

MDE Updates

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Office of Special Education

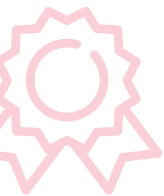
mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

September 2022





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

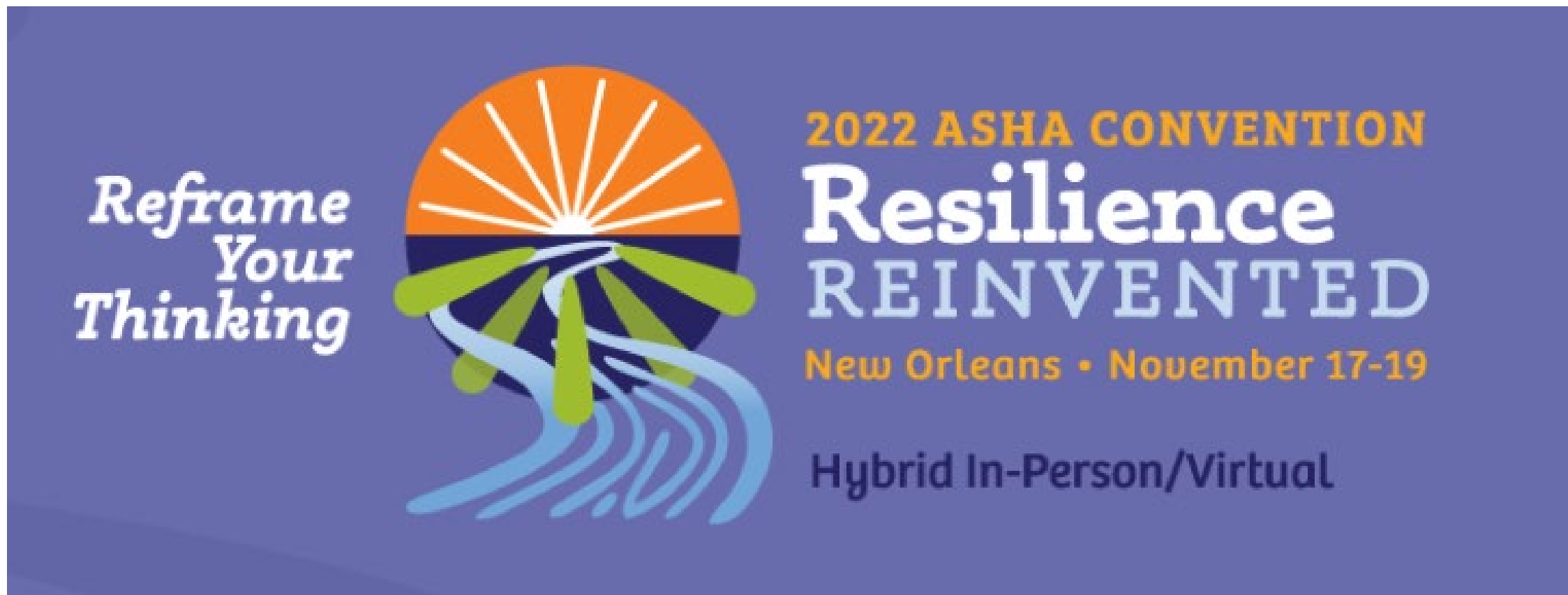
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Upcoming Events

- Sign up for the SLP listserv to get the dates and the links for participation.
- Second Tuesday of each month, 11:00-noon.
 - October 11
 - November 8
 - December 13
 - January 10
 - February 14
 - March 14
 - April 11
 - May 9
- Send topic suggestions to tlaney@mdek12.org.



- On the panel:
 - ASHA Schools staff
 - SEAL CHAMPS
 - ASHA School Issues Advisory Board members
- **Southern Region - Oct 12th, 6:00 CST – [Register here](#)**
- If you have questions for the panel, email them to me at tlaney@mdek12.org or to Melanie Clyatt, MSHA SEAL.



To register: [ASHA Convention: Information for Attendees](#)

SLP Growth Rubric



- Format changed to align with the teacher rubric
- Addition of language and literacy support for teachers
- 2022-2023 pilot year
- Full training and implementation will begin in 2023-2024

IDEA Part B Indicators

- Measure both compliance and student outcomes
- District performance is combined to yield State performance
- Measures include, but are not limited to:
 - Graduation and dropout data for students with disabilities
 - Preschool outcomes
 - Least Restrictive Environment (LRE)
 - Discipline
 - Assessment timelines
 - Parent involvement and dispute resolution

