It Takes a City to Ensure Every Student Succeeds

LEA Institute

February 28, 2017

Supporting Students with Disabilities Under ESSA

Presenters

Welcome and Goals for This Session

- Provide an overview of ESSA as it relates to students with disabilities (SWDs)

- Share ongoing state-level strategies and strategies in the draft state plan related to students with disabilities

- Hear your recommendations related to the state-level strategies

- Understand your questions and needs in order to address them through the ESSA planning and implementation process

- **Long-Term Academic Goals**
- Method for Inviting and Considering Community Input (Consultation)
- System of Regular LEA Oversight (Performance Management)
- **Use of Academic Assessments to Measure Student Progress (Assessments)**
- **System of Ensuring Improvement for Schools (Accountability)**
- **Strategies for Supporting Excellent Educators**
- Strategies for Supporting All Students
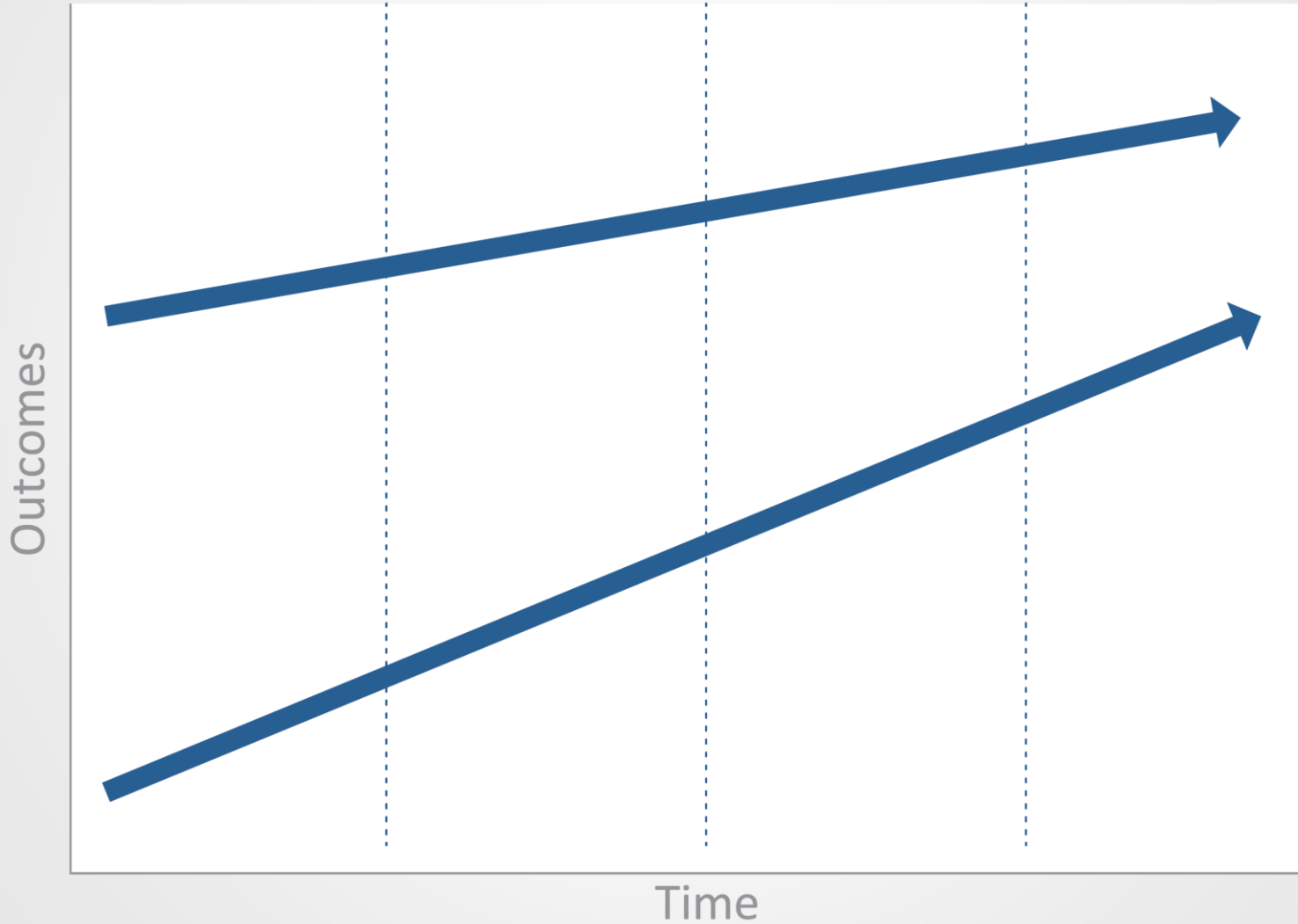
Long-Term Goals for Education in DC

