

MINUTES
September 12, 2014 Meeting
Indiana State Advisory Council (SAC)
on the Education of Children with Disabilities
H. Dean Evans Community and Education Center
8550 Woodfield Crossing Blvd.
Indianapolis, IN, 46240

Council Members:

Present
(Yes/No)

Tiffany Ball , parent representative	N
Sirilla Blackmon , Division of Mental Health & Addiction, FSSA	Y
Becky Bowman , Indiana Department of Education	Y
Keith Briner , Indiana State Department of Health	N
Rich Burden , IN*SOURCE and parent representative	Y
Annette Castillo , parent representative	N
Michael Dalrymple , Indiana School for the Blind and Visually Impaired	N
Kim Dodson , ARC of Indiana	Y
Dr. Karol Farrell , MSD of Washington Township	Y
Gina Fleming , Archdiocese of Indianapolis	N
Carol Guess , parent representative	Y
James Hammond III , Indiana Assoc of Rehabilitation Facilities/INARF	Y
Kylee Hope , Division of Disability & Rehabilitation Services, FSSA	N
Jan Huffman , Parent Representative	Y
Reba James , Department of Child Services	N
Lisa Kovacs , parent representative	Y
John Nally , Indiana Department of Corrections	Y
Danny O’Neill , parent representative	N
Patty Reed , About Special Kids and parent representative	N
Dr. Sharon Johnson-Shirley , Lake Ridge Schools	Y
Kristi Tesmer , parent representative	Y
Lucy Witte , Indiana School for the Deaf Board	Y

Also Present:

Tracy Brunner, IDOE

Shaina Cavazos, Chalkbeat Indiana

Call to Order

Chair Karol Farrell called the meeting to order at 9:35 a. m. Thirteen of twenty-two members were present. At the Chair’s request council members and guests from the Department of Education introduced themselves.

Informational Items

Indiana Department of Education staff Karen Stein and Kristan Sievers-Coffer gave an overview of the State’s new College and Career Ready Standards and Assessments, including information on Indiana’s ESEA waiver. The two answered questions, shared the following Web links, and agreed to send members additional information.

Indiana Standards: (parent resources located within each subject area): <http://www.doe.in.gov/standards>

IDOE Assessment website: <http://www.doe.in.gov/assessment>

Special Populations Resources: <http://www.doe.in.gov/standards/special-populations-students>

Professional Development Resources: <http://www.doe.in.gov/standards/indiana-academic-standards-regional-training-resource-hub>

Becky Bowman announced that, as a result of its annual review, the U.S. DOE Office of Special Education Programs determined that Indiana “meets requirements.” She also noted there were recent changes in OSEP’s process for making these annual “State Determinations.” Additionally, State Director Bowman reviewed the Indiana Office of Special Education’s plans to revise the annual Parent Survey; reported her Office’s progress on public posting of Due Process information; alerted SAC members that a revised version of “Article 7” (Indiana’s Special Education Rule) is now available on the Office Web site; and updated the council on the status of stakeholder involvement in developing the State Systemic Improvement Plan (SSIP) that is now federally required as part of State-level Part B (K-12 Special Education) monitoring. Throughout these informational updates Becky responded to questions and comments from council members.

As a supplement to the written report provided with the September meeting materials, Kim Dodson gave a verbal update about her involvement on Indiana’s Seclusion and Restraint Commission. She highlighted the commission’s efforts to disseminate information to the general public, including parents of all K-12 students.

Throughout the presentation of informational items, council members expressed concerns and asked questions about: (1) the potential impacts that concurrent State Standards and Assessments changes may have on school accountability and the education of children with disabilities, and (2) the need to explore ways to inform all parents, and especially parents of students with disabilities, regarding Standards and Assessment changes, the availability and limitations on use of accommodations during assessments, and the State’s new rules to govern training on and use of Seclusion and Restraint. Kim Dodson recommended that the Council consider formally submitting its comments and questions to the State Board of Education.

Discussion Items

Chair Karol Farrell reminded council members of their March discussion about Operating Procedures and noted that a proposed draft had been provided for the Council’s prior review. Dr. Farrell asked for the will of the Council with respect to voting on approval of the draft. The general consensus was to add this to the Action Items at today’s meeting.

In discussion about Topics for Future Council Meetings, members identified the following items of interest:

- improving communication with parents
- IDEA (Individuals with Disabilities Education Act) reauthorization
- changes to the Americans with Disabilities Act (ADA)

Council members also discussed Kim Dodson’s suggestion to prepare a list of the council’s questions and concerns for submission to the State Board. All agreed to forward comments to Chair Karol Farrell for compilation on behalf of the entire council.

Action Items

Kristi Tesmer made and Kim Dodson seconded a motion to approve the June 2014 meeting minutes; the motion carried.

James Hammond III moved to approve the draft SAC Operating Procedures prepared by State Director of Special Education Becky Bowman; John Nally seconded. In discussion, Rich Burden requested that the final version include the definition of quorum. The council voted to approve the proposed draft with the addition of the

quorum definition. Lisa Kovacs asked the council to consider and make recommendations regarding how best to disseminate these Operating Procedures to new council members in the future.

