Special Education Determination Reports

Jennifer L. Boykin, Ed.D.

Executive Director

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DEPARTMENT OF
EDUCATION

September 2023

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

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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

4   **EVERY** School Has Effective Teachers and Leaders

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

6   **EVERY** School and District is Rated "C" or Higher

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Game Statistics

What does the data say?

Two Teams: COMPLIANCE & OUTCOMES

Compliance Indicators:

- 4A & B: Discipline
- 9: Disproportionality SWD Overall
- 10: Disproportionality SWD Categories
- 11: Child Find Timelines
- 12: Part C to B Data
- 13: Secondary Transition

Outcomes Indicators:

- 1: SWD Graduates with Diplomas
- 2: SWD Drop-out Rate
- 3: Math and ELA Performance
- 5A-C: School-Age LRE
- 6A-C: Preschool LRE
- 7A-C: Preschool Performance
- 8: Parent Involvement
- 14: Post-Secondary Outcomes

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Rewriting the Playbook

How do we fix it?

Compliance

- Data quality checks

- Data entry personnel

- Additional training?

- Pay attention to how the data is used

- MSIS 2.0

Compliance Indicators:
- ✓ 4A & B: Discipline
- ✓ 9: Disproportionality SWD Overall
- ✓ 10: Disproportionality SWD Categories
- ✓ 11: Child Find Timelines
- ✓ 12: Part C to B Data
- ✓ 13: Secondary Transition

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DO YOU SEE WHAT I SEE?

- Pay attention to how the data is used

- MSIS 2.0

- HS scheduling: *ALTERNATE DIPLOMAS ARE GRADUATES!*

- Least Restrictive Environment: *CAN ALSO IMPACT INDICATOR 3*

Outcomes Indicators:
- ✓ 1: Graduates with Diplomas
- ✓ 2: Sped Drop-out Rate
- ✓ 3: Math and ELA Performance
- ✓ 5A-C: School-Age LRE
- ✓ 6A-C: Preschool LRE
- ✓ 7A-C: Preschool Performance
- ✓ 8: Parent Involvement
- ✓ 14: Post-Secondary Outcomes

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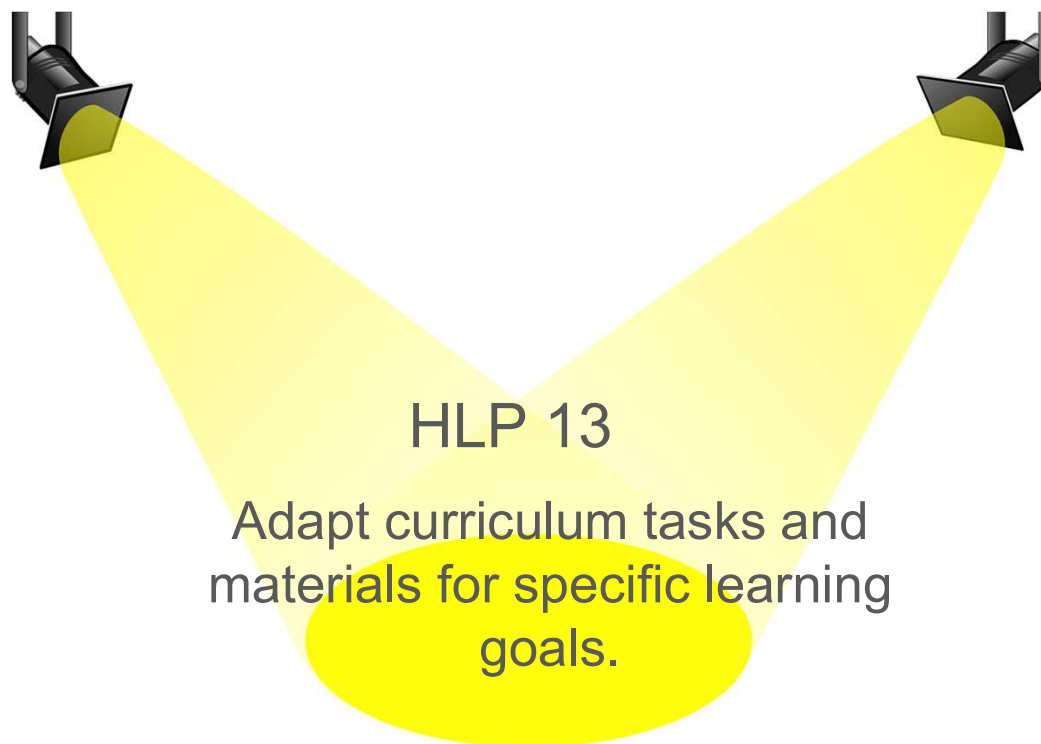**High Leverage Practices: Background Information**