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| INDICATOR #1 GRADUATION | Indicator 1 provides information on how many students with disabilities graduate from high school with a regular diploma. |
| INDICATOR #2 DROPOUT | Indicator 2 provides information on how many students with disabilities dropped out of high school. |
| INDICATOR #3 ASSESSMENT | Indicator 3 calculates the number of students with disabilities that completed the statewide achievement test and gives information regarding their results. |
| INDICATOR #4 SUSPENSION/ EXPULSION | Indicator 4 looks at incidents of discipline in excess of 10 days among students with disabilities across different races/ethnicities. |
| INDICATOR #5 EDUCATION ENVIRONMENTS (AGES 6–21) | Indicator 5 identifies the locations where students with disabilities (ages 6–21) are receiving their special education services. |

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| INDICATOR #6 PRESCHOOL ENVIRONMENTS (AGES 3–5) | Indicator 6 identifies the location where students with disabilities (ages 3–5) are receiving their special education services. |
| INDICATOR #7 PRESCHOOL OUTCOMES | Indicator 7 measures improvements in preschool students with disabilities. Areas include social/emotional wellbeing, gaining and using new knowledge/skills, and the use of appropriate behaviors. |
| INDICATOR #8 PARENT INVOLVEMENT | Indicator 8 surveys the parents of special needs children. The purpose of the survey is to gauge how well the school is involving parents in decisions regarding their child’s special education services. |
| INDICATOR #9 DISPROPORTIONAT E REPRESENTATION | Indicator 9 compares the races/ethnicities of students with disabilities to the races/ethnicities of students without disabilities in a school district. |

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| INDICATOR #10 DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES | Indicator 10 looks at different disability categories in a school district. Within each category, Indicator 10 will then compare the races/ethnicities of students. |
| INDICATOR #11 CHILD FIND | Indicator 11 measures the percent of students who received an initial evaluation for special education within 60 days of a parent giving consent. |
| INDICATOR #12 EARLY CHILDHOOD TRANSITION | Indicator 12 looks at children (ages 0–2) who may qualify for special education services. If they qualify, Indicator 12 measures the percent of students that have a formal plan ready by their third birthday. |

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| INDICATOR #13 SECONDARY TRANSITION | Indicator 13 calculates the percent of students with disabilities (ages 16+) that have certain components in their educational plan. Their plan must include appropriate goals, transition information, services and courses. |
| INDICATOR #14 POST SCHOOL OUTCOMES | Indicator 14 provides the status regarding employment or higher education of students with disabilities one year after the student leaves high school. |
| INDICATOR #15 RESOLUTION SESSIONS | Indicator 15 measures the percent of problems that are solved through resolution sessions. If a parent has an issue regarding special education services, for example, the parent and school may have a resolution session wherein they meet and try to come to an agreement. |

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| INDICATOR #16 MEDIATION | Indicator 16 measures the percent of problems that are solved through mediation. If a parent has an issue regarding special education, for example, the parent and school may have a mediator (an unbiased third party) assist in coming up with an agreement. |
| INDICATOR #17 STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) | Indicator 17 includes a multi-year plan called the SSIP. This plan is designed to improve results for students with disabilities. In Arizona, the goal is to improve literacy proficiency in grade 3. |

Child Outcomes Summary (COS) Process



Indicator 7 of the SPP/APR measures the percentage of children ages 3-5 who demonstrate improvement in three early childhood outcomes:

1. Positive social-emotional skills (including social relationships);
2. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
3. Use of appropriate behaviors to meet their needs.

1. Introduction to parents
2. Administer anchor assessment for entry
3. Discuss three areas
4. Complete COS form for entry
5. Enter info into MSIS
6. Administer anchor assessment for exit
7. Complete COS form for exit
8. Enter info into MSIS
9. Data quality
10. Data use

Outcome 1: Positive Social Emotional Skills

This outcome involves relating to adults, relating to other children, and for older children, following rules related to groups or interacting with others. The outcome includes attachment/separation/autonomy, expressing emotions and feelings, learning rules and expectations in social situations, and social interactions and social play.

- **Relating with caregivers:** attachment, separation, regulation, respond/ initiate/sustain interactions, acknowledge comings and goings...
- **Attending to other people in a variety of settings:** awareness, caution, respond to/offer greetings, respond to own/others' names...
- **Interacting with peers:** awareness, respond/initiate/sustain interactions, share, cope and resolve conflicts, play proximity with peers...
- **Engaging in social games and communication with others:** respond to/initiate/sustain games and social communication, engage in mutual activity, joint attention...
- **Adapting to changes in the environment or routines:** transition between activities, respond to new/familiar settings/interactions, behave in ways to participate, follow routines and social rules...
- **Expressing own emotions and responding to the emotions of others:** show pride/excitement/ frustration, display affection, acknowledge/comfort others...