Recommendations and Concerns of the Council Members

Lisa Kovacs shared information on an upcoming Transition Summit for deaf and hard of hearing students and their parents, which was arranged by the Indiana Chapter of Hands and Voices. She expressed hope that, in the future, similar events could be arranged via public-private partnerships between agencies and organizations that serve students with disabilities.

Public Comment

There were no public comments.

Adjournment

The meeting adjourned at 12:05 p.m.

A series of five blue silhouettes of people are shown walking up a green, curved hill that spans across the top of the slide. From left to right, the silhouettes represent a person sitting on the ground, a person walking, a person walking, a person walking, and a person wearing a graduation cap.

**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Updates to Indiana Standards and Assessments September 2014

ESEA Flexibility Waiver

What is the Elementary and Secondary Education Act (ESEA) Flexibility Waiver?

- The US Department of Education has allowed states to request flexibility regarding specific requirements of the No Child Left Behind Act (2001) in exchange for rigorous and comprehensive State-developed plans.
- These plans are designed to improve educational outcomes for ALL students, including English learners and students with disabilities, to close achievement gaps, increase equity, and improve the quality of instruction.
- States, local public schools (school corporations and charter schools) gain flexibility to better focus on improving student learning and increasing the quality of instruction.
- <http://www.doe.in.gov/esea>



College and Career Ready Standards

Principle 1-College and-Career Ready Standards

- 2014-Indiana Academic Standards for English/Language Arts and Mathematics (2014) are adopted
- The new 2014 standards are used for instruction with **ALL** students, including **students with disabilities**, English learners, and high ability students.
- Links to standards: <http://www.doe.in.gov/standards>
- Resources: <http://www.doe.in.gov/standards/special-populations-students>



College and Career Ready Standards

<http://www.doe.in.gov/standards>



Indiana Academic Standards

Agriculture
Arts, AV Communications Cluster
Business, Marketing, Information
Technology
College Entrance Preparation
CTSO Leadership
Engineering
Engineering & Tech Ed
English/Language Arts
Family and Consumer Sciences
Financial Literacy
Fine Arts: Dance, Music, Theatre, Visual
Arts
Foundations to the Indiana Academic
Standards: Birth to Age 5
Guidance
Health and Wellness

[Home](#) > [Standards](#) > Indiana Academic Standards

Indiana Academic Standards

Posted: Fri, 07/29/2011 - 8:31am Updated: Wed, 08/27/2014 - 1:44pm



- [Indiana Academic Standards Regional Training: Fall 2014](#)
- [Download the Flyer](#) 

Driven by information, powered by knowledge, and energized by technology, our world is changing quickly. In order for students to make reasoned decisions about their lives and contribute to their family, community, and nation, they need more skills and knowledge than ever before. To meet these challenges, Indiana has established and continues to maintain world-class academic standards. The standards clearly outline what students should know and be able to do for each content/subject area and grade level or grade band. In April of 2014, the Indiana State Board of Education approved the adoption of new standards for English/Language Arts and Mathematics. These new standards are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous standards for Indiana students. They have been validated as college and career ready by the Indiana Education Roundtable, the Indiana Commission for Higher Education, the Indiana Department of Education, the Indiana State Board of Education, and the Indiana Center for Education and Career Innovation. This means that students who successfully master these objectives for what they should know and be able to do in Math and English/Language Arts disciplines by the time they graduate from high school will be ready to go directly into the workplace or a postsecondary educational opportunity without the need of remediation.



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College and Career Ready Standards

Indiana Academic Standards and Resources

- [English/Language Arts](#) (2014)
- [Mathematics](#) (2014)
- [Science](#) (2010)
- [Social Studies](#) (2014)
- [CTE: CTSO Leadership](#)
- [CTE: Agriculture](#)
- [CTE: Arts, AV Communications Cluster](#)
- [CTE: Business, Marketing, Information Technology](#)
- [CTE: Engineering](#)
- [CTE: Family and Consumer Sciences](#)
- [CTE: Health Science](#)
- [CTE: Trade and Industry \(T&I\)](#)
- [CTE: Work Based Learning](#)
- [Engineering & Tech Ed](#)
- [Financial Literacy](#)
- [Fine Arts: Dance, Music, Theatre, Visual Arts](#) (2010)
- [Health and Wellness](#) (2010)
- [Physical Education](#) (2010)
- [World Languages and International Education](#) (2013)
- [Guidance](#) (2003)
- [College Entrance Preparation](#)
- [WIDA English Language Development \(ELD\) Standards for English Learners](#) (2013)

<http://www.doe.in.gov/standards>

Special Populations of Students

- [English Learners, High Ability, Students with Disabilities](#)

Additional Resources



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College and Career Ready Standards



