Parents Advising in Special Education (PASE)

FEBRUARY 12, 2018

Agenda

- U.S. Department of Education Corrective Action
- State Assessment
- Graduation Plans/Transcripts
- Question and Answers

U.S. Department of Education Corrective Action

TEA Plan and Response to Monitoring Letter

TEA was cited for establishing an 8.5% "cap" for Special Education students.

TEA has proposed an INITIAL DRAFT Plan.

TEA is soliciting feedback on its draft corrective action plan from parents, teachers, school administrators, advocates, etc. The online survey is available on the TEA website (https://tea.texas.gov/TexasSPED

Draft Plan

TEA would:

- Conduct on-site and desk reviews of all school districts.
- Provide Parent Information/Training
- Require the district to identify all students who were in RTI for 6 months or more, had a 504 plan or dyslexia related services and notify their parents of the right to a special education evaluation
- Hire a vendor to create a suite of resources to be shared with parents
- Review/revise dyslexia guidance
- Provide professional development to all district personnel
- Create an Escalation Team who would focus on work needing to be done in the districts with the most need

Draft Plan

5 Year Plan is estimated to cost $84,485,800

Draft Plan is available for public comment through February 18, 2018

The Proposed Plan with be available around March 1, 2018 Additional public comment will be accepted through March 31, 2018

The FINAL State Corrective Action Plan will be submitted on or around April 18, 2018

So How is SBISD Doing?

- Total number of Special Education students is increasing

- SBISD has an increased number of 3 year old and 4 year old students receiving speech services

- Total number of Initial evaluations is increasing

- SBISD has not turned down any requests for a special education evaluation

- We continue to identify ways we can reach out to parents and community members to ensure awareness of Child Find.

- We are continually monitoring our procedures and processes to ensure we are identifying all students who need Special Education services.

- Current Special Education rate is 7.7%
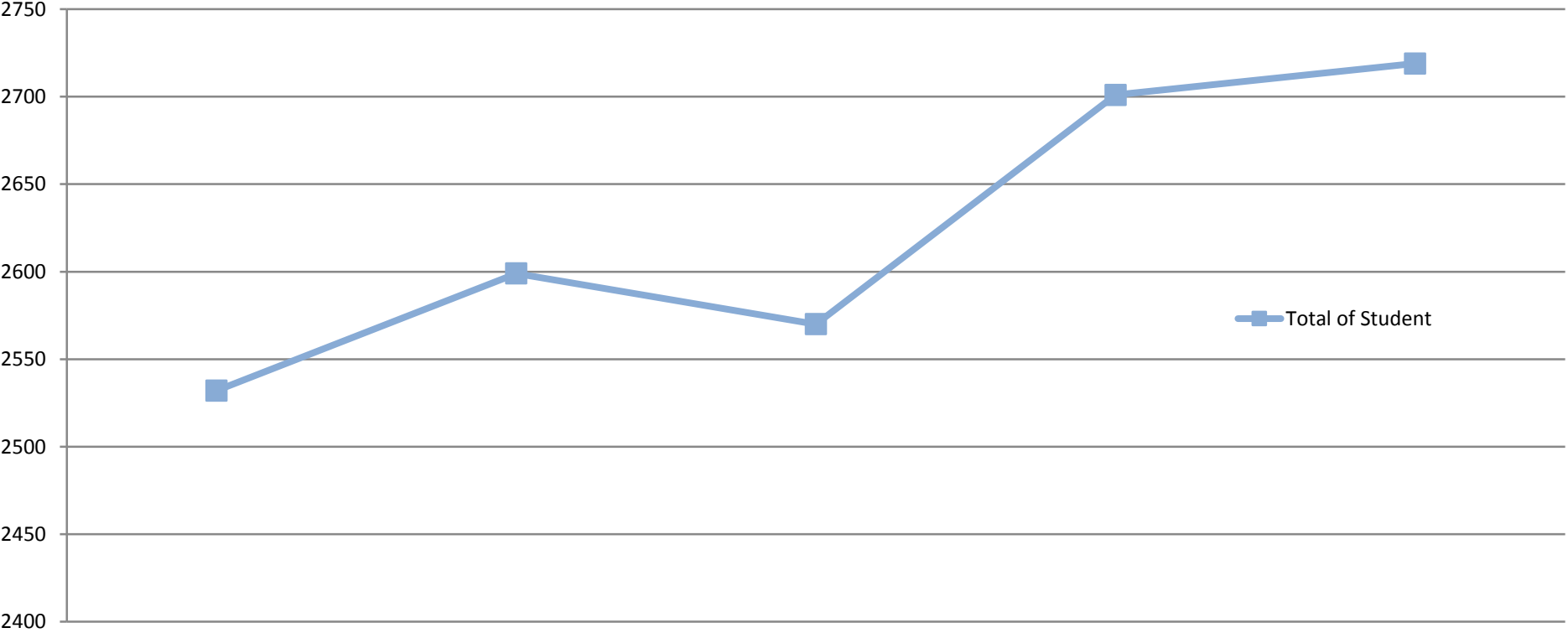
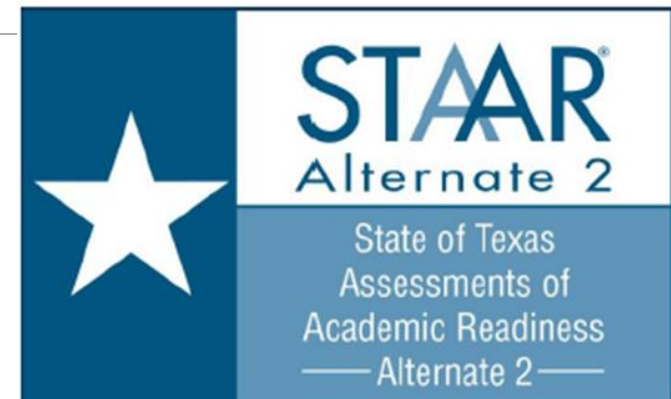# Number of Students in Special Education in SBISD

