ICASE: Indiana Department of Education Updates

Friday, September 30

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TODAY'S AGENDA

- Indiana Special Education Assisted Licensure (I-SEAL)
- Aspiring Statewide Special Education Teacher (ASSET)
- Aspiring Special Education Leadership Institute (ASELI)
- IREAD-3 2022 Assessment Data
- Academic Impact and Recovery

I-SEAL

I-SEAL OVERVIEW

I-SEAL is used to fund post-baccalaureate programs of study by enabling teachers to become fully licensed to teach special education in public Indiana schools.

I-SEAL Primary Focus

- Add Mild Intervention Certification to an existing license while remaining employed with the participant's current school district.

I-SEAL
INDIANA SPECIAL EDUCATION ASSISTED LICENSURE PROGRAM

I-SEAL QUESTIONS?

Questions: Contact Dana Jones, Senior Project Coordinator at the Center of Excellence in Leadership of Learning (CELL):

Email: jonesd003@unindy.edu | **Phone:** 317-788-3446

I-SEAL
INDIANA SPECIAL EDUCATION ASSISTED LICENSURE PROGRAM

ASSET

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ASSET OVERVIEW

ASSET is an approved alternative licensure program through IDOE and the Indiana State Board of Education that serves as a non-traditional Transition to Teaching program.

ASSET

- Does not award an initial teaching license or college credit.
- Funded by ESSR funds.
- ICASE developed this program.

ASPIRING STATEWIDE SPECIAL EDUCATION TEACHER

ASSET

INDIANA DEPARTMENT of EDUCATION

PURPOSE OF ASSET

ASPIRING STATEWIDE SPECIAL EDUCATION TEACHER

ASSET

Maximize the efforts of schools and directors.

Leverage field expertise.

Available at no cost to participants.

Provide a venue for license add-ons completed within the workday.

ASSET PROGRAM

ASSET is an 11-month program available for currently-licensed teachers and aligned to the CEC standards.

- ASSET requires submission of a portfolio upon completion of the program.
- Successful completion of PRAXIS Mild or Intense Intervention endorsement is added to current license.

The **core essence of ASSET** is to **maximize collective efforts** of schools and directors around the state, lean on **field expertise,** and **provide a venue** for license additions that can be completed within the candidates transitional work day.

ASSET QUESTIONS?

Questions: Contact Dr. Jay Arthur with the ASSET project.

Email: ASSET.Indiana@gmail.com | **Phone:** 317-759-2895

ASPIRING STATEWIDE SPECIAL EDUCATION TEACHER

ASSET

ASELI

ASELI OVERVIEW

ASELI is a one-year leadership development program designed to improve outcomes for all students by preparing a diverse group of educators for leadership roles in special education.

ASELI Expectations

- Attend monthly meetings and required conferences.
- Mentor collaboration and log documentation.
- Protect staff/student confidentiality in professional logs.
- Engage with discussions and assigned readings

ASPIRING SPECIAL EDUCATION LEADERSHIP INSTITUTE

ASELI

INDIANA DEPARTMENT of EDUCATION

ASELI GOALS: GOAL #1

GOAL 1

To increase the capacity of and retain a network of aspiring diverse special education leaders at the local education agency level to improve systems serving children with disabilities and their families.

ASELI GOALS: GOAL #2

GOAL 2

To develop, improve, and expand system-level collaborative practices between state educational agency (SEA), local education agency (LEA), parent center, Indiana Higher Education (IHE) organization, and other children serving agencies to ensure the delivery and maintenance of a special education leadership development program.

ASELI GOALS: GOAL #3

GOAL 3

To increase the number of diverse early intervention and special education leaders at the local education agency level with the knowledge, skills, and competencies to improve systems serving students with disabilities and their families.

U.S. Department of Education: Office of Special Education Programs (OSEP)

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OFFICE OF SPECIAL EDUCATION PROGRAMS

“Too often, students with disabilities face harsh and exclusionary disciplinary action at school.”

- Miguel Cardona, Secretary of Education

Mission: Lead the nation's efforts to improve outcomes for children with disabilities, birth through 21, and their families, ensuring access to fair, equitable, and high-quality education and services. Our vision is for a world in which individuals with disabilities have unlimited opportunities to learn and to lead purposeful and fulfilling lives.

