



Special Education Updates STEP Lunchtime Leaders Webinar

October 23, 2012

ACCOUNTABILITY RESULTS

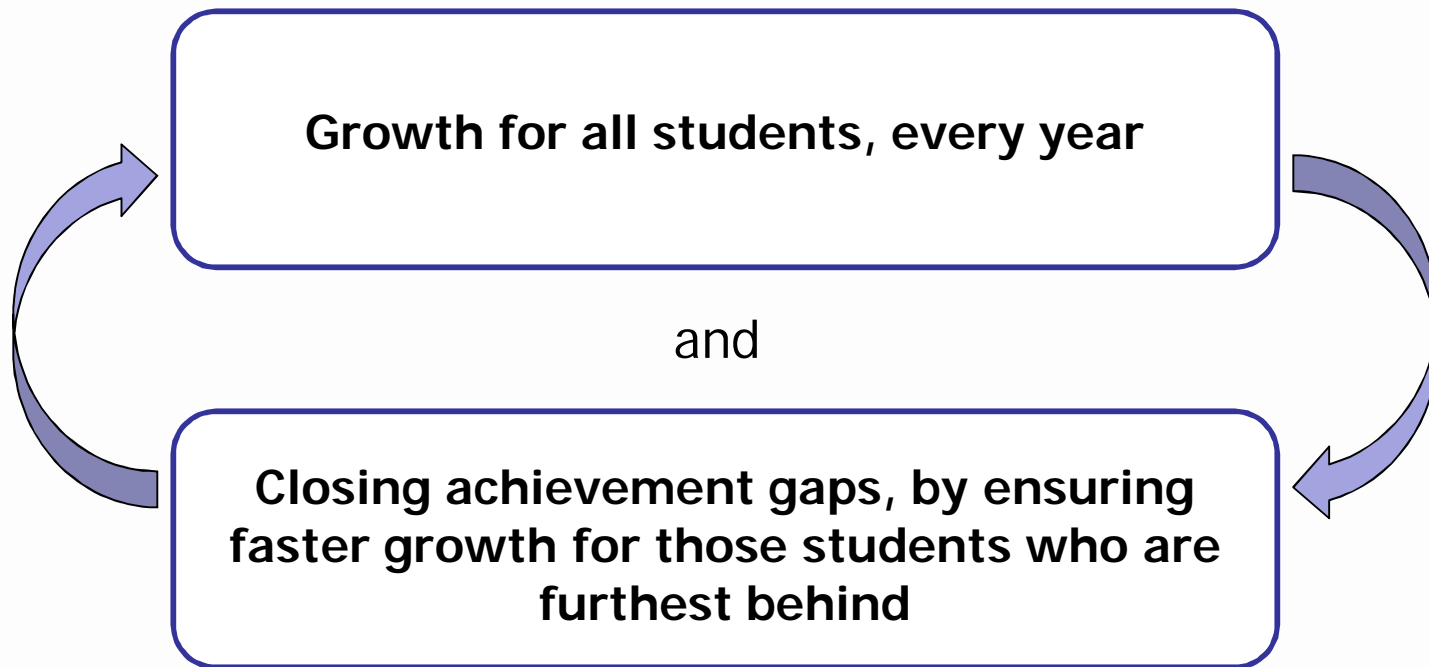
Students with Disabilities