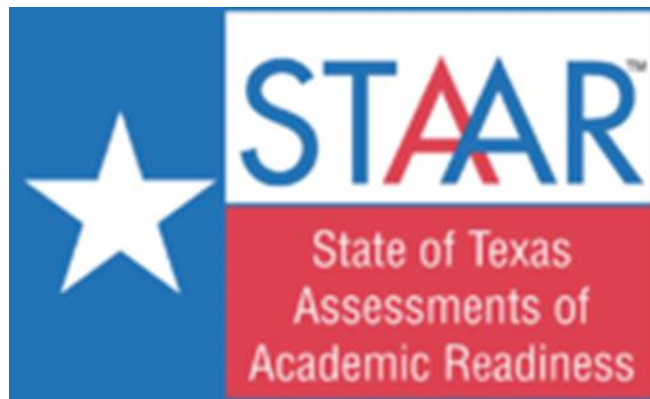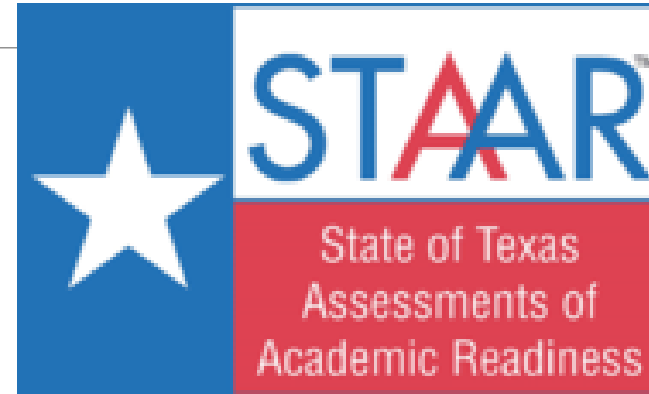| 10/31/14	10/30/15	10/28/16	10/27/17	1/30/18
2532	2599	2571	2701	2719

State Assessment for Students with Disabilities

Two Testing Options

STAAR

◦ Is available on paper and in an on-line format

STAAR Alt 2

◦ Is available only to students who meet specific participation requirements
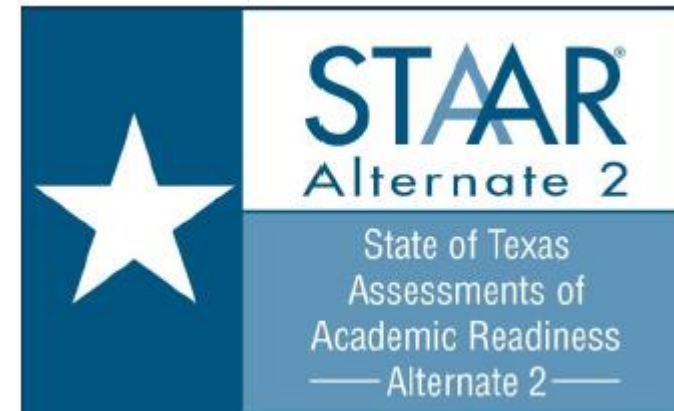
STAAR Tested Grades and Subjects

