Welcome!

State Systemic Improvement Plan (SSIP)- Indicator 17

Local Special Education Planning

Questions- Cards

Answers- End & Tomorrow
How did we get here?

• SSIP Process, Phase 1
  • 18+ months of Analysis, Strategy Development & Planning
    ✓ Stakeholder Involvement
    ✓ State-identified Measureable Result (SiMR)
    ✓ Data & Infrastructure Analysis
    ✓ Coherent Strategies
    ✓ Theory of Action

• Starting Phase 2-
  • Complete the Plan & Put in Place
State-identified Measureable Result

- Increase the graduation rate for students identified with ED, as measured by the extended six year rate.
  - Baseline- 60.22%
  - Target- 66.72% for the 2019-20 School Year
  - Present Freshmen
Stakeholders Want a Larger Impact

• State & Local Focus- Students with Behavioral, Social/Emotional, Social Communication and Mental Health Needs
  • Approx. 25% of SWD in ND

• Efforts will also Improve:
  • Graduation Rates, Drop-Out Rates, Assessment Proficiency, and Classroom Performance for SWD
Strategies -
How will we do it?

Increase the use of Evidence Based & Promising Practices!

• Specific to that Focus Population
Scope of Work

• Evidence Based & Promising Practices
  
1. Keep these kids in School
2. Bring them back to School
3. Assist them to earn a Diploma

• All levels - Elem., Middle, & High School
***Primary Strategy

*Planning*

✓ Research Based Practice to Improve Results
  • Strategic, Systematic and Systemic
  • Process Done with Fidelity
  • Allow for Creativity/Customizability
Theory of Action

Students with emotional disturbance will receive improved instruction and improved supports that will result in improved performance as reflected in their six year graduation rates.

If NDDPI...

Provides Leadership
In the identification, implementation, and use of evidence based practices

Technical Assistance
To local special education Units regarding implementation fidelity of a planning process & evidence based practices

Resource Allocation
That includes financial, professional development, & NDDPI Staff time.

Relationship Building
Within and Outside the education Community

Through...

Then...

The increased use of evidence based practices will keep ED students in school, bring students back to school, and assist them to earn a diploma.

Lasting Results...

Increase the extended six year graduation rate for Students identified with Emotional Disturbance.
Improvement Planning
North Dakota Improvement Planning

• **Required** - Century Code and ESEA
  - Approved School Status
  - School Accreditation
  - School AYP Improvement

• **ND-Two Planning Models**
  - NDMILE
  - AdvancED
Components of Planning Models

• Needs Assessment
  • Identifies Current Performance
  • Targets Priorities for Improvement

• Goals/Activities
  • Explains Gap in Performance
  • Describes Change

• Evaluation
  • Explains how to Monitor and Determine Success
Performance Planning Models

- Measure **System Performance** - What people do!

- **Performance Standards**
  - Describe the Expected Performance of the system

- **Performance Indicators**
  - Describe what people DO (actions) to reach the standard

- **Performance Rubrics**
  - Describe the Level of Performance/Action
AdvancED

• Accreditation Model - Quality Assurance
  • Continuous Improvement Planning
    • Biggest Component of Model

• Accreditation Steps
  • Application & Readiness (1 step)
  • Internal Review (6 steps)
    • Results in a plan
  • External Review (1 step)
  • Post Review (2 steps)
Internal Review

- Self Assessment
- Executive Summary
- Stakeholder Feedback Diagnostic
- Student Performance Diagnostic
- Improvement Plan
- Assurances
AdvancED Internal Review Section

• Step 2- Collect and Analyze student performance data- provides a comprehensive picture of student performance.

✓ Completed by State Systemic Performance Plan, Phase 1, Process

• SiMR- Improve extended six year graduation rates of students with ED
AdvancED Internal Review Section

• Step 3- Conduct a Self-Assessment- gather data & evidence to Rate performance against a series of Evaluative Criteria.

