

Special Education Department Day: 2013

August 5, 2013

Agenda

- New Faces
- Adjustments (?)
- Reflections on 2012/2013
- Looking forward to 2013/2014
- Small Group Discussion

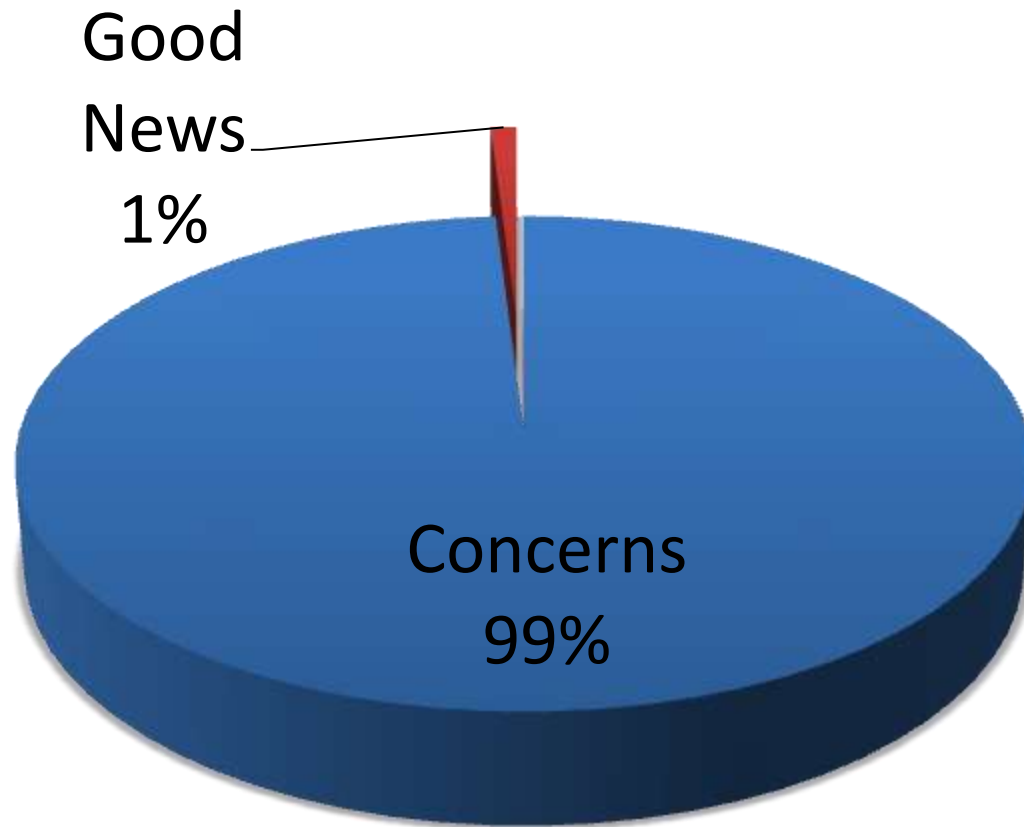
New Faces

- Hilary King – Speech & Language @ Londonderry
- Chad Pellman – TAS @ High School
- Kemal Pegram – Emotional Support @ Price
- Caitlin Harman – SLS @ Nye
- Michelle Flynn - LS @ High School
- Karee Robinson LS @ Middle School
- Courtney Stambaugh - Special Education teacher @ East Hanover

Adjustments(?)

- Increase knowledge of programming throughout whole department
- Reduce large group lecture (???)
 - Different models for PD
 - Differentiated PD
- Emphasis on Big Picture & Alignment

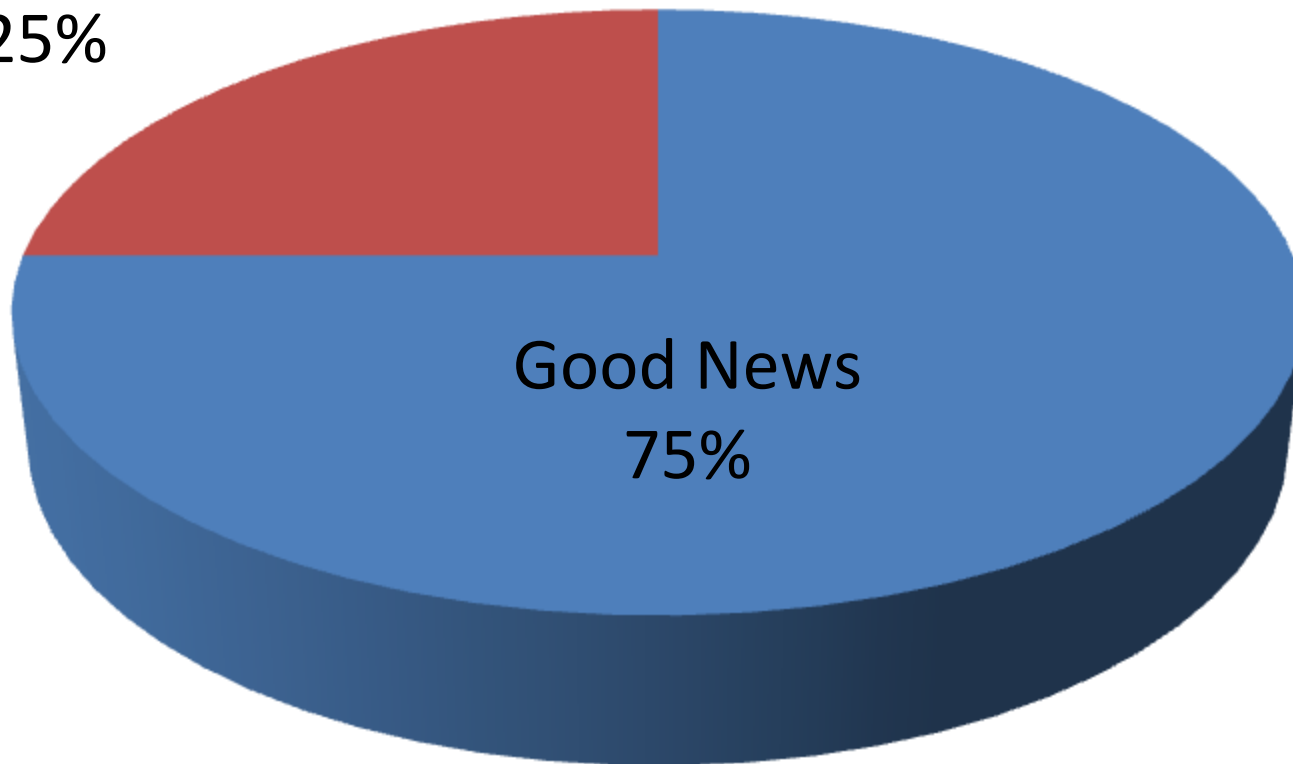
2011/2012 Phone Calls & Emails



2012/2013 Phone Calls & Emails

Concerns

25%



Good News

75%

2012/2013 in Review

- IPads & Communication (Ann P)
- Elementary Inclusion Trends (Abby R)
- PostSecondary Transition/Indicator 13 Training (Cindy S)

