

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

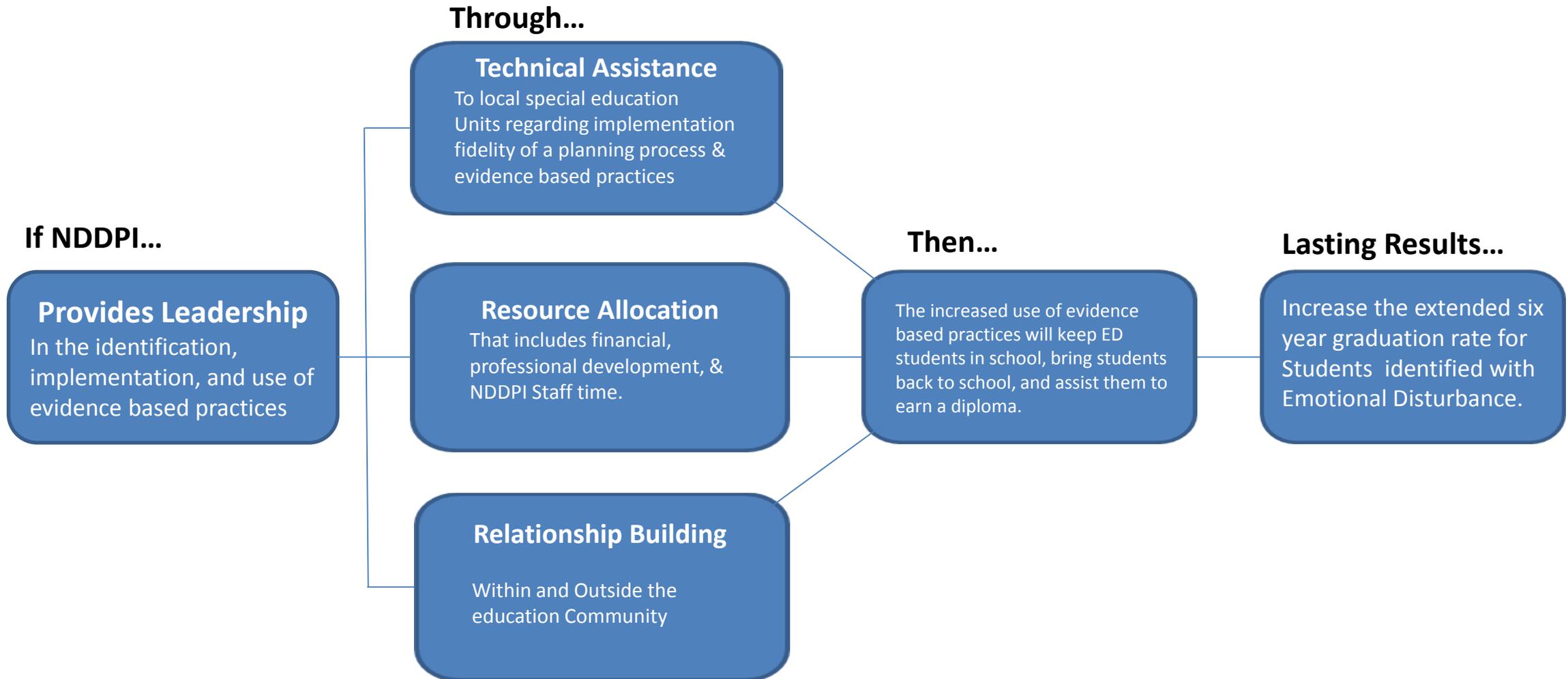
Planning



- ✓ 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.



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!