Indiana Academic Standards

- Agriculture
- Arts, AV Communications Cluster
- Business, Marketing, Information
- Technology
- College Entrance Preparation
- CTSO Leadership
- Engineering
- Engineering & Tech Ed
- English/Language Arts
- Family and Consumer Sciences
- Financial Literacy
- Fine Arts: Dance, Music, Theatre, Visual Arts
- Foundations to the Indiana Academic Standards: Birth to Age 5
- Guidance
- Health and Wellness

[Home](#) > [Standards](#) > Special Populations of Students

Special Populations of Students

Posted: Thu, 07/31/2014 - 8:04pm Updated: Thu, 08/28/2014 - 9:02am

Indiana Academic Standards for English/Language Arts and Mathematics (2014) and Special Populations

<http://www.doe.in.gov/standards/special-populations-students>

English Learners	High Ability	Students with Disabilities
Indiana's WIDA Implementation Guide	High Ability Resource Guide	Special Education Resource Guide
Indiana ESEA Flexibility Waiver Resources Guide for Parents of English Learners	Indiana ESEA Flexibility Waiver Resources Guide for Parents of High Ability Students	Indiana ESEA Flexibility Waiver Resources Guide for Parents of Students with Disabilities
Indiana's WIDA Resource Guide		Students with Disabilities Needs Assessment Survey
WIDA English Language Development (ELD) Standards Framework		Update on IMAST Transition
		Indiana's NCSC Alternate Assessment



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Mathematics Highlights

- Vertical alignment across grade levels and courses for K – 8
- Standards can be taught in depth - not just covered
- Process Standards should be incorporated in lessons when teaching the content standards
- Fourth year courses aligned to college courses
- Teacher Resource guide: Glossary and examples



English/Language Arts Highlights

- The new strands:
 - Reading
 - Writing
 - Speaking and listening
 - Media
- Indiana Academic Standards for Content Area Literacy
 - History/Social Studies
 - Science and Technical Subjects
- Text complexity



College and Career Ready Assessments

Principle 1: College-and-Career Ready Expectations for All Students

- Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth
- Per the ESEA Flexibility Waiver, states must administer assessments based on standards deemed college-and-career ready by the spring of 2015.
- ISTEP+ and Indiana's Alternate Assessment



ESEA Flexibility Waiver Requires New E/LA and Math Assessments

- **Spring 2015 ISTEP+ Assessment**

- English/Language Arts and Mathematics assessments will measure college-and-career ready student performance based on the 2014 Indiana Academic Standards and will include technology-enhanced items.
- The ISTEP+ test will remain unchanged in spring 2015 for Science and Social Studies.



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The background of this section is a green, curved line representing a hill. Silhouettes of five people are shown walking along the top of the hill from left to right. The first person is a small child, followed by a person in a wheelchair, a person walking, a person pushing a stroller, and a person in a graduation cap and gown.

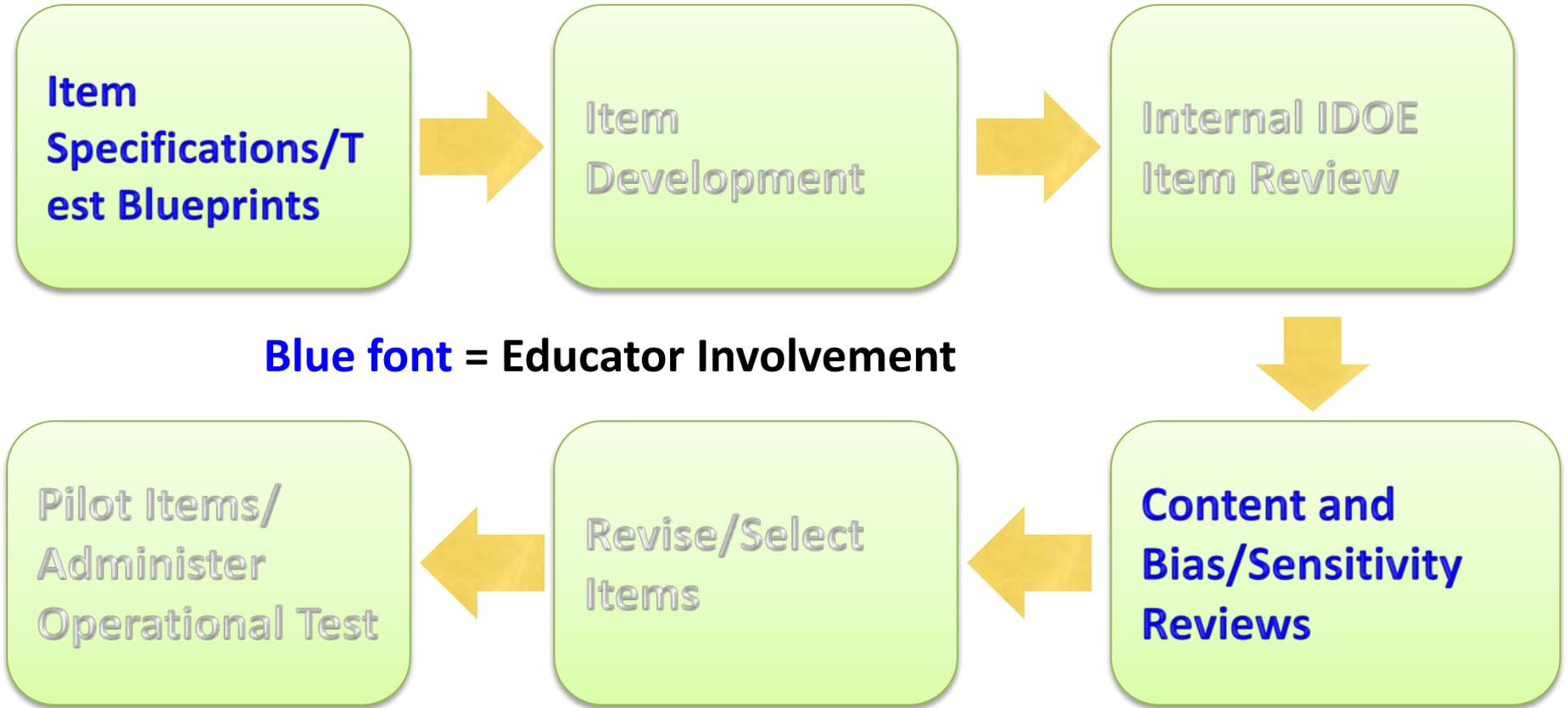
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Designing the Spring 2015 ISTEP+ Test