Become the **fastest improving state and city** in the nation in student achievement outcomes

Ensure **greater equity** in outcomes for our students, by accelerating progress for those who are furthest behind

Long-Term Goal: Academic Achievement

- 85% of all students college and career ready by 2039.
  - Cutting achievement gaps in half over ten years.
  - Closing all achievement gaps over twenty years.
- "College and career readiness" is defined as scoring at a Level 4 (Meeting Expectations) or Level 5 (Exceeding Expectations) on the PARCC assessment - referred to as "4+".

Subgroups	Reading/ Language Arts		Mathematics	
	Baseline Data (2014-15)	Long-term Goal (2038-39)	Baseline Data (2014-15)	Long-term Goal (2038-39)
All students	24.8%	85%	20.1%	85%
Children with disabilities	4.2%	85%	3.4%	85%

Long-Term Goals: Graduation Rates

- 90% of all students graduate within 4 years of entering 9th grade for the 1st time.

- 95% of all students graduate within 5 years of entering 9th grade for the 1st time.
  - Cutting achievement gaps in half over ten years.
  - Closing all achievement gaps in twenty years.

Subgroups	Four-year Graduation Rate		Five-year Graduation Rate	
	Baseline Data (2014-15)	Long-term Goal (2038-39)	Baseline Data (2014-15)	Long-term Goal (2038-39)
All students	65.4%	90%	66.8%	95%
Children with disabilities	42.9%	90%	49.8%	95%

Assessments to Measure Student Progress

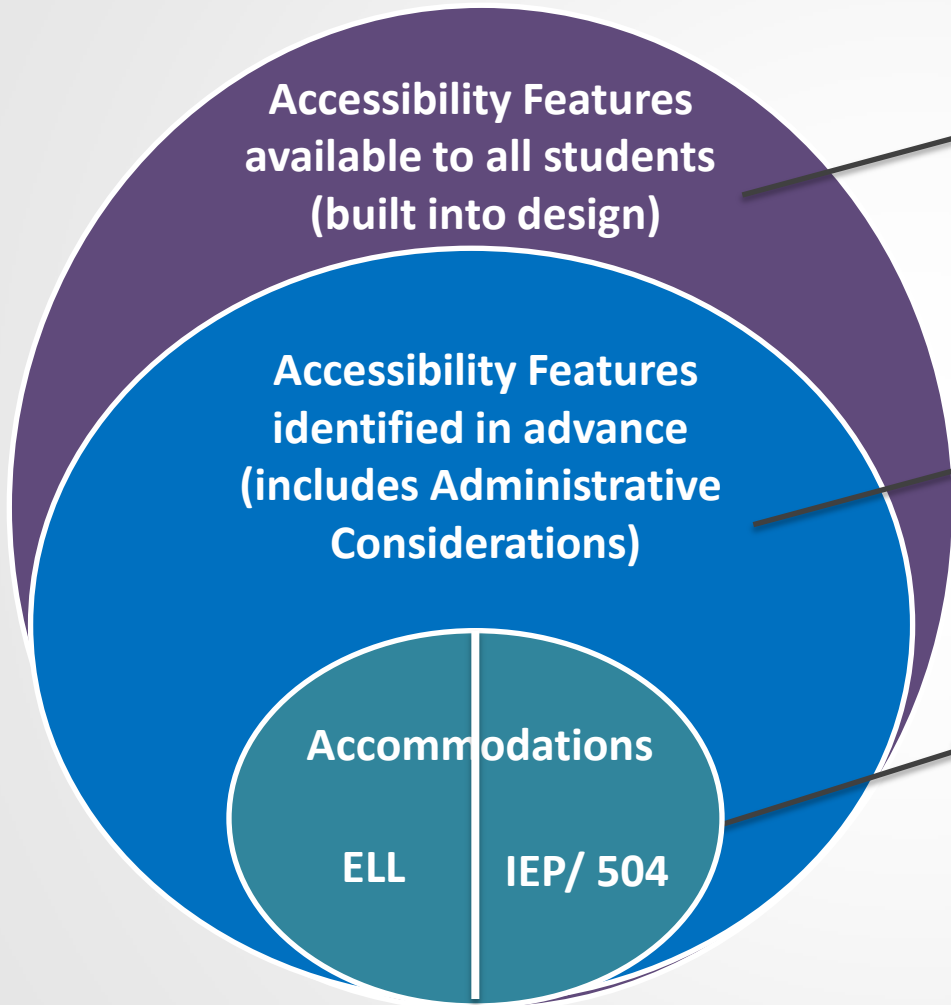|	**All Students**	**Students with the Most Significant Cognitive Disabilities**
Standards	*ELA/Literacy and Math* • Common Core State Standards *Science* • Next Generation Science Standards	*ELA/Literacy and Math* • Alternate achievement standards aligned to the Common Core State Standards. *Science* • Alternate achievement standards aligned to DC Science Standards.
Assessments	*ELA/Literacy and Math* • Partnership for Assessment of Readiness for College and Careers (PARCC) *Science* • DC Science	*ELA/Literacy and Math* • Multi-State Alternate Assessment (MSAA) *Science* • DC Science Alternate Assessment (DC Science Alt)