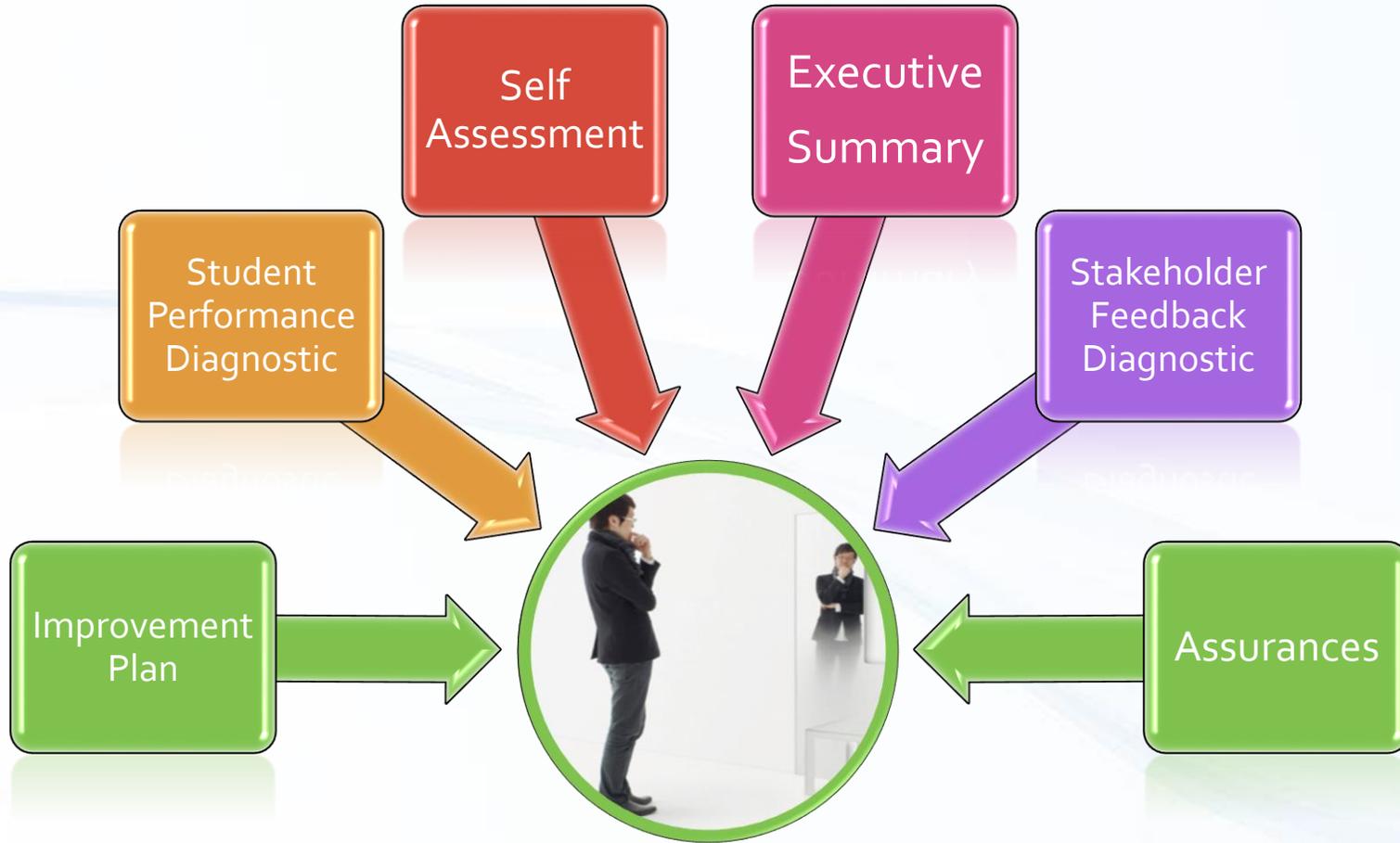
- Performance Standards
 - Describe the Expected Performance of the system
- Performance Indicators
 - Describe what people DO (actions) to reach the standard
- Performance Rubrics
 - Describe the Level of Performance/Action

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



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**

AdvancED Internal Review Section



- **Step 5- Executive Summary- Describes and Celebrates Performance, Defines Purpose and Direction, & Identifies Achievements and Challenges.**

AdvancED Internal Review Section



- **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?



