

MDE Updates

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Office of Special Education

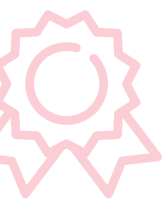
mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

September, 2021





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

6



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

Disproportionality in Language/Speech

Disproportionality: What is it?

- Disproportionality occurs when people of a specific race/ethnicity are represented in a category at a higher or lower rate compared to students of all other races/ethnicities.
- Between 2004-2015, Mississippi's overall data has indicated that African American students are under-identified as having Language/Speech disorders as their primary disability.

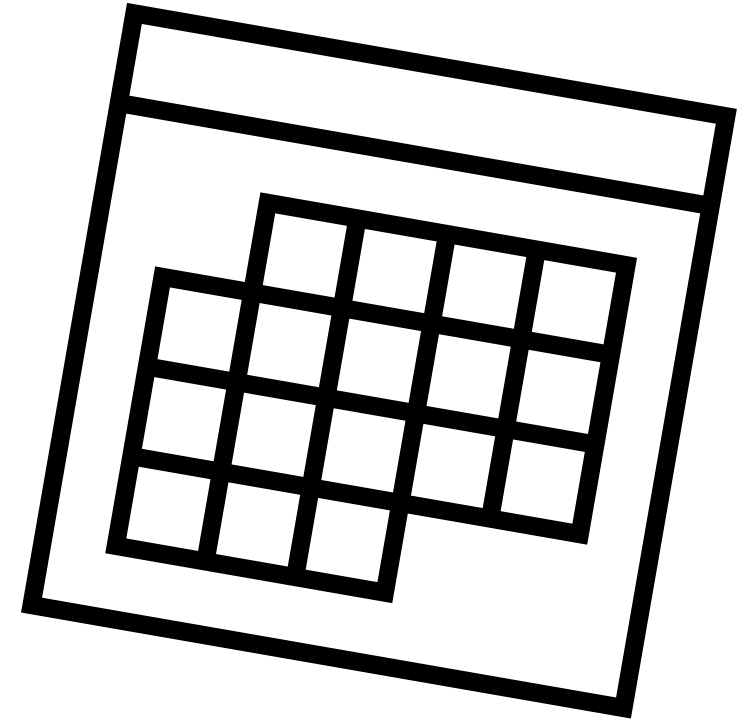
- Indicators 9 and 10
 - Indicator 9: Disproportionate Representation in Special Education that is the Result of Inappropriate Identification
 - Indicator 10: Disproportionate Representation in Specific Disability Categories that is the Result of Inappropriate Identification.
- Several districts have been identified as disproportionately overidentifying students as having language/speech disabilities.
- When this happens, the district must complete a root cause analysis and CCEIS funds must be spent on correction.

- Be mindful of the differences in culture, especially if teacher demographics do not match student demographics.
- Become knowledgeable about testing bias but also truly try to understand how culture interacts with assessment of communication.
- Be active in combatting implicit and explicit racism; be aware of ableism within education, ensuring that students with *any* disability are not socially stigmatized and considered “less than.”
- Use this knowledge to help the MET make valid and highly individual decisions for every student.

