

**MINUTES**  
**November 14, 2014 Meeting**  
**Indiana State Advisory Council (SAC)**  
**on the Education of Children with Disabilities**  
MSD Pike Township Administration Building  
6901 Zionsville Rd, Indianapolis, IN

Present  
(Yes/No)

**Council Members:**

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

**Also Present:**

**Tracy Brunner, IDOE; Melaina Gant, DCS**

**Call to Order**

Chair Karol Farrell called the meeting to order at 9:45 a. m. Twelve of twenty-three members were present. At the chair’s request members introduced themselves and identified their roles on the council.

**Informational Items**

Added to the agenda at the beginning of the meeting, a Facilitated IEP presentation provided an overview of this assistance offered by the Indiana IEP Resource Network. Angie McKinney and Jolly Piersall from the IIEPRN were available for a brief question and answer period after the presentation.

The majority of the remaining meeting time was spent reviewing previous targets, current trends and recommended new targets for the upcoming State Performance Plan (SPP). IDOE Office of Special Education Assistant Director Nancy Zemaitis explained the process by which the Office of Special Education developed recommended changes to the Part B State Performance Plan targets for the next 5 years. During the presentation Nancy fielded questions and agreed to forward additional information requested by the council.

A printed summary explaining the remaining informational items on the November meeting agenda was provided to all council members prior to the meeting. Those in attendance at the meeting were referred to the summary for additional information and asked if they had any questions or comments. As the SPP targets presentation touched on several of these informational items, the council proceeded with discussion and action items due to time constraints.

### **Discussion Items**

Chair Karol Farrell explained she received no comments from council members following the council's September discussion about expressing concerns to the State Board of Education regarding school accountability and Special Education. She then shared a copy of a draft she prepared based on discussion at the September meeting. Those present asked for additional time to comment on the draft; and there was general consensus that the council wanted to mail a final version before the end of the calendar year. Dr. Farrell set a December 10, 2014 deadline for council members to share their input, which she would incorporate into the final draft and send to the State of Board of Education by the end of the year.

A list of proposed 2015 meeting dates had been shared with all council members prior to the meeting. During brief discussion the Chair noted that the first 2015 meeting was planned for March to minimize the risk of weather-related postponements and travel hazards.

### **Action Items**

Kim Dodson moved to approve the September meeting minutes. Lucy Witte seconded, and the motion passed.

Sharon Johnson-Shirley moved and Gina Fleming seconded approval of a requested change to the State Advisory Council Operating Procedures, which were approved at the September meeting. The motion, to approve the addition of the definition of "quorum," was approved.

Following brief additional discussion of council members' thoughts on appropriate long-term goals for Special Education in Indiana, Rich Burden moved to approve the State's recommendations for new SPP targets for the next five years. Sirilla Blackmon seconded. The motion passed.

### **Recommendations and Concerns of the Council Members**

Dr. Shirley presented a copy of an email, from the Northwest Indiana Special Education Cooperative Director, sharing two main issues of concern facing special educators in that area of the state: (1) a shortage of qualified personnel to serve students with specific types of special education and related service needs; (2) "the huge increase in Mental Health needs for all students, but especially for those with diagnosed disabilities."

Dr. Farrell announced her upcoming retirement in December 2014 and that the State Superintendent of Public Instruction (SPI) has appointed Rich Burden to chair the State Advisory Council on the Education of Children with Disabilities in 2015. Dr. Farrell also announced that Dr. George Van Horn, Bartholomew Consolidated School Corporation Special Education Director, has been appointed by the SPI to replace her on the council as the statutorily required representative of "Administrators of programs for children with disabilities." Council members thanked Dr. Farrell for her service to the council and to Special Education students throughout her career and wished her well in future. Members congratulated Rich Burden on his appointment as the 2015 SAC Chairperson.

### **Public Comment**

There were no public comments.

### **Adjournment**

The meeting adjourned at 12:17 p.m.



## Facilitated IEP Services



### Facilitated IEP Services at the Indiana IEP Resource Center



- Communication
- Collaboration
- Teamwork
- Relationships
- Prevention
- Problem Solving
- Student Focused



## Overview of FIEP

- Trained, impartial facilitator
- Use of an agenda
- Techniques to help committee members work together collaboratively



## Overview of FIEP

- Encourages active listening by all participants
- Ensures a “voice” for all
- Keeps the meeting student-focused



## Overview of FIEP

- Can be used to prevent or resolve conflict
- Facilitator is provided at no cost to the school or the parent
- Is not part of Article 7



## Facilitator

**Does:**

- Facilitate discussion
- Keep the meeting focused
- Identify agreements
- Maintain impartiality

**Does Not:**

- Give legal advice
- Impose decisions
- Determine if a decision is right or wrong
- Take sides





## Benefits of FIEP

- Builds/improves relationships
- Keeps the conference focused on the student
- Models effective communication
- Identifies agreements
- Clarifies and seeks to resolve disagreements
- Supports better follow through/ follow-up

INDIANA IEP RESOURCE CENTER



## When To Request FIEP

- More time is spent on conflicts than on activities to support the student
- Multiple case conferences have been held without resolution
- One or more members believe they are not being heard by others

INDIANA IEP RESOURCE CENTER



## When to Request FIEP

- The student's situation is complex or there is a lot of new information to process
- There is need for better understanding
- The team is struggling to focus on the IEP process
- There is a specific disagreement the team wants to make progress on

INDIANA IEP RESOURCE CENTER



## How to Request FIEP

1. Print a request form at [www.indianaieprc.org](http://www.indianaieprc.org) or call the Indiana IEPRC at (317) 757-8297 to have a form mailed to you.
2. Complete the form, with signatures from both the school and parent.

**\*FIEP services will only be provided when both the school and parent agree.**

INDIANA IEP RESOURCE CENTER



## How to Request FIEP

3. Fax or mail the form to the Indiana IEPRC.

Fax (317) 672-2839

FIEP Services  
Indiana IEP Resource Center  
7916 Zionsville Road  
Indianapolis, IN 46268

INDIANA IEP RESOURCE CENTER



## What Happens Next

1. FIEP intake coordinator will call the requestor (either the parent or school)
2. If FIEP Services can meet your request, it is assigned to a trained facilitator
3. The facilitator will call both the parent and school to gather some additional information
4. The facilitator will attend and facilitate the case conference

INDIANA IEP RESOURCE CENTER



## After the Meeting

- All charts will be shredded at the conclusion of the meeting. If the meeting takes multiple sessions, the facilitator will keep charts between sessions.
- Participants will be asked to provide feedback on the process.
- The Indiana IEPRC will contact the school and parent to gather information for long-term follow-up.

INDIANA IEP RESOURCE CENTER



## Key Information

- The service is free
- Either the parent or school can initiate, but both must agree for facilitation to take place
- Facilitated meetings are likely to take longer

But.....

- May result in overall saved time, money, improved relationships, and ultimately a positive impact on the student's program.

INDIANA IEP RESOURCE CENTER

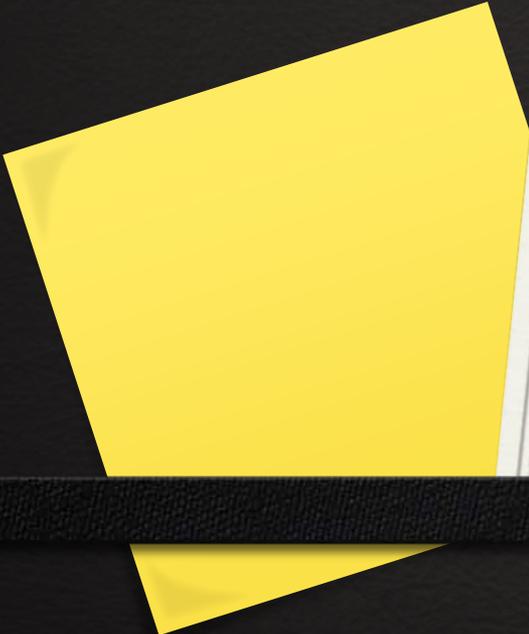


Thank you for attending!

Visit our website at [www.indianaieprc.org](http://www.indianaieprc.org).

Follow us on Facebook at  
<https://www.facebook.com/indianaieprc>.

INDIANA IEP RESOURCE CENTER

A bright yellow sticky note is partially visible on the left side of the slide, overlapping the white content area.

# OSEP INDICATORS

SAC Presentation

Trend/Targets

November 14, 2014

# Stakeholder Input

- **State Performance Plan/Annual Performance Report**
  - Compliance Indicators
    - 4A, 9, 10, 11, 12, 13
    - Target: 100% or 0%
  - Results Indicators
    - 1, 2, 3, 4B, 5, 6, 7, 8, 14, 15,16
    - State Determines the targets
  - FFY14 Through FFY18
    - Includes Baseline Reset

# Stakeholder Input

- **Asking for SAC Input on Results Indicators**
  - Will show a trend line (target –vs- results)
  - Will explain how arrived at draft recommendation
- **Discussion**
- **SAC recommendation**

# Indicator 1 Graduation Rates

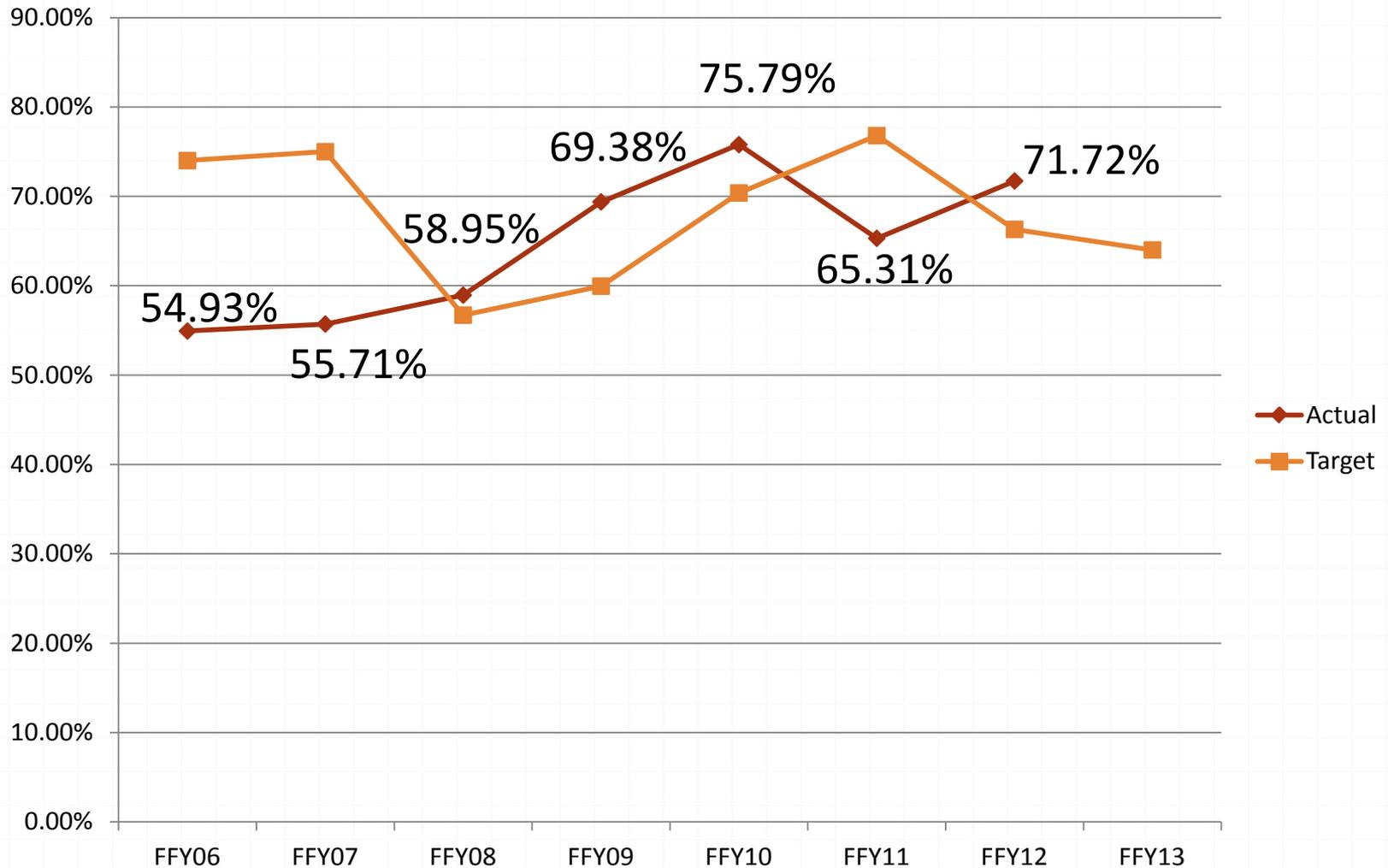
## Raw Data

TREND INFORMATION		
	Actual	Target
FFY06	54.93%	74.00%
FFY07	55.71%	75.00%
FFY08	58.95%	56.71%
FFY09	69.38%	59.95%
FFY10	75.79%	70.38%
FFY11	65.31%	76.80%
FFY12	71.72%	66.31%
FFY13		64%

