. facilitating team meetings and communicating effectively).

• Individuals with building level support and time to participate in PD and TA opportunities throughout the year.

How do we sign up?

- Please invite and support attendance for all potential candidates to attend the PTR workshop on 10/24/2019

- After the PTR workshop, interested attendees will meet with project staff to assess readiness

- A listing of interested and eligible participants will be forwarded to the appropriate district staff (special education director/DE-PBS MTSS contacts) who will make a final determination about participation

Contact Linda Smith – Linda.Smith@doe.k12.de.us or

Niki Kendall – Robertsn@udel.edu

What is it?

Practice Based Coaching from DE-PBS Project in *Coaching Others* in the PTR process -

Planning ahead for next year

What is expected?

District Level Tier 3 Coaches will receive support in delivering TA to a new PTR facilitator through two student cases, participate in three (in face or by phone) technical assistance sessions (per case) with the DE-PBS Project, and submit PTR process fidelity data, and student/facilitator outcome data.

What are the qualifications?

- Experience and expertise in applied behavior analysis techniques evidenced by technically adequate FBA/BIP development leading to successful student outcomes.

- Effective coaching competencies (e.g. meeting facilitation, positive staff relationships and effective communication)

- May work in an assigned building but must have the ability (and time) to support district's new or in-need Tier 3 PTR facilitators through the FBA/BIP process

- Experience developing, coordinating, and facilitating staff development activities

Contact Niki Kendall – Robertsn@udel.edu

Updates and Announcements

Delaware
Department of Education