

To-Do List

- Receive information on certificate of completion and alternate diploma option for students with the most significant cognitive disabilities
- Revisit high school multiple measures for CCR achievement rate
- Revisit English learner goal, indicator, and flexibility options
- Make determinations on multiple measures for elementary and middle schools





IMAGINING
the possibilities.
MAKING THEM HAPPEN.



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Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Office of Special Education Presentation to the Accountability Committee

by

Dr. Pamela Wright, Director

September 30, 2016

BACKGROUND

- **Certificate of Completion:** Ind. Code § 20-35-4-11, which deals with special education programs and services, permits a school corporation to issue “diplomas or certificates of graduation” to students with disabilities completing special educational programs approved by the state superintendent and the state board. Please note that this language is a grant of authority to a school corporation, and not a designation of a title for a document. This is because a diploma may not be issued to a student with a disability that is different from a diploma provided to a student without a disability; and because a student is not eligible to graduate from high school unless the student meets the requirements of Ind. Code § 20-32-4.
- Additionally, 511 IAC 7-43-4(h) requires that the IEP of a student entering grade 9 or becoming 14 years of age must contain documentation regarding whether the student will pursue a high school diploma, as defined in 511 IAC 6-7.1-1(e), or a certificate of completion. The term “certificate of completion” is not further defined, but is interpreted to be a document awarded to a special education student who is not capable of earning a diploma but completes the public school educational program prescribed in the student’s IEP. The term “Certificate of Completion” may only be used to refer to a document awarded for completion of the special educational program outlined in a student’s IEP, and may not be used in any other circumstances.
- Source: Memo from IDOE to Superintendents, Charter School Administrators, and Administrators of State Accredited Nonpublic Schools dated April 9, 2014, RE: Diplomas and Certificates



BACKGROUND

- The Certificate of Completion Work Group, a subset of the Interagency Transition Team, has been meeting monthly since early September 2015.
- The group is comprised of representatives from Vocational Rehabilitation, Workforce Development, FSSA, ARC of Indiana, ICASE, INSource, Indiana Resource Network, the Small Manufacturing Association and various members of the Dept. of Education.



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BACKGROUND

- The Mission: Add Value to the Certificate of Completion
- Problem Statement: Students with disabilities leaving high school without a diploma are capable and willing to work, however the existing Certificate of Completion does not meaningfully articulate or capture the knowledge, skills and abilities students possess when they leave school.
- Currently, a Certificate of Completion is received, not earned. It does not imply any level of student achievement and holds little value for the student, employer or adult agency provider.



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BACKGROUND

- An Equity and Access Issue: Students with disabilities who are unable to earn a diploma have a right to have the same opportunity to work toward and earn a credential that is recognized as a culmination of individual high school achievement. **ESSA requires states to provide SWD equitable access to the same content standards as students without disabilities.**
- Adult service providers and/or employers need better documentation and explanation of each individual student's achievement to assist with accessing additional training or employment for students after high school.



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NOVEMBER 2015 Dear Colleague

Shared Responsibility

High Expectations

Meaningful Access

Grade Level Standards

High Expectations=Increased Outcomes

Low Expectations=Low Outcomes

<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>



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Key Provisions of ESSA that Impact Students with Disabilities

EQUITY AND ACCESS

- Curriculum – requirement to adopt challenging standards that apply to all. Alternate standards must align with grade level content standards for students with significant cognitive disabilities.
- Instruction-Must be designed to meet diverse needs and close gaps. Multi-tiered systems of support provide foundation.
- Assessment – All students must be measured annually using Universal Design principles; only 1% assessed may participate in an alternate assessment and can count for accountability purposes if meet ESSA criteria.
- Collaboration- Improving Outcomes is a shared responsibility.



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Dear Colleague and ESSA

SHARED MESSAGE

- All students have the right to access equal opportunities to learn and develop into productive citizens.
- All students are capable of meaningful learning aligned with grade level standards.
- All school personnel, parents and the community at large share the responsibility of educating all students.
- High Expectations lead to higher performance.



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ALWAYS DIPLOMA FIRST

The majority of students with disabilities are capable of earning a high school diploma given appropriate instruction, supports and services.



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CERTIFICATE OF COMPLETION CONCLUSION:

If not a diploma...