Outcome 2: Acquisition and Use of Knowledge and Skills

This outcome involves activities such as thinking, reasoning, remembering, problem solving, number concepts, counting, and understanding the physical and social worlds. It also includes a variety of skills related to language and literacy including vocabulary, phonemic awareness, and letter recognition.

- **Showing interest in learning:** persist, show eagerness and awareness, imitate and repeat actions, explore environment...
- **Using problem solving:** figure things out, trial and error, remember steps/actions, use purposeful actions, experiment with known and new actions...
- **Engaging in purposeful play:** early awareness and exploration, functional object use, construction, pretend, make believe play scenarios...
- **Understanding pre- academic and literacy concepts:** differences or associations among things, matching/sorting, size/color/shape/numbers, actions with pictures and books, early writing...
- **Progressing from sounds to words:** acquisition and complexity of sounds and vocabulary, sentence length and structure, [includes general items about language skills without context or intent]
- **Understanding questions asked and directions given:** respond to gestures, verbal requests, understand meaning of increasingly complex words/questions/directions, knowing and stating details about oneself such as name, age, gender...



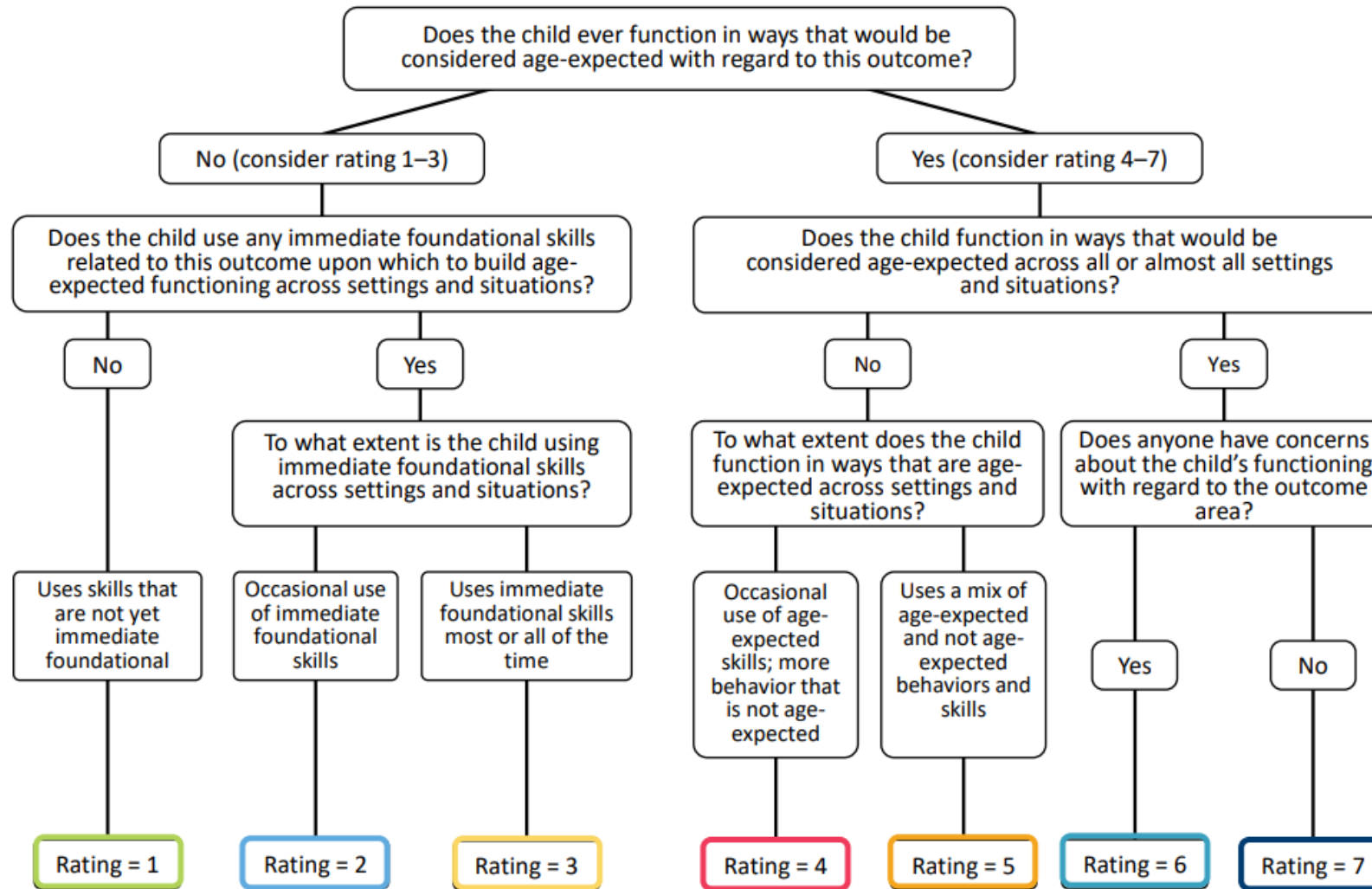
Outcome 3: Use of Appropriate Behaviors to Meet their Needs

This outcome involves behaviors like taking care of basic needs, getting from place to place, using tools (such as forks, toothbrushes, and crayons), and, in children 24 months or older, contributing to their own health, safety, and well-being. It also includes integrating motor skills to complete tasks; taking care of oneself in areas like dressing, feeding, grooming, and toileting; and acting on the world in socially appropriate ways to get what one wants.