ESEA TARGETS	
	Target
FFY14	67%
FFY15	70%
FFY16	72%
FFY17	74%
FFY18	76%

# Indicator 1 Graduation Rates

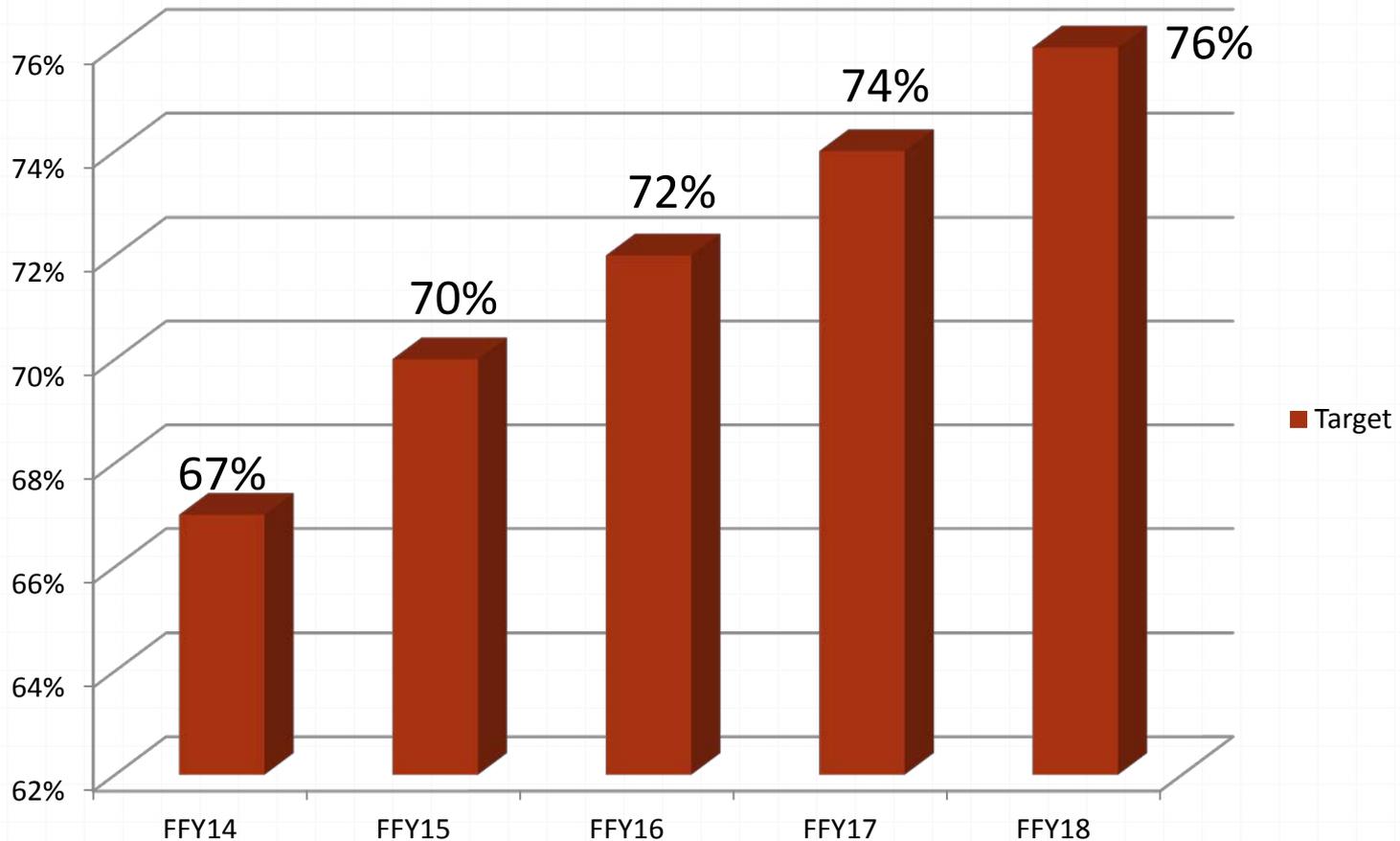
Percent of youth with IEPs graduating from high school with a regular diploma.



# Indicator 1 Graduation Rates

## ESEA Targets

Targets should be the same as the annual graduation rate targets under Title I of the ESEA.



# Indicator 2 Dropout Rates

## Raw Data

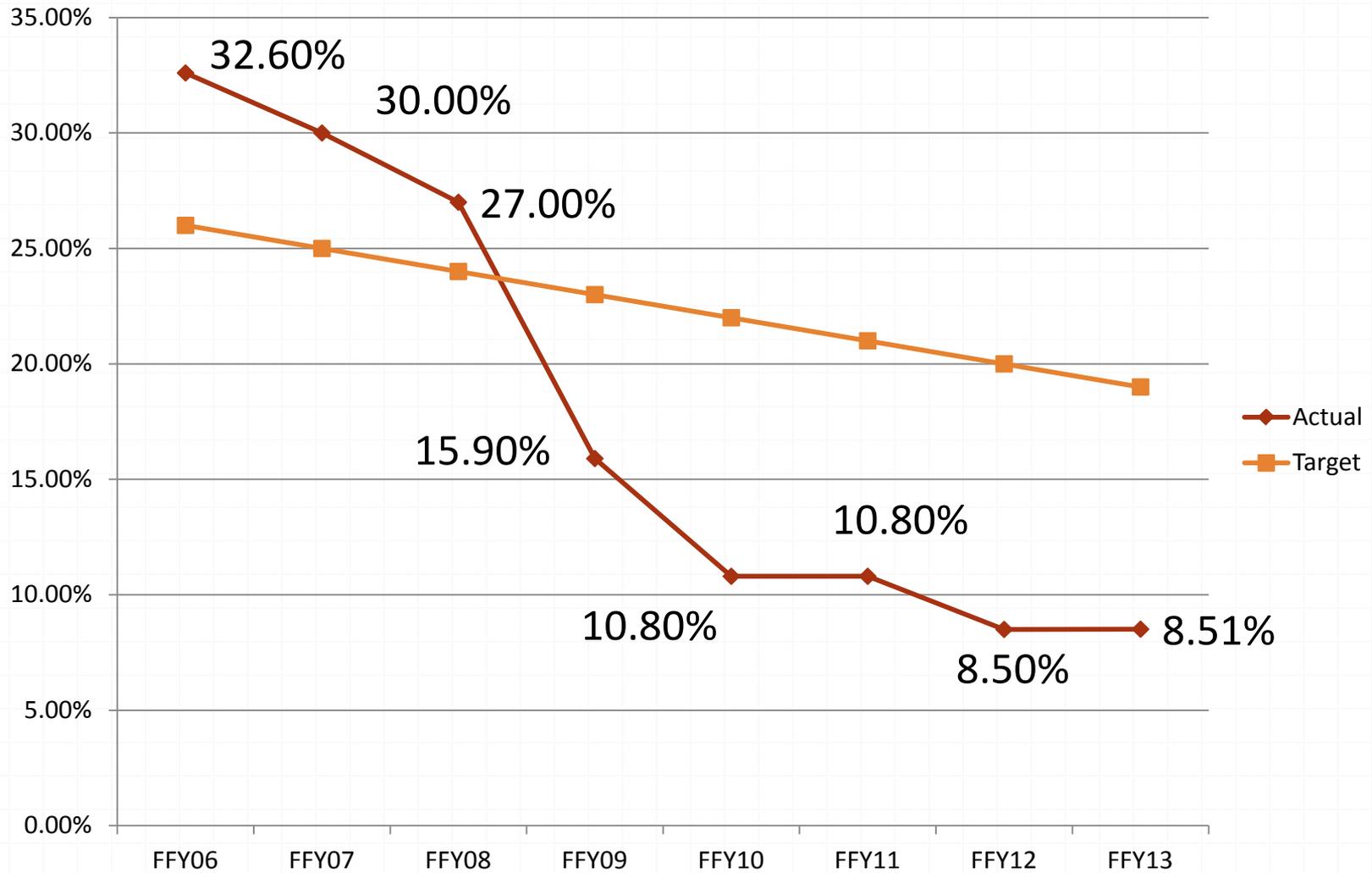
Percent of youth with IEPs dropping out of high school.

TREND INFORMATION		
	Actual	Target
FFY06	32.60%	26%
FFY07	30.00%	25%
FFY08	27.00%	24%
FFY09	15.90%	23%
FFY10	10.80%	22%
FFY11	10.80%	21%
FFY12	8.50%	20%
FFY13	8.51%	19%