OSEP RELEASED GUIDANCE

OSEP released the following guidance on Tuesday, July 19:

- Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973
- Section 504 Discipline Fact Sheet
- Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions

IREAD-3 Spring 2022 Assessment Data

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2021-2022 PARTICIPATION RATES

Assessment	Date	Percentage*
SAT (Grade 11)	March 2022	96%
WIDA ACCESS (English Learners)	January - March 2022	97%
IREAD-3 (Grade 3)	March 2022	99%
I AM (Alternate Assessment, Significant Disabilities) • Math, English/Language Arts (Grades 3-8) • Science (Grades 4 and 6) • Social Studies (Grade 5)	April - May 2022	95% - English/Language Arts 94% - Math 94% - Science 95% - Social Studies
ILEARN (Grades 3-8) • Math, English/Language Arts (Grades 3-8) • Science (Grades 4 and 6) • Social Studies (Grade 5)	April - May 2022	99% - English/Language Arts 99% - Math 98% - Science 99% - Social Studies

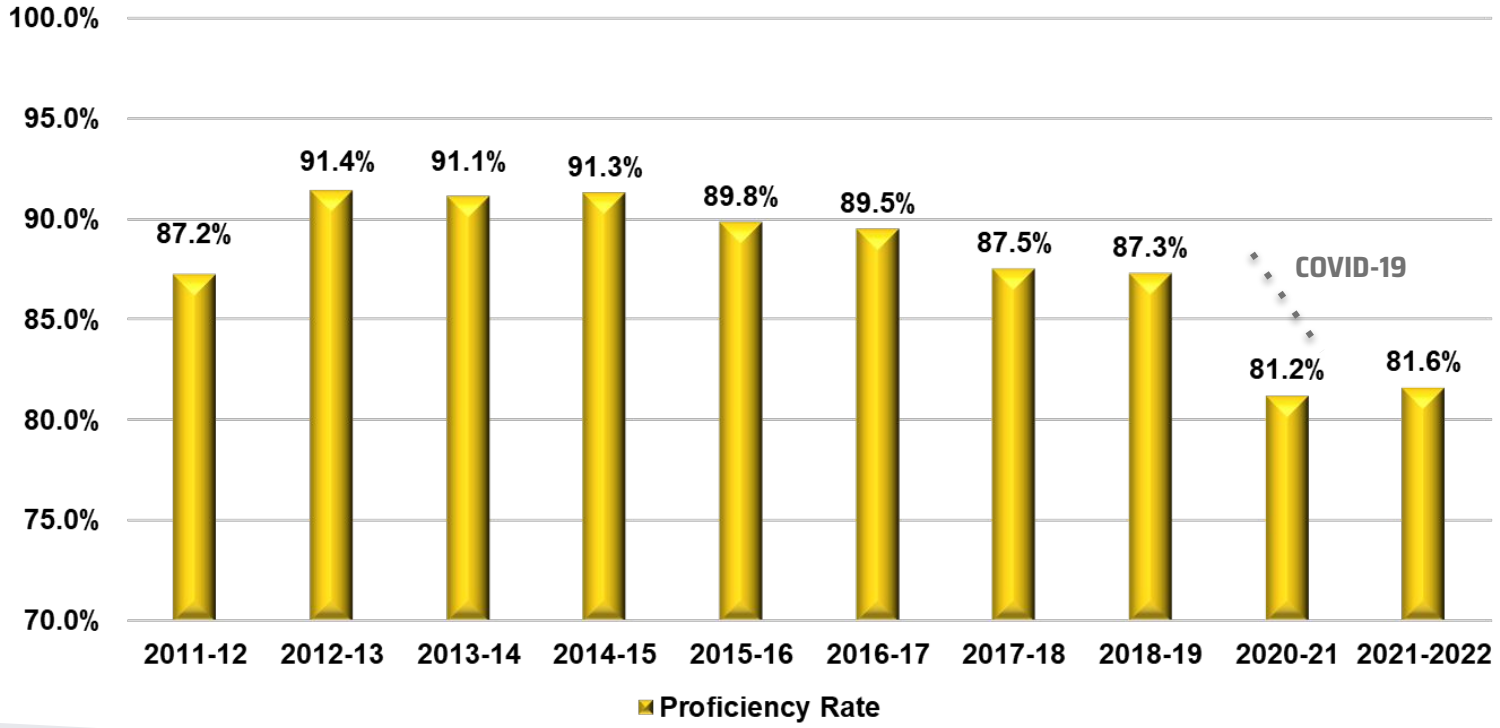
**Preliminary due to validation and analysis; values may not include paper assessments.*

ITEMS TO NOTE BEFORE DIVING IN

Each table includes raw data for the 2021-2022 IREAD-3 assessment.