Employability Skills Training Program

Additional Indicator 13 Findings

- Goal Statements
- Progress Monitoring

Goal Statements

Measurable Annual Goals at a Glance					
Condition	Student Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Under what conditions- what materials, settings, accommodations?</i></p> <p>Examples:</p> <ul style="list-style-type: none">Given visual cues...During independent practice in math...Given active response checks...Using a self monitoring checklist...Using passages from content area classesGiven a writing promptUsing a checklist of tasks on the job site		<p>Describe behavior in <u>measurable, observable</u> terms. Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <ul style="list-style-type: none">LocateNamePointSeparateRankChoose <div><p><i>Remember--Academic Standards, Big Ideas, Concepts, Competencies or Assessment Anchors from the Standards Aligned System (SAS) provide the</i></p></div>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <ul style="list-style-type: none">% of the time# times out of # trialsWith # or % accuracy"X" or better on a rubric or checklist.	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently will the student need to perform the skill(s) before considered mastered?"</i></p> <p>Examples:</p> <ul style="list-style-type: none">5 out of 6 consecutive trials8 consecutive days4 out of 5 consecutive weeks	<p><u>Evaluation Schedule:</u></p> <p><i>How often will skill be assessed?</i></p> <ul style="list-style-type: none">Daily?Weekly?Biweekly? <p><i>How will skill be assessed?</i></p>

Progress Monitoring Characteristics

- Tools should be linked directly to goal statement
- Level – tool should give percent, frequency, or other as listed in goal statement
- Schedule – tool should be given frequently – as detailed in goal statement

Performance Criteria		
<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • % of the time • # times out of # trials • With "____" accuracy • "X" or better on a rubric or checklist. 	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently will the student need to perform the skill(s) before considered "mastered?"</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • 5 out of 6 consecutive trials • 8 consecutive days • 4 out of 5 consecutive weeks 	<p><u>Evaluation Schedule:</u></p> <p><i>How often will skill be assessed?</i></p> <ul style="list-style-type: none"> • Daily? • Weekly? • Biweekly? <p><i>How will skill be assessed?</i></p>

Defining Frequency

Formative Assessment:

Monitoring the Progress of Students Who Have IEPs

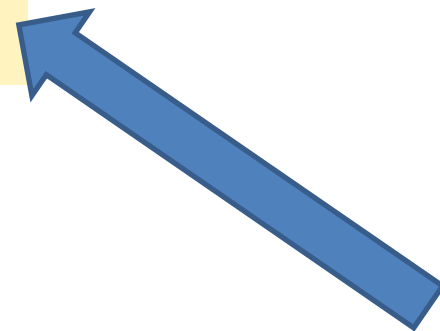
Progress monitoring is the ongoing process of collecting and analyzing data to determine student progress toward attainment of educational goals. It can be used to

Figure 1. Progress Monitoring Graph



<http://pattan.net-website.s3.amazonaws.com/images/2013/03/28/FormAssessPMon0811.pdf>

instructional adjustments. Data must be collected often enough to allow for timely intervention decisions that maximize student progress. The following questions



Defining Frequency

*How often will
skill be assessed?*

- Daily?
- Weekly?
- Biweekly?

Progress Monitoring

- Are we aligned with expectations?
 - Linked to goal statements
 - Ability to measure on frequent basis

Small Group 1

1. List all the measures typically used in your Present Levels and/or Goal Statements
2. Consider the area (reading (basic, comprehension), math, pragmatic language)
3. How often can the measure be given (a good progress monitoring tool)?

Small Groups

- K-12 Autism Support
- K-12 Emotional Support
- K – 12 PTLs & LSS
- K-5 Itinerant Support
- 6-8 Learning Support
- 9-12 Learning Support
- Speech & Language
- OT

Group Work Table

Measure	Area of Focus	How often administered	Informative	Ease of Administration & Scoring

2012/2013 in Review

- ESY information & Present Levels
- IEPs to parents prior to meetings
- FBAs & BIPs
- ACCESS
- Comprehensive Planning

IEPs to parents prior to meetings



Know 1 year date



Gather info/data & start writing IEP
well in advance of 1 year date



Send to/Inform
Patti or Eileen



Mail or send home
to parent(s)



Peaceful and productive IEP meeting,
Within time lines!!!

FBA's & BIPs

- When to consider an FBA
- Data collection issues
- Other

Comprehensive Planning

- 2 Goals related to Special Education
 1. Offer multi-media venues to communicate with parents on processes for identification and services for students with special needs (IEP, gifted, ELL).
 2. Develop process to input RtII interventions and progress into Data Warehouse.

Offer multi-media venues to communicate with parents on processes for identification and services for students with special needs (IEP, gifted, ELL).

Web Page

Home Schools Our District Curriculum

Pupil Services

- Overview
 - Staff
- For Parents
 - Parent Concerns
 - Process for Elementary Concerns
 - Process for Middle School Concerns
 - Process for High School Concerns
 - Parent Resources
 - Medical Assistance
 - Events
 - Newsletters
 - + Special Education Services
- Gifted Support Services
- Home Education Services
- Psychological Services
- + School Counselor Services
- + School Health Services
- Special Education
- Special Education Staff Resources
 - General Information
 - Transition
 - PSSA & Keystone Accommodations

me Schools Our District Curriculum Policies Employment Services Community For Parents Calendar



Students who are eligible for special education programming are entitled to an individualized education program, or IEP. The IEP is a comprehensive plan designed to outline a student's needs, goals, and the specific programming proposed to reach those goals. IEPs are renewed at least one time per year and remain in effect until a student is formally dismissed from special education or graduates.

There are many parts to an IEP, the following describes a few of the more important:

Present Levels of Academic & Functional Performance

Transition Services

Goals

Special Education/Related Services

Educational Placement

More information on general programming structures in the district can be found [here](#).

An annotated IEP can be found [here](#).

Plan for Goal 1

- Continue to add parent-friendly and useful information about special education
 - Process
 - Programming
 - Other
- Move from web-content to something a bit more aesthetically pleasing
- Record and post videos of certain topics

Develop process to input RtlI
interventions and progress into Data
Warehouse.