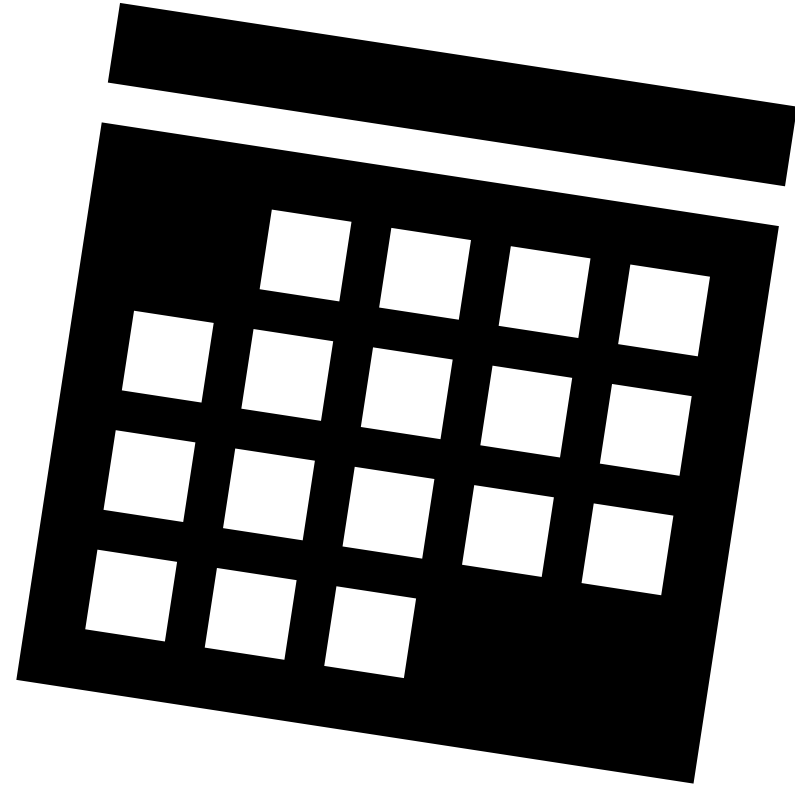
Year-round IEPs

Dates

- IEP committee meeting date – the date the IEP Committee meets for the annual review meeting. This date does not change at subsequent meetings.
- Projected annual review date – 1 year from the IEP Committee meeting date



- IEP implementation date – the date services will begin; the day after the IEP Committee meeting date
- Projected end date – the date services end; no more than 1 year from the implementation date



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Year: 2021-2022 **Public Agency/School District:** Bikini Bottom School District

Student's Name: Patrick Star **MSIS:** 00000000

IEP Committee Meeting Date: 3 / 5 / 2021 **Projected Annual Review Date:** 3 / 5 / 2022

IEP Implementation Date: 3 / 6 / 2021 **Projected End Date:** 3 / 6 / 2022
(Projected date when services and programs will begin) (Projected date when services and programs will end)

Example: Service Begin and End Dates

12

- Services start/end date (special education, related services, accommodations/modifications, etc.)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Year: 2021-2022 **Public Agency/School District:** Bikini Bottom School District

Student's Name: Patrick Star **MSIS:** 00000000

SPECIAL EDUCATION AND RELATED SERVICES					
Special Education					
Service	Area	Location	Start Date	End Date	Duration/Frequency
Academic Instruction	a, b	Gen Ed	03/06/2021	03/06/2022	40 min / 3x weekly
Related Services					
Service	Area	Location	Start Date	End Date	Duration/Frequency
Speech Language	o	Resource Rm	03/06/2021	05/28/2022	30 min / 2x weekly
Speech Language	o	Resource Rm	08/05/2022	03/06/2022	30 min / 2x weekly

Other considerations:

- Annual goals
- State- or District-wide assessments
- Extended School Year
- [Guidance Document on the MDE website](#)

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

- The Entry COS is only for preschool children who have been ruled eligible on or after July 1, 2021.
- 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.

- [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

Access for All 2.0



Instructional Implementation



Academics Deficit Area **24**

Reading Comprehension.....	25
Word Recognition/Decoding	28
Auditory or Language Comprehension	30
Fine Motor Control/Spelling	32
Writing	34
Dyslexia	36
General Math Strategies.....	38
Recalling Facts or Steps in a Process	39
Word Problems	40
More Abstract/Complex Mathematical Operations	42
Basic Math Facts/Foundations Skills.....	43



Physical Deficit Area **44**

Hearing	45
Vision	47
Chronic Health Problems, Congenital Conditions, and Head Injuries.....	49



Speech Deficit Area **50**

Speech Impairment.....	51
Language Impairments	53



Social Emotional Deficit Area **55**

Depression and Unhappiness, Physical Symptoms and Fears	56
Inappropriate Social Behaviors	58
Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships	60
Trauma Induced	62