Assessments

- <u>All</u> students must be tested on statewide assessment aligned to challenging academic standards
- All assessments must be designed using principles of Universal Design for Learning, a framework that:
  - Provides flexibility in the ways information is presented; and
  - Reduces barriers in instruction.
- Appropriate accommodations must be provided to SWDs.

Accessibility Features available to all students (built into design)

Accessibility Features identified in advance (includes Administrative Considerations)

Accommodations

ELL   **IEP/ 504**

The PARCC assessment platform includes several accessibility features built into the system that **all students** can access at any time.
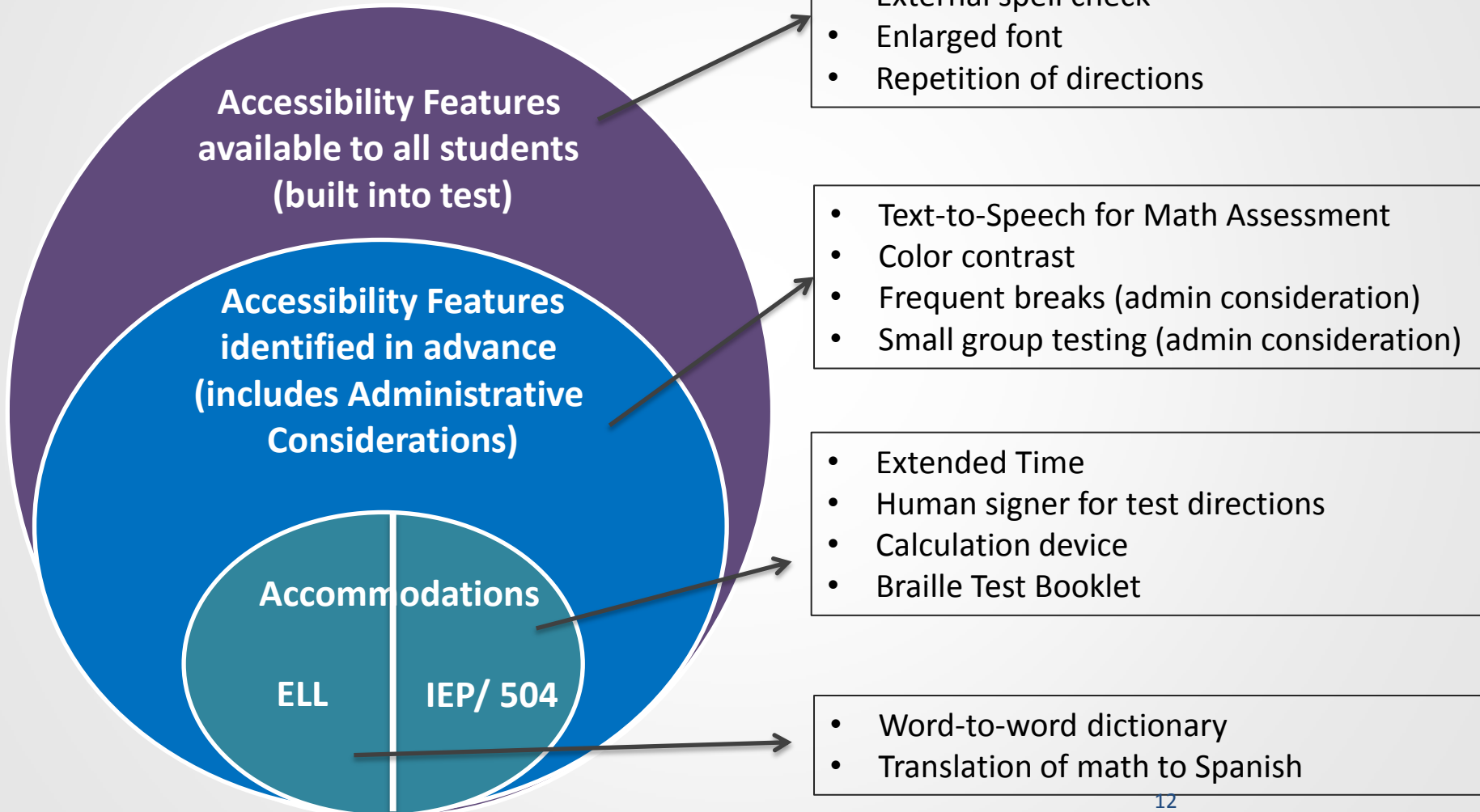
Additional accessibility features are available to **any student**, but must be specifically selected in student registration for planning purposes.