RECOMMENDED TARGETS	
	Target
FFY14	8.51%
FFY15	8.01%
FFY16	7.51%
FFY17	7.01%
FFY18	6.51%

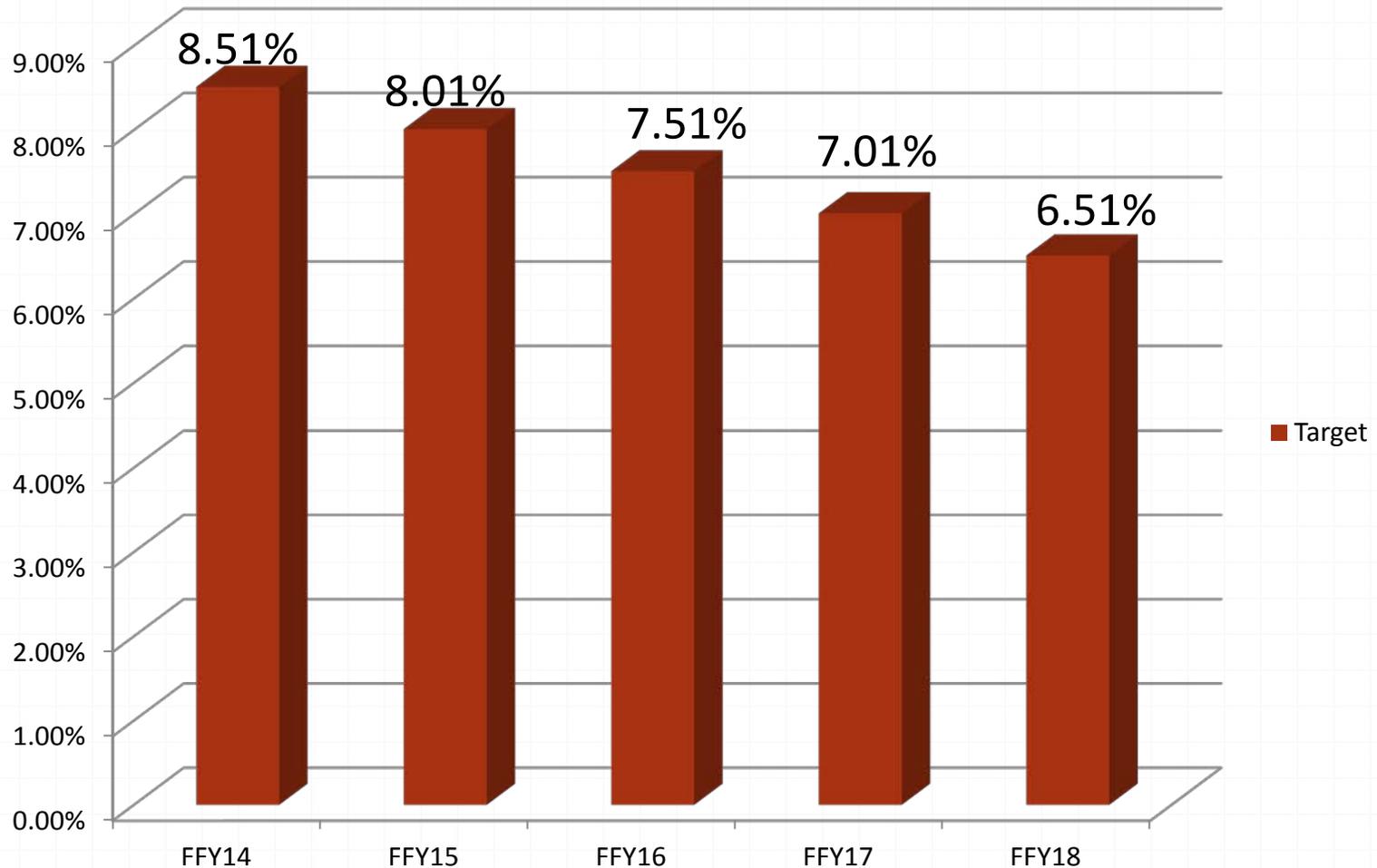
See Slide 7 notes pg for  
Dropped Out definition

# Indicator 2 Dropout Rates



# Indicator 2 Dropout Rates

## Recommended Targets



# Indicator 3a Statewide Assessment Raw Data

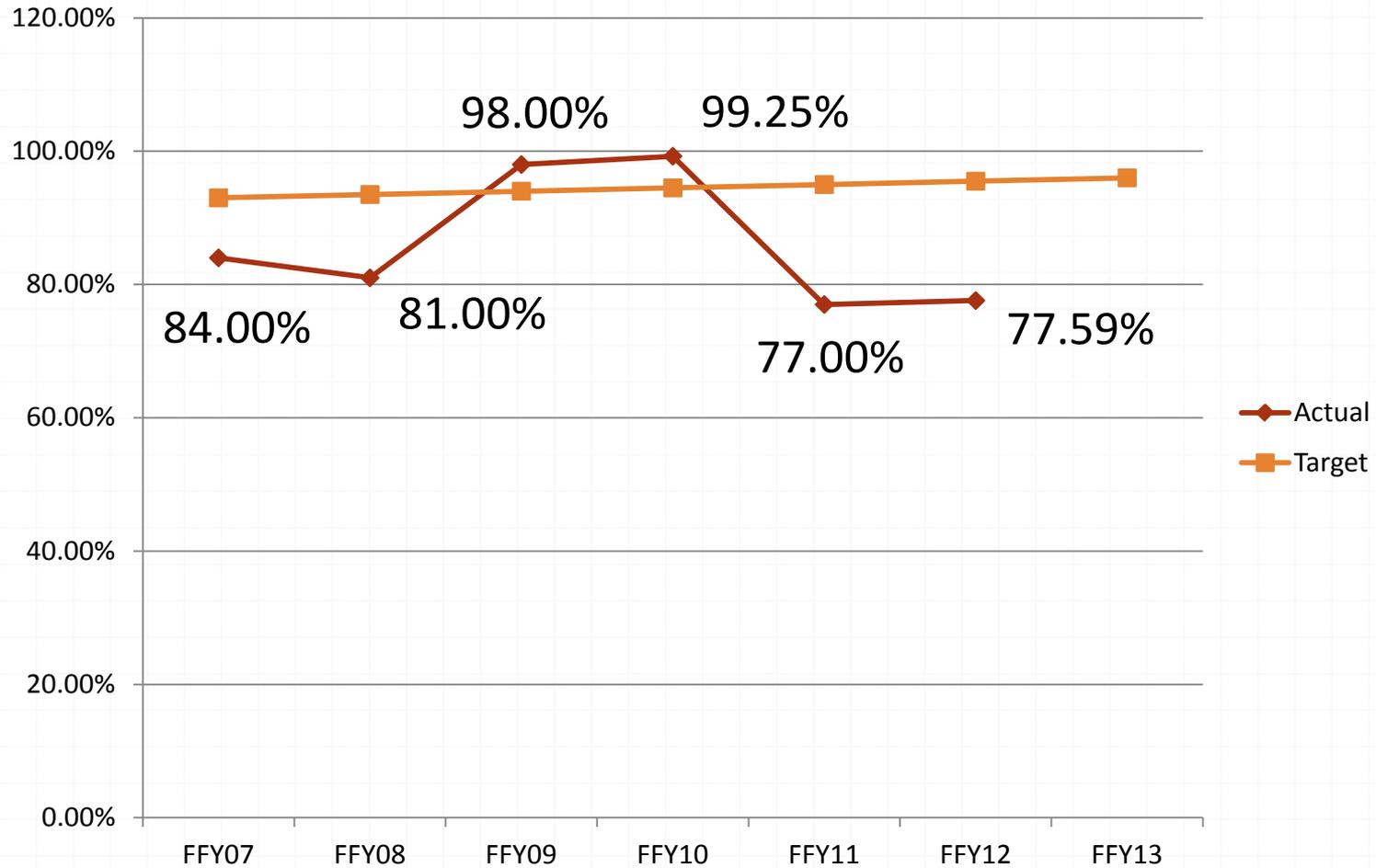
- 1. Participation and performance of children with IEPs on statewide assessments:
  - a. Percent of the districts with a disability subgroup that meets the State’s minimum “n” size that meet the State’s AYP/AMO targets for the disability subgroup.

TREND INFORMATION		
	Actual	Target
FFY07	84.00%	93.00%
FFY08	81.00%	93.50%
FFY09	98.00%	94.00%
FFY10	99.25%	94.50%
FFY11	77.00%	95.00%
FFY12	77.59%	95.5%
FFY13		96%

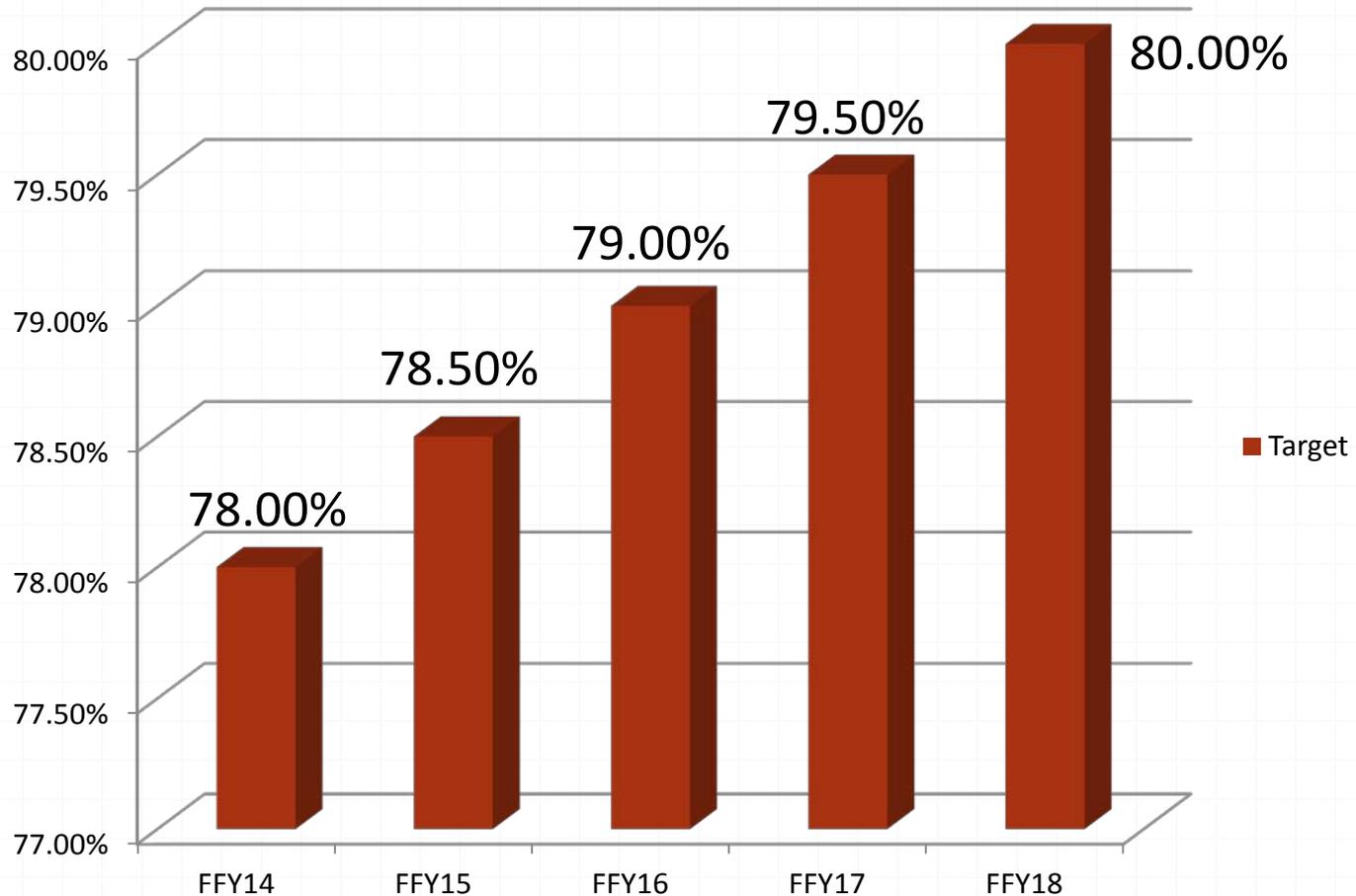
RECOMMENDED TARGETS	
	Target
FFY14	78.00%
FFY15	78.50%
FFY16	79.00%
FFY17	79.50%
FFY18	80.00%

# Indicator 3a Statewide Assessment

1. Participation and performance of children with IEPs on statewide assessments:
  - a. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP/AMO targets for the disability subgroup.



# Indicator 3a Statewide Assessment Recommended Targets



# Indicator 3b Statewide Assessment Raw Data

Participation and performance of children with IEPs on statewide assessments:  
 b. Participation rate for children with IEPs.