- The new E/LA and Math ISTEP+ assessments are being designed in partnership with Indiana's vendor, CTB/McGraw-Hill.
- Assessment Content Specialists from the IDOE, along with Indiana educators, are currently working to establish item specifications and clarifications, select reading passages, and derive the test blueprint.
- Educators will be invited to review items created by professional item writers in early August.



The Assessment Development Journey



Spring 2015 ISTEP+ Development & Implementation

Activity	Timeline
Specification Review Meetings and Test Blueprint Development	May/June 2014
Passage Review Meetings	Early June 2014
Item Development	June/July 2014
Content Review and Bias/Sensitivity Review Meetings	Early August 2014
Form Selection and Build	Fall 2014
Administer Open-ended Items	March 2015
Administer Machine-scored Items	May 2015
Standard Setting (Cut Score Setting)	Summer 2015



Instructional and Assessment Guidance

- Teachers should plan to implement Indiana's new college-and-career ready 2014 Indiana Academic Standards in 2014-15.
- Updated *Instructional and Assessment Guidance* based on the new ISTEP+ test will be created and disseminated in August.
- Science and Social Studies documents will be reviewed/revise and released this summer.
- Technology Enhanced items will be new this year.



Technology Enhanced Items

Implications for students with disabilities

- New to the assessments are Technology-Enhanced Items
- Example 1: Construct an answer using Math Palette:

REQUIRED Session 1: Mathematics
Question 2 of 4

Untimed Test **CTB**
Mc Graw Hill Education

John Doe

Wilson Library bought 25 science books and 15 history books.

How many books did the library buy all together? Drag tiles to build an answer.

books

0	1	2	3	4
5	6	7	8	9
+	-	x	÷	.

Construct an answer using Math Palette

YOU ARE HERE

1 2 3 4

Go Back Go On

Mark for Later Review

Technology Enhanced Items

Example 2: Drag and Drop AND Multiple-correct response

REQUIRED Session 1: Mathematics
Question 4 of 4

Untimed Test
Stop Test

Mc
Graw
Hill
Education | CTB

John Doe

Part A
Jack is counting by 10s from 0 to 50.
Drag three number tiles into the boxes to fill in the missing numbers for Jack.

0, 10, , , , 50

30	35	40
15	20	25
11	12	13

Drag-and-drop

Part B
Which of these correctly shows counting by 5s? Select the three that apply.

- 5, 10, 15, 20
- 5, 25, 45, 65
- 50, 55, 60, 65
- 105, 110, 115, 120
- 150, 255, 350, 455

Multiple-correct response

YOU ARE HERE

1 2 3 4

Go Back Finish Test

Mark for Later Review

Technology Enhanced Items

Example 3: Drag and Drop

REQUIRED Session 2: English/Language Arts
Question 3 of 4

Untimed Test
Stop Test

Mc
Graw
Hill
Education | CTB

John Doe

Read the story. Then answer the question.

7 "If you had a bike, you would just sleep in later," Tracy's mom said. She patted Tracy on the head as she slid a plate of eggs and toast in front of her.

8 Tracy was still munching her toast a few minutes later when she saw it was time to go. She grabbed her coat and ran out of the house on her way to school.

9 As she ran to school, Tracy found herself behind Ron, who was on his scooter. Mel, of course, was ahead of him on her skateboard. Tracy wished she had something besides her feet to take her to school on time. At least Chad and Billy were also hurrying along by foot.

11 Mel made it to school first, with Ron close behind. Of course, Tracy came puffing through the door just as the bell rang.

12 As she slid into her seat, Tracy wondered whether her mom was right about whether she would still be late to school if she had a bike.

Part A
The name of the story is "The Big Question." What is the big question in the story?