Certain accommodations are available only to **students with disabilities (IEP or 504)** and others for **English learners (ELL) with ELL plans.** Accommodations must be documented in the IEP/504/ELL plan, and also in the student's PNP.

Examples of each type of feature:

Accessibility Features available to all students (built into test)

Accessibility Features identified in advance (includes Administrative Considerations)

Accommodations

ELL | IEP/ 504

- Pop-up glossary
- External spell check
- Enlarged font
- Repetition of directions

- Text-to-Speech for Math Assessment
- Color contrast
- Frequent breaks (admin consideration)
- Small group testing (admin consideration)

- Extended Time
- Human signer for test directions
- Calculation device
- Braille Test Booklet

- Word-to-word dictionary
- Translation of math to Spanish

12

If a student requires an accommodation that is not listed in SEDS, the IEP team or 504 plan coordinator should document it as a unique accommodation. The LEA must then submit a unique accommodations request to OSSE via the OSSE Support Tool (OST). OSSE will review and respond via the OST.

Assessments: Alternate Assessments

- **Alternate assessments:** May be given to students with the most significant cognitive disabilities.
  - Alternative assessment must be aligned to alternative achievement standards that are aligned with the state's challenging academic standards.

- Parents must be informed during the IEP process that their child's academic achievement will be measured based on such alternate standards, and how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.
  - Students cannot be precluded from attempting to complete the requirements for a regular high school diploma on the basis of participation in alternate assessments.

I. **The student has a <u>significant cognitive disability</u>.**

  - Significantly impacts intellectual functioning and adaptive behavior (independent living skills).

II. **The student is learning content linked to (derived from) the Common Core State Standards.**

  - CCSS broken into smaller steps, called Core Content Connectors.

III. **The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and-age-appropriate curriculum.**

  - Substantially adapted materials.

  - Extensive, repeated, ongoing instruction.