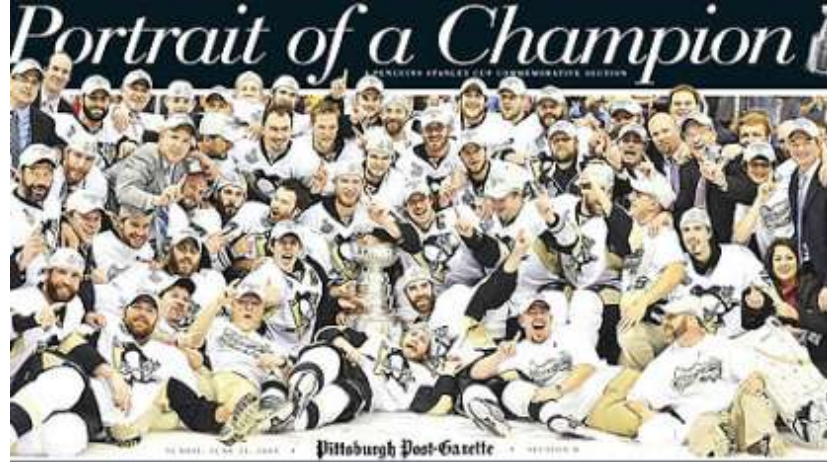
Intervention Details	Assessment / Progress Monitoring Details						
<p>Intervention: <input type="text" value="Select an Intervention Category"/> *</p> <p>Intervention Begin Date: <input type="text"/> *</p> <p>Time Spent: <input type="text" value="0"/> Hour(s) and <input type="text" value="0"/> Minute(s)</p> <p>Intervention End Date: <input type="text"/> Set to Begin Date ?</p> <p>Subject: <input type="text" value="Select a Subject"/> *</p> <p>Proficiency Before Intervention: <input type="text" value="Select a Proficiency"/></p> <p>Teacher Providing Intervention: <input type="text" value="Other - Not Listed"/></p> <p>Intervention Tier: <input type="text" value="Select a Tier"/></p> <p>Intervention Strategy (Please Describe): Increase Text Box Size Spell Check</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div>	<p>Intervention Goal Description: Increase Text Box Size Spell Check</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div> <p>Progress Goal: <input type="text"/></p> <p>Progress Benchmark Value: <input type="text"/></p> <p>You must first save the intervention before you can add/show progress</p> <p><i>Note: Progress monitoring is optional. The right half of the screen is to be used to document and record progress the student is making in regards to this intervention.</i></p>						
<p>Standards Being Addressed by the Intervention:</p> <table border="1"> <thead> <tr> <th>Select</th> <th>Standard</th> <th>Current Proficiency</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td colspan="2">no standards selected</td> </tr> </tbody> </table> <p>Add Standards</p>		Select	Standard	Current Proficiency	n/a	no standards selected	
Select	Standard	Current Proficiency					
n/a	no standards selected						
<p> <input type="button" value="Save Intervention"/> <input type="button" value="Save and Create New"/> <input type="button" value="Cancel"/> </p> <p> Return to Student Detail </p>							

Plan for Goal 2

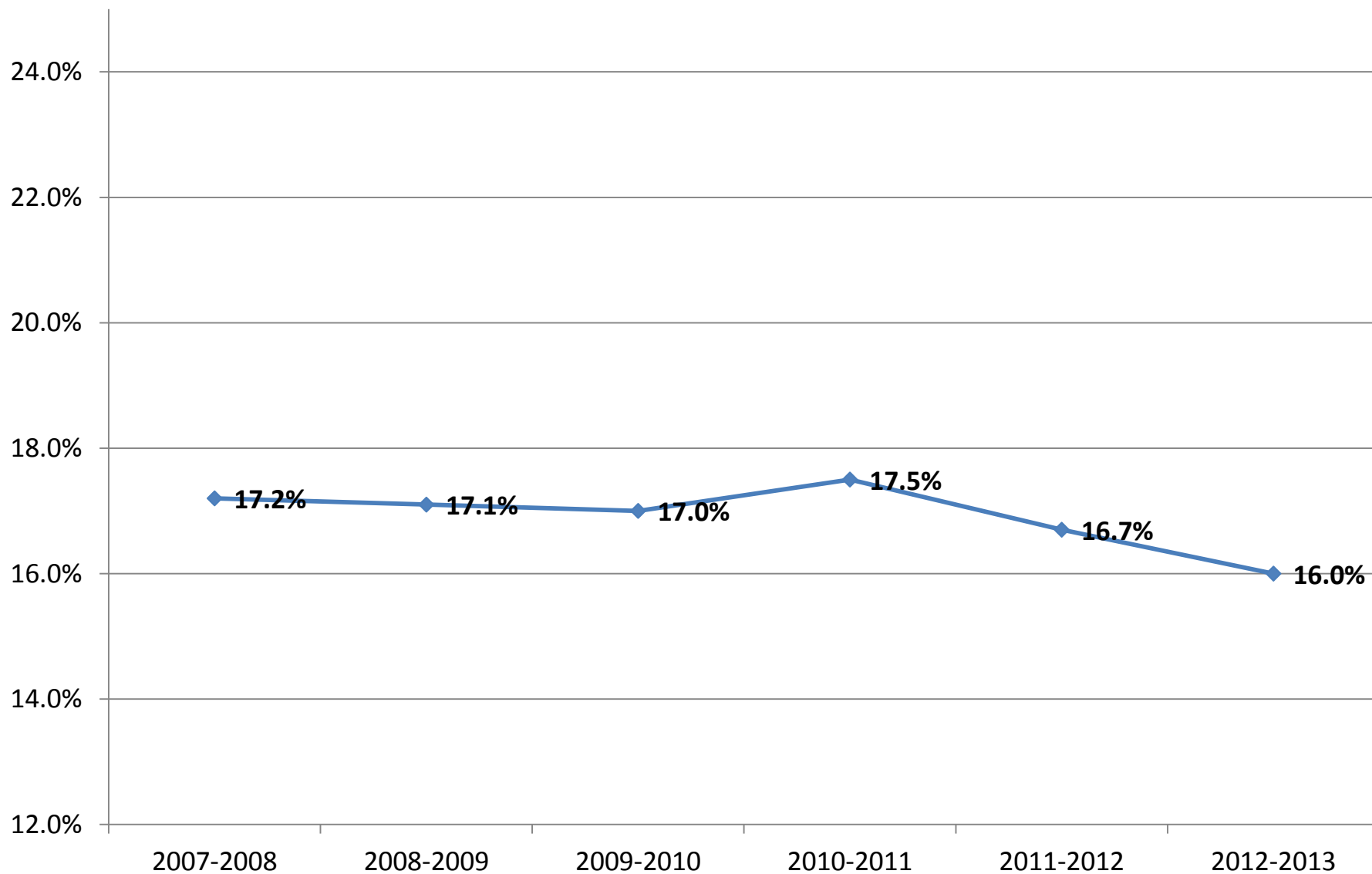
- 2013/2014:
 - “Volunteers” from each level (EI, MS, HS) to enter programs currently being used
 - Work out bugs
- 2014/2015
 - Record programming at end of each IEP cycle