- The Council for Exceptional Children (CEC) and the CEEDAR Center conducted a thorough research review to look for practices that had the biggest impact on achievement results for students with disabilities.

- They found 22 practices that qualified as being High Leverage. They are organized into four domains: Collaboration, Assessment, Social/Behavioral and Instruction.

www.highleveragepractices.org

Focus: Instructional Domain

➢HLP 13: Adapt curriculum tasks and materials

➢HLP 15: Provide scaffolded supports
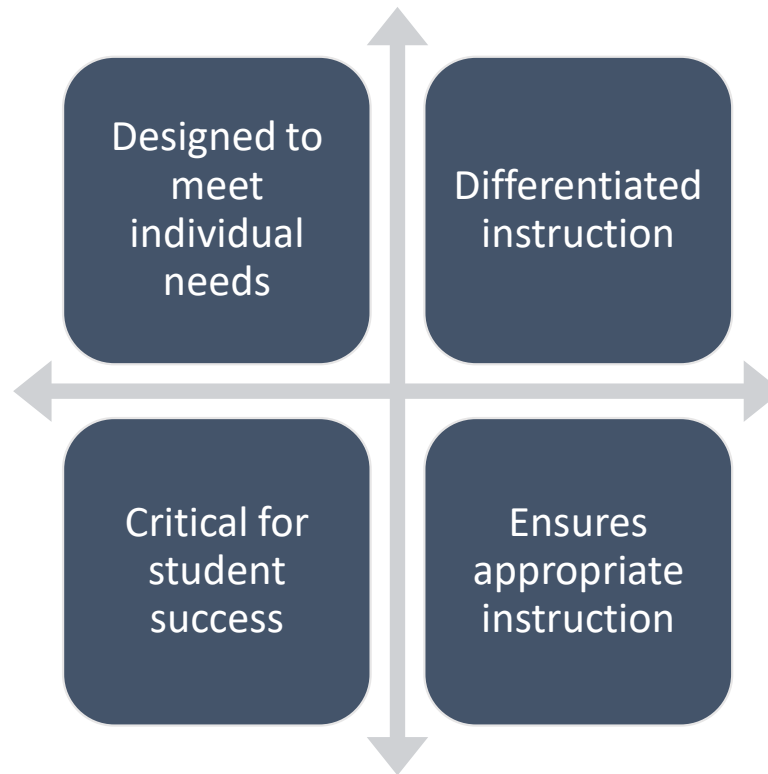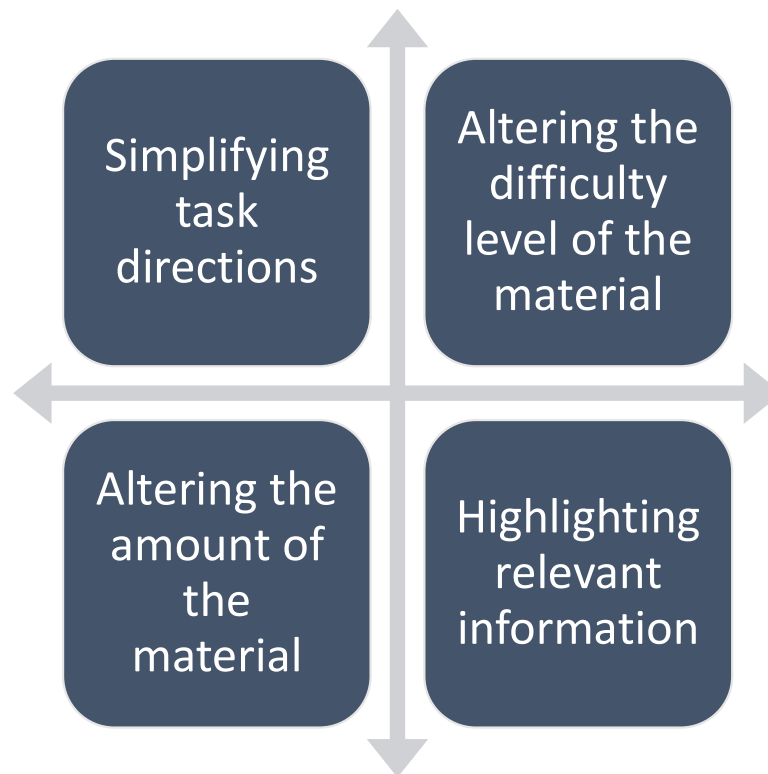
➢HLP 16: Use explicit instruction