  https://osse.dc.gov/service/alternate-assessments

Alternate Assessments: 1% Cap

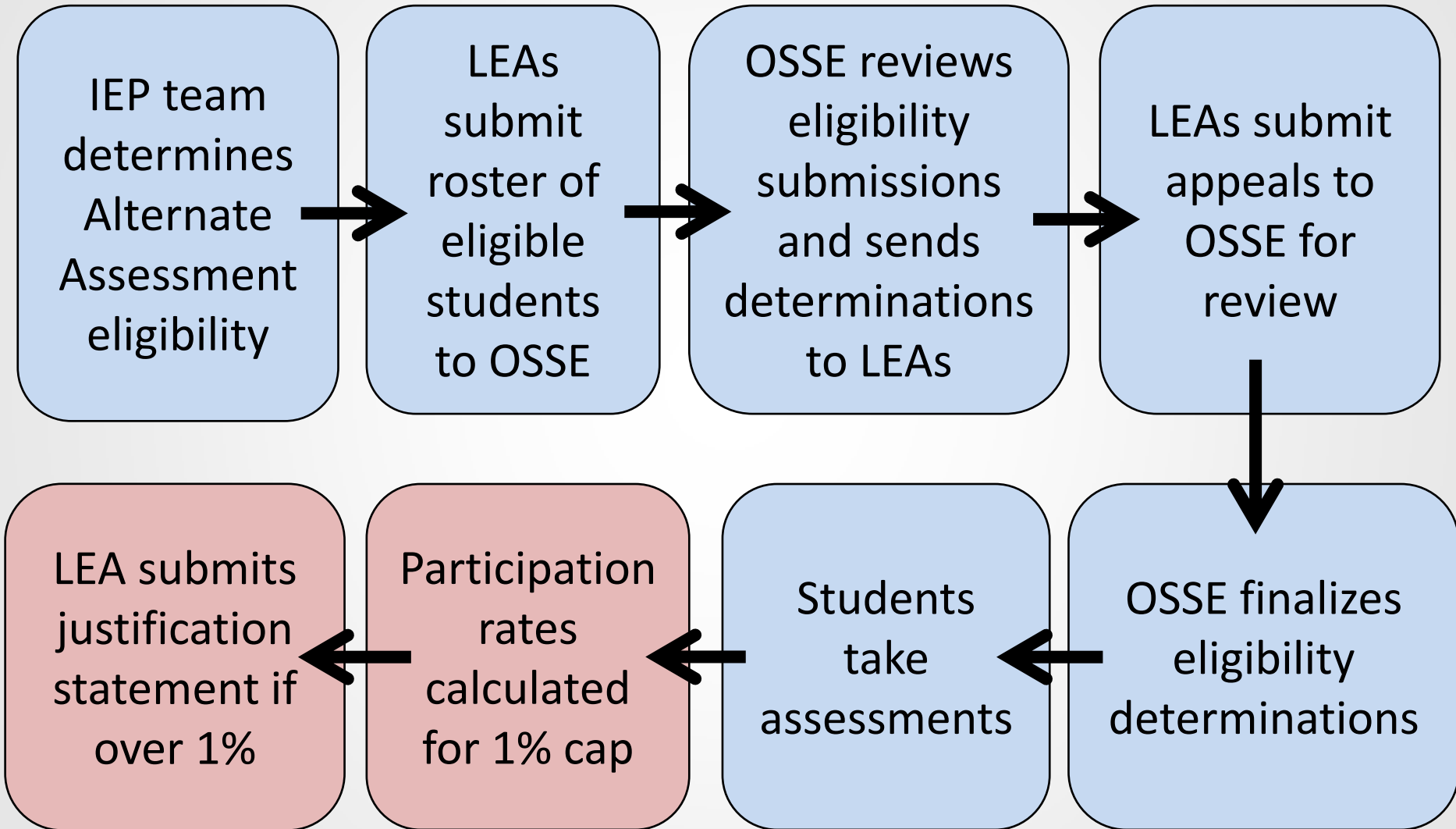- In each subject, the alternate assessments may not be administered to more than 1% of all students in the state who are assessed in the subject.

  – An SEA cannot impose the 1% cap on LEAs, but an LEA exceeding the cap must submit justification to the SEA on the need to exceed the cap.

- SEAs must provide assistance and appropriate oversight to LEAs that submit a justification to exceed the 1% cap.

Alternate Assessments: Participation Process

```
IEP team          →    LEAs submit        →    OSSE reviews       →    LEAs submit
determines             roster of               eligibility             appeals to
Alternate              eligible                submissions             OSSE for
Assessment             students                and sends               review
eligibility            to OSSE                 determinations
                                               to LEAs
                                                                            ↓

LEA submits       ←    Participation      ←    Students           ←    OSSE finalizes
justification          rates                   take                    eligibility
statement if           calculated              assessments             determinations
over 1%                for 1% cap
```

Accountability

- **Reporting:** States must disaggregate and report assessment results for all students and separately by required subgroups, including SWDs.

  - State report card must include number and percentages of students with **the most significant cognitive disabilities** who take an alternate assessment, by grade and subject.

- **Targeted Support and Improvement:** ESSA requires the identification of schools with consistently underperforming subgroups, including SWDs.

