



## NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

### Special Education State Performance Plan & Annual Performance Report (SPP/APR)

## State Performance Plan & Annual Performance Report (SPP/APR)

Individuals with Disabilities Education Act



### ▶ State Performance Plan (SPP)

- ▶ Six year Performance Plan
- ▶ Improving educational Results for all children with disabilities
- ▶ Rigorous targets
  - ▶ Established with stakeholders
  - ▶ 17 different indicators for children with disabilities ages 3-21
- ▶ Evaluates success of State's efforts
- ▶ Describes how State will Improve student performance



# SPP/APR

- ▶ Annual Performance Report (APR)
  - ▶ Annual Report to the Secretary
    - ▶ State's actual Student Performance for each of the 17 indicators

Individuals with Disabilities Education Act



## SPP/APR Indicators

Individuals with Disabilities Education Act



- ▶ Indicator 1- % of Students with IEPs Graduating from HS with a Regular Diploma
- ▶ Indicator 2- % of Students with IEPs dropping out of School
- ▶ Indicator 3- Participation and Performance on State Achievement Tests
  - ▶ % of Students with IEPs participating in State's achievement tests
    - ▶ Regular NDSA
    - ▶ NDSA with Accommodations
    - ▶ ND Alternate Assessment
  - ▶ % of Students with IEPs scoring at or above proficiency



## SPP/APR Indicators

Individuals with Disabilities Education Act



- ▶ Indicator 4- Rates of Suspension and Expulsion of students with IEPs
  - ▶ Compared to Students without Disabilities & to total student population
- ▶ Indicator 5- Least Restrictive Environment (LRE) (ages 6-21)
  - ▶ % of Students with IEPs removed from regular class, served in separate schools, residential facilities, homebound or hospitals
- ▶ Indicator 6- Preschool Least Restrictive Environment (LRE) (ages 3-5)
  - ▶ % of Preschool Students with IEPs in settings with typical peers
- ▶ Indicator 7- Preschool Outcomes
  - ▶ % of Preschool Students with IEPs with improved positive social-emotional skills, acquisition & use of knowledge/skills, and use of appropriate behaviors



## SPP/APR Indicators

Individuals with Disabilities Education Act



- ▶ Indicator 8- Parent Involvement
  - ▶ % of Parents with Children on IEPs who report schools facilitated parent involvement
- ▶ Indicator 9- Disproportionate Representation
  - ▶ % of Districts with Racial and Ethnic disproportionality identified as eligible
- ▶ Indicator 10- Disproportionate Representation- Disability Category
  - ▶ % of Districts with Racial and ethnic disproportionality in specific disability categories
- ▶ Indicator 11- Evaluation Timelines
  - ▶ % of Children who were evaluated within 60 days of parental consent



## SPP/APR Indicators

Individuals with Disabilities Education Act



- ▶ **Indicator 12- Preschool Transition**
  - ▶ % of preschool aged students referred by DHS, found eligible, and have an IEP by 3<sup>rd</sup> birthday
- ▶ **Indicator 13- Secondary Transition**
  - ▶ % of Youth, age 16+, with IEPs and measureable annual goals and transition services
- ▶ **Indicator 14- Post-school Outcomes**
  - ▶ % of students no longer in school who are employed, enrolled in post-secondary education, or both, within 1 year of leaving high school
- ▶ **Indicator 15- Resolution Sessions**
  - ▶ % of Hearing requests resolved through resolution agreements
- ▶ **Indicator 16- Mediation**
  - ▶ % of Mediations resulting in agreements



## Indicator 17- State Systemic Improvement Plan (SSIP)



- ▶ **Phase 1- Analysis-** Submitted April 1, 2015
  - ▶ Data & Infrastructure Analysis
  - ▶ Identify a Focus Area & Measurement for It
  - ▶ Coherent Strategies
  - ▶ Theory of Action
- ▶ **Phase 2- Plan-** Due April 1, 2016
  - ▶ Infrastructure Development
    - ▶ To support implementation of evidence based practices
  - ▶ Evaluation Plan
- ▶ **Phase 3- Evaluation-** Due Feb. 1, 2017
  - ▶ Reporting Progress and Revisions



## SSIP Phase 1- Analysis

### ▶ Data and Infrastructure Analysis

#### ▶ Stakeholders-

- ▶ DPI, Parents, REAs, Special Ed. Directors, District Administration, School Administration, Gen. Ed. Teachers, Special Ed. Teachers, Related Service Providers, YCC, NDS, Vision Services, Universities, Teachers from Reservation Schools, Past Student, ND Center for Persons with Disabilities



### ▶ Focus Area and Measurement

- ▶ Increase the extended 6 year Graduation Rate for students identified with Emotional Disturbance
  - ▶ Target Population- students with behavioral, social/emotional, social communication, and mental health needs



## SSIP Strategies

### ▶ Local Planning Process

- ▶ Implement Evidence Based Practices
- ▶ Goals entered into each school's continuous improvement plan
- ▶ Aligned to AdvancED Process (Accreditation)
- ▶ Complete Fall, 2015

### ▶ ND DPI Technical Assistance- Emphasis- Evaluation & Fidelity

### ▶ ND DPI Resources- Financial & Professional Development

### ▶ Advocacy- Increase Mental Health Services



## SSIP Special Education Planning Model

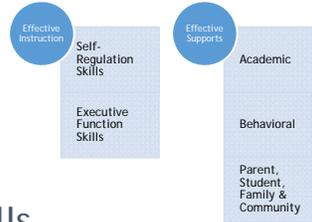
### ▶ 2 Standards and 5 Indicators

#### ▶ Standard- **Effective Instruction**

- ▶ Indicator- Self-Regulation Skills
- ▶ Indicator- Executive Function Skills

#### ▶ Standard- **Effective Supports**

- ▶ Indicator- Academic Supports
- ▶ Indicator- Behavioral Supports
- ▶ Indicator- Parent, Student, Family & Community Supports



## SSIP Special Education Planning Model



### ▶ Performance Rubrics

- ▶ Unit's Leadership Team evaluates present levels of implementation of evidence based practices
- ▶ Leadership Team evaluates preferences to increase, or adjust those practices



## State Systemic Improvement Plan

### ▶ Results

- ▶ **Increases in Graduation Rates** for Students Identified with Emotional Disturbance
- ▶ **Increases in Graduation Rates, Assessment Proficiency Rates and Decrease in Drop-out Rates** for students with Behavioral, Social/Emotional, Social Communication and Mental Health Needs



## Thank You!

For more information, please contact:

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