2011-2012

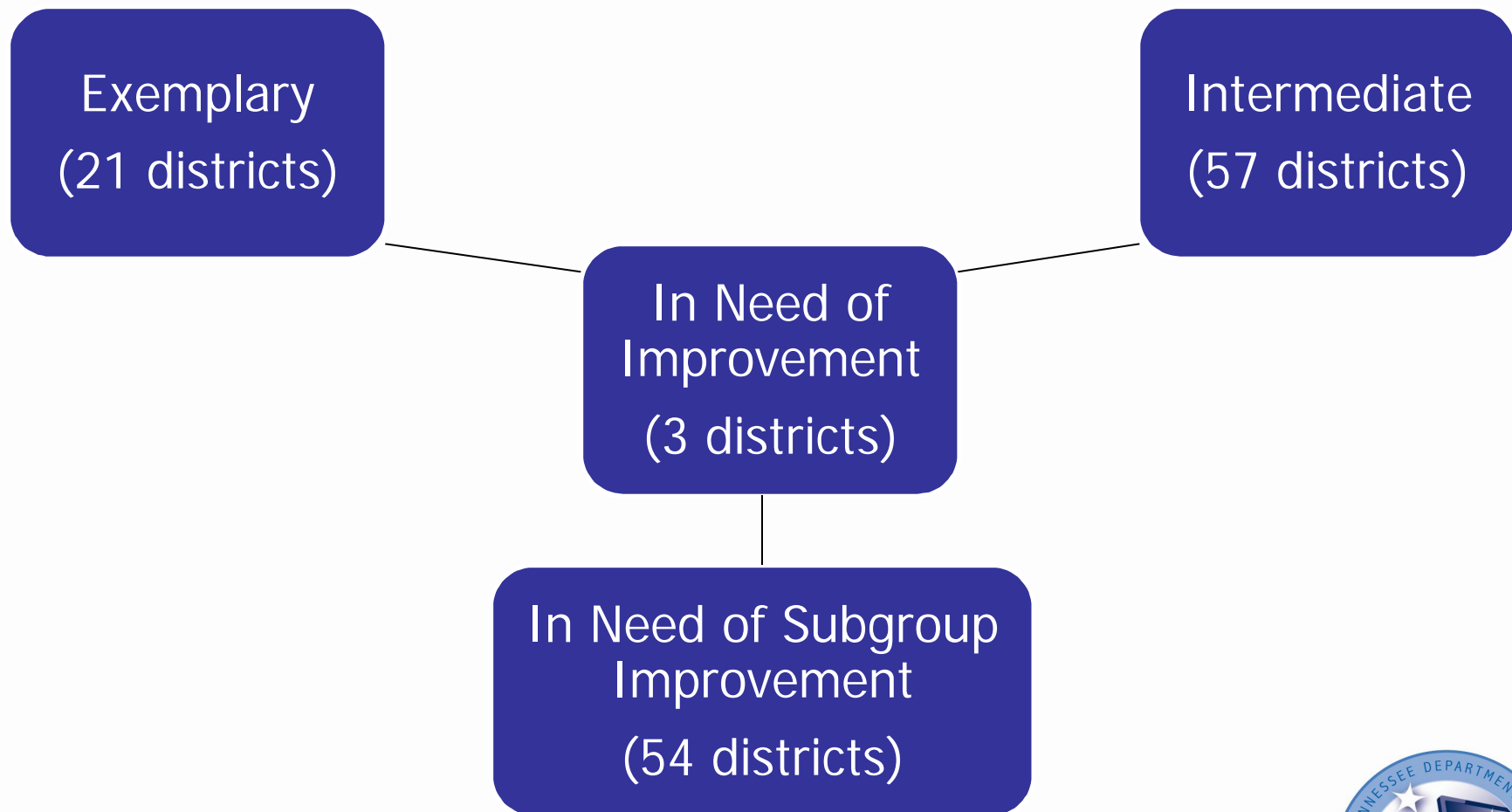


10/23/2012

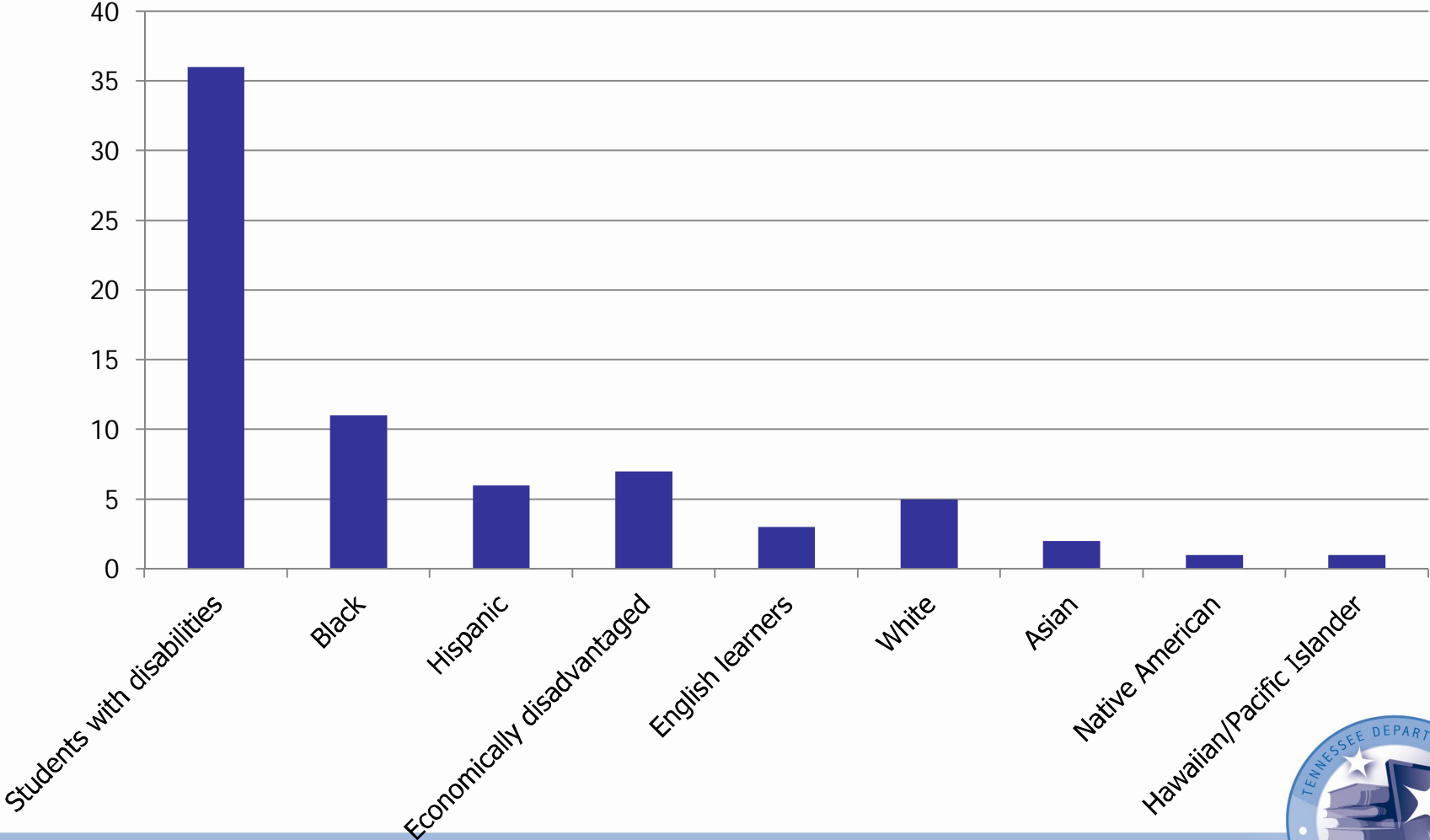
The accountability system under the waiver has two main objectives



There were four possible outcomes for districts, based on a totality of results



Of 54 districts in need of sub-group improvement, 36 struggled with students with disabilities