- Pass rates include grade three students who passed in either the **spring or the summer** retest.
- Results for grade two students at schools that voluntarily participated will be **included in reporting next year** as third graders.
- Students who participate in **I AM** do not participate in IREAD-3.
- All students participated in **online assessments** unless an accommodation required a paper assessment.
- Student who are **deaf or hard of hearing** do not participate in the listening items of Segment 1.
- Students who did not pass during the spring will not retest if granted a **Good Cause Exemption** (students with disabilities, English learners, students who have been retained two or more times.)

IREAD-3 RESULTS: OVERALL COMPARISON BY YEAR



2022 IREAD-3 RESULTS: SUMMARY

Statewide, proficiency rates for students **increased** 0.4 percentage points.

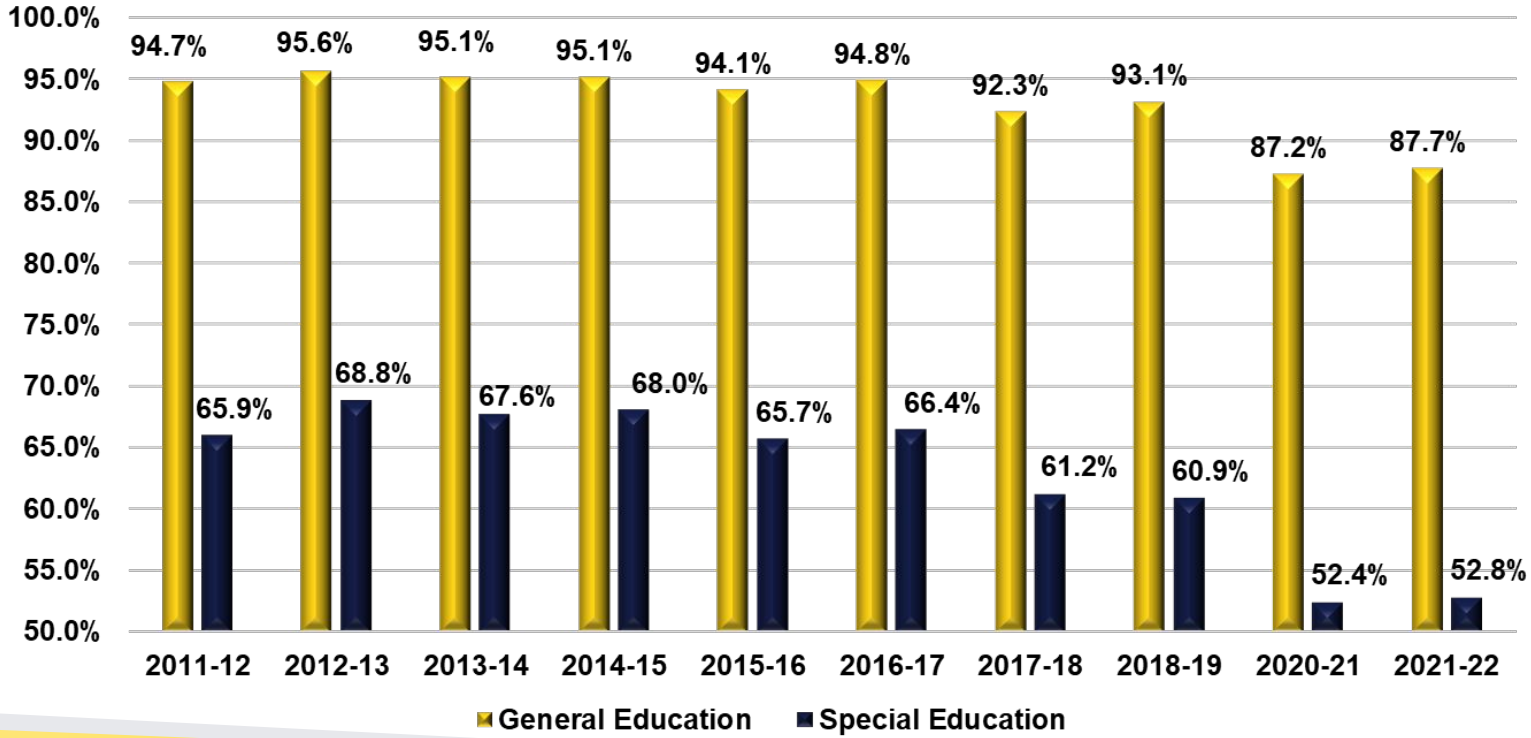
- **81.6%** of Indiana's grade three students passed IREAD-3, **demonstrating proficiency** in foundational reading skills based on the Indiana Academic Standards through grade three.
- Over 14,000 students did not pass.
- Of those students who did not pass, some may be granted a Good Cause Exemption. It is important that **all students** who did not pass are provided **appropriate instructional supports for reading success**.