- Students must be presented with and follow a course of study that raises expectations, is aligned with grade level standards and/or alternate standards, and provides opportunities to gain employability skills necessary for employment.
- A Certificate of Completion Course of Study needs to be developed that meets ESSA and Dear Colleague guidance and provides pathways to student employment or post secondary education.



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CERTIFICATE OF COMPLETION

Certificate of Completion Course of Study for Indiana

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs of each student **stated in the student's Individual Education Plan (IEP).**

Minimum Total 40 Credits/Units: It is expected that these requirements are met through enrollment in a combination of general education classes for credit, modified general education classes in which non-credit units are earned and special education classes in which non-credit units are earned.

English/Language Arts	8 credits/units
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	8 credits/units
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance
Science	4 credits/units
	Including physical, earth/nature, life, science engineering and technology
Social Studies	4 credits/units
	Including history, civics and government, geography, economics

CERTIFICATE OF COMPLETION

Health & Wellness	3 credits/units
	Physical Education, Health & Wellness.
Employability Skills	8 credits/units
	Job exploration, Work-based learning experiences, Employment soft skills, portfolio creation, workplace essentials, intro to post-secondary program options and careers.
	Investigation into opportunities for enrollment in postsecondary programs, Work place readiness training to develop soft skills and independent living, Instruction in self-advocacy.
Electives	5 credits/units

COC Capstone

Students earning a certificate of completion completes at least one of the following (aligned with transition goals):

- 1. Career Credential:** Complete an Industry-Recognized Certification, One-Year Certificate or state-approved alternative
- 2. Career Experience:** Complete project-based and/or work-based learning experience
- 3. Work Ethic Certificate:** Earn a local Work Ethic Certificate (criteria to be locally determined)
- 4. Other Work Related Activities** as determined by the case conference committee **(could include part time employment)**

COC ASSUMPTIONS

- High Expectations for all students is a shared responsibility
- General Education classes are accessed whenever appropriate to fulfill COC Course of Study
- Student's IEP goals are aligned with grade level content standards that drive the curriculum
- Communication skills, reading skills, problem solving skills are woven into all classes
- Classes may be repeated with new goals if appropriate; more than four years may be needed for completion
- Course selection is driven by the Transition IEP and individual goals of students



ESSA: ALL Students Count

Accountability:

Graduation Rate may include SWDs **with significant cognitive disabilities** who take the alternate assessment in a school's adjusted cohort graduation rate *as long as the student is awarded a state-defined alternate diploma that is standards-based, aligned to requirements for the regular high school diploma, and obtained within the time period for which the State ensures the availability of FAPE.*



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ESSA: ALL Students Count

Students with significant cognitive disabilities who take the alternate assessment:

- can count in a school's adjusted cohort graduation rate
- as long as the student is awarded a state-defined alternate diploma that is:
 - A) standards-based,
 - B) aligned to requirements for the regular high school diploma,
 - C) obtained within the time period for which the State ensures the availability of a FAPE



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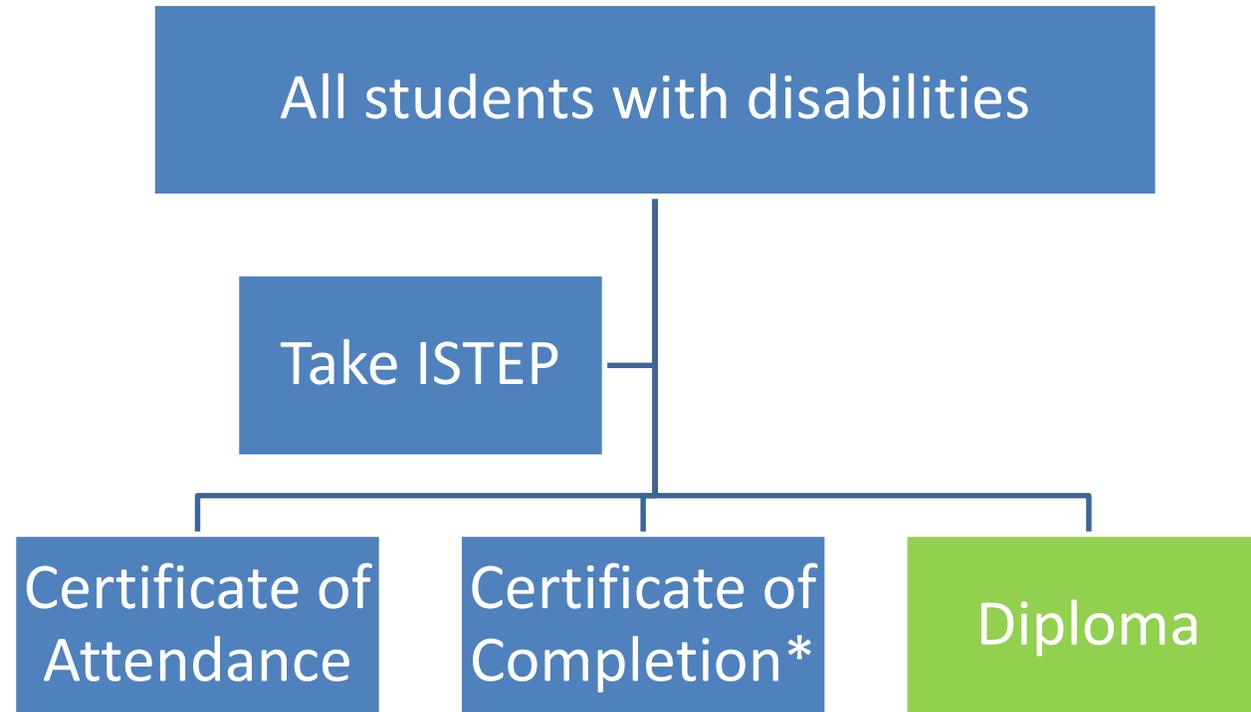
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Considerations for Accountability Committee