Under the waiver, certain categories of schools were identified

Priority schools: bottom 5% in overall proficiency

- 83 schools in 5 districts

Focus schools: 10% largest achievement gaps within schools

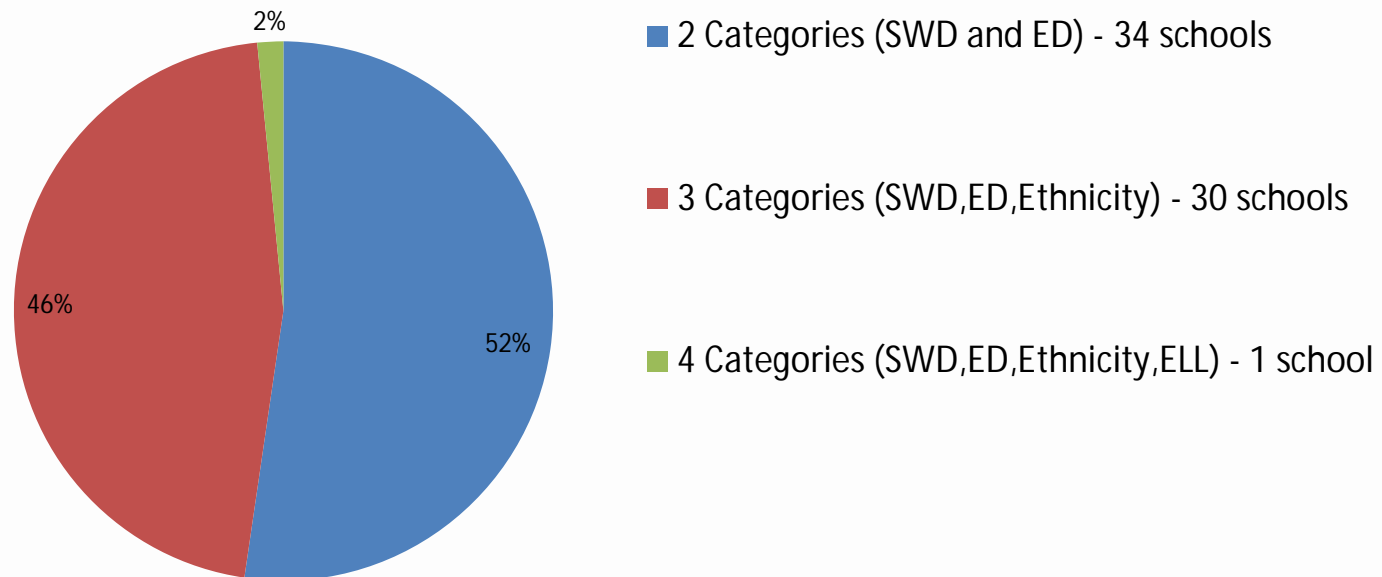
- 167 schools across the state
- 65 of the 167 were specifically related to SWD.

Reward schools: top 5% in overall proficiency, and top 5% with the fastest progress by TVAAS

- 166 schools across the state



65 Focus Schools had an SWD gap



Two schools were identified as Focus with a composite success rate for SWD subgroup less than 5%.



5 of 16 Gap Closure AMO targets were met, none for students with disabilities

Comparison Groups	3-8 Math		3-8 Reading		Algebra I		English II	
	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Racial/Ethnic Subgroups vs. All Students	14.4%	15.9%	16.6%	17.1%	18.8%	15.0%	19.2%	19.0%
Economically Disadvantaged vs. Non-Economically Disadvantaged	24.7%	27.0%	28.2%	29.5%	22.6%	22.7%	28.8%	28.5%
English Learners vs. Non-English Learners	19.4%	17.4%	31.4%	28.5%	23.1%	23.8%	44.0%	46.0%
Students with Disabilities vs. Students without Disabilities	13.7%	18.2%	16.7%	19.7%	27.3%	34.1%	37.2%	40.0%



Alternative Testing Issues (MAAS and Portfolio)

Last year 26 counties over tested in MAAS

A portion of students were randomly reassigned to Basic
11 were identified as In Need of Improvement for SWD

Additional SPED students 2011 to 2012

+ 6.5%	Achievement 3-8
+ 7.9%	MAAS
+ 7.0%	Portfolio



Special Education % Testing Gains P/A 2011-2012

	R/LA	Math	Science	Social Studies
Achievement	4.0	5.4	8.3	6.5
MAAS	2.7	6.8	3.7	2.7
Portfolio	1.3	2.0	1.6	1.9
2807 additional students				



Report Card Achievement Data – Percent P/A

Subject	All Students	SWD
Math 3-8	47.2	31.4
Math 3	55.0	40.9
Math 7	45.0	28.0
Reading/LA 3-8	49.9	32.8
Reading/LA 3	45.9	34.9
Reading/LA 7	46.2	34.3
Algebra I	55.3	25.2



Gap Data – SWD vs. Non-SWD

Subject	2010-11 Percent Gap size	2011-12 Target Gap size	2011-12 Target Gap Percent Reduction	2011-12 Percent Gap size
Math	14.5	14.4	1.0	15.9
Reading/LA	17.7	16.7	1.1	19.7
Algebra I	29.1	27.3	1.8	34.1
English II	39.8	37.2	2.5	40.0

*2012-13 Goals to lessen the gap approximately 1.2% in each category



The Common Core State Standards The Tennessee Implementation Plan



Implementation Plan

Effective communication about the standards, importance, and potential

Assessment alignment and transparency

Student achievement

Quality training & meaningful support

Instructional materials and curriculum

Alignment of accountability structure for LEA's, schools, teachers, and vendors



The Common Core State Standards – Represent six key instructional shifts

MATH:

1. **Focus:** strongly where the standards focus
2. **Coherence:** across grades and major topics within grades
3. **Rigor:** conceptual understanding, procedural skill and fluency, and application with intensity.