2022 IREAD-3 RESULTS ANALYSIS: ETHNICITY

Black and Hispanic students had **proficiency rate increases**.

While Black and Hispanic students had a small percentage gain, proficiency rates for Black and Hispanic students remain **significantly below** their grade level peers.

RESULTS DATA: SPECIAL EDUCATION STATUS



RESULTS ANALYSIS : SPECIAL EDUCATION STATUS

Proficiency rates for **students with disabilities increased** 0.4 percentage points compared with the 2020-2021 school year.

While students with disabilities had a small percentage gain, they continue to perform more than **35 percentage points below their peers**.

Implementation Year: Second Grade Opt-In

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CURRENT LITERACY DATA POINTS

Students who are poor readers at the end of third grade are likely to remain poor readers throughout their life...they even are less likely to graduate on-time or may never receive their high school diploma *(Yale University)*.

Of the approximately **79,728** third grade students who participated in the IREAD-3 assessment in spring 2022 (following the initial COVID-19 pandemic year), **over 19,932 or ¼ of the students did not pass.**

CURRENT LITERACY DATA POINTS CONTINUED

Black and Hispanic students perform 15-20 percentage points below grade-level peers.

Special education and English learner students perform 25-30 percentage points below grade-level peers.

Approximately 6,000 students receive Good Cause Exemptions annually but may struggle to become lifelong learners. In the last two years these numbers have risen to almost 6,800 (2021) and 7,370 (2022). Continuous, targeted reading support remains vital until literacy is achieved.

GOOD CAUSE EXEMPTIONS

Case Conference or ILP Committee meets to review data of students who did not pass.

If a GCE is granted, the department is requesting how individual students will receive instructional supports, submitted via a Jotform to IDOE.

Decision making and instructional resources support will be shared along with school and corporation results.

Indiana Learns

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INDIANA LEARNS: PROGRAM PHASES

Phase 1: Pilot
October - December 2022

- Approx. 3,000 students & 20 Champion Plus Schools
- Organizational Learning Partners

Phase 2: Full Implementation
January - June 2023

- Approx. 10,000 students & 75 Champion Plus Schools
- Organizational Learning Partners
- Individual Tutors

Phase 3: Scaled Implementation
July 2023 - June 2024

- Approx. 15,000 students & 175 Champion Plus Schools
- Organizational Learning Partners
- Individual Tutors

INDIANA LEARNS: SAMPLE STUDENT CASES

Student One

- Attends a champion school (no $250 match)
- Student logs into Indiana Learns portal & sees $500 available
- Student selects Kumon & receives 5 weeks of intensive reading tutoring
- Kumon invoices TMT for services rendered
- TMT pays Kumon $500

Student Two

- Attends a champion plus school (*provides* the $250 match)
- Student logs into Indiana Learns portal & sees $1,000 available
- Student selects Kumon & receives 8 weeks of intensive reading tutoring
- Kumon invoices TMT **and** Champion Plus for services rendered
- TMT pays Kumon $750, Champion Plus pays Kumon $250

OSEP Differentiated Monitoring & Support (DMS 2.0)

DMS 2.0

Phase 1:
October 2022 - February 2023

- Review all publicly available information prior to working with the State.
- Targeted interviews with State staff.

Phase 2:
February - June 2023

- On-site/Virtual visit
- Stakeholder meetings

Phase 3:
July 2023 - June 2024

- Close-out
- Follow-up

GENERAL SUPERVISION REVIEW PROCESS

Facilitated by: National Center for Systemic Improvement (NCSI)