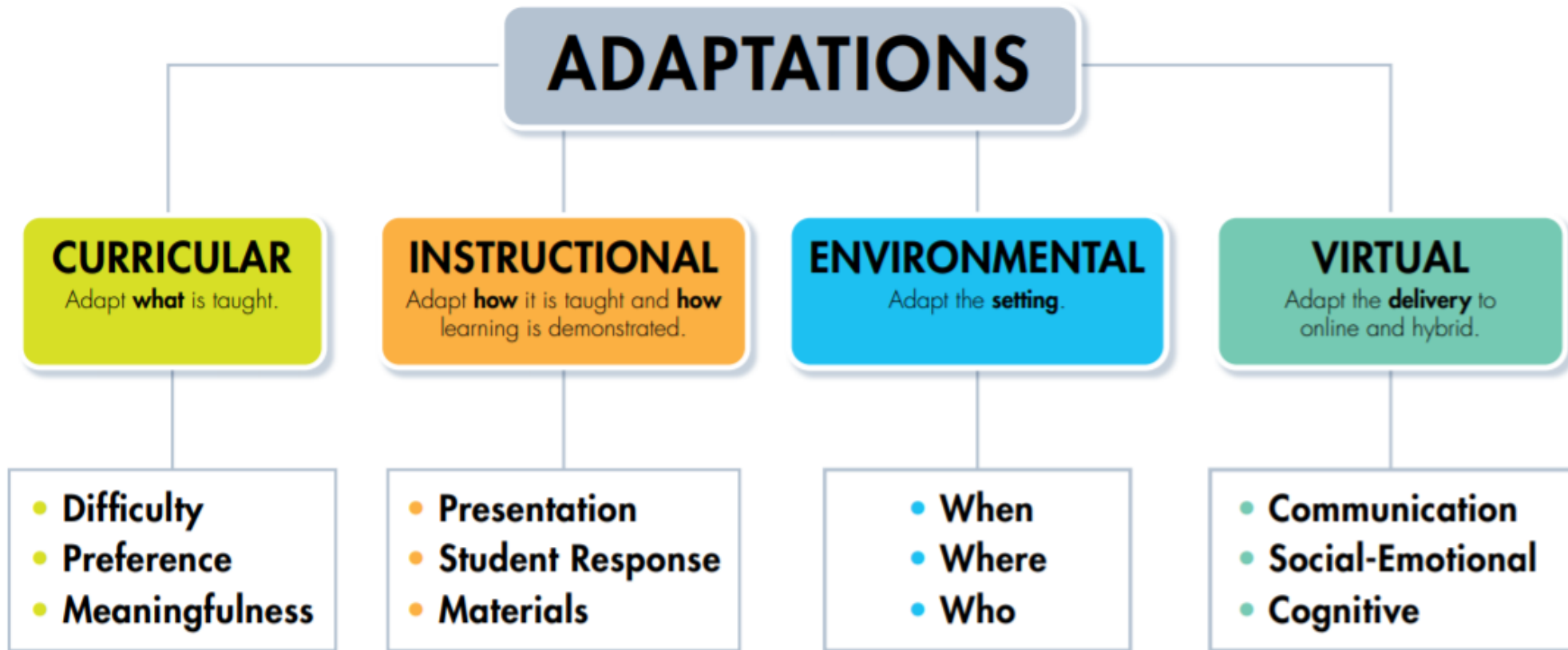
Behavioral Deficit Area **64**

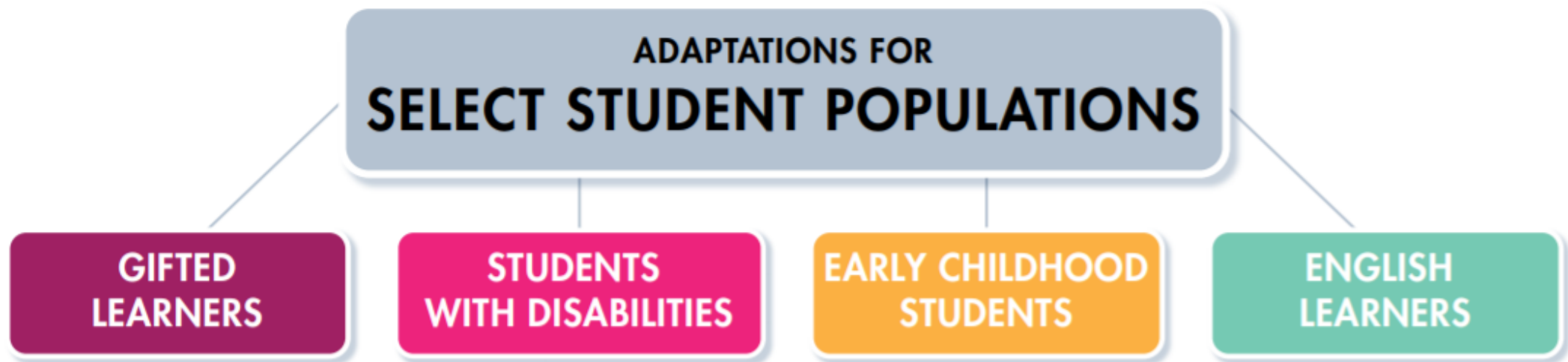
Academic Deficits	65
Incomplete Classroom and Homework Assignments	66
Avoidance	68
Inability to Accept Constructive Criticism	69
Does Not Follow Written or Oral Directions	70
Disorganized	72
Impulsiveness and Over-Excitement	73
Inappropriate Social Responses	75
Irresponsible	77
Non-Compliant with Classroom Rules, Teachers, or Other Personnel	78
Outbursts	80
Initial Reluctance to Participate	82
Transitions	83