- Could Tracy's mom wake her up earlier?
- What would happen if Tracy had a bike?
- Would Tracy be faster than Mel on a bike?
- How long could Tracy sleep in if she had a bike?

Part B
Look at the shaded sentences in the story. Drag the sentence into the box that BEST supports the answer to Part A.

Drag-and-drop

YOU ARE HERE

1 2 3 4

Go Back Go On

Mark for Later Review

Technology Enhanced Items

Example 4: Multiple Correct Response

REQUIRED Session 2: English/Language Arts
Question 1 of 4

Untimed Test
Stop Test

Mc Graw Hill Education | CTB

John Doe

Read the story. Then answer the question.

6 "If I had a bike, I would always be on time," Tracy said. She had been asking for a bike, and this seemed like another good reason to have one.

7 "If you had a bike, you would just sleep in later," Tracy's mom said. She patted Tracy on the head as she slid a plate of eggs and toast in front of her.

8 Tracy was still munching her toast a few minutes later when she saw it was time to go. She grabbed her coat and ran out of the house on her way to school.

9 As she ran to school, Tracy found herself behind Ron, who was on his scooter. Mel, of course, was ahead of him on her skateboard. Tracy wished she had something besides her feet to take her to school on time. At least Chad and Billy were also hurrying along by foot.

10 Mel made it to school first, with Ron close behind. Of course, Tracy came puffing through the door just as the bell rang.

11 As she slid into her seat, Tracy wondered whether her mom was right about whether she would still be late to school if she had a bike.

According to the story, which two students did NOT walk to school?

Billy

Chad

Mel

Ron

Tracy

Multiple-correct response

YOU ARE HERE

1 2 3 4

Go On ▶

Mark for Later Review

Spring 2015 End of Course Assessments

- Indiana's college-and-career ready Indiana Academic Standards for Grade 10 are addressed as part of the Algebra I and English 10 End of Course Assessments.
- Watch for additional information regarding any changes to these assessments.

A series of silhouettes of people in various walking and running poses, positioned along a green, curved line that represents a hill or a path. The silhouettes are black and vary in size and orientation, suggesting movement and progress.

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Impact on Acuity

- The IDOE is working with CTB/McGraw-Hill to align Acuity to our 2014 English/Language Arts and Mathematics Indiana Academic Standards.
- More details will be shared with Corporation Test Coordinators this summer as additional information becomes available.



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IMAST Transition

Indiana Modified Achievement Standards Test (IMAST) is no longer available per federal regulations. Resources for schools and parents about the IMAST transition are available online: <http://www.doe.in.gov/specialed>.



UPDATE ON IMAST TRANSITION: Transitioning Away from IMAST

- [Click for YouTube Version](#)
- [Click for Flash Version](#)
- [Click for YouTube Version with Closed Captioning](#)
- [Future of IMAST March 2014](#)

The Transition from IMAST: IDOE Online ISTEP+ Resources for the Classroom

- [Click for YouTube Version](#)
- [Click for Flash Version](#)
- [Click for YouTube Version with Closed Captioning](#)
- [IMAST Transition Series-ISTEP+ Online Resources](#)

Transitioning from IMAST: Resources for Parents

- [Click for YouTube Version](#)
- [Click for Flash Version](#)
- [Click for YouTube Version with Closed Captioning](#)
- [Download slides used in this presentation](#)

Transitioning from IMAST: Standards-Based IEPs

- [Click for YouTube Version](#)
- [Click for Flash Version](#)
- [Click for YouTube Version with Closed Captioning](#)
- [Download slides used in this presentation](#)

Transitioning from IMAST: Universal Design for Learning

- [Click for YouTube Version](#)
- [Click for Flash Version](#)
- [Click for YouTube Version with Closed Captioning \(coming soon\)](#)
- [Download slides used in this presentation](#)



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Alternate Assessment

Alternate Assessment- The former English/Language Arts and Mathematics ISTAR is no longer available. The new alternate assessment for students with significant cognitive disabilities has been created by the National Center and State Collaborative (NCSC) consortia of which Indiana is a member.



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Alternate Assessment Tier Design