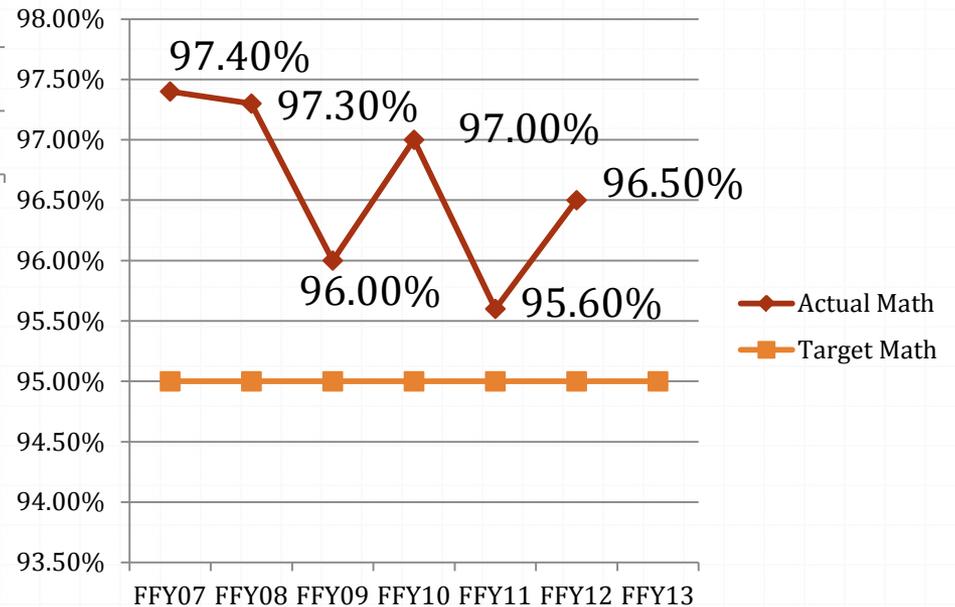
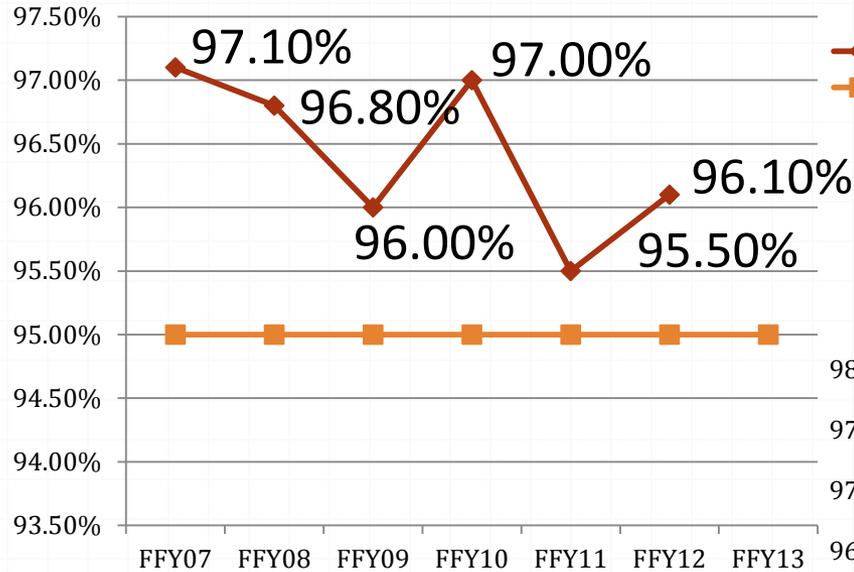
TREND INFORMATION				
	Actual Reading	Target Reading	Actual Math	Target Math
FFY07	97.10%	95.00%	97.40%	95.00%
FFY08	96.80%	95.00%	97.30%	95.00%
FFY09	96.00%	95.00%	96.00%	95.00%
FFY10	97.00%	95.00%	97.00%	95.00%
FFY11	95.50%	95.00%	95.60%	95.00%
FFY12	96.10%	95.00%	96.50%	95.00%
FFY13		95.00%		95.00%

TARGET RECOMMENDATIONS			
	Target Reading		Target Math
FFY14	95.00%	FFY14	95.00%
FFY15	95.00%	FFY15	95.00%
FFY16	95.00%	FFY16	95.00%
FFY17	95.00%	FFY17	95.00%
FFY18	95.00%	FFY18	95.00%

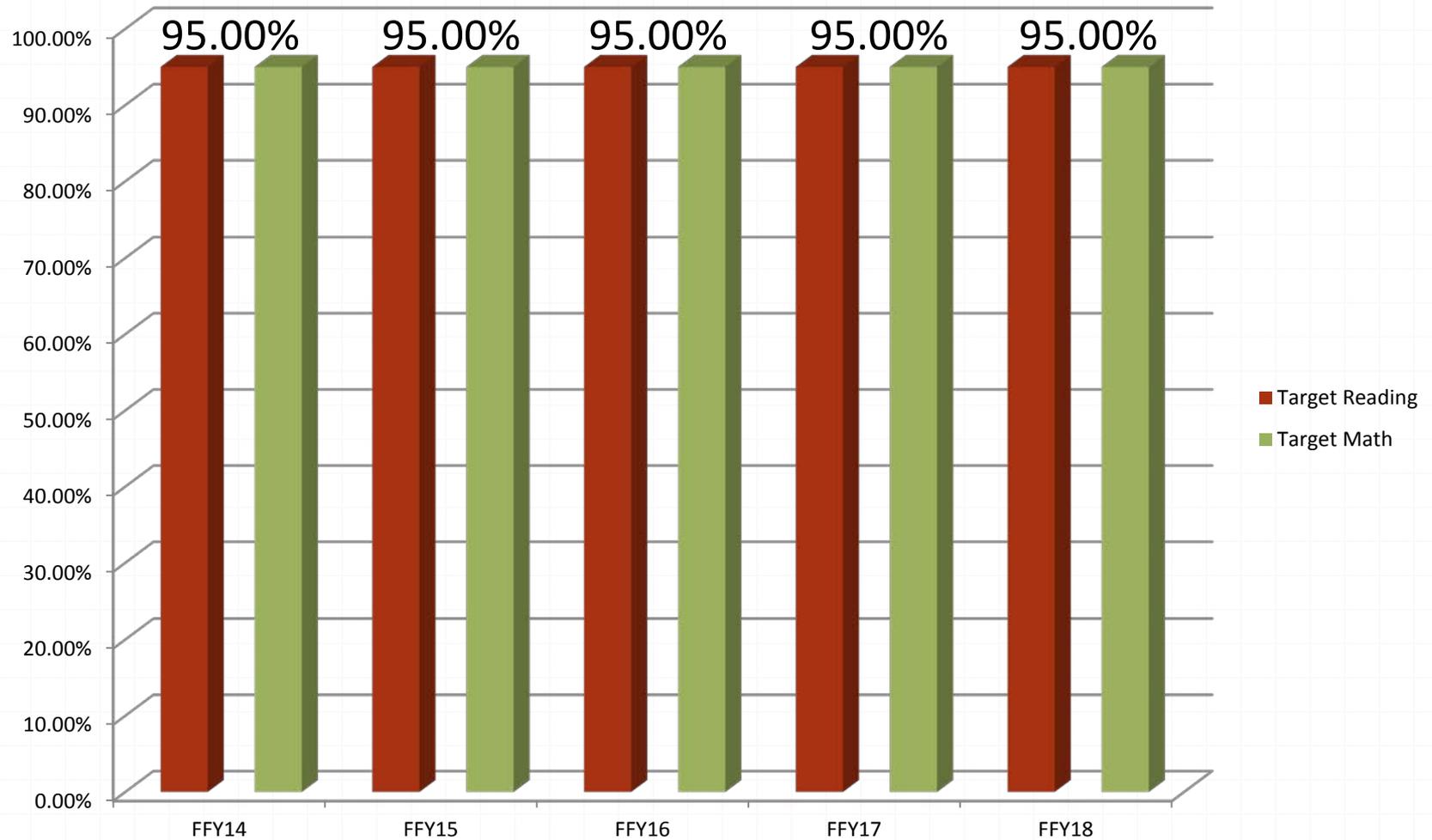
# Indicator 3b Statewide Assessment

Participation and performance of children with IEPs on statewide assessments:

b. Participation rate for children with IEPs.



# Indicator 3b Statewide Assessment Recommended Targets



# Indicator 3c Statewide Assessment Raw Data

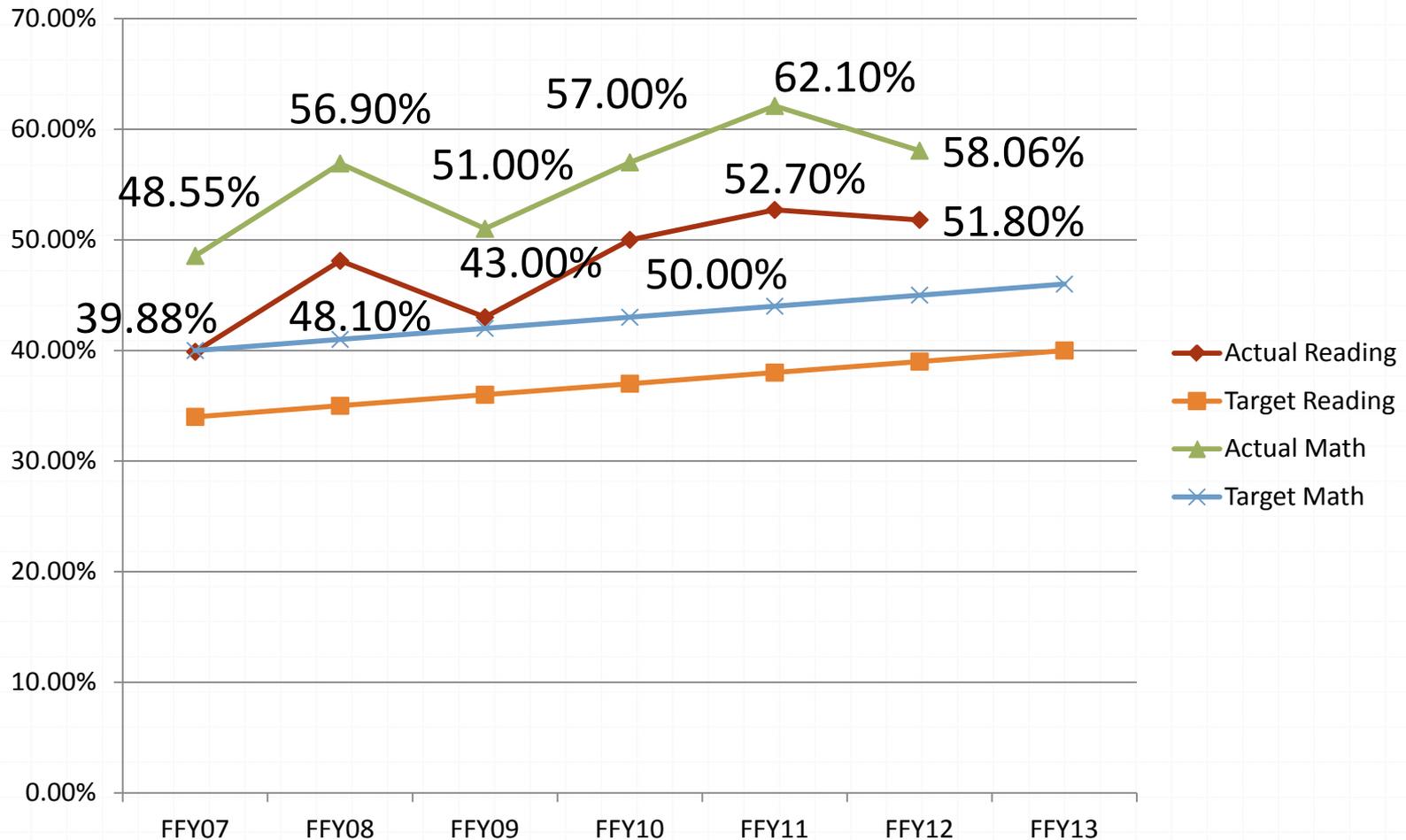
Participation and performance of children with IEPs on statewide assessments:  
c. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