My Favorites

HLP 13

Adapt curriculum tasks and materials for specific learning goals.

WHY?

Designed to meet individual needs

Differentiated instruction

Critical for student success

Ensures appropriate instruction

HOW?

Simplifying task directions

Altering the difficulty level of the material

Altering the amount of the material

Highlighting relevant information

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HLP 15

Provide scaffolded supports.

WHAT?

- Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success.

- Teachers …

  - Select powerful visual, verbal and written supports;

  - Carefully calibrate them to students' performance and understanding in relation to learning tasks;

  - Use them flexibly, evaluate their effectiveness; and

  - Gradually remove them once they are no longer needed.

- Some supports are planned prior to lessons, and some are provided responsively during instruction.

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HOW?

1	2	3	4
Select powerful visual, verbal and written supports	Calibrate them to students' performance and understanding in relation to learning tasks	Use them flexibly, evaluate their effectiveness, and	Gradually remove them once they are no longer needed

LOOK!

MDE Scaffolding Guides

www.mdek12.org/ese/ccr

College- and Career-Readiness Standards for English Language Arts

Third Grade

CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.3.1	Desired Student Performance		
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**A student should know (Prerequisite Knowledge)** • Readers ask questions before, during, and after reading. • Readers answer questions (who, what, when, where, why, and how) about specific details from the text. • Authors of literature include characters, a setting, and major events. • Readers visualize key elements within the text.	**A student should understand (Conceptual Understanding)** • Readers are always questioning the text as they read, including beyond the text (inferential questions). • Readers listen to their inner conversation as they read. • Asking and answering questions about the text prompts the reader to examine what information they lack or what parts of the text are confusing. • Read closely in order to cite information from the text in order to ask and answer questions.	**A student should be able to do (Evidence of Knowledge)** • Provide oral and written explanations that show understanding of a text, using examples from the text to justify response/thinking. • Reference details and/or examples in a text when explaining the basis for the answers. • Read a text and answer questions about the text. • Read a text and ask questions about the text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
questioning/question, ask, answer, text, summarize, text evidence, explicitly stated