- **Moving around and using tools/manipulating things to meet needs:** early movements and control to rolling, crawling, walking, running, jumping, climbing..., using tools – crayons, scissors...
- **Eating and drinking with increasing independence:** suck/swallow, chew, bite, finger feed, use utensils, hold bottle, drink from cups, amount/type of food...
- **Dressing and undressing with increasing independence:** assist with dressing, take off, put on shoes and clothes, undo/do fasteners...
- **Diaper/toileting & washing with increasing independence:** lift legs, toss diaper, sit on potty, wash hands, brush teeth, help with bathing...
- **Communicating needs:** indicate hunger, need for diaper change, sleep, express discomfort, hurt, request/reject food, express choice...
- **Showing safety awareness:** avoid dangers – stove, road, seatbelt...
Note: safety awareness is less evident in very young children

| Rating | | Rating Definitions/Criteria | Sample Statements Used to Summarize Rating Rather Than Numbers (Culminating or Descriptor Statements) | Documentation Considerations |
|-----------------------------|---|---|---|--|
| Overall Age-Expected Skills | 7 | <ul style="list-style-type: none"> Child shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life. No one on the team has concerns about the child's functioning in this outcome area. | <ul style="list-style-type: none"> Relative to other children Calvin's age, he has all of the skills that we would expect of a child his age in the area of <i>(outcome [e.g., use of appropriate behaviors to meet needs])</i> Calvin has a good mix of age-expected skills in the area of <i>(outcome)</i>. | <ul style="list-style-type: none"> Provide examples of the child's age-expected functioning. Indicate: "No concerns." |
| | 6 | <ul style="list-style-type: none"> Child's functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area. Although age-expected, the child's functioning may border on not keeping pace with age expectations. | <ul style="list-style-type: none"> Relative to same age peers, Calvin has the skills that we would expect of his age in regard to <i>(outcome)</i>; however, there are concerns with how he <i>(functional area that is of concern/quality of ability/lacking skills)</i>. Aside from the concern regarding Calvin's _____, he is demonstrating skills expected of a child his age in the area of <i>(outcome)</i>. | <ul style="list-style-type: none"> Provide examples of the child's age-expected functioning. Note concerns. <i>Evidence should not include any functioning that is not age expected for a 6 or 7.</i> |

All levels are available in the [COS Procedure Manual](#).



- The Entry COS is only for preschool children who have been ruled eligible on or after July 1, 2021.
- A child who is ruled eligible for special education services after the age of 5 years, 6 months does not require the COS process.
- Students who have completed a difference entry screener cannot be combined with the new process for exit. Those students will not be included in Indicator 7 data collection.
- Riverside Insights and Renaissance Learning are the two companies that publish approved assessments. Contact information for these companies is on the MDE website.

- This is a TEAM process!
- There is no exact formula – each decision is individual.
- Examples of entry and exit forms are included on the Early Childhood website.

- [Indicator 7: Preschool Outcomes](#)
 - COS webinar links
 - COS Process Manual
 - State Board-approved anchor assessments
 - COS FAQ
- More questions?
 - **Candice Taylor, MDE 619 Coordinator**
 - cataylor@mdek12.org

Licensure Updates

- Verification of Lawful Presence form
- Reciprocity agreement between states
 - Applicants that were unconditionally admitted to and actively enrolled in a licensure-track educator, administrator, or supplemental service provider preparation program outside of Mississippi on or before February 22, 2021, shall have until June 30, 2023 to submit a complete application with all supporting documentation to the MDE Division of Educator Licensure in order to be considered for initial licensure by way of completion of a preparation program outside of the state of Mississippi.
 - Applicants that were not unconditionally admitted to and actively enrolled in a licensure-track educator, administrator, or supplemental service provider preparation program outside of Mississippi on or before February 22, 2021, shall first be licensed in the state where the preparation occurred in order to be considered for initial licensure in the state of Mississippi by way of completion of a program outside of Mississippi.

IEP Services

- Primary eligibility of Language/Speech
 - Any service or accommodation may be added by the IEP committee.
 - Academic goals may be added, if necessary.
 - Reevaluation may be necessary to determine a more appropriate eligibility category.



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