Control SIDE

Designed for Students with SCD

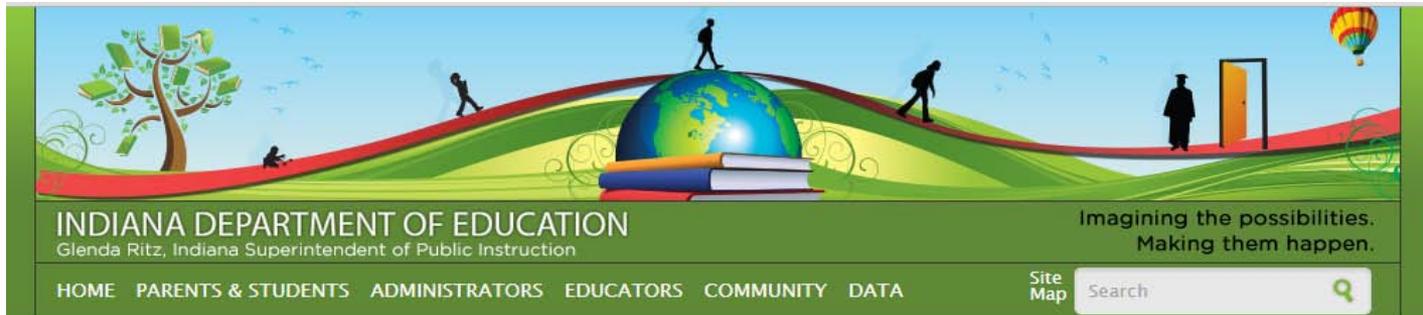
- Reading items, passages and response options to students
- Tier Support (4)
 - Decreasing Complexity Tier 4 to 1
 - Increasing Support Tier 4 to 1
 - Tiers 2, 3, and 4 aligned to the Focal Knowledge Skills and Abilities (FKSA)
 - Tier 1 is aligned to Essential Understanding (EU)

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Indiana's NCSC Alternate Assessments

■ Indiana's NCSC Alternate Assessment:

<http://www.doe.in.gov/standards/indiana%E2%80%99s-ncsc-alternate-assessment>



Indiana Academic Standards

Agriculture

Arts & AV Communications Cluster

[Home](#) > [Standards](#) > Indiana's NCSC Alternate Assessment

Indiana's NCSC Alternate Assessment

Posted: Wed, 08/27/2014 - 3:59pm

- [Answers to Common Parent Questions Regarding the Indiana NCSC Alternate Assessment](#)
- [College and Career Readiness for Students with Significant Cognitive Disabilities](#)
- [NCSC Curricular and Instructional Resources-Value in Indiana](#)
- [NCSC Project-Key Points for Indiana's new Alternate Assessment](#)



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Implications for Students with Disabilities

Students with disabilities are a heterogeneous group, therefore how these new standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

- Universal Design for Learning
- Accommodations
- Assistive Technology
- Individualized Education Program (IEP) goals aligned to standards



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The background of this section shows a green, curved line representing a hill. Along the top of the hill, there are several small black silhouettes of people in various walking or standing poses, moving from left to right.

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Assessment for 2015-16 and Beyond

Indiana will seek one or more vendors to provide high-quality assessments based on Indiana's college-and-career ready Academic Standards for 2015-16 and beyond.

A series of black silhouettes of people in various walking and running poses, arranged along a green, curved line that represents a hill or a path. The silhouettes are of different sizes and are positioned at different points along the curve.

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Resources

Indiana Resource Network: <http://www.doe.in.gov/specialed/indiana-resource-network>

- Project SUCCESS-support for educators of students with the most significant cognitive disabilities:

<http://projectsuccessindiana.com/content/>

- PATINS- support for educators on assistive technology and accessible instructional materials: <http://patinsproject.com/>



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Resources

- Indiana Academic Standards: <http://www.doe.in.gov/standards>
- IDOE Assessment Update Memo (6/24/14):
<http://image.exct.net/lib/fef31073726d01/m/1/Assessment+Update+06-24-14.pdf>
- Statewide Assessment Resource Guide and Toolkit
<http://www.doe.in.gov/sites/default/files/assessment/accommodations-resource-guide-and-toolkitrevised-july-2014.pdf>
- Special Education Resource Guide for Educators:
<http://www.doe.in.gov/standards/special-populations-students>



Contacts

Karen Stein, Office of Student Assessment, kstein@doe.in.gov

Kristan Sievers-Coffer, Office of Special Education,
ksievers@doe.in.gov

Indiana Part B Compliance Matrix: 2014

Part B Compliance Indicator ¹	Performance	Full Correction of Findings of Noncompliance Identified in FFY 2011	Score
Indicator 4B: Significant discrepancy, by race and ethnicity, in the rate of suspension and expulsion, and policies, procedures or practices that contribute to the significant discrepancy and do not comply with specified requirements.	1.70%	Y	2
Indicator 9: Disproportionate representation of racial and ethnic groups in special education and related services due to inappropriate identification.	0.00%	N/A	2
Indicator 10: Disproportionate representation of racial and ethnic groups in specific disability categories due to inappropriate identification.	1.13%	Y	2
Indicator 11: Timely initial evaluation	97.85%	Y	2
Indicator 12: IEP developed and implemented by third birthday	99.04%	Y	2
Indicator 13: Secondary transition	79.00%	Y	1
Indicator 15: Timely correction	90.24%		1
Indicator 20: Timely and accurate State-reported data	97.78%		2
Timely State Complaint Decisions	100.00%		2
Timely Due Process Hearing Decisions	100.00%		2
Longstanding Noncompliance			2
Special Conditions	NONE		
Uncorrected identified noncompliance	NONE		
	Total Compliance Score		20

Points Earned	Total Possible Points	Compliance Performance
20	22	90.91%

1. The complete language for each indicator is located on page one of the State's Part B FFY 2012 SPP/APR Response Table.