• Step 4- Conduct Stakeholder Surveys as Part of Self-Assessment- Perceptual Data
Step 5 - Executive Summary - Describes and Celebrates Performance, Defines Purpose and Direction, & Identifies Achievements and Challenges.
Step 6 - Create a Quality Improvement Plan based on Self-Assessment Summary

- Aligns Goals to Performance
- Communicates Purpose & Direction
- Builds Shared Commitment

Step 7 - Engage in Continuous Improvement
AdvancED- Gather & Analyze Data/Evidence

• Two Quantifiable Types
  • Observational
  • Perceptual

• AdvancED ASSIST Tool
  • Assists in gathering and analyzing data & evidence
  • Assists in the development of a plan based on the analysis
AdvancED- Rating Performance – Evaluative Criteria

• Standards, Indicators, Performance Rubrics
  • Standards- 5, Indicators- 33
    • Purpose & Direction- 3 Indicators
    • Governance & Leadership- 6 Indicators
      ➢ Teaching & Assessing for Learning- 12 Indicators
      ➢ Resources & Support Systems- 7 Indicators
    • Using Results for Continuous Improvement- 5 Indicators
AdvancED Performance Rubrics

• One 4 Level Rubric for each Indicator
• Describe what people **DO** when they are at a high level of performance, a low level of performance, and two levels in between
• Level 4- High, Level 1- Low
AdvancED Standards, Indicators, Rubrics

AdvancED Resources-

www.advanc-ed.org/schoolresources
AdvancED Step 5 - Summary

• Executive Summary
  ✓ Summarizes Results of Data & Evidence Analysis
  ✓ Identifies Achievements & Challenges
  ✓ Defines Purpose & Direction

• Where are we? Where are we going?
AdvancED Step 6 - Plan

• ASSIST Tool
  • Summary
  • Goals-Objectives/Strategies/Activities
  • Evaluation Measures
• Describes **Where** you are, **Where** you’re going, **How** you will get there, and **How & When** you will evaluate **Progress & Success**.
ND- Plan

• **One** Plan
• Can use either NDMILE **OR** AdvancED to develop the required Improvement Plan
• **Must** enter goals/plan in AdvancED system using ASSIST Tool
Step 7 - Continuous Improvement Planning

• At Least **Annually - Look at Results**
  • Formative & Summative Evaluations
    • Level of Success
    • Did we close the Gap? By how much?

• **Adjust, Change or Add**
  • Do we adjust what we’re doing to continue to close the gap?
  • Do we change the strategies/activities to close the gap?
  • Did we close the gap and then prioritize new strategies/activities for implementation?
North Dakota Special Education Planning

Special Education Program Improvement

Logic Model/Theory of Action
North Dakota Special Education Improvement Model

FAPE in the Least Restrictive Environment
- Early Childhood Foundation
- Appropriate Eval. & Identif.
- Effective Instruction
- Supports
- Parent Involvement
- Community Involvement

Increases in Measurable Performance
- Proficiency Rates on Assessments
- Participation - Assessments & Classroom
- Improved Classroom Performance

Appropriate High School Exiting
- Increase in Graduation Rate
- Decrease in Drop-Out rate
- Improved College & Career Readiness Scores (ACT, Work Keys, etc.)

Achieved Post-School Outcomes
- Increases in Employment and/or Post Secondary Education
- Decreases in "Not Engaged"
Special Education Planning

• **Authority- Century Code**
  - 15.1-06-06- School Approval- Must conduct a review process focused on student achievement. Approved by Superintendent!
  - Contents- State Superintendent requiring each school’s plan contain a goal specific to SSIP effort.