Grade 3	Math and Reading
Grade 4	Math, Reading, & Writing
Grade 5	Math, Reading, & Science
Grade 6	Math and Reading
Grade 7	Math, Reading, & Writing
Grade 8	Math, Reading, & Social Studies
End of Course (EOC)	Algebra, English I, English II, Biology, & U.S. History

STAAR Paper vs STAAR On-Line

Anybody can take STAAR On-Line

However, there are tools embedded in the on-line test that are available based on eligibility criteria and are assigned on a student by student basis based on their needs

Assessments should allow all test takers to demonstrate their knowledge of the content being tested without the format of the assessment, non-tested language, or the type of response needed to answer the questions being barriers.

Features and Tools Available in STAAR On-Line

FEATURES

- Speak
- Audio
- Zoom
- Color

TOOLS

- Guideline
- Eliminator
- Formulas/Conversions
- Rulers
- Graph paper
- Pencil
- Note pad
- Select/Highlight

CONTENT/LANGUAGE SUPPORTS

- Pop-Ups/Rollovers
  - Dictionary/Pictures
  - Simplification
  - Graphic organizers
  - Rewording
  - Scaffolded directions

STAAR Alternate 2

★ ★ ★

2018 ADMINISTRATION

STAAR ALTERNATE 2

The STAAR Alternate 2 is an assessment based on alternate academic standards and is designed for students with the most significant cognitive disabilities receiving special education services. Additionally, the students must meet participation requirements.

STAAR
ALTERNATE 2
2017-2018

KEY DATES

Assessment Window
March 19 – 30, 2018

Test Design

Reading					
Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6
Q1	Q5	Q9	Q13	Q17	Q21
Q2	Q6	Q10	Q14	Q18	Q22
Q3	Q7	Q11	Q15	Q19	Q23
Q4	Q8	Q12	Q16	Q20	Q24

New Features for 2018 STAAR Alt2

Image Card Sets

Limited color images

Large print booklets

STAAR ALTERNATE 2

ARD Committee Responsibilities

- ARD Committee Decision
- 4 criteria
- student must meet **ALL** 4 criteria to be eligible to participate in the STAAR Alternate 2
- If any answer is NO, student is NOT eligible to participate in the STAAR Alternate 2, and must participate in the regular STAAR or STAAR online assessment.

STAAR ALTERNATE 2
Participation Requirements

1. Does the student have a significant cognitive disability?

2. Does the student require specialized supports to access the grade-level curriculum and environment?

3. Does the student require intensive, individualized instruction in a variety of instructional settings?

4. Does the student access and participate in the grade-level TEKS through prerequisite skills?

Student Response Options

Students need to be given an opportunity to respond to test questions using a mode of response that is typical of the way the student responds during instruction. It is not important how a student responds – only that the teacher is able to discern the student's preferred answer.

Response modes can be:

❖ verbal

❖ physical

❖ visual

A student can. . .

•Verbal Responses
- •Stating responses, including word approximations;
- •Communicating yes or now when presented answer choices one at a time and being asked, "Is this the…?"
- •Forming responses with the assistance of a communication device with preprogrammed answer choices or programmed student vocabulary;
- •Use of output device to indicate the answer when each answer choice is presented individually;
- •Vocalizing positively or negatively to indicate the answer when each answer choice is presented individually;
- •Making a negative vocalization to indicate unmatched object;
- •Describing the location of the answer; or
- •Responding A, B, C, or 1, 2, 3, or with color name if answer choices are labeled as such by the test.

❖ Physical Response Modes

A student can. . .