2012/2013 in Review

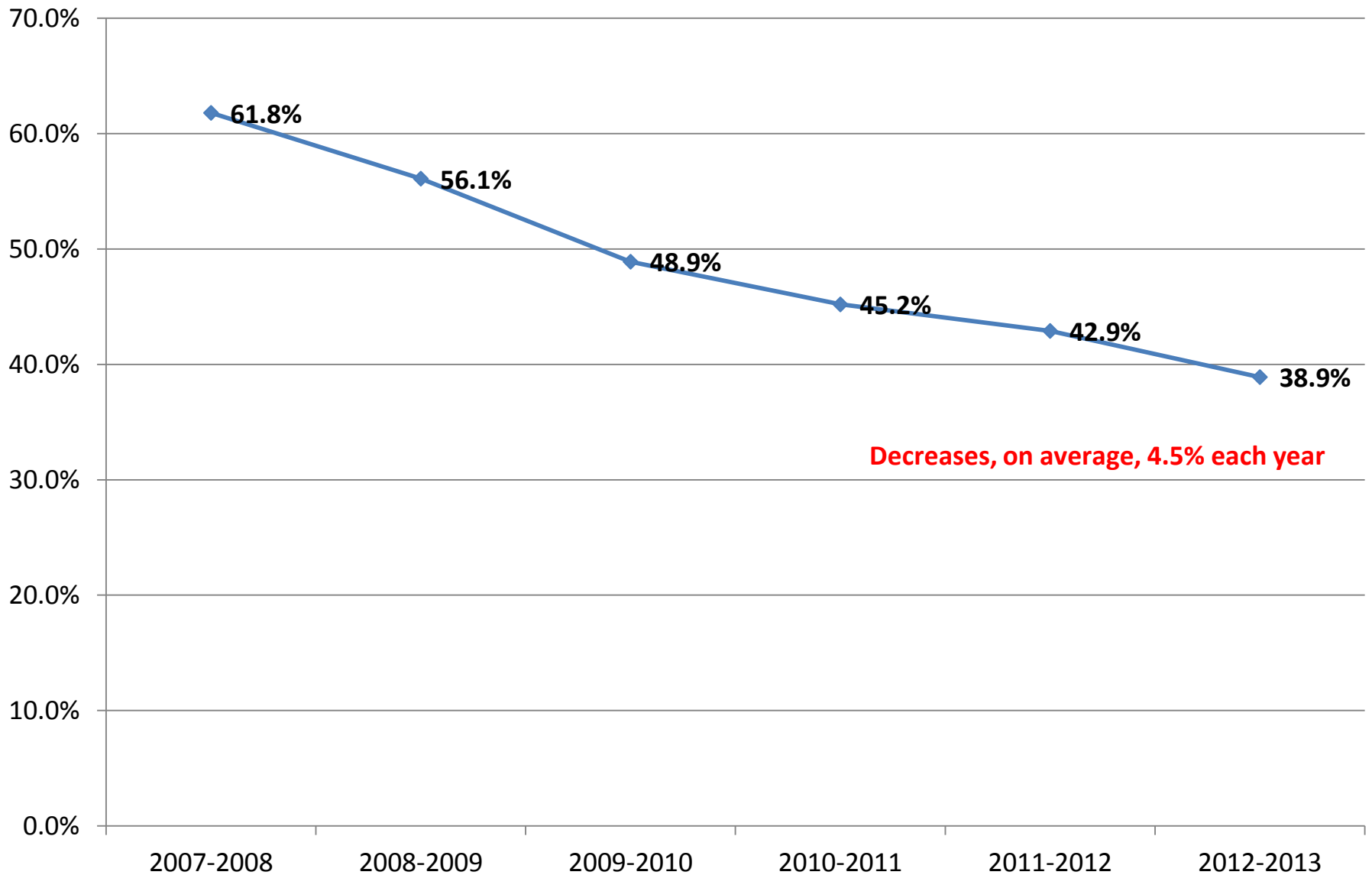
- 0 Due Processes filed 😊
- 0 Complaints filed with the State 😊



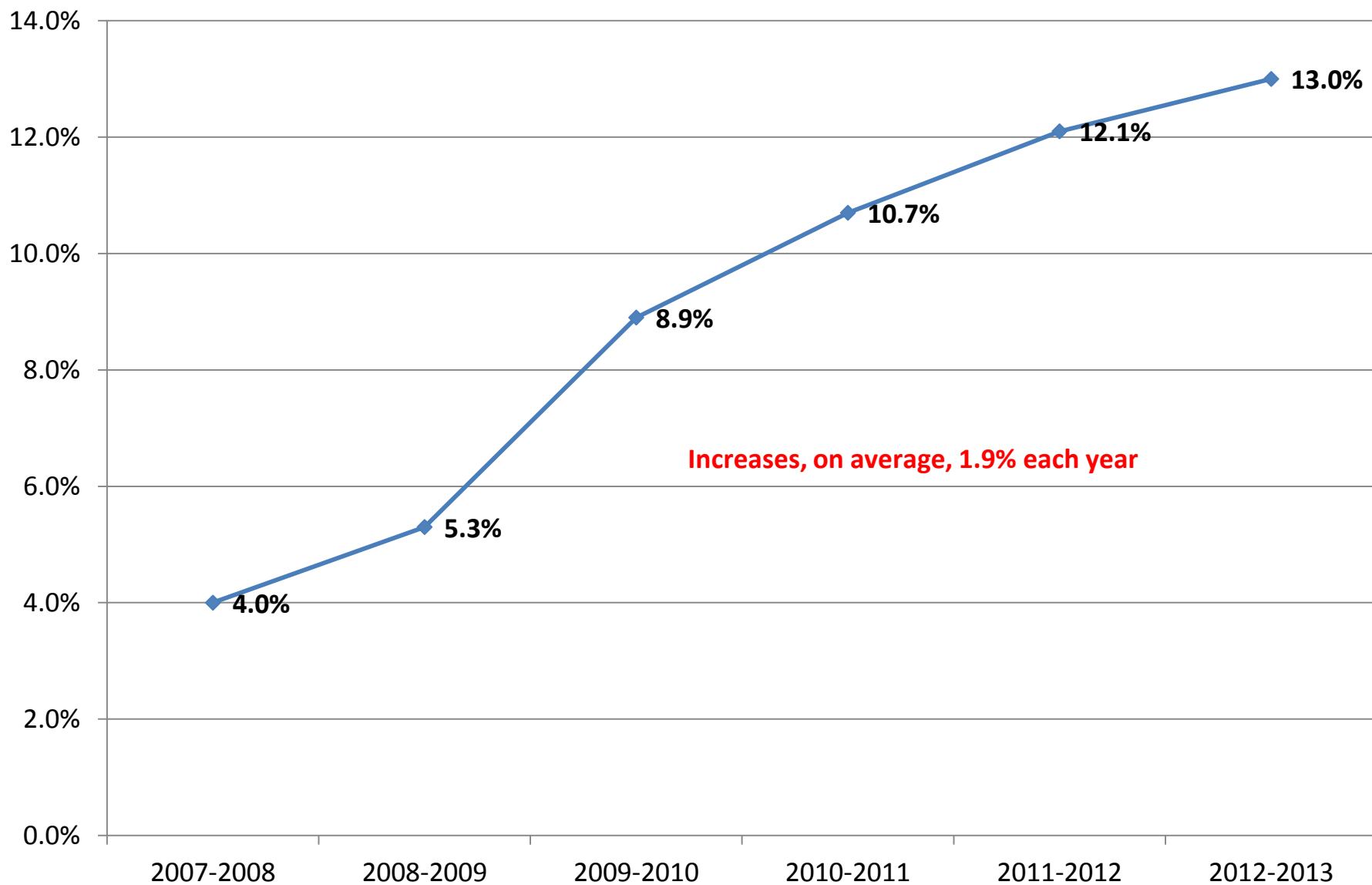
Percent of Total Student Population Receiving Special Education Services