Strategies for Supporting All Students

- States must develop plans on how to improve school conditions for student learning, including through reducing—
  - Incidents of bullying and harassment
  - Overuse of discipline practices that remove students from the classroom
  - Use of aversive behavioral interventions that compromise student health and safety.
- **Reducing Inappropriate Discipline Practices**
  - States are required to consider ways to help LEAs address inappropriate discipline practices.
  - OSSE will provide enhanced training and guidance to LEAs to reduce practices that remove students from the classroom or cause student harm, especially for special education students.
- Funds may be used to develop programs and activities that increase the ability of teachers to effectively teach children with disabilities, including the use of **multi-tier systems of support** and **positive behavioral intervention and supports.**

- **Monthly Webinars for LEA Special Education Points of Contact**
  - Policy updates and topical trainings; address problems of practice.

- **Annual Programmatic and Fiscal IDEA Data Review**
  - LEAs with noncompliance are referred to technical assistance.

- **IDEA Child Find Training & Monitoring**
  - Core training on IDEA Child Find obligations related to the requirement to identify, locate, and evaluate students who may have a disability.
  - Annual monitoring of child find data; OSSE reviews the practices of LEAs with lower than anticipated percentages identified students.

- **Literacy Support for Dually Identified Students:**
  - Intensive training series for LEAs serving SWDs who are English learners.

Accelerating Outcomes Under ESSA

- **Master Teacher Cadres for English Learners and Special Education**
  - OSSE is facilitating two new communities of practice in partnership with institutions of higher education to address practice challenges and foster the dissemination of best practices.
  - OSSE will bring together master teachers who will work with institutions of higher education representatives to tackle practice challenges and facilitate instructional best practice sharing with colleagues through mentoring, coaching, and didactic training activities.
- **Special Education "Nuts and Bolts" and IDEA Discipline Training**
  - OSSE will be conducting special education training for teachers and principals in advance of the 2017-18 school year to ensure that all educators are aware of compliance requirements and best practices related to instruction.
- **Special Education Enhancement Grant**
  - OSSE will be issuing a competitive grant in spring, 2017 focused on building LEA capacity and fostering innovation to serve SWDs in DC.

DC's State Systemic Improvement Plan (SSIP)

- Under the Individuals with Disabilities Education Act (IDEA), states are required to create a plan which addresses a priority goal in a systemic manner.

- In consultation with stakeholders, OSSE identified the following goal:

  - The District of Columbia will increase the rate of graduation with a regular diploma for all students with disabilities, with a focus on students who attend high schools that require state intervention through the accountability system established in the ESEA Flexibility Waiver or subsequently created under ESSA.

- DC is in the first year of implementation of this plan, which is designed to align activities and funding support with school improvement efforts under ESEA.

SSIP Theory of Action

If we improve students' readiness for high school...

1. If students are prepared for high school processes and expectations...
2. If students are supported through regular adult monitoring...

STUDENTS →

Then students will gain the skills necessary to thrive and succeed in high school.

1. Then students will better understand how to succeed.
2. Then students will remain engaged in school.

If we improve high schools' readiness for incoming 9th grade students...

1. If middle and high school staffs coordinate to share information...
2. If we provide comprehensive professional development for secondary special educators...

SCHOOLS →

Then schools will be better equipped to serve the needs of 9th graders.

1. Then staff can better support a smooth entry into high school.
2. Then staff will be better equipped to serve diverse learners.

If we coordinate and leverage city-wide efforts and data systems...

1. If cross agency communication is improved to support a highly mobile student body...
2. If state-level student data is made available timely and accurately...

STATE →

Then state infrastructure will provide a strong foundation for 9th grade success.

1. Then mobile students will be better supported during transitions to stay on track for graduation.
2. Then schools can better prepare for incoming students.

SSIP Evidence Based Practices Implementation

Universal Strategies (all schools)	Targeted Strategies (subpopulation of schools)
State-level mobility workgroup	8th-to-9th grade transition activities and coordinated case review
Master Teacher Cadre	
Middle school literacy Community of Practice	
Professional development in evidence-based schoolwide support models (PBIS, RTI, UDL)	Check and Connect
Restorative Practices	

Group Discussion

Key Questions

1) From your perspective, do the new state plan strategies make sense?

2) What additional questions or considerations do you want to raise as we work to finalize the plan for DC?

3) In what ways can OSSE best support you and your team with this work moving forward?

Thank you for your participation!