- Because the Certificate of Completion will be:
 - A) standards-based,
 - B) aligned to requirements for the regular high school diploma,
 - C) obtained within the time period for which the State ensures the availability of a FAPE
- **For accountability purposes**, consider the Certificate of Completion earned by this very prescribed population (students with significant cognitive disabilities who took the alternate assessment) the state approved alternate diploma as defined in ESSA.



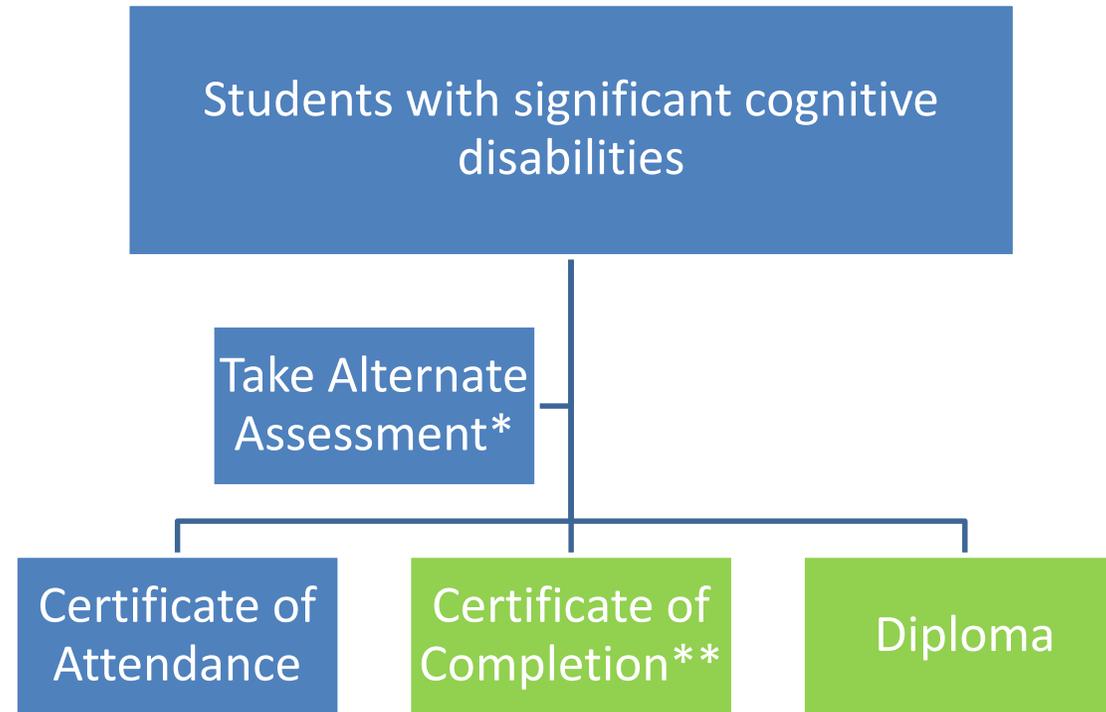
Exit and Accountability Options for Students with Disabilities