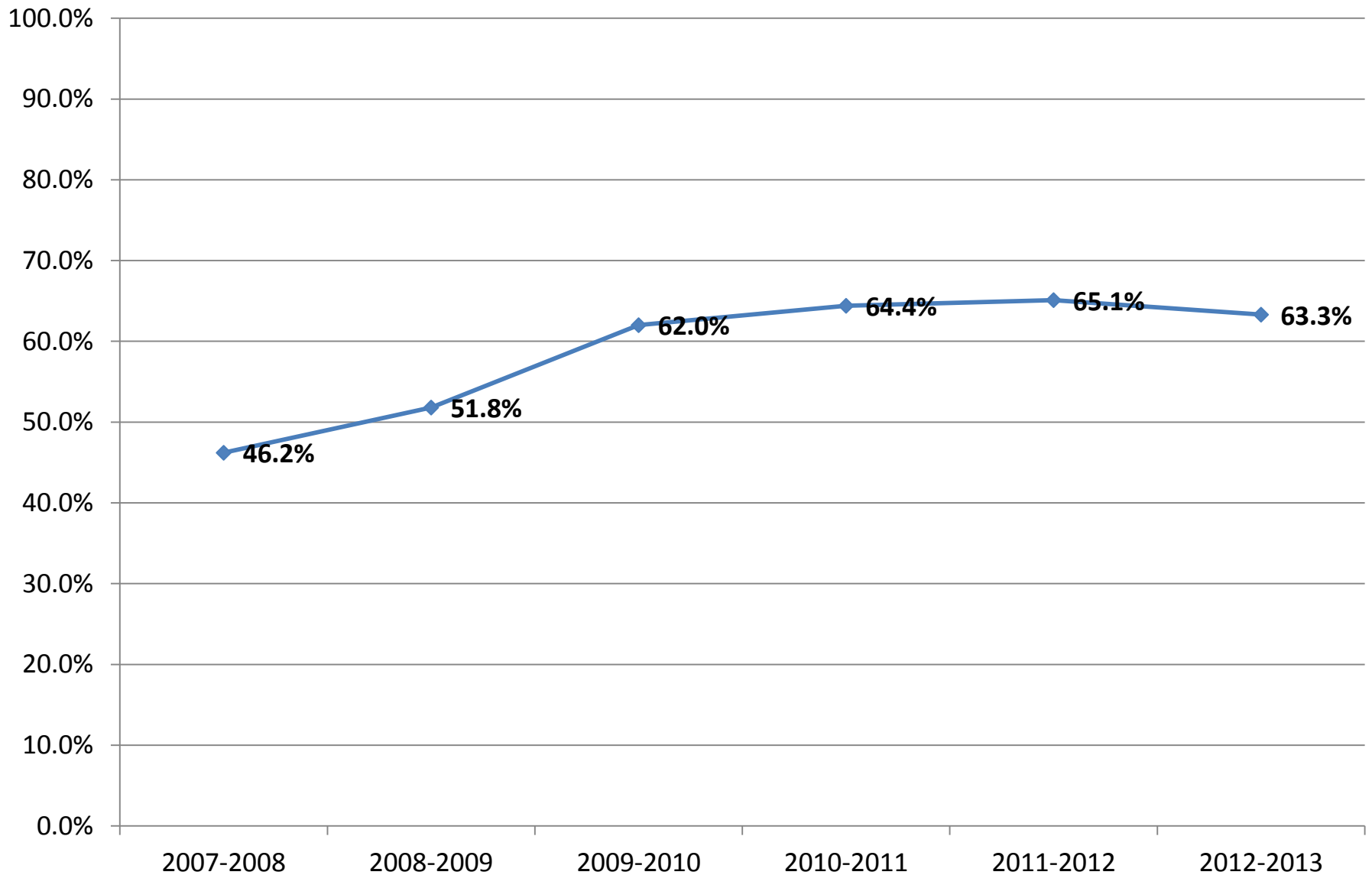
Percent of Students with IEPs: Primary Disability of Specific Learning Disability



Percent of Students with IEPs: Primary Disability of Autism

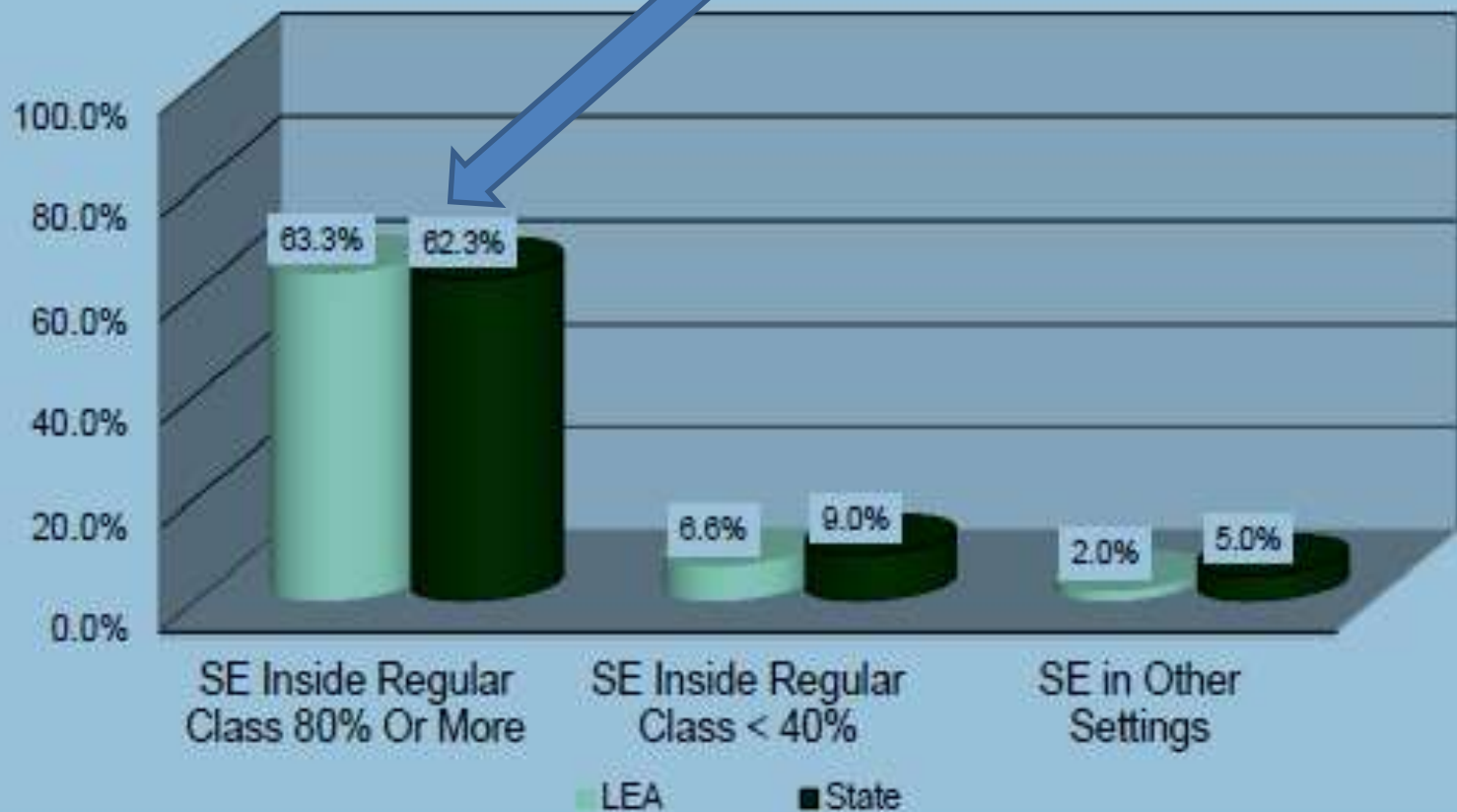


Percent of IEP Students in Regular Education Class more than 80%



Educational Environments (Ages 6-21)

Source: December 1, 2012 Child Count



Enrollment (School Age)

Source: December 1, 2012 Child Count

	LEA	State
Total Enrollment ^	3,889	1,760,233
Total Special Education Enrollment	624	268,640
Percent Special Education	16.0%	15.3%
Percent of Special Education Enrollment by Disability		
Autism	13.0%	8.6%
Deaf-Blindness	---	0.0%
Emotional Disturbance	8.0%	8.6%
Hearing Impairment Including Deafness	---	1.0%
Intellectual Disability (Mental Retardation)	5.1%	7.1%
Multiple Disabilities	---	1.1%
Orthopedic Impairment	---	0.3%
Other Health Impairment	10.7%	11.2%
Specific Learning Disability	38.9%	45.4%
Speech or Language Impairment	22.4%	16.0%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.4%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location receiving services.