TREND INFORMATION				
	Actual Reading	Target Reading	Actual Math	Target Math
FFY07	39.88%	34.00%	48.55%	40.00%
FFY08	48.10%	35.00%	56.90%	41.00%
FFY09	43.00%	36.00%	51.00%	42.00%
FFY10	50.00%	37.00%	57.00%	43.00%
FFY11	52.70%	38.00%	62.10%	44.00%
FFY12	51.8%	39.00%	58.06%	45.00%
FFY13		40.00%		46.00%

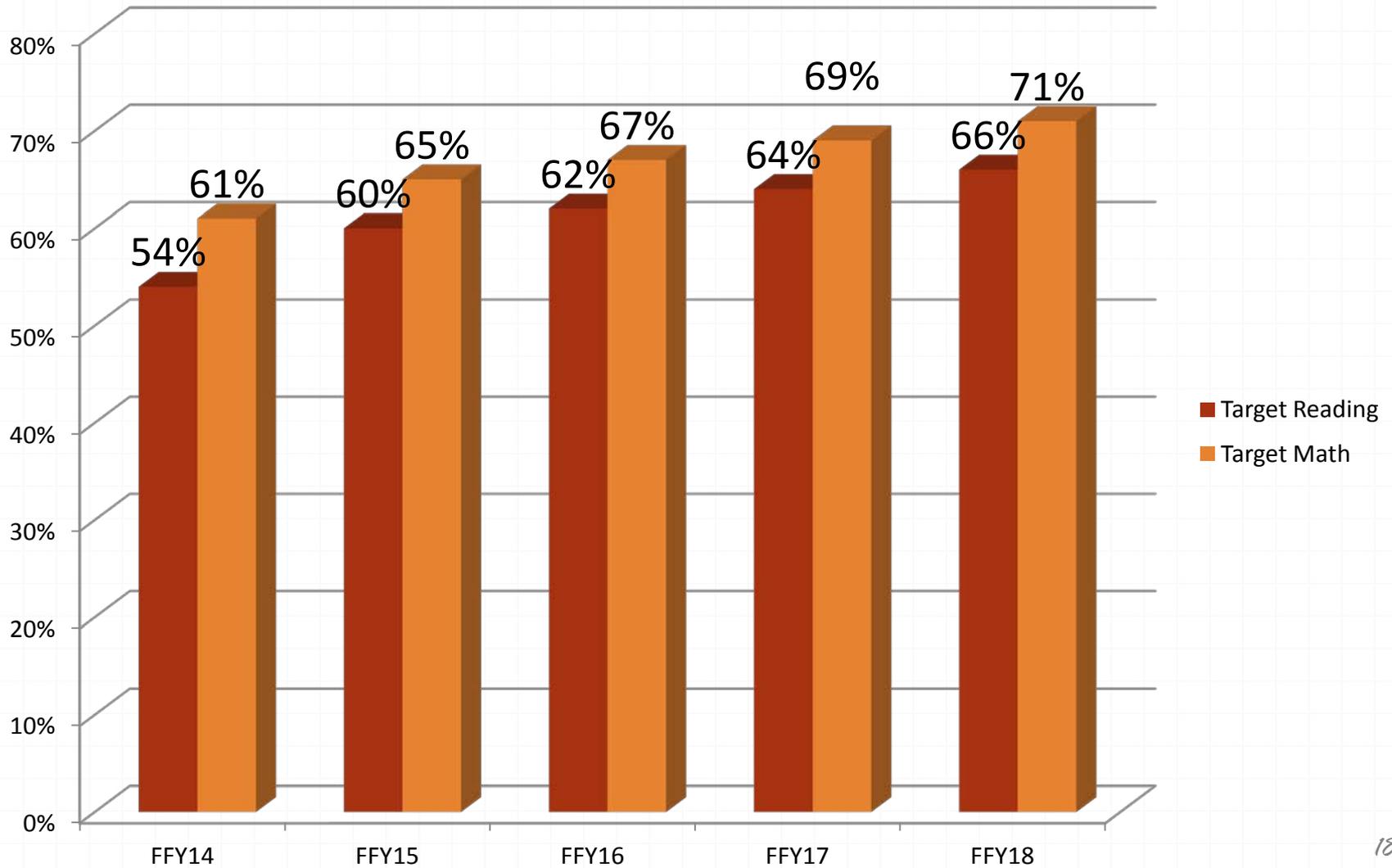
AMO TARGETS		
	Target Reading	Target Math
FFY14	54%	61%
FFY15	60%	65%
FFY16	62%	67%
FFY17	64%	69%
FFY18	66%	71%

# Indicator 3c Statewide Assessment

Participation and performance of children with IEPs on statewide assessments:  
c. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.



# Indicator 3c Statewide Assessment ESEA Targets



# Indicator 4A Suspension/Expulsion

## Raw Data

Rates of suspension and expulsion

Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

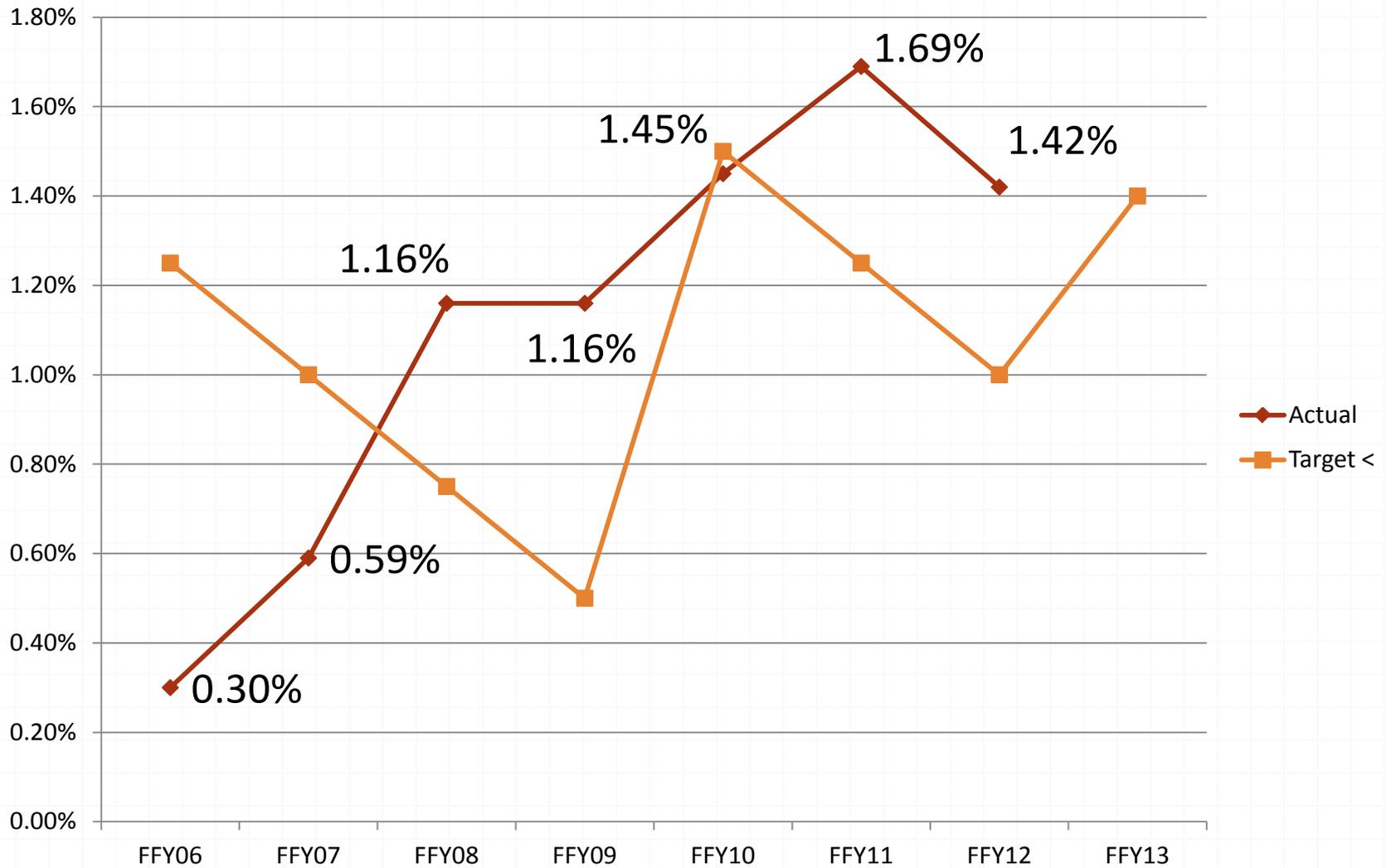
### TREND INFORMATION

	Actual	Target ≤
FFY06	0.30%	1.25%
FFY07	0.59%	1%
FFY08	1.16%	0.75%
FFY09	1.16%	0.50%
FFY10	1.45%	1.50%
FFY11	1.69%	1.25%
FFY12	1.42%	1%
FFY13		1.4%