Indiana		
Part B Results Driven Accountability Matrix: 2014		
Reading Component Elements	Performance	Score
Percentage of 4th and 8th Grade Children with Disabilities Participating in Regular Statewide Assessments	68.00%	1
Proficiency Gap for 4th and 8th Grade Children with Disabilities on Regular Statewide Assessments	24.00%	2
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	31.00%	2
Percentage of 4th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	12.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	42.00%	2
Percentage of 8th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	12.00%	1
Math Component Elements	Performance	Score
Percentage of 4th and 8th Grade Children with Disabilities Participating in Regular State Assessment	69.00%	1
Proficiency Gap for 4th and 8th Grade Children with Disabilities on Regular Statewide Assessments	19.00%	2
Percentage of 4th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	63.00%	2
Percentage of 4th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	8.00%	1
Percentage of 8th Grade Children with Disabilities Scoring at Basic or Above on the National Assessment of Educational Progress	41.00%	2
Percentage of 8th Grade Children with Disabilities Excluded from Testing on the National Assessment of Educational Progress	11.00%	1
Graduation Component Elements ¹	Performance	Score
(Placeholder for FFY 2013)	(Placeholder for FFY 2013)	(Placeholder for FFY 2013)

Results Total Points Available	Results Points Earned	Results Performance
20	18	90.00%
Compliance Total Points Available	Compliance Points Earned ²	Compliance Performance
22	20	90.91%
Results Driven Accountability Percentage and Determination ³		
90.45%	MEETS REQUIREMENTS (green)	

1. The Department is committed to using graduation data in determinations but identified potential discrepancies between States with respect to what is included as a regular high school diploma for children with disabilities, as reported to the Department. To ensure that States are treated equitably, we will work with States to address these discrepancies and plan to use graduation data in the 2015 Part B determinations.

[2. Review the Part B Compliance Matrix for a breakdown of compliance points earned.](#)

3. Review "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2014: Part B" for a detailed description of how the Compliance Performance Percentage, Results Performance Percentage and the Results Driven Accountability Percentage and Determination were calculated.



Office of Special Education Update

State Advisory Council
September 12, 2014

IDEA State Determinations under Results Driven Accountability

- OSEP's determination of Indiana's status for 2012-13 school year
- First time to use both compliance and results data
- Results data
 - 4th and 8th grade students with disabilities
 - Participation and proficiency on ISTEP+ and the National Assessment of Educational Progress (NAEP)

IDEA State Determinations under Results Driven Accountability

- Indiana's Status
 - Compliance Meets Requirements
 - Results Meets Requirements
 - Overall Meets Requirements
- Improved from previous year's determination of "Needs Assistance"

Indicator 8 – Parent survey

- Percentage of parents “who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.”
- Previously done at end of school year by an outside vendor
- Response rate has been poor

Indicator 8 – Parent survey

- New approach in 2014-15
- Survey to be available to parents at the time of the annual case conference committee meeting (online or paper version)
- Working with IN*SOURCE on survey questions
- Anticipate survey ready for use in October

State Systemic Improvement Plan

Year 1 - FFY 2013 Delivered by Feb 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
<p>Phase I Analysis</p>	<p>Phase II Plan</p>	<p>Phase III Evaluation</p>
<ul style="list-style-type: none"> • Data Analysis; • Infrastructure Analysis; • State-identified measureable result; • Coherent Improvement Strategies; • Theory of Action 	<ul style="list-style-type: none"> • Multi-year plan addressing: <ul style="list-style-type: none"> • Infrastructure Development; • Support EIS Program/LEA in Implementing Evidence-Based Practices; • Evaluation Plan 	<ul style="list-style-type: none"> • Reporting on Progress including: <ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

State Systemic Improvement Plan

- Developed “Purposeful Sample Group”
 - Microcosm of target group
 - Data trends for possible root cause of lack of student achievement
 - Identify interventions based on data and root cause
- Expect to finalize the “State Identified Measurable Result” (SIMR) in September
- SIMR focus on elementary students and reading proficiencies

Article 7 and Due Process Updates

- Online version of A7 updated to include new Medicaid consent changes and Rule 48
- Spanish translation still needs to be completed
- Due process hearing decisions for 2011-2012, 2012-2013, and 2013-2014 are posted
- Older decisions will be posted as they are redacted

**Special Education Advisory Council
Seclusion and Restraint Commission Report
September 12, 2014**

The Seclusion and Restraint Commission that was implemented during the summer of 2013 has concluded its work of developing and publishing rules regarding the use of seclusion and restraints in schools.

The rules are available on the Indiana Register's website at:

<http://www.in.gov/legislative/iac/irtoc.htm?lsyear=13&lsadoc=408&view=list&ldn=Y>,

and they also appear in the Indiana Administrative Code under Title 513 at

http://www.in.gov/legislative/iac/iac_title?iact=513.

In addition to developing the rules, the Commission is also working on resource documents for schools as we are very aware of the need for such resources. We are compiling the resource list as we speak and are also working on a video that will help educate schools on the law, the rule and the important components involved.