District Information 2013/2014

- Teacher Effectiveness
- Common Core
- School Safety
- Technology Integration

Special Education 2013/2014

- Audit
- Price School
- IEP Alignment
- Web Page
- PWN & Consents

Special Education Audit

- Facilitated Self-Assessment - 23 topics – due 30 days prior
- New is Educational Benefit Review - 10 students from sample – a team looks at progress over 3 years.
- Teacher and Parent surveys via website
- On site for 2 days, 10 student files, interviews (admin, gen, sp ed, students) and classroom observation – Week of May 5th, 2014

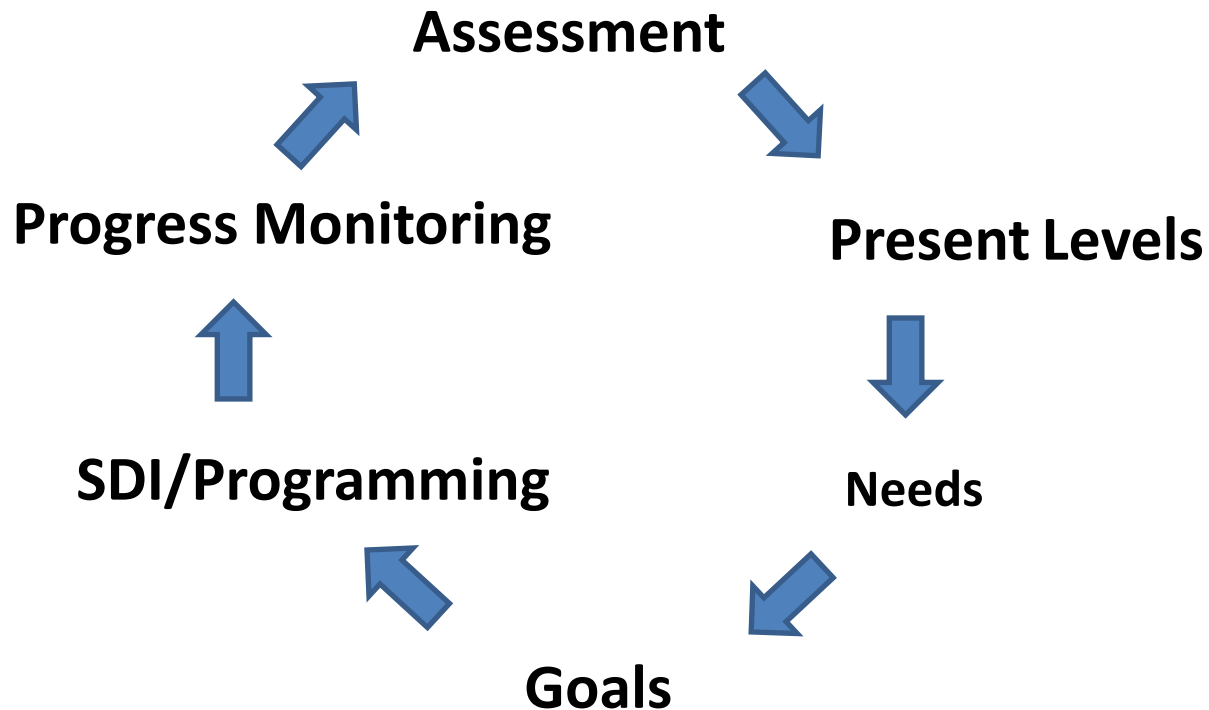
Price

- Behavior Management Through Adventure (BMTA) framework
- Increased focus on transition & post secondary outcomes
 - Social skills
 - Work skills
 - Academic skills

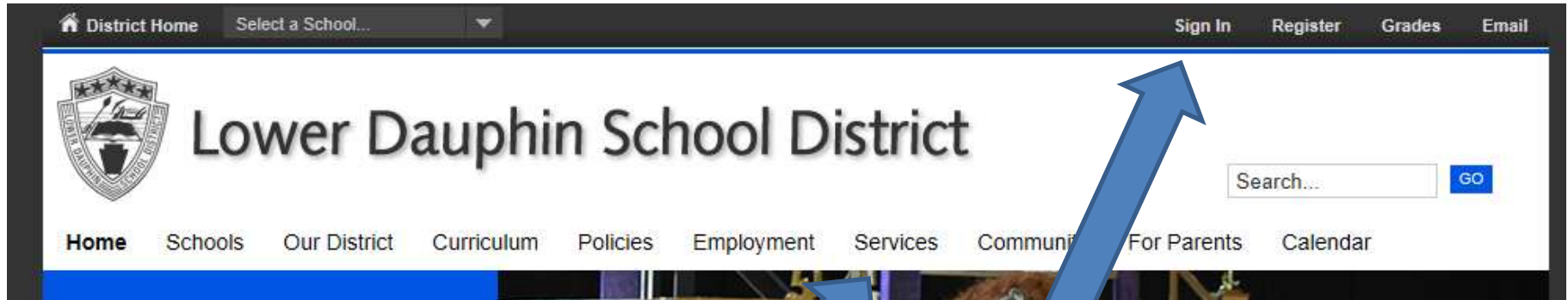
Price Moving Forward

- Overall student numbers
 - Open to consortium students
- Continued goal of re-integrating Price students into Middle & High School
- Staff & BMTA model in Middle & High School?

IEPs - Focus on Alignment



Web Page



Pupil Services

Web Page

Pupil Services

- + Overview
- + For Parents
 - Gifted Support Services
 - Home Education Services
 - Psychological Services
- + School Counselor Services
- + School Health Services
- Special Education
- + Special Education Staff Resources



- Special Education Staff Resources
 - General Information
 - Transition
 - PSSA & Keystone Accommodations
 - Special Education Day Handouts & Forms

[Checklist](#): This PDF file is a nice checklist to follow to ensure all transition requirements in the IEP are met.

[Standards Aligned IEP Handout](#): This PDF file details the Present Levels Related to Current Post Secondary Transition Goals (top of p. 2) and has the Measureable Annual Goals at a Glance chart on page 5.

[Scoring Rubric](#): This PDF file is the scoring rubric the IU/PaTTAN team used to review transition during the one-on-one meetings.

[Teacher Input for IEP Form](#): This Word document is an example form to allow teachers to provide information on student performance - used to update Present Levels.