 Students count toward graduation rate

*As proposed by COC Work Group

Exit and Accountability Options for Students with Disabilities



 Students count toward graduation rate

*Only students with significant cognitive disabilities can take the alternate assessment

*Schools must justify to DOE if more than 1% of students within tested grades take the alternate assessment

**As proposed by the COC Work Group



NEXT STEPS/DISCUSSION

- Collaboration with Office of College and Career Ready to develop course descriptions for Certificate of Completion
- Once ESSA regulations are finalized, detailed analysis for possible impact would need to be completed.
- Education of all stakeholders regarding COC revision and impact on accountability.





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Multiple Measures Domain for High School

§ 200.14 Accountability Indicators

Indicators must

- Measure performance for all students and for each subgroup
- Use the same measures within each indicator for all schools, except for the school quality and student success indicator
- Meaningfully differentiate schools
- Be broken out by each subgroup and available statewide
- Have at least three levels of performance
- Be used only once in the accountability system
- Be valid, reliable, and comparable across the state



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Requirements

- Must include one or more indicators of school quality or student success
- May vary by each grade span
- May include indicators of one or more of the following:
 - Student access to and completion of advanced coursework
 - Postsecondary readiness
 - School climate and safety
 - Student engagement
 - Educator engagement
 - Any other indicator the state chooses that meets ESSA requirements



CCR Achievement Rates

- 2015 Statewide CCR Rate: 64.9%
- 2015 Statewide CCR Rate without Dual Credit: 37.4%
- 2015 Statewide CCR Rate without Dual Credit, with SAT & ACT: 39.3%

Additional Options Considered

- 21st Century Scholars
- Assessment Achievement (SAT, ACT, PSAT, ASVAB)

NOTE: See Appendices A1 – A5



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QUESTION:

Which additional indicators should be recommended for the CCR Achievement Rate:

- *Achievement on SAT, ACT, PSAT, ASVAB?*
- *21st Century Scholars Program Completion?*

NOTE: See Appendices A1 – A5



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Revisiting English Learners in Accountability

§200.16 Subgroups of Students

State may choose to apply one of the following flexibilities for accountability purposes:

- OPTION ONE:
 - Exempt a recently arrived English learner from the first administration of the E/LA & Math assessments; exclude the student's results when calculating the academic achievement and EL proficiency progress indicators in the first year of enrollment
- OPTION TWO:
 - Year One: Student required to take E/LA & Math assessments; must report performance to public; Results excluded for accountability purposes
 - Year Two: Student required to take E/LA & Math assessments; must report performance to public; Results included for accountability purposes based on a growth measure
 - Year Three: Student required to take E/LA & Math assessments; must report performance to public; Results included for accountability purposes based on actual performance



OPTION: Subgroups of Students

State may choose to apply flexibility for newly arrived English Learners on both English/language arts & Math ISTEP+ assessments

Option 1: Exempt first year/Don't take ISTEP+

- Year One: Participation Only based on WIDA participation
- Year Two: Performance & Participation on ISTEP+
- Year Three: Performance, Participation & Growth on ISTEP+

Option 2: Phase-In

- Year One: Participation Only based on ISTEP+ participation
- Year Two: Participation & Growth on ISTEP+
- Year Three: Performance, Participation & Growth on ISTEP+



QUESTION:

Which flexibility option should be recommended:

- *Exempt first year*
- *Phase-in*

NOTE: See Appendix B1



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§200.13 Long-term goals and measurements of interim progress

- Must establish long-term goals and measurements of interim progress for *academic achievement, graduation rates, and English language proficiency*
- May establish long-term goals and measurements of interim progress for other areas beyond those required
- Goals must be set for all students and for each subgroup



Requirements

- Establish ambitious *state-designed* long-term goals and interim measures of progress for English learners toward attaining English language proficiency
- Must be measured by the English language proficiency exam
- Must be determined using state-developed uniform procedure applied consistently to all English learners in the state that takes into consideration the student's English language proficiency level at time of identification
- Must set expectation that each English learner will
 - Make annual progress toward attaining English language proficiency
 - Attain English language proficiency within a period of time after the student's identification as an English learner



OPTION: 70% of ELs attain English proficiency within six years of identification as an EL based on growth to target

- Each student is assigned an interim progress goal based on initial EL proficiency level, grade level and age
- Example:
 - Student A: 5th grade, age 10, initial identification = Level 2.1
 - Interim progress goal for Student A = 0.48 point increase

NOTE: See Appendix B2



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QUESTION:

Which approach should be recommended for the English language proficiency goal?