Organizational Deficit Area **85**

Physical Organization	86
Time Management	87
Keeping Track of Assignments	88







A high-quality early childhood program meets the requirements of the [Mississippi Early Learning Guidelines for classrooms Serving Three- and Four-Year-Old Children](#) (including principles of developmentally-appropriate practice based on child development and the strengths, interests, and needs of each individual child).

The [Making Adjustments Booklet](#) is available for teachers seeking adaptations in the Early Childhood curriculum and classrooms.



Language Impairments

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following directions?
- Is the student able to answer questions with an appropriate response? For example, do *where* questions yield *place* answers?
- Does the student seem to understand what is being said?
- Does the student use age-appropriate vocabulary?



Possible Adaptations

- Shorten and/or modify oral directions.
- Allow longer response time.
- Provide visuals to enhance explanation of new material, especially with abstract concepts.
- Give written directions or visual cues for verbal directions.
- Obtain the student's attention before giving a direction.
- Assist the student in giving correct responses by accepting his or her answers and expanding, or giving the student an opportunity to explain his or her response.
- Simplify question forms by asking basic questions, one at a time.
- Modify assignments requiring the student to make classroom presentations.
- Provide individualized instruction to improve the student's ability to complete activities requiring listening.
- Provide varied opportunities for language development through participation in regular classroom activities.
- Discuss language concerns with the speech-language pathologist.

C CURRICULAR **I** INSTRUCTIONAL **E** ENVIRONMENTAL **V** VIRTUAL

➤ Adaptations in Action

C I E Incorporate the student's interests into instruction.

C I V Ensure the student has a way to appropriately express their wants and needs.

C I V Reinforce communication attempts (e.g., their gestures, partial verbalizations, etc.) when the student is non-verbal or emerging verbal.

C I Provide step-by-step directions, repeating when necessary.



Speech Impairment

Questions that Address Potential Areas of Difficulty for the Learner

1. Articulation
2. Fluency/Stuttering
3. Voice
 - Is the student difficult to understand when speaking?
 - Does the student need more time to communicate his or her wants and needs?
 - Does the student speak at an appropriate rate with appropriate volume, pitch and voice quality?



Possible Adaptations

Articulation

- Alternate means of communication, such as augmentative or alternative communication devices, sign language, or communication boards.
- Model good speech production in the classroom.
- Reinforce accurate production of speech sounds.

Fluency/Stuttering

- Reinforce instances of “easy speech” in the classroom.
- Allow longer oral response time.
- Avoid telling the student to “slow down” when participating in group discussions.
- Discuss fluency concerns with the speech-language pathologist.

Voice

- Encourage appropriate use of voice in the classroom.
- Help the student reduce instances of yelling or throat clearing.
- Reduce the amount of background noise in the classroom.
- Provide preferential seating near the teacher or at the front of the class.

All

- Modify assignments requiring the student to make oral classroom presentations.
- Discuss concerns with the speech-language pathologist.
- Reduce amount of pressure to communicate in the classroom.



Auditory or Language Comprehension

Questions that Address Potential Areas of Difficulty for the Learner

- Is the student frequently off task?
- Does the student have problems with listening comprehension?
- Does the student have problems remaining attentive during verbal instruction or lectures?
- Does the student use shorter and less complex sentences for their age?
- Does the student have difficulty understanding what should be written?
- Does the student have difficulty understanding sentences that express relationships?
- Does the student frequently use the same sentence structures?



Hearing

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty hearing?
- Does the student lose attention when the instruction is auditory?

Possible Adaptations

- Provide noise reduction (e.g., carpet and other sound absorption materials).
- Provide amplification options (e.g., personal hearing device or an FM system).
- Provide assistive devices such as TDD and TV captions.
- Enhance speech reading conditions (e.g., avoid hands in front of face, mustaches well-trimmed, no gum chewing, etc.).
- Present information in simple, structured, and sequential manner.
- Clearly enunciate speech.



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