[Service/Activities](#): This Word document provides examples of transition Services and Activities.

[IEP Example](#): This PDF file is a sample IEP with all Transition sections completed.

Web Page – Future Directions

- Checklists
 - Timelines for evaluations, re-evaluations, IEPs
 - Content for evaluations, re-evaluations, IEPs
- Professional Development
 - Content
 - Links
- Improvements in formatting, user friendliness

PWN & Consent to Eval/Re-Eval

- Direction to come this fall during monthly meetings

Teacher Effectiveness



http://www.portal.state.pa.us/portal/server.pt/community/educator_effectiveness_project/20903

Teacher Effectiveness Model

- Observation (June or Aug In-service)
- School Performance Profile
- PVAAS
- Student Learning Objectives (SLO)

Teacher Effectiveness System in Act 82 of 2012

Observation/Evidence

Effective 2013-2014 SY

Danielson Framework Domains

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

School Building Data

Effective 2013-2014 SY

Indicators of Academic Achievement

Indicators of Closing the Achievement Gap, All Students

Indicators of Closing the Achievement Gap, Subgroups

Academic Growth PVAAS

Other Academic Indicators

Teacher Specific Data

Effective 2016-2017 SY

PVAAS / Growth 3 Year Rolling Average

1. 2013-2014 SY
2. 2014-2015 SY
3. 2015-2016 SY

Elective Data/SLOs

Optional 2013-2014 SY

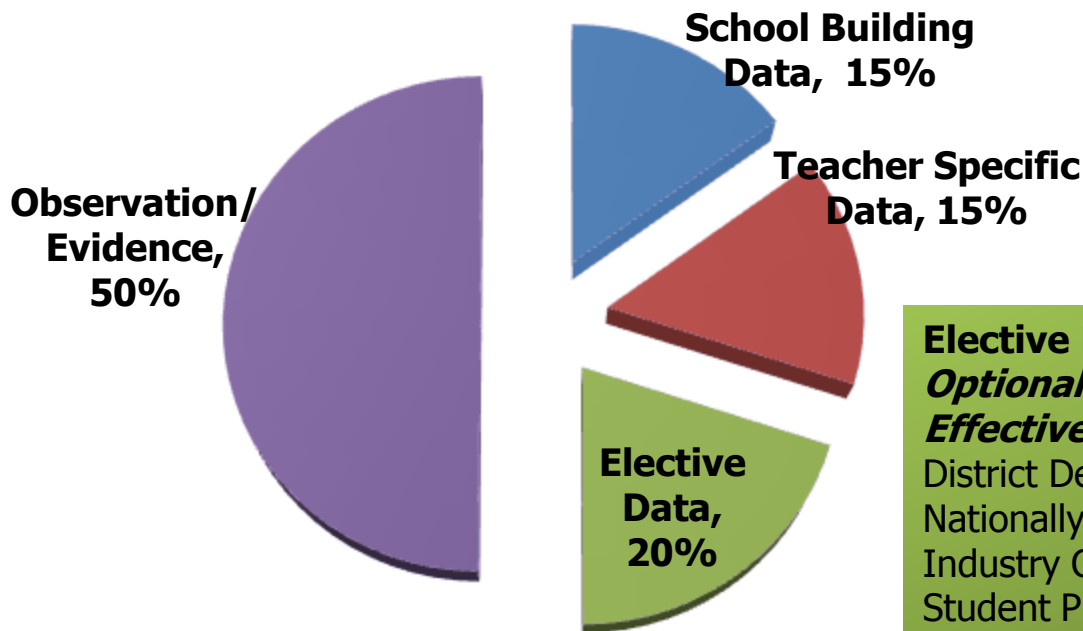
Effective 2014-2015 SY

District Designed Measures and Examinations

Nationally Recognized Standardized Tests

Industry Certification Examinations

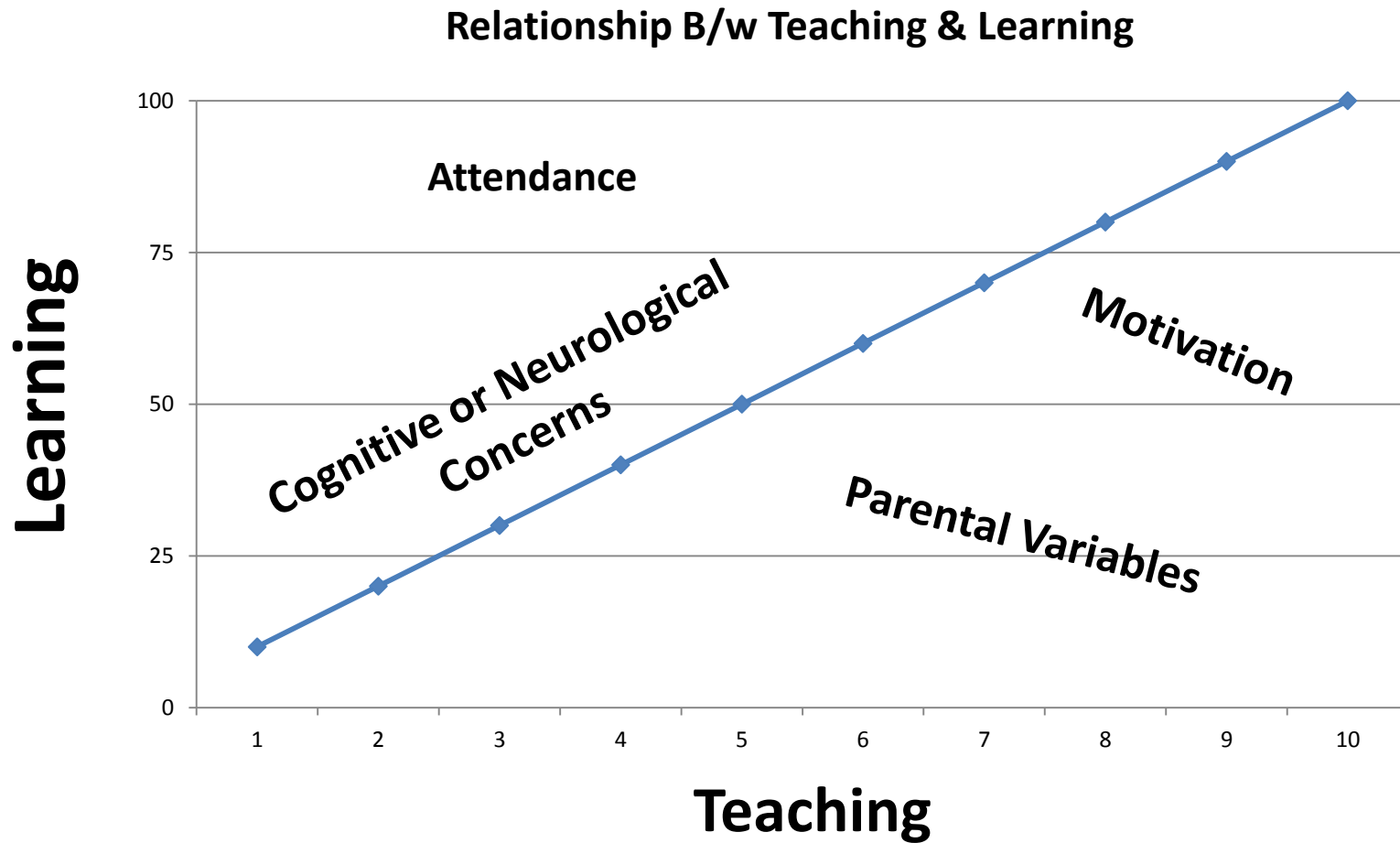
Student Projects Pursuant to Local Requirements



Model Assumes Causation

- Students from families with few books in their homes tend to earn lower marks in Kindergarten, therefore, having few books **causes** low achievement.
- Kindergarten Achievement could be **caused** by
 - Degree of exposure to basic skills prior to school age
 - Attending pre-school/head start
 - Etc., etc.