- **Physical**
  - Pointing to, reaching for, or touching an answer;
  - Highlighting, coloring, circling, or marking a response;
  - Nodding head, smiling, or gesturing to indicate yes or no when presented answer choices one at a time and being asked, "Is this the…?"
  - Manipulating words, sentences, or sections of recreated answer choice;
  - Using calculators, manipulatives, or math tools (fraction pieces, geometric shapes, number lines, counting charts, money, base ten blocks, counters) to arrive at and display an answer;
  - Writing or typing responses with or without the use of adaptive writing equipment;
  - Signing an answer;
  - Formulating a response using a choice board;
  - Isolating answer choices in a section organizer, such as a calendar box or tub;
  - Nodding head or gesturing in the direction of the answer; or
  - Placing a flag on the answer.

❖ Visual Response Modes

A student can. . .

- Visual
  - Gazing, blinking, winking, or fixating on answer choice.

Stimulus 1

Dear Principal Riley,

Students need more recess time during the school day.

Stimulus 2a

Teachers work hard to make sure that students get the most out of their time at school. Some people think that recess takes up time needed for teaching. But I believe that students need more recess time during the school day.

Stimulus 2b

Stimulus 3a

Stimulus 3b

I believe that our students need more recess time during the school day. Recess has many benefits that cannot be gained from a textbook. As a teacher, I know that physical activity helps students pay more attention during class.

Doctors say that recess is also important for students' health. Students who do not have recess at school are less active after school. We need to help our students exercise and stay healthy.

During recess students have time to play together and solve problems. Recess gives students the chance to learn the skills they need to get along with other people.

As a teacher, I know that physical activity helps students pay more attention during class.

Doctors say that recess is also important for students' health.

During recess students have time to play together and solve problems.

Stimulus 4a

Stimulus 4b

As we plan for next year, we should plan for more physical activity throughout the school day. We should increase recess to 40 minutes per day.

Some schools have found that a longer recess is good for students. Principals of these schools say that there is more teaching and learning in the afternoon.

I strongly believe we should have a 20-minute recess break in the morning and a 20-minute recess in the afternoon. This change would be great for our students. The students would be better able to pay attention during class.

And I believe it will help us reach our goal: doing what is best for students.

Sincerely,

Mrs. Adams
Fifth-grade teacher

reduce the number of classes that are taught before recess

start programs during recess that help students be healthy

*

increase the amount of time students have for recess

Confidential Student Report (CSR)