ELA:

1. Building knowledge through **nonfiction and informational texts**
2. Reading and writing grounded in **evidence from text**
3. Regular practice with **complex text** and its academic vocabulary



PARCC:

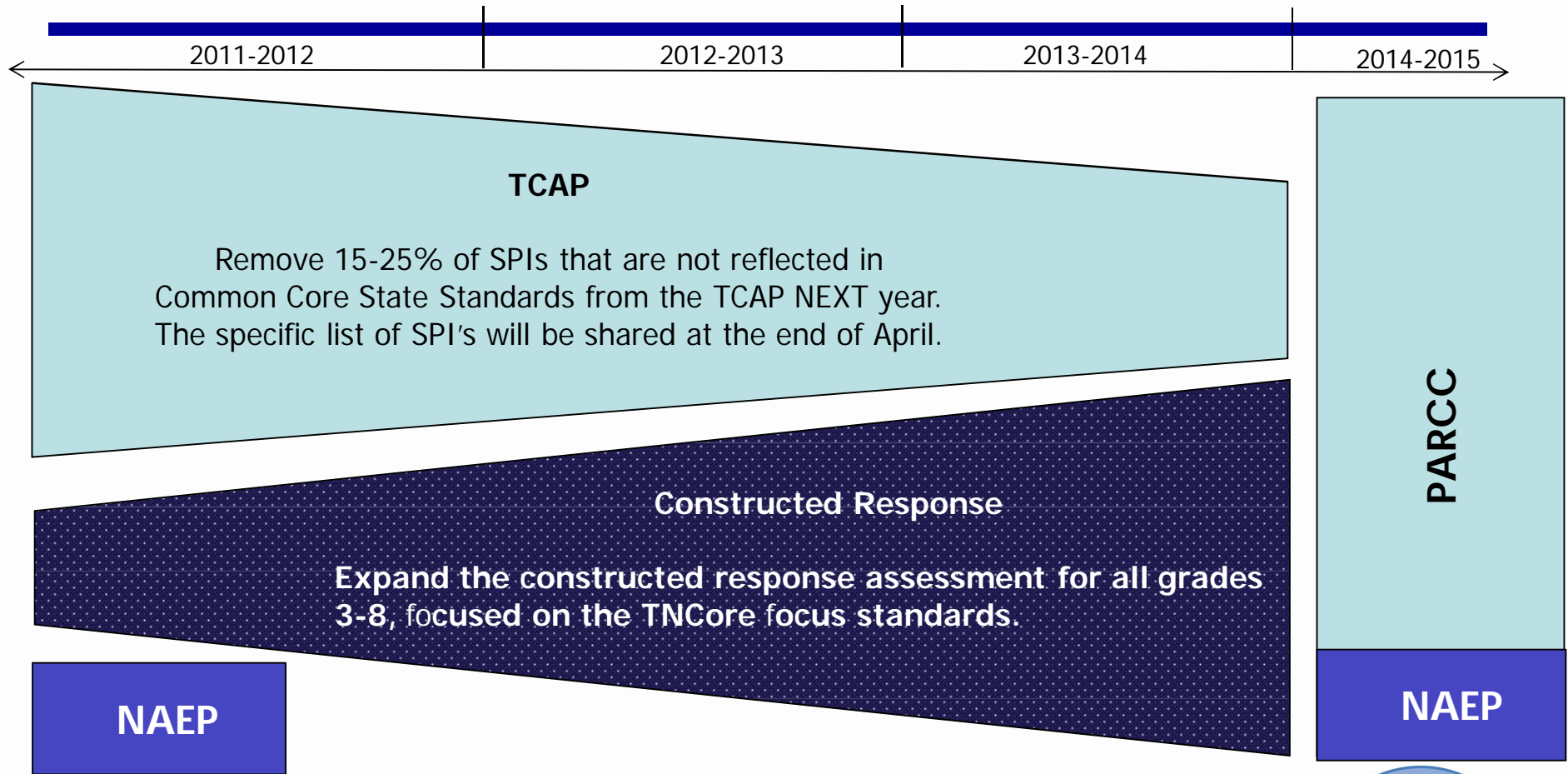
Partners for Assessment of Readiness for College and Careers