• **Special Education Specific**
  - Indicator 1 of SPP/APR- Graduation Rates of Students with Disabilities
  - Focuses on Special Education Population
    - Measure Focus- Students with primary/secondary disability of ED
    - Broad Focus- Students with behavioral, social/emotional, social communication and mental health needs
Special Education Planning Model

• **Customizable**
  • Adjusts to variables within each Unit
  • Implementation Fidelity monitored by DPI

• **Aligned to AdvancED model**
  • Preferred by Most ND Schools
  • Goal, Activities & Evaluation must be submitted through ASSIST Tool
  • Rubrics (Research-Based Practice)- describe performance/expectations
Special Education Planning Model

• **Cyclical** - Continuous Improvement Planning

• **Components of Process**
  • Keep Common Planning Components - Needs Assessment, Goal/Activities, and Evaluation
  • Add Fidelity & Accountability Components - Leadership Team, Dissemination, and Reporting Out

• **Extends 3 AdvancED Indicators**
Extensions of AdvancED Indicators

• Standard 3- Teaching and Assessing for Learning
  • Indicator 3.3- Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
  • Indicator 3.12- The school provides and coordinates learning support services to meet the unique learning needs of students.

• Standard 4- Resources & Support Systems
  • Indicator 4.6- The school provides support services to meet the physical, social and emotional needs of the student population being served.
North Dakota Special Education Improvement Model

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- Decreases in "Not Engaged"

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Increases in Measurable Performance
- Proficiency Rates on Assessments
- Participation - Assessments & Classroom
- Improved Classroom Performance

Effective Instruction

Supports

Parent Involvement
Community Involvement

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Appropriate Eval. & Identif.

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North Dakota Special Education Improvement Planning

For students with Behavioral, Social/Emotional, Social Communication and/or Mental Health Needs
Contents

• Introduction
• Framework & Descriptions
• Outlines
• Planning Process
• Timeline/Schedule
Focus on Students with Behavioral, Social/Emotional, Social Communication & Mental Health Needs

- Standards, Indicators and Performance Rubrics
  - 2 Standards, 5 Indicators
    - Effective Instruction- 2 Indicators
    - Effective Supports- 3 Indicators
  - Rubric for Each Indicator
Effective Instruction-

• **Access** to curriculum and classroom activities
  - Basis of effective instruction for all students.

• **Universal Design for Learning (UDL)**- guides the planning for access
  - “Providing Options for Self-Regulation” under Engagement principle
  - “Providing Options for Executive Functions” under Action and Expression principle

• **Engage** in the lesson and **Demonstrate** skills and understanding
Self-Regulation - Self-regulation is having the ability to strategically modulate one’s emotional reactions or emotional states in order to be more effective at **coping and engaging with the environment** (National Center on UDL).

- Explicitly taught.
  - Social interaction skills,
  - Ability to **generate private talk**,
  - **Recognize shared behaviors** and
  - Use **external supports** to engage in **appropriate behaviors**.
Executive Functioning- Executive function capabilities allow students to overcome impulsive, short-term reactions to their environment and instead to set long-term goals, plan effective strategies for reaching those goals, monitor their progress, and modify strategies as needed (National Center on UDL).

• Explicit, individualized instruction.
Evidence Based & Promising Practices & Tools, Resources, Interventions, Programs

• EBPPs- Focus of Efforts!
  • Evidence Based- Strong literature/research base behind it, proven effective with a similar population
  • Promising- literature and research base not as strong, but the effectiveness with a similar population is documented in the literature or elsewhere in ND
Tools, Resources, Interventions, Programs

• EBPPs Embedded within Them
• Vetted by North Dakota Workgroups
• Many Proven Effective in ND schools
• Some are Parts of Various ND Initiatives (SPDG Grant, Early Warning Systems/Data Walls, etc.)
Effective Supports-

- Multi-tiered Systems of Support (MTSS)
  - Customization and integration of academic, behavioral and parent, student, family, & community supports
  - Maximizes Learning
- Consider three features: systems, practices, and data
  - May assist or may be barriers to effective support design.
Academic Supports - The National Center on Intensive Interventions at the American Institutes of Research (AIR) describes the design of intensive interventions for students with severe and persistent academic needs as including approaches from four categories:

• Change Intervention Dosage or Time
• Change the Learning Environment to promote Attention and Engagement
• Combine Cognitive Processing Strategies with Academic Learning
• Modify the Delivery of Instruction
Behavioral Supports -

- Positive Behavior Support frameworks
  - Students who display inappropriate, disruptive, and harmful behaviors.
  - Define, teach, and reinforce positive, appropriate and preferred behaviors
  - Focus- teaching new skills, changes to environments that prevent problem behaviors, increasing the quality of life
Parent, Student, Family & Community Supports-

- Multiple Sources Needed
- Especially for those students with severe and complex needs
- Planning- “Wraparound.”
  - Process builds constructive relationships and support networks directed specifically to each student.
Just like Effective Instruction, each Indicator has:

• Evidence Based and Promising Practices (EBPPs)
• Tools, Resources, Interventions and Programs
• Evaluative Criteria-
  • Each Standard, Indicator and Rubric Statement contains “Action” terms.
  • Standard and Indicator Actions- explain the action and who does it.
  • Rubric contains the levels of action and are the criteria.
Table Activity

pg. 11

• Standard or Indicator Statements
• What group of people?
• What action?
Effective Instruction- The special education unit supports Individual Education Program (IEP) teams in evaluating the self-regulation and executive functioning skills of students and including the explicit teaching of such skills, when appropriate, in their IEPs. The unit also supports teachers to plan and use multiple means to engage students in each lesson and multiple means for each student to demonstrate their acquisition of skills and their understanding of concepts.

Effective Supports- The special education unit supports Individual Education Program (IEP) teams in considering and implementing a variety of academic and behavioral supports that include the parent, student, family, and community for students with behavioral, social/emotional, social communication and mental health needs.
Actions for Effective Instruction

• **Self-Regulation Skills** - Individual Education Program (IEP) teams evaluate and include, when appropriate, the explicit teaching of individualized self-regulation strategies within the IEPs of students identified with behavioral, social/emotional, social communication and mental health needs. Teachers plan and use a variety of appropriate practices to motivate these students and keep them engaged in lesson activities.

• **Executive Function Skills** - Individual Education Program (IEP) teams evaluate and include, when appropriate, the explicit teaching of individualized executive function skills within the IEPs of students identified with behavioral, social/emotional, social communication and mental health needs. Teachers plan and use a variety of appropriate practices that allow these students to express their acquisition and understanding of the lesson’s concepts and skills.
Actions for Effective Supports

• **Academic**- Individual Education Program (IEP) **teams consider and implement** a variety of individualized academic supports for students with behavioral, social/emotional, social communication and/or mental health needs.

• **Behavioral**- Individual Education Program (IEP) **teams consider and implement** a variety of individualized behavior supports for students with behavioral, social/emotional, social communication and/or mental health needs.

• **Parent, Student, Family & Community**- Individual Education Program (IEP) **teams involve parents, students, and family members** in the design and implementation of appropriate educational supports; and, **inform** them of available community supports.
Level of Action/Performance

- **Performance Rubrics**
  - ✔️ Rubric for each Indicator
  - ✔️ 5 Total
  - ✔️ 4 Levels of Performance
    - • 4- High, 1- Low
  - ✔️ Describe “How” the unit or team Performs
Performance Descriptions

- **Indicators 1.1 & 1.2**
  - Level 4- Consistent and Deliberate
  - Level 3- Often
  - Level 2- Sometimes
  - Level 1- Rarely or Never

- **Indicators 2.1, 2.2, 2.3**
  - Level 4- Data & Evidence Clearly indicates
  - Level 3- Some data & evidence
  - Level 2- Little data or evidence
  - Level 1- No data or evidence
Review

• ND Improvement Planning
• AdvancED- Internal Review Process
• Special Education Improvement Planning
  • Alignment with AdvancED model
• Evaluative Criteria- Standards, Indicators, Rubrics