Model Assumes Causation



Why Does Causation Assumption Matter?

- Student learning (growth) becomes the metric against which teacher effectiveness (evaluation) is compared.
- Student's with low PSSA & Keystone scores and PVAAS growth outcomes = teachers with low teacher effectiveness scores.
- The link is direct via the School Performance Profile, PVAAS, and SLO.

School Performance Profile

- School Level Score
- Combines Achievement on PSSA/Keystone & Growth (PVAAS) (90%) with a few other variables (10%)
- 15% of individual evaluation is directly tied to whole school's performance

PVAAS

- A statistical model that uses past performance to predict future scores on PSSA/Keystone
- Students either:
 - score less than predicted make less than years worth of growth,
 - score as predicted make a years worth of growth,
 - score better than predicted make more than a years worth of growth

PVAAS

**All based on PSSA or Keystone
15% of evaluation**



Student Learning Objectives (SLOs)

- 20% of evaluation total for teachers with PSSA/Keystone links (grades/classes)
 - Starting in 3 years
- 35% of evaluation total for all teachers next two years
- 35% of evaluation total for teachers not linked to PSSA/Keystone

SLO – In General

- Purpose is to look at student achievement and growth **outside** of PSSA/Keystone
- Each school district given flexibility in set up of SLOs
- 2013/2014 school year to pilot

SLO and Special Education

- Potential to capture the uniqueness of special education
 - IEP and individualized learning (academic, behavioral, social, communication, etc.) goals.
- 2013/2014 pilot year: opportunity to define portion of SLO framework in special education

SLOs To Do List

1. Consider measures used for
 1. baselines in Goals
 2. measuring progress toward Goals
2. Ask
 1. Do we have (good*) measures for goals?
 2. Are we consistently measuring goal achievement, documenting in next IEP (present levels)?

Characteristics of “Good” Measures

- Reliable: change in score is due to change in knowledge, not errors of test
- Valid: measuring what we say it measures
- Informative: results guide instruction/intervention
- Ease of administration & scoring: works into schedule/process rather than burdensome

Why do Good Measures Matter?

- Confidence in measures = confidence in growth
- Confidence in growth = confidence in IEP goal attainment
- IEP goal attainment = the core purpose of special education
- SLOs allow potential to tie purpose of special education to teacher evaluation

Small Group Work

1. How informative is the measure?
2. How easy is the measure to give and score?

Measure	Area of Focus	How often administered	Informative	Ease of Administration & Scoring

Future Direction



Outcomes Focus

State/Federal Level

- Educational Benefit Review (State Audit)
- Post Secondary Surveys (Transition/Indicator 13)

Local Level

- Increasing emphasis on programming, teaching skills
- Increasing emphasis on data analysis, student growth (IEP goals)

Professional Development

- Progress Monitoring
- Excel for tracking progress
- Parent training
- Role of technology

Advisory Committee???

- Purpose: keep office of Pupil Services in touch with classroom-level issues & concerns
- Possible Structure:
 - Representatives from each building and/or each program (LS, ES, AS, LSS, S/L, OT)
 - Quarterly meetings (4X/yr)
 - Agenda set by representatives

Big Picture & Alignment



Lower Dauphin School District

Our Mission

The Mission of the Lower Dauphin School District is to engage all students in a customized educational experience that prepares them to be self-sufficient and contributing members of a global community.

- Adopted by the Lower Dauphin Board of School Directors, November 2012.

Our Vision

For all students to be successful, it is our commitment to provide customized educational opportunities and quality instruction that promote creativity, collaboration and problem-solving in a safe, supportive environment. Our graduates will take their place in a global society as productive and responsible citizens and lifelong learners.



Teacher Effectiveness System in Act 82

Observation (50%)

PVAAS Data (15%)

School Data (15%)

SLO Data (20%)

IEPs - Focus on Alignment



Allow for the most effective and efficient process

Professional Development

Learn more about effective and efficient processes

13/14 Sp ED SLO Pilot

Figure out most effective and efficient processes,
allow local control over at least 20% of teacher evaluation

Advisory Counsel

Allow for feedback – fine line between effective & efficient
and asking too much, allow for open communication in
regard to resources needed to be most effective &
efficient

IEPs - Focus on Alignment



Professional
Development

13/14 Sp ED
SLO Pilot

Advisory
Counsel

Standard	Learning Objective	Assessment	Assessment
Standard 1: The student will be able to identify the main idea and supporting details of a text.	Standard 1: The student will be able to identify the main idea and supporting details of a text.	Standard 1: The student will be able to identify the main idea and supporting details of a text.	Standard 1: The student will be able to identify the main idea and supporting details of a text.
Standard 2: The student will be able to identify the main idea and supporting details of a text.	Standard 2: The student will be able to identify the main idea and supporting details of a text.	Standard 2: The student will be able to identify the main idea and supporting details of a text.	Standard 2: The student will be able to identify the main idea and supporting details of a text.
Standard 3: The student will be able to identify the main idea and supporting details of a text.	Standard 3: The student will be able to identify the main idea and supporting details of a text.	Standard 3: The student will be able to identify the main idea and supporting details of a text.	Standard 3: The student will be able to identify the main idea and supporting details of a text.
Standard 4: The student will be able to identify the main idea and supporting details of a text.	Standard 4: The student will be able to identify the main idea and supporting details of a text.	Standard 4: The student will be able to identify the main idea and supporting details of a text.	Standard 4: The student will be able to identify the main idea and supporting details of a text.

Goal Statements

Present Levels including ESY & Transition Info

Assessment & Progress Monitoring



Teacher Effectiveness System in Act 82

Observation (50%)

PVAAS Data (15%)

School Data (15%)

SLO Data (20%)

Wrap Up Activities

1. Closing Reflection
2. Sign Up Sheets
 - a. SLO pilot
 - b. Advisory Committee
3. LDSD Evaluation
4. Small Group Work
 - a. Stuff you want me to know
 - b. Other topics

Closing Reflection

- What are your biggest concerns going into this school year?
- What are you most optimistic about going into this school year?



Here is the evaluation link for the Special Education Planning Day on August 5, 2013.

<http://www.ldsd.org//cms/module/selectsurvey/TakeSurvey.aspx?SurveyID73>

Please share with all attendees.

Carron Wolf

Secretary to the Assistant Superintendent

Lower Dauphin School District

291 E. Main Street

Hummelstown, PA 17036

717-566-5317

[mail to:cwolf@ldsd.org](mailto:cwolf@ldsd.org)