Many commission members have been busy working with local school districts throughout the summer to get them prepared for the rules and many either have or will be participating in conferences this fall to educate families about the new rule.

Indiana State Advisory Council on Education of Children with Disabilities

In order to ensure consistent and orderly operation of State Advisory Council activities, the following procedures will be implemented.

Scheduling meetings

Per IC 20-35-3(f), the Council shall meet at least four times per year. The Council will establish the four meeting dates for the upcoming calendar year at the last meeting in the current calendar year. The schedule of council meetings is accessible on IDOE's web site at <http://www.doe.in.gov/specialed/state-advisory-council>.

In the event the Council Chair determines another meeting is necessary, the Chair may call a meeting and provide Council members with written notice at least ten days in advance of the meeting.

Meeting Agendas

The Chair, State Director, and Council Liaison will meet at least one month prior to a scheduled meeting to develop the meeting agenda.

Council members may submit future agenda item requests during council meetings or by contacting the Council Chair at least three weeks prior to the scheduled meeting.

The Council Liaison will email a copy of the agenda to Council members at least one week prior to the scheduled meeting.

Chairing the meeting

In the event the Council Chair is unable to attend the scheduled meeting, the Chair will designate another Council member to chair the meeting.

Reimbursement for expenses

Council members will submit all information required for state reimbursement of allowable expenses related to meeting attendance.

The Council Liaison will first prepare for council member review and signoff then submit documents required for Council member reimbursement.

Committees

Committees to provide information or service to the Council may be established by the Council Chair or a majority vote of the Council.

Committees will have at least three members, and members will be appointed by the Council Chair.

IC 20-35-3

Chapter 3. State Advisory Council

IC 20-35-3-1

State advisory council on education of children with disabilities; membership; duties

Sec. 1. (a) The state superintendent shall appoint a state advisory council on the education of children with disabilities. The state advisory council's duties consist of providing policy guidance concerning special education and related services for children with disabilities. The state superintendent shall appoint at least seventeen (17) members who serve for a term of four (4) years. Vacancies shall be filled in the same manner for the unexpired balance of the term.

(b) The members of the state advisory council must be:

- (1) citizens of Indiana;
- (2) representative of the state's population; and
- (3) selected on the basis of their involvement in or concern with the education of children with disabilities.

(c) A majority of the members of the state advisory council must be individuals with disabilities or the parents of children with disabilities. Members must include the following:

- (1) Parents of children with disabilities.
- (2) Individuals with disabilities.
- (3) Teachers.
- (4) Representatives of postsecondary educational institutions that prepare special education and related services personnel.
- (5) State and local education officials.
- (6) Administrators of programs for children with disabilities.
- (7) Representatives of state agencies involved in the financing or delivery of related services to children with disabilities, including the following:
 - (A) The commissioner of the state department of health or the commissioner's designee.
 - (B) The director of the division of disability and rehabilitative services or the director's designee.
 - (C) The director of the division of mental health and addiction or the director's designee.
 - (D) The director of the department of child services or the director's designee.
- (8) Representatives of nonpublic schools and freeway schools.
- (9) One (1) or more representatives of vocational, community, or business organizations concerned with the provision of transitional services to children with disabilities.
- (10) Representatives of the department of correction.
- (11) A representative from each of the following:
 - (A) The Indiana School for the Blind and Visually Impaired board.
 - (B) The Indiana School for the Deaf board.

(d) The responsibilities of the state advisory council are as follows:

(1) To advise the state superintendent and the state board regarding all rules pertaining to children with disabilities.

(2) To recommend approval or rejection of completed comprehensive plans submitted by school corporations acting individually or on a joint school services program basis with other corporations.

(3) To advise the department of unmet needs within Indiana in the education of children with disabilities.

(4) To provide public comment on rules proposed by the state board regarding the education of children with disabilities.

(5) To advise the department in developing evaluations and reporting data to the United States Secretary of Education under 20 U.S.C. 1418.

(6) To advise the department in developing corrective action plans to address findings identified in federal monitoring reports under 20 U.S.C. 1400 et seq.

(7) To advise the department in developing and implementing policies related to the coordination of services for children with disabilities.

(e) The state advisory council shall do the following:

(1) Organize with a chairperson selected by the state superintendent.

(2) Meet as often as necessary to conduct the council's business at the call of the chairperson, upon ten (10) days written notice, but not less than four (4) times a year.

(f) Members of the state advisory council are entitled to reasonable amounts for expenses necessarily incurred in the performance of their duties.

(g) The state superintendent shall do the following:

(1) Designate the director to act as executive secretary of the state advisory council.

(2) Furnish all professional and clerical assistance necessary for the performance of the state advisory council's powers and duties.

(h) The affirmative votes of a majority of the members appointed to the state advisory council are required for the state advisory council to take action.

As added by P.L.1-2005, SEC.19. Amended by P.L.218-2005, SEC.80; P.L.141-2006, SEC.97; P.L.145-2006, SEC.152; P.L.1-2007, SEC.150; P.L.2-2007, SEC.232.