Interpreting the Results

A. Reporting Category

B. Points Achieved and Points Possible

C. Percent Achieved

D. Student's Scaled Score

E. Level II: Satisfactory and Level III: Accomplished

F. Scale Score Bar

G. STAAR Alternate 2 Progress Measure

H. Student Date Portal

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS ALTERNATE 2
Confidential Student Report
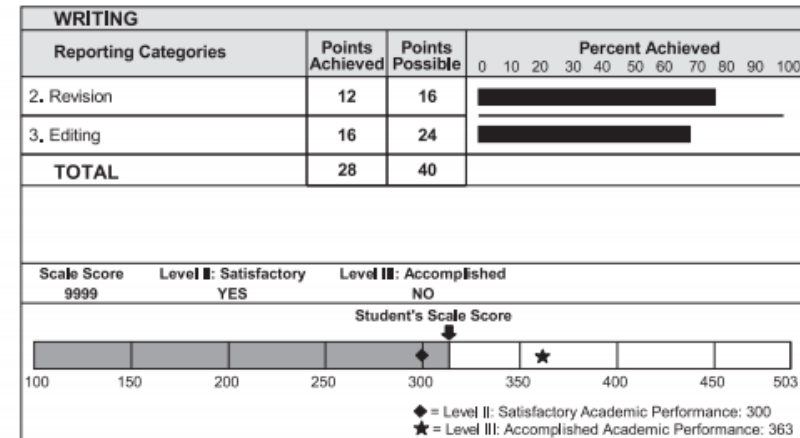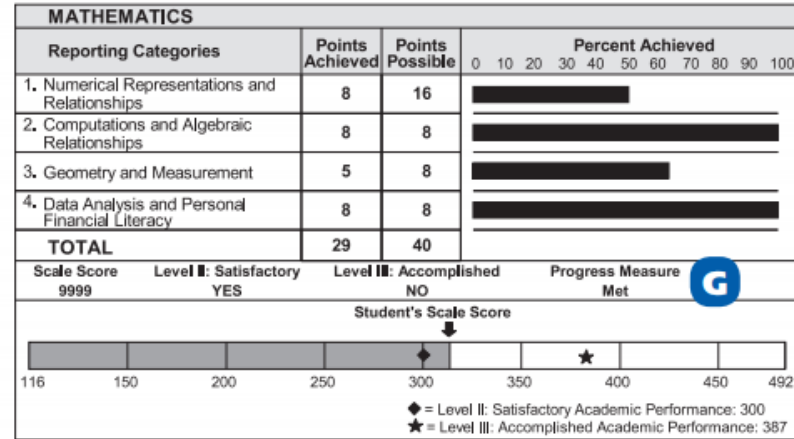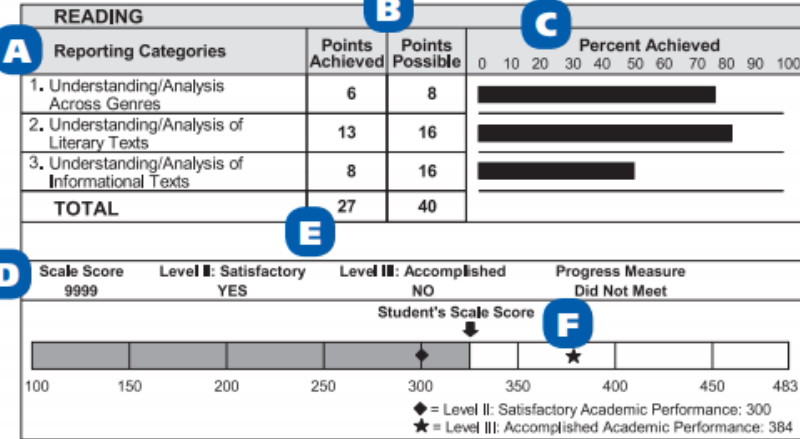## GRADE 4

FIRSTNAME I. LASTNAME

Date of Birth: mm/dd/yy
Student ID (PEIMS): *****9999
Local Student ID: 999999999

District: 999-999 DISTRICT NAMEXX
Campus: 999 CAMPUS NAMEXXXX
Class Group: CLASS GROUP NAME

Report Date: MONTH YEAR
Date of Testing: SEASON YEAR
Grade: 4

How did Firstname do on the grade 4 assessments?

READING

Reporting Categories	Points Achieved	Points Possible	Percent Achieved 0 10 20 30 40 50 60 70 80 90 100
1. Understanding/Analysis Across Genres	6	8	
2. Understanding/Analysis of Literary Texts	13	16	
3. Understanding/Analysis of Informational Texts	8	16	
TOTAL	27	40	

Scale Score	Level II: Satisfactory	Level III: Accomplished	Progress Measure
9999	YES	NO	Did Not Meet

Student's Scale Score

100   150   200   250   300   350   400   450   483

◆ = Level II: Satisfactory Academic Performance: 300
★ = Level III: Accomplished Academic Performance: 384

MATHEMATICS

Reporting Categories	Points Achieved	Points Possible	Percent Achieved 0 10 20 30 40 50 60 70 80 90 100
1. Numerical Representations and Relationships	8	16	
2. Computations and Algebraic Relationships	8	8	
3. Geometry and Measurement	5	8	
4. Data Analysis and Personal Financial Literacy	8	8	
TOTAL	29	40	

Scale Score	Level II: Satisfactory	Level III: Accomplished	Progress Measure
9999	YES	NO	Met

Student's Scale Score

116   150   200   250   300   350   400   450   492

◆ = Level II: Satisfactory Academic Performance: 300
★ = Level III: Accomplished Academic Performance: 387

WRITING

Reporting Categories	Points Achieved	Points Possible	Percent Achieved 0 10 20 30 40 50 60 70 80 90 100
2. Revision	12	16	
3. Editing	16	24	
TOTAL	28	40	

Scale Score	Level II: Satisfactory	Level III: Accomplished
9999	YES	NO

Student's Scale Score

100   150   200   250   300   350   400   450   503

◆ = Level II: Satisfactory Academic Performance: 300
★ = Level III: Accomplished Academic Performance: 363

https://tea.texas.gov/student.assessment/explainresults/

Document # 9999-99999

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Using Test Results

- Planning for the next school year
- Updating IEP PLAAFPs and Goals and Objectives
  - Individual performance level ratings
  - Scale scores
  - Number of correct answers

2018 Educator Guide, p. 18

Contact Information

Angie McMillan, M.S., CCC-SLP

angie.mcmillan@springbranchisd.com

Office: 713-251-1708

STAAR Alt 2

Michele Burta

Michele.burta@springbranchisd.com

Office: 713 251-1707

STAAR

Graduation Plan Overview

Foundation High School Program

The Foundation High School Program with endorsements is a flexible program that allows students to pursue their interests. It is the default graduation program for students who entered high school in the 2014–15 school year or later.