- *Growth to target approach; 70% proficient long-term*
- *Other*

NOTE: See Appendix B2



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§200.14 Accountability Indicators

Progress in Achieving English Language Proficiency Indicator

- Required for all schools (grades 3-8 and other grades for which English learners are otherwise assessed)
- Must be based on English learner performance on the annual English language proficiency assessment
- Must take into account students' English language proficiency level
- Must use objective and valid measures of progress
- Must be aligned with the state-determined timeline for attaining English language proficiency under the long-term state goal
- May include a measure of proficiency



English Language Progress Indicator Calculation

1. Determine total # of students with a valid WIDA Access score in both current and prior year
Step 1 = 50 eligible students
2. Determine # of students who attained or exceeded their individual interim growth target.
Step 2 = 38 students
3. Determine # of students who scored at least a 5.0 on the current year WIDA Access exam (attained proficiency).
Step 3 = 3 students
4. Add Step 2 and Step 3 → total # of students that met the standard
Step 4 = 38 + 3 = 41 students
5. Divide Step 4 by Step 1 to determine a percentage that met the standard.
Step 5 = 41 / 50 = 82.0%
6. Convert Step 5 into points on a 0 – 100 point scale for the final EL progress indicator score.
Step 6 = 82.0% = 82.0 points
7. Goal Factor = 70% of ELs attaining or exceeding their individual interim growth target or attaining proficiency
Step 7 = 82.0% > 70.0% = 100.0 points (A)



OPTION: Include a Participation Multiplier

- Multiply English language progress indicator score by percentage of EL students participating in WIDA Access assessment
 - Example 1:
 - *School B received 73.3 points on the EL Progress Indicator*
 - *School B tested 98% of EL students on WIDA Access (goal = 100%)*
 - *73.3 points * 98% = 71.8 points = final EL progress indicator score*
 - Example 2:
 - *School G received 82.0 points on the EL Progress Indicator*
 - *School G tested 95% of EL students on WIDA Access (goal = 100%)*
 - *82.0 points * 95% = 77.9 points = final EL progress indicator score*



QUESTION:

Should it be recommended that a participation rate component be included in the English language proficiency progress indicator calculation?

NOTE: See Appendices B3 & B4



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Multiple Measures Domain for Elementary & Middle Schools

§ 200.14 Accountability Indicators

Indicators must

- Measure performance for all students and for each subgroup
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- Meaningfully differentiate schools
- Be broken out by each subgroup and available statewide
- Have at least three levels of performance
- Be used only once in the accountability system
- Be valid, reliable, and comparable across the state



Requirements

- Must include one or more indicators of school quality or student success
- May vary by each grade span
- May include indicators of one or more of the following:
 - Student access to and completion of advanced coursework
 - Postsecondary readiness
 - School climate and safety
 - Student engagement
 - Educator engagement
 - Any other indicator the state chooses that meets ESSA requirements



Options

- List compiled based on:
 - Required federal data collections under ESSA and OCR
 - Required state data collections for APR
 - Programs outlined in Indiana Code
 - ESSA Kick-Off conference brainstorm
 - ESSA listening tour
 - Other states

NOTE: See Appendix C1



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Questions to Consider

- Is the indicator valid, reliable and comparable across the state?
- Does the indicator demonstrate school quality and student success for Indiana schools?
- Will the indicator require more data collections from schools?
- What are the pros, cons, and unintended consequences of the indicator?
- Is the indicator measurable? Actionable? Meaningful?



School Climate and Safety

- School safety
- Climate surveys
- Employability skills
- Social and emotional learning

NOTE: See Appendices C2.1 – 2.7



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Student Engagement

- Advanced coursework
- Attendance data
- Discipline data

NOTE: See Appendices C3.1 -3.10

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Other Indicators

- School improvement plans
- Super subgroup
- Graduation planning and preparation

NOTE: See Appendices C4.1 – 4.4

QUESTION:

Which indicator or indicators should be recommended for the elementary multiple measures component of the statewide accountability system?



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