Vision & Mission Development

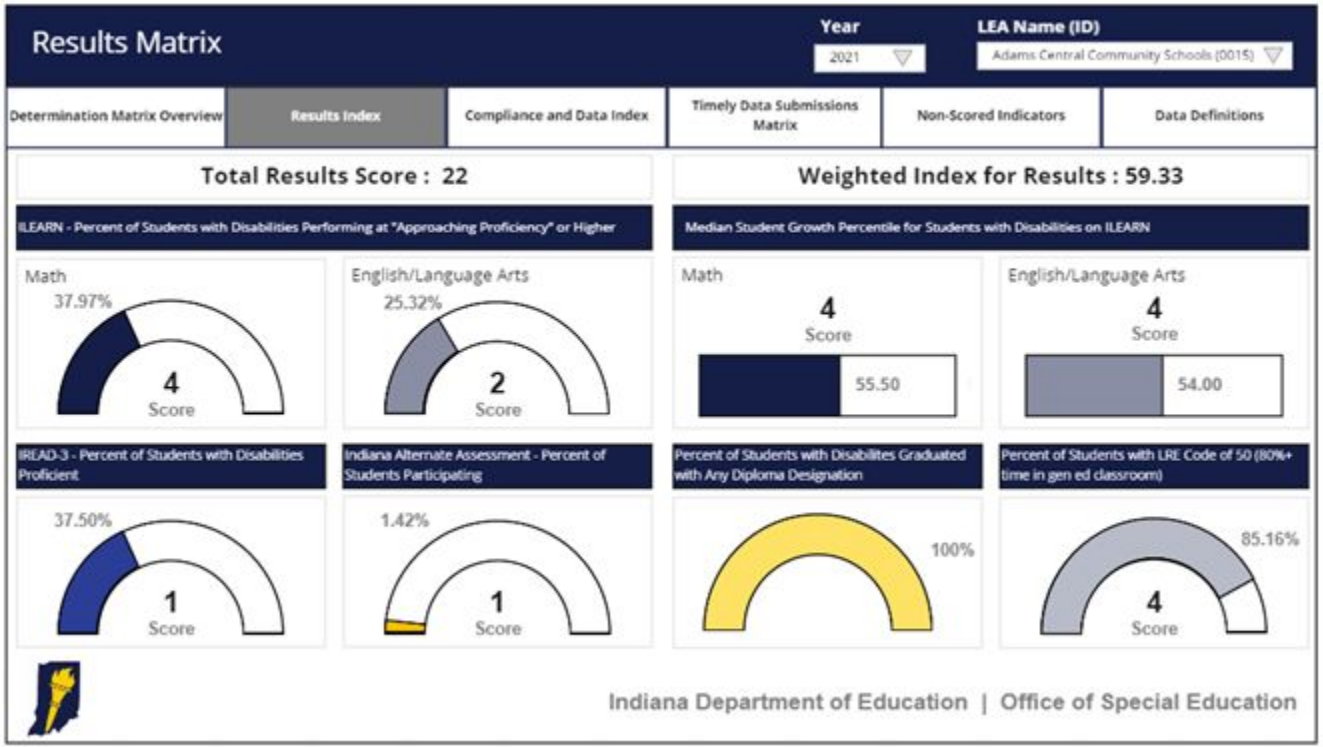
Mapping of the Current System

Planning for any changes to the system

Results Driven Accountability

LINK INITIATIVE: ED-DATA

RESULTS DRIVEN ACCOUNTABILITY (RDA)



State Systemic Improvement Plan (SSIP)

STATE IDENTIFIED MEASURABLE RESULTS

CURRENT	Indiana will increase reading proficiency achievement on the IREAD-3 by at least .5% each year for all third grade students, including those with disabilities attending elementary school participating in the Indiana SSIP Initiative.
PROPOSED	Indiana will increase the percentage of children aged 3-5 who enter the system below age expectations and demonstrate ***substantial growth*** in the area of positive ***social emotional skills*** by the time they exit the program.

Fiscal Updates

REPORTING FREE AND REDUCED LUNCH COUNTS

Free and Reduced lunch counts are used to calculate allocations for Part B grants.

Some districts continue to offer free lunch for all students. It is important to collect and report information for students who would qualify for free/reduced lunch. The counts are used in calculating Part B allocations. Without the counts, districts will see a decrease in Part B allocation amounts.

34 CFR §300.134 CONSULTATION

To ensure timely and meaningful consultation, an LEA, or, if appropriate, an SEA, must consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

a. Child find
b. Proportionate Share of Funds
c. Consultation Process
d. Provision of special education and related services
e. Written explanation by LEA regarding services

Beginning with the FY 2023 Part B grants, LEAs will be required to submit consultation logs with semi-annual Proportionate Share Monitoring Reports.

Process is being developed and information will be provided on Moodle.

THANK YOU!