The program contains up to four parts:

- A 22-credit foundation plan which is the core of the Texas high school diploma program
- Five endorsement* options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement
- Performance Acknowledgments that note outstanding achievement in specific areas**

The Foundation requirements (22 credits) include:

English (4 credits)	• English I	• English II	• English III	• An advanced English course
Mathematics (3 credits)	• Algebra I	• Geometry	• An advanced math course	
Science (3 credits)	• Biology	• Integrated Physics & Chemistry or an advanced science course • An advanced science course		
Social Studies (3 credits)	• World History or World Geography • U.S. Government (one-half credit)	• U.S. History • Economics (one-half credit)		
Languages Other Than English (2 credits)	• 2 credits in the same language or • 2 credits from Computer Science I, II, III			
Physical Education (1 credit)	**Fine Arts (1 credit)**	**Electives (5 credits)**		
Speech: Demonstrated proficiency				

Endorsements Total credits with endorsements 26

Foundation Plan

Endorsements

Students can choose from 5 endorsement areas

Science, Technology, Engineering and Mathematics (STEM)
- Career and Technical Education (CTE) courses related to STEM • Computer Science
- Mathematics • Science
- Combination of no more than two of the categories listed above

Business and Industry (one of the following or a combination of areas)
- Agriculture, Food and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology and Communication
- Business Management and Administration
- Finance
- Hospitality and Tourism • Manufacturing
- Information Technology • Marketing
- Technology Applications
- Transportation, Distribution and Logistics
- English electives in:
  - advanced broadcast journalism
  - advanced journalism
  - debate
  - public speaking

Public Services (one of the following)
- Human Services • Health Science
- Law • Public Safety
- Corrections and Security
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

Arts and Humanities (one of the following)
- 2 levels each in two languages other than English (LOTE) • Social Studies
- 4 levels in the same LOTE • American Sign Language (ASL)
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry

Multi-Disciplinary Studies (one of the following)
- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected
  from English, mathematics, science, social studies, economics, LOTE or fine arts

Endorsement Opt-Out Option

The Texas Education Code, Section 28.025(b), allows a student to graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, the student and the student's parent/guardian are notified of the benefits of graduating with an endorsement and the student's parent/guardian gives written permission for the student to opt out of an endorsement. The benefits of graduating with an endorsement are available in the Graduation Toolkit, produced in partnership by the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Workforce Commission

LOTE Substitution (Foreign Language)

The Texas Education Code, Section 28.025(b), allows a student who receives special education services under Subchapter A, Chapter 29, and is unable to complete the two courses in the same language in a language other than English due to disability, to substitute for those credits two credits selected from English language arts, mathematics, science or social studies, or two credits selected from career and technology education, or two credits selected from technology applications. The determination regarding a student's ability to participate in language-other-than-English courses will be made by the student's admission, review and dismissal committee.

Students who receive special education services who completes one year of a language other than English must follow the process outlined for the Second Year Substitution Process – All Students.

Functional/Applied Courses

Courses have been created to allow students who need an alternate curriculum to access a course of study that is aligned to general education courses to earn state credit for those courses to complete the Foundation Graduation Plan. This includes academic core content courses and electives.

End-Of-Course Requirements

Students must take these End-Of-Course Tests
- English I
- English II
- Algebra I
- Biology
- U.S. History

The ARD committee may waive the passing of an EOC exam as a requirement of graduation.

In addition, any student can have up to 2 EOC courses waived and complete an designated replacement.

Transcripts

- There is no indication anywhere on the transcript that a student was in special education or that a student took special education courses.

- Colleges don't know that your child received special education services unless you tell them.

- There are indicators that might suggest they had something special – exemption from passing STAAR, SAT/ACT scores, etc.