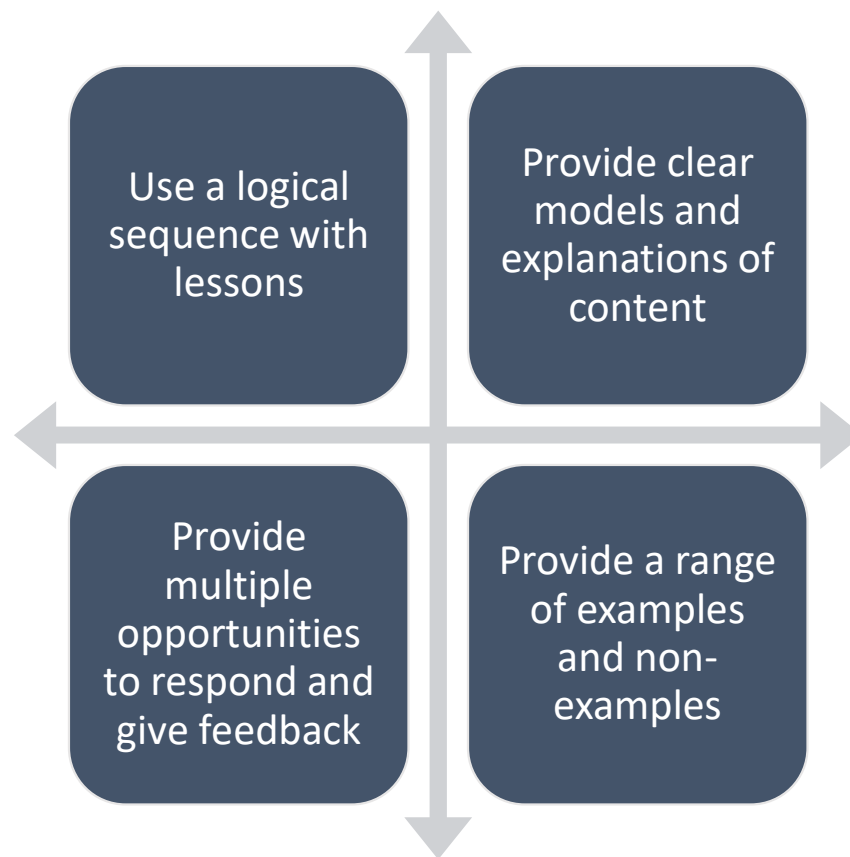MDE Scaffolding Guides

www.mdek12.org/ese/ccr

Did you know:

Grade	Literary	Informational
Kindergarten	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
1st Grade	RL.1.1 Ask and answer questions about key details in a text.	RI.1.1 Ask and answer questions about key details in a text.
2nd Grade	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
3rd Grade	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

HLP 16

Use explicit instruction.

- What is explicit instruction?

  - Set of teacher behaviors that are effective and support student outcomes

  - Helps teachers design and deliver effective instruction

  - Teachers provide many opportunities for students to respond

  - Known for the "I do, we do, you do" instructional sequence

Four Key Components

Use a logical sequence with lessons

Provide clear models and explanations of content

Provide multiple opportunities to respond and give feedback

Provide a range of examples and non-examples

- Characteristics of explicit instruction
  - Laser-like focus on selecting only the most critical content
  - Logically sequenced
  - Breaks complex skills into smaller chunks
  - Highlights examples and non-examples
  - Keeps a brisk pace and provides immediate feedback on student performance

Listen to the expert!

Anita Archer, Ph.D.

Continuum of Learning

Explicit Instruction

Discovery Learning

Novice Learners
Struggling Learners

Learners with acquired
knowledge or skills

Explicit Instructions | Effective and Efficient
Teaching » Anita L. Archer, Ph.D.

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Upcoming Opportunities:

- Special Education Virtual Office Hours
  - o Every Wednesday at 9:30 via Microsoft Teams
  - o For Special Education Directors
  - o Get connected!
  - o Amye Rowan, arowan@mdek12.org
- New SPED Director Virtual Office Hours
  - October 11, 2023
  - For New Special Education Directors
  - Get connected!
    - Amye Rowan, arowan@mdek12.org

Office of Special Education Contacts

Jennifer L. Boykin, Ed.D. – Executive Director
jboykin@mdek12.org

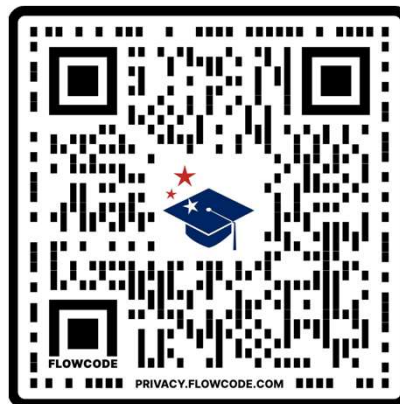Sharon Coon – Office of Data and Compliance
scoon@mdek12.org

Ginger Koestler – Office of Policy and Practice
gkoestler@mdek12.org

Vanessa Virgil – Office of Fiscal Support
vvirgil@mdek12.org

Office of Special Education

601-359-3498

www.mdek12.org/OSE

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