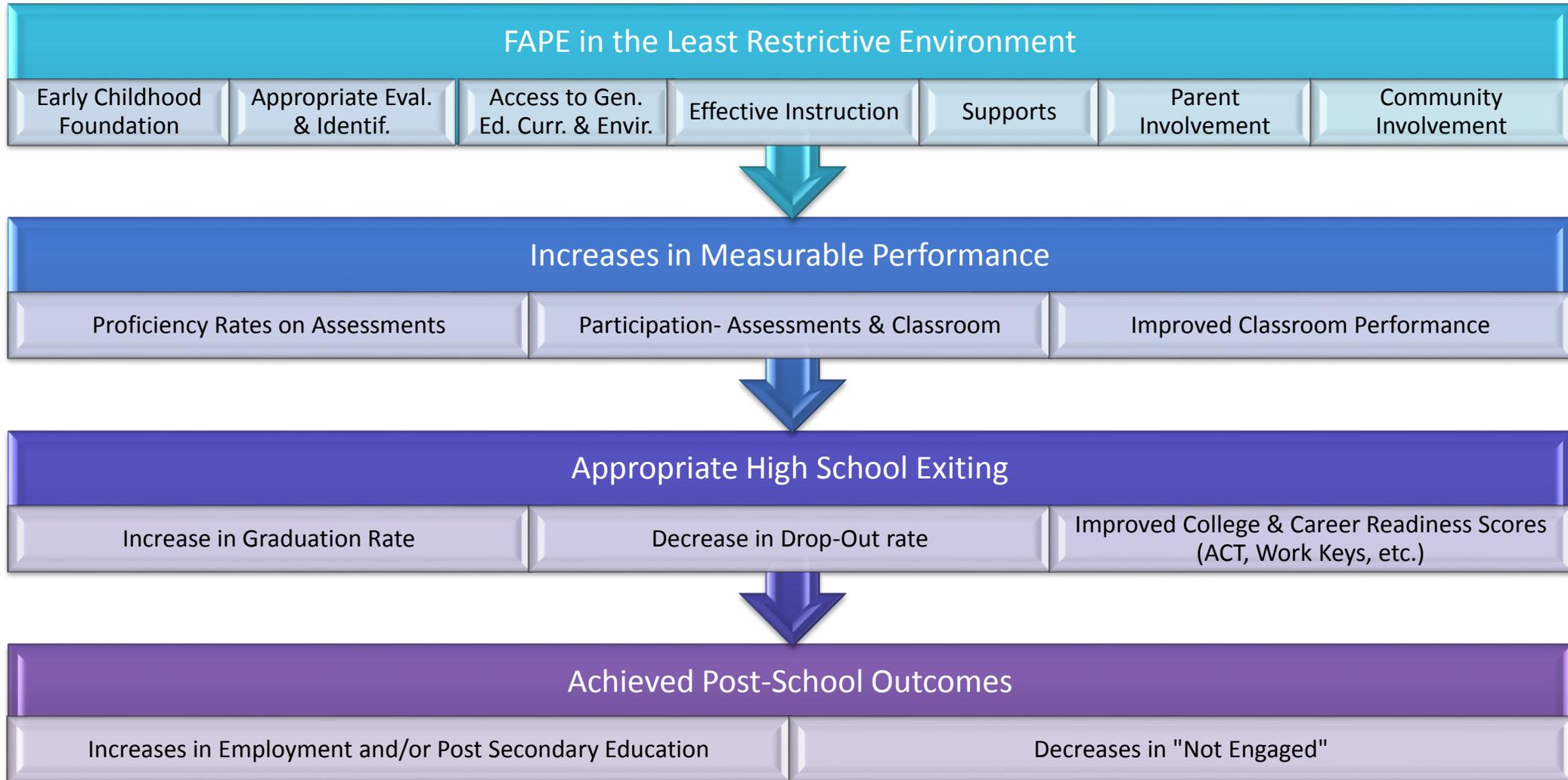


North Dakota Special Education Planning

**Special Education Program
Improvement**

Logic Model/Theory of Action

North Dakota Special Education Improvement Model



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

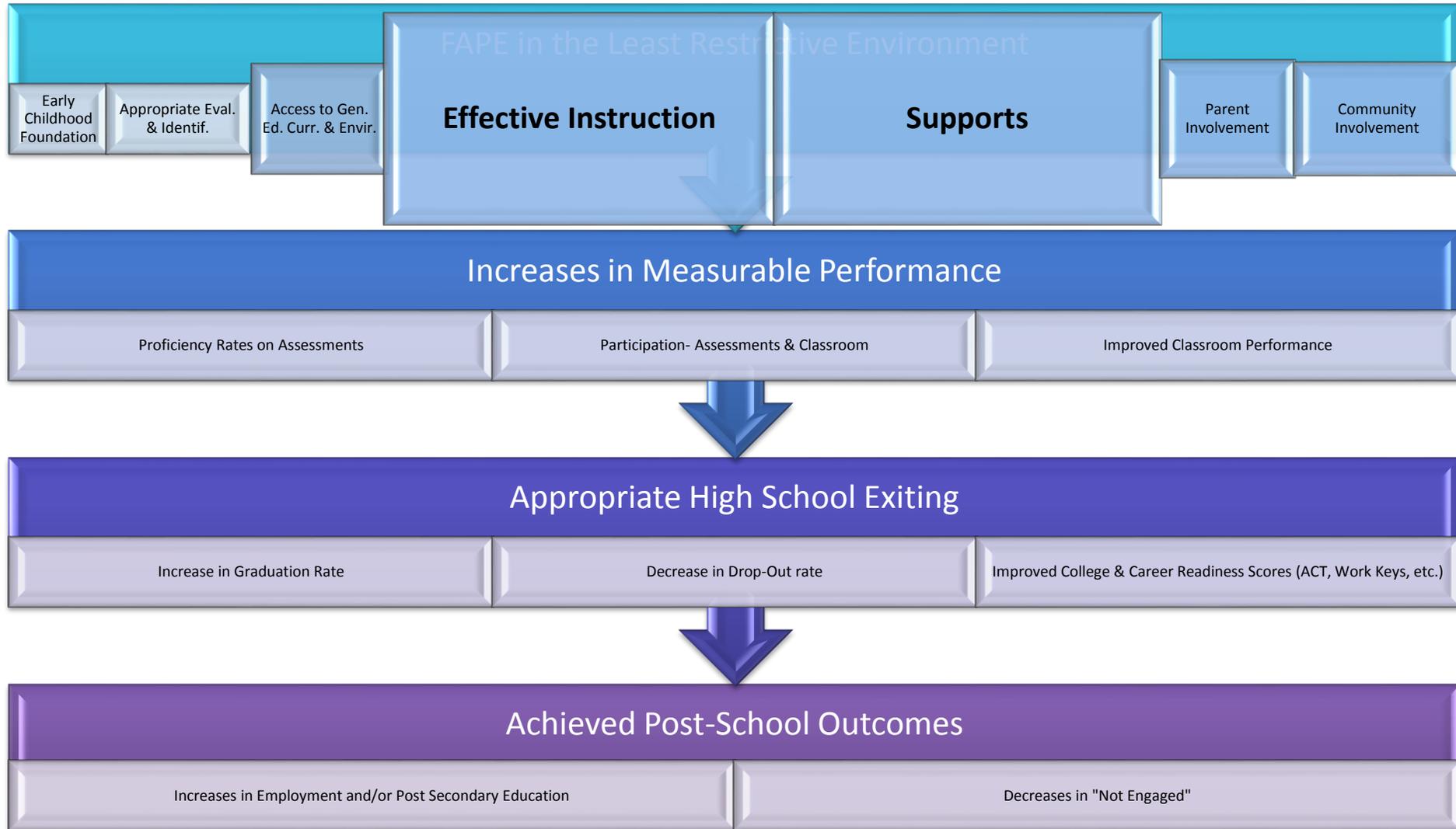
- **Cyclical**- Continuous Improvement Planning
- **Components of Process**
 - Keep Common Planning Components- Needs Assessment, Goal/Activities, and Evaluation
 - Add Fidelity & Accountability Components- Leadership Team, Dissemination, and Reporting Out
- **Extends 3 AdvancED Indicators**