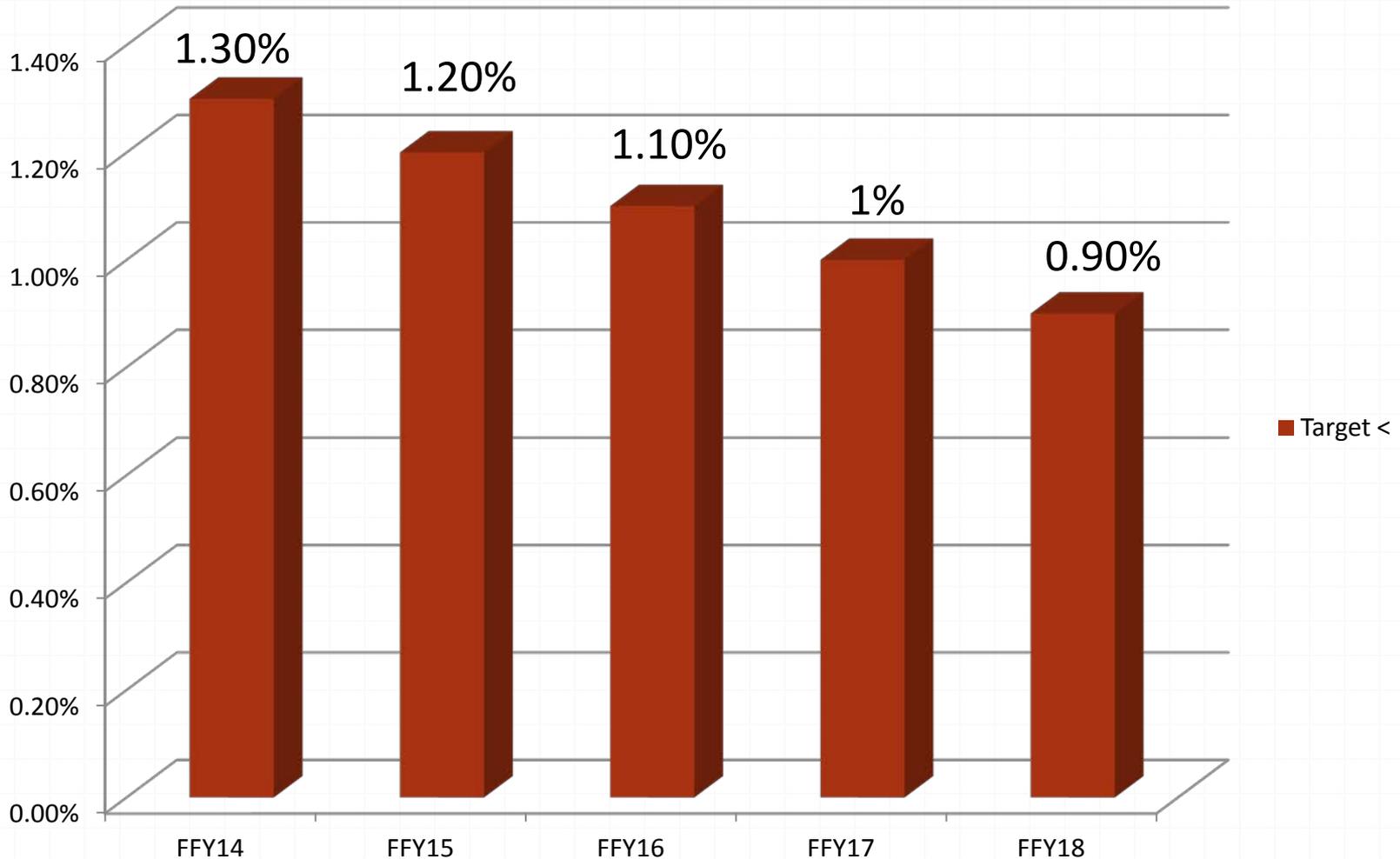
### TARGET RECOMMENDATIONS

	Target ≤
FFY14	1.30%
FFY15	1.20%
FFY16	1.10%
FFY17	1%
FFY18	0.90%

# Indicator 4A Suspension/Expulsion



# Indicator 4A Suspension/Expulsion Recommended Targets



# Indicator 5a LRE Placement

## Raw Data

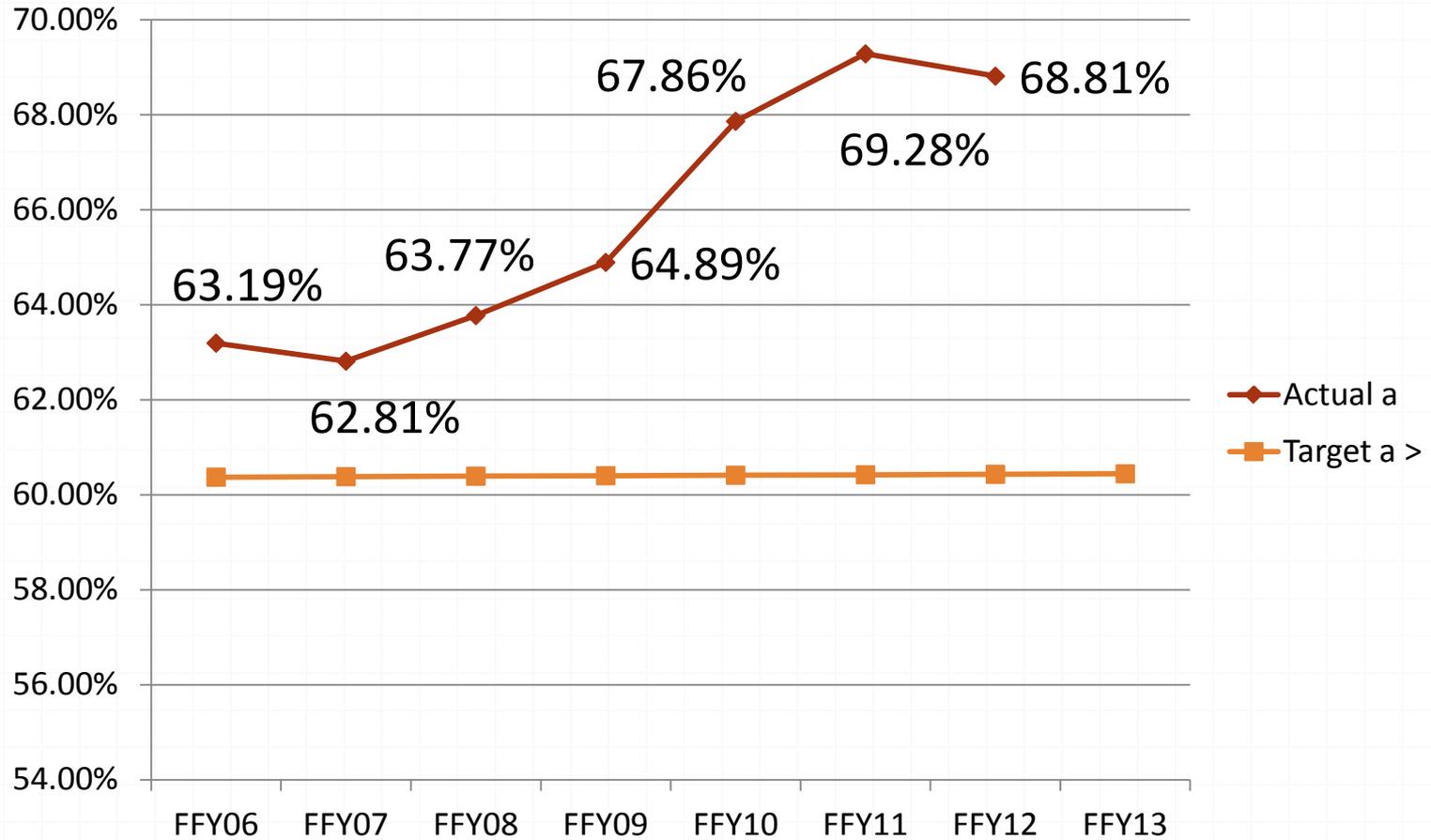
Percent of children with IEPs aged 6 through 21 served:

- a. Inside the regular class 80% or more of the day;

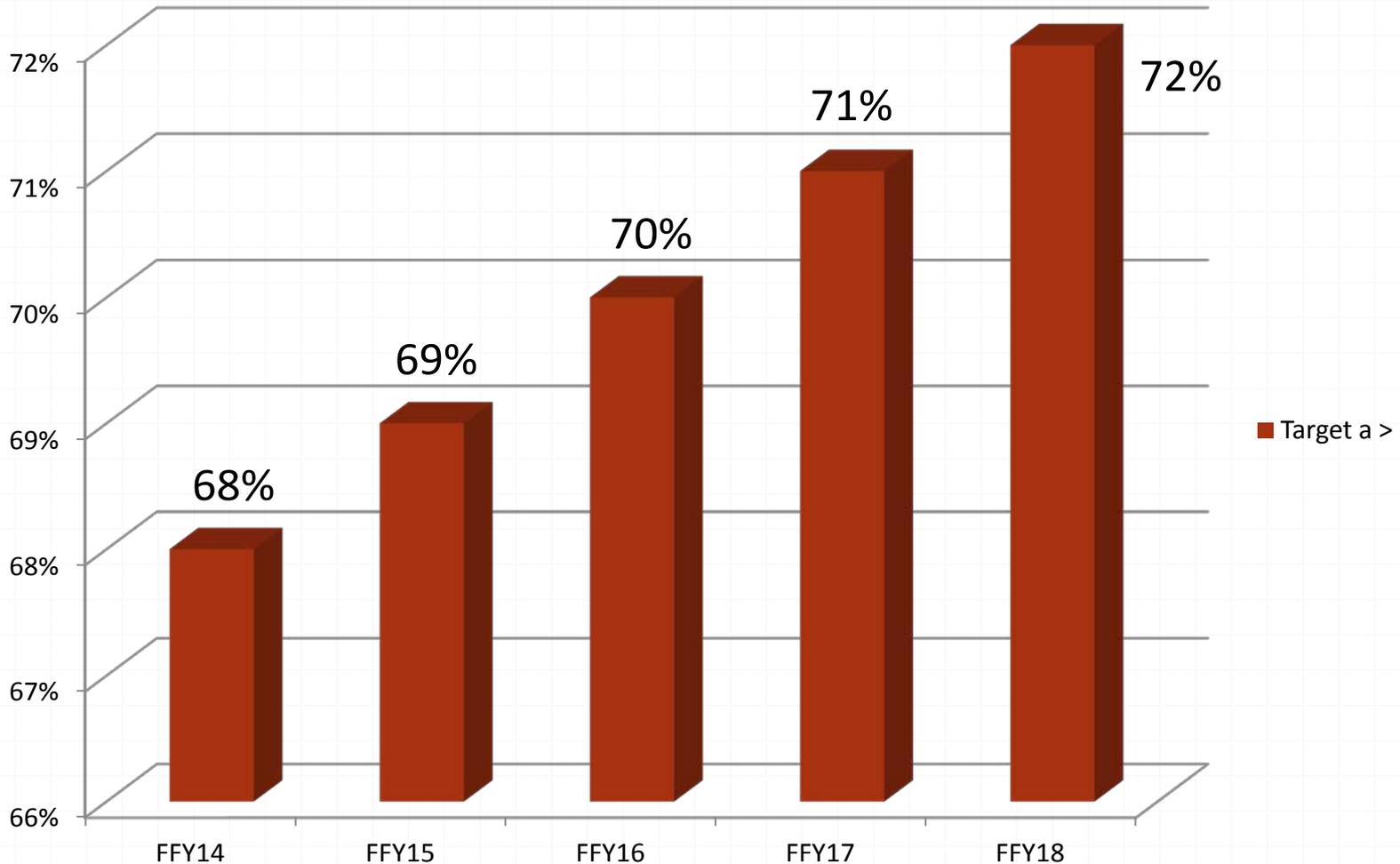
TREND INFORMATION		
	Actual a	Target a >
FFY06	63.19%	60.37%
FFY07	62.81%	60.38%
FFY08	63.77%	60.39%
FFY09	64.89%	60.40%
FFY10	67.86%	60.41%
FFY11	69.28%	60.42%
FFY12	68.81%	60.43%
FFY13		60.44%

TARGET RECOMMENDATIONS	
	Target a >
FFY14	68%
FFY15	69%
FFY16	70%
FFY17	71%
FFY18	72%

# Indicator 5a LRE Placement



# Indicator 5a LRE Placement Recommended Targets



# Indicator 5b LRE Placement

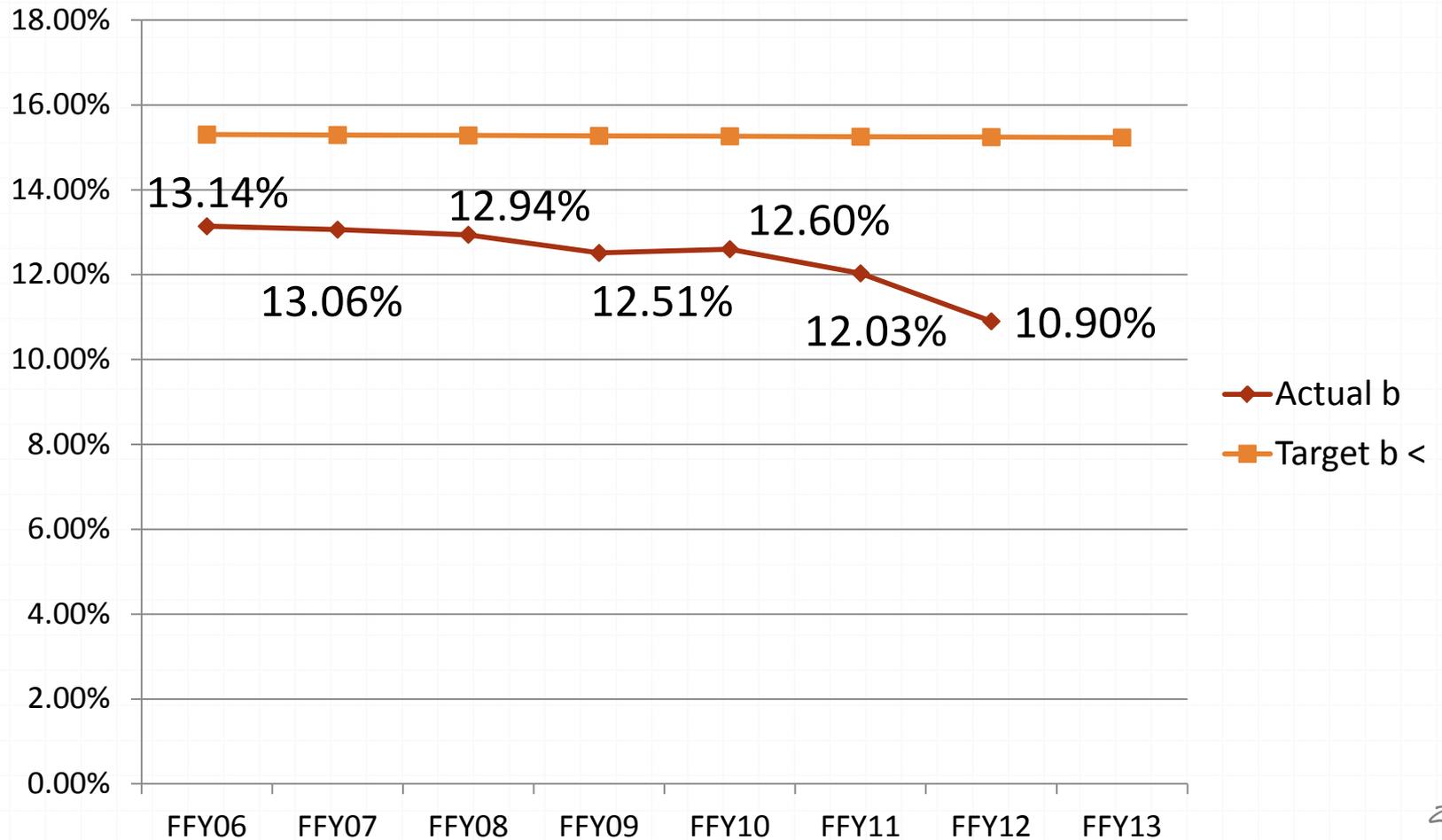
## Raw Data

Percent of children with IEPs aged 6 through 21 served:  
 b. Inside the regular class less than 40% of the day

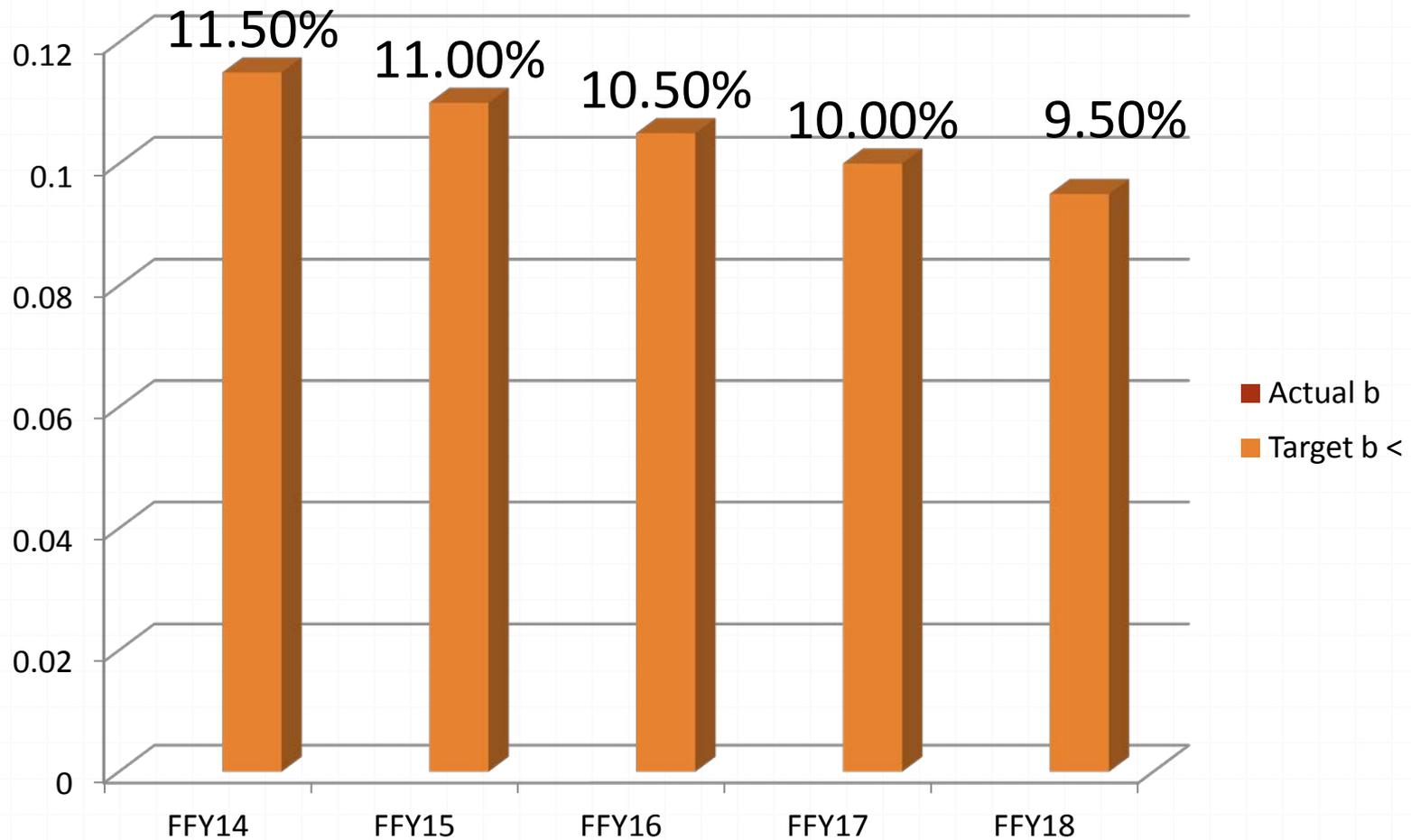
TREND INFORMATION		
	Actual b	Target b <
FFY06	13.14%	15.30%
FFY07	13.06%	15.29%
FFY08	12.94%	15.28%
FFY09	12.51%	15.27%
FFY10	12.60%	15.26%
FFY11	12.03%	15.25%
FFY12	10.90%	15.24%
FFY13		15.23%

TARGET RECOMMENDATION	
	Target b <
FFY14	11.50%
FFY15	11.00%
FFY16	10.50%
FFY17	10.00%
FFY18	9.50%

# Indicator 5b LRE Placement



# Indicator 5b LRE Placement Recommended Target



# Indicator 5c LRE Placement

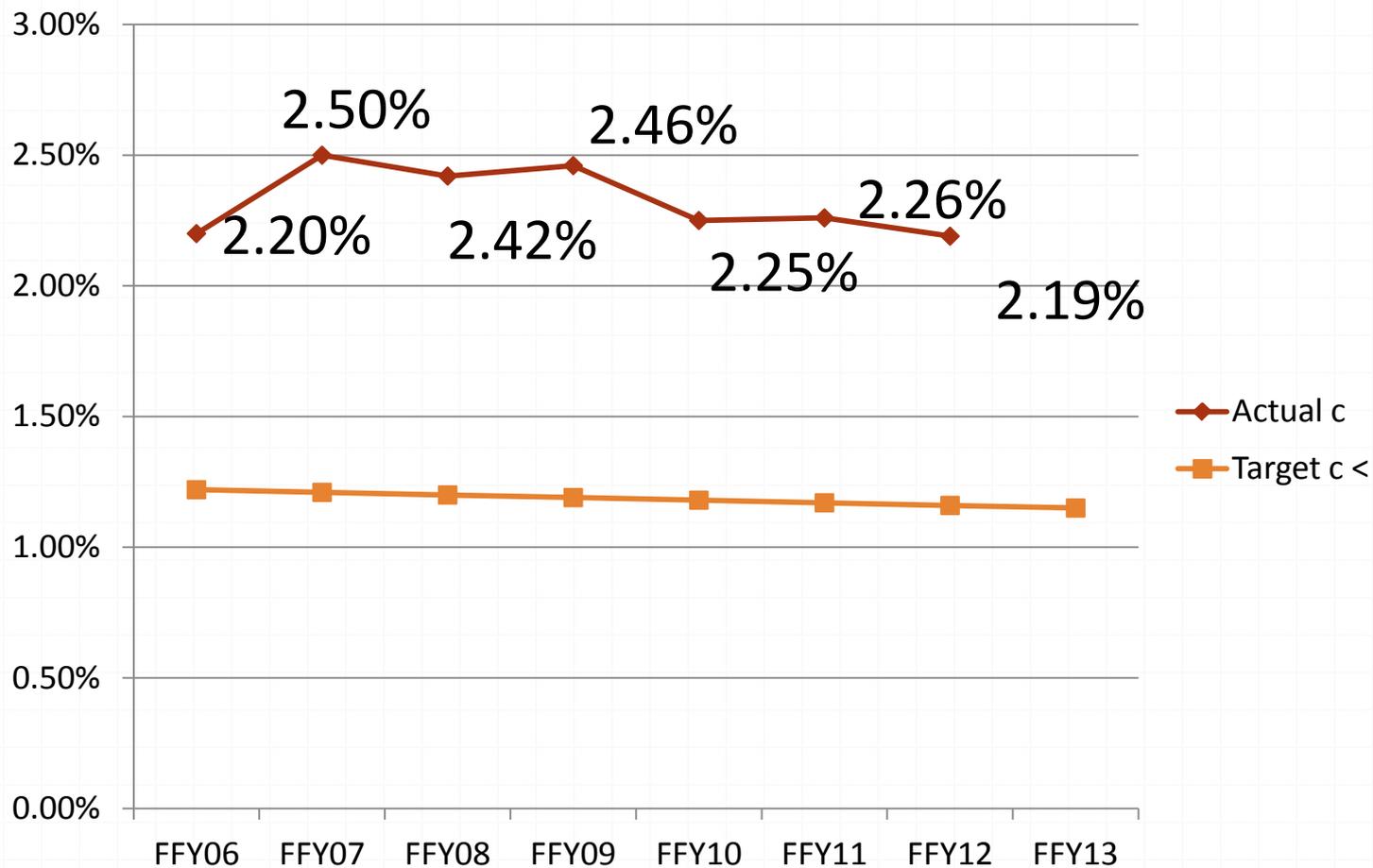
## Raw Data

Percent of children with IEPs aged 6 through 21 served:  
 c. In separate schools, residential facilities, or homebound/hospital placements

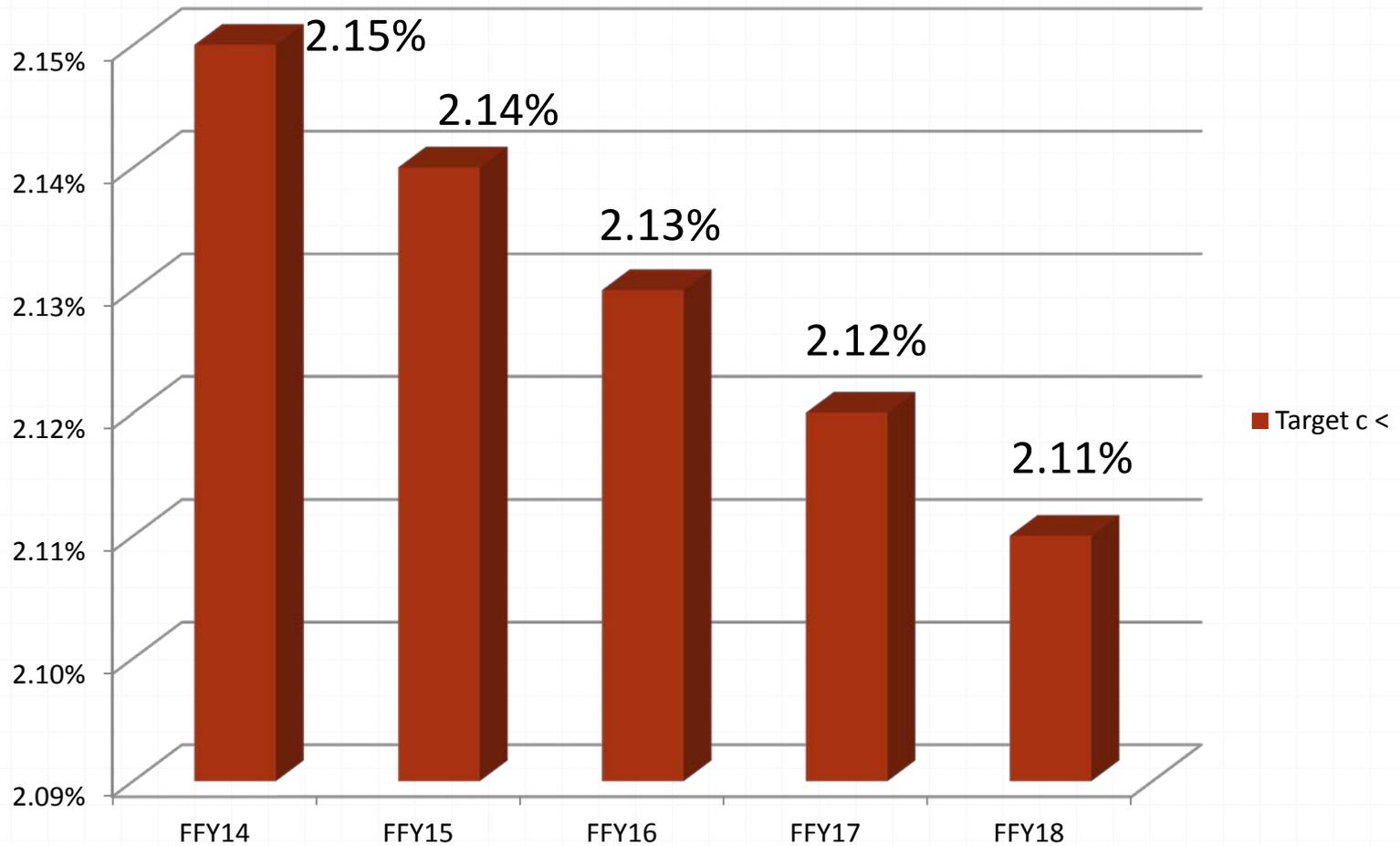
TREND INFORMATION		
	Actual c	Target c ≤
FFY06	2.20%	1.22%
FFY07	2.50%	1.21%
FFY08	2.42%	1.20%
FFY09	2.46%	1.19%
FFY10	2.25%	1.18%
FFY11	2.26%	1.17%
FFY12	2.19%	1.16%
FFY13		1.15%

TARGET RECOMMENDATION	
	Target c ≤
FFY14	2.15%
FFY15	2.14%
FFY16	2.13%
FFY17	2.12%
FFY18	2.11%

# Indicator 5c LRE Placement



# Indicator 5c LRE Placement Recommended Targets



# Indicator 6A Preschool Settings

## Raw Data

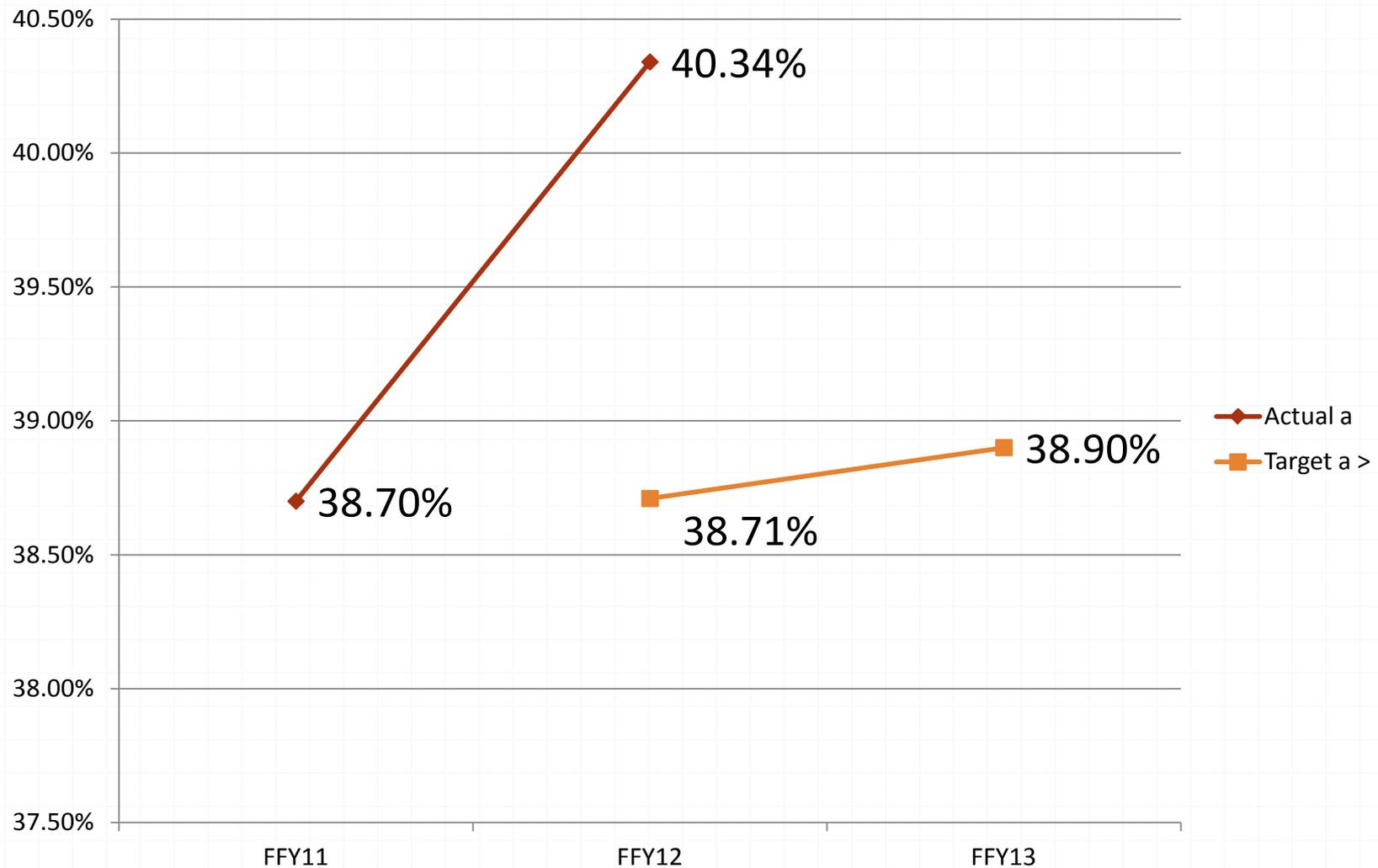
Percent of children aged 3 through 5 with IEPs attending a:

- a. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program

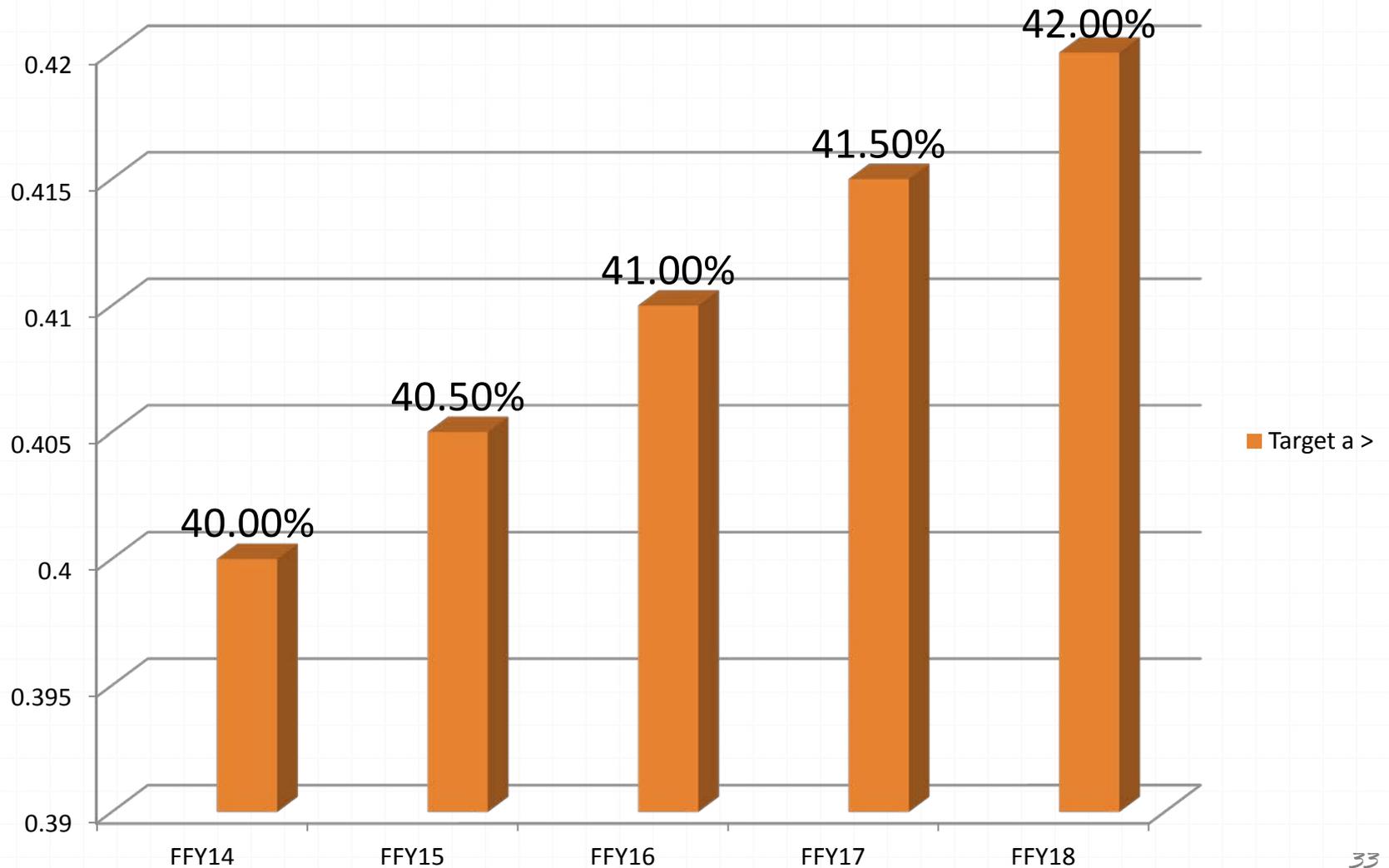
TREND INFORMATION		
	Actual a	Target a >
FFY11	38.70%	
FFY12	40.34%	38.71%
FFY13		38.90%

TARGET RECOMMENDATIONS	
	Target a >
FFY