- 24 states working together to develop common assessments
- Subset of PARCC states, including TN, make up its Governing Board
- Collectively the PARCC states educate more than 31 million students — nearly 63% of K-12 students attending American public schools
- Assessments begin in 2014-15 for ELA and Math 3-12



TN State Assessment Plan:

Narrow the focus of TCAP and expand use of Constructed Response



Preparation for online assessments by 2014-2015

- **Survey of districts** through technology coordinators to assess current readiness
- **Prepare a state-wide readiness plan** by December 2012
- **Online writing** assessment
 - grades 8 and 11 in 2012-13
 - grades 5, 8, and 11 in 2013-14
- **SWD preparation** for high stakes testing



**State Level Transformation of Services
Division of Special Populations
2012-13
and beyond**



Short Term Goals – by January 2013

- Staffing restructure
- Standardized testing guidance
- Monitoring revisions
- Data support revisions
- Standards based IEPs
- K-2 Guidelines / RTI support

Staffing Restructure

- Deputy serves as Interim Assistant Commissioner
- Assistant Commissioner hired by January 2013
- Director of Monitoring and Support – September 2012
- Director Data Services – October 2012
- CORE Offices – SPED Staff
 - Regional Directors
 - Management Consultants
 - Compliance Monitors



Standardized Testing Guidance

Modified Assessments for Students with Disabilities

- Modified assessments are designed for students with the most severe disabilities.
- 1% of students in tested grades eligible for Portfolio
- 2% of students in tested grades eligible for MAAS
- The **MAAS** was specifically designed for students with disabilities who failed to meet participation criteria for the **Portfolio** assessment.
- SWD were proficient or advanced on MAAS last year, are directed to be reassigned to TCAP this school year.



Monitoring and Support revisions January-May 2013 (Phase 1)

- 27 LEAs cyclical monitoring / 2 LEAs focus monitoring

- Record Review (IEPs) - Desktop monitoring
 - Record Review – online and sampling of accessory documents
 - Findings to be corrected and closure letter sent by May 2013

- Fiscal Monitoring
 - Checklist revised and reduced
 - Upload – inventories, budgets, amendments, personnel lists
 - Phone interview with SPED Supervisor



Data and Support revisions

- APR reporting to continue
- Training to all TDOE SPED Program Directors
- District data to be utilized to inform instruction
- Best practices identified through CORE directors and shared regionally

Standards Based IEPs

1. Based on grade level Common Core content standards
2. Utilizes current student data
 - Present Levels of Performance
 - Disability and affect on learning
3. Develop measurable annual goals
 - Progression of skills specific to gap closure
 - Assess and report progress toward goals
4. Determine assessment / accommodations



K-2 Guidelines / RTI Support

- Focus on reading and math in K-2
- Specific guidelines
 - Time expectations in ELA/Math
 - Intervention in a tiered system of support

	Kindergarten	Grade 1	Grade 2
ELA (Core)	150	150	150
Tier 2	+20	+30	+30
Tier 3	+20	+30	+30
Math (Core)	60	60	75
Tier 2	+20	+20	+30
Tier 3	+20	+20	+30



Long Term Goals

January 2013-15

- Monitoring – Phase 2 - Performance Based Monitoring
- Licensure revisions
- Inclusion of student scores for SWD in Teacher Effect
- Decreasing the percentage of identified students
- Fiscal reorganization
- Preparation for PAARC Assessment
- Strategic Plan Development

Strategic Plan: Maximizing TDOE reform to influence district outcome

- District desired outcomes
 - Select high impact goals
- District desired behavior
 - Identify district best practices
- District desired changes
 - Identify obstacles and changes that must occur
- TDOE levers of influence
 - Identify obstacles that SEA can remove / Incentivize for results
- TDOE organizational structure
 - Specific performance goals for SEA staff to align to new goals



Questions?

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