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



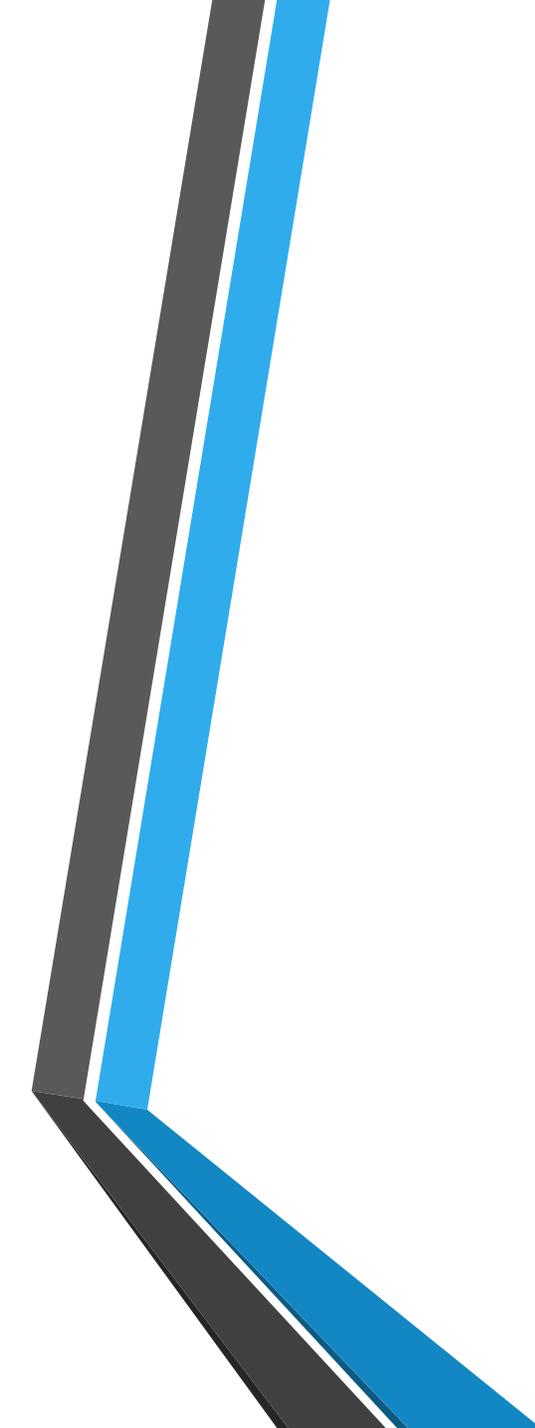
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North Dakota Special Education Improvement Planning

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



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

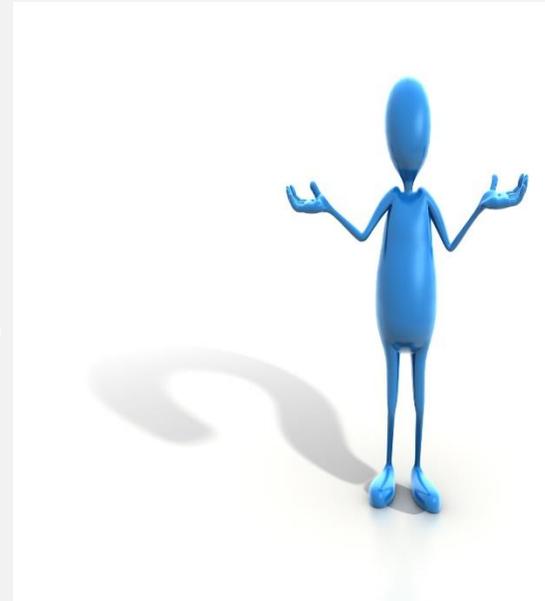


Contents

- 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

Indicator Descriptions for Effective Instruction-

pg. 5, 6 & 7

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 **cop**ing 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.**

Indicator Descriptions for Effective Instruction-

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.)**

Standard Descriptions- pg. 7

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.

Indicator Descriptions for Effective Supports-

pg. 8, 9 & 10

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**

Indicator Descriptions for Effective Supports-

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**

Indicator Descriptions for Effective Supports-

Parent, Student, Family & Community Supports-

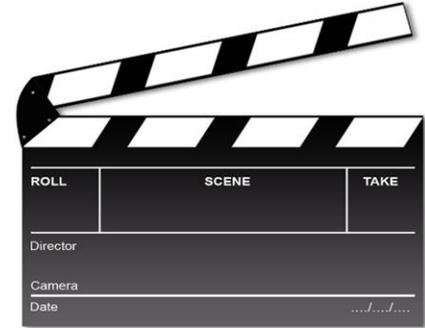
- **Multiple Sources Needed**
- **Especially for those students with severe and complex needs**
- **Planning- “Wraparound.”**
 - **Process builds constructive relationships and support networks directed specifically to each student.**



Just like Effective Instruction, each Indicator
has:

- **Evidence Based and Promising Practices (EBPPs)**
- **Tools, Resources, Interventions and Programs**

ACTION



- **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?

Standards, Indicators & Rubrics- Actions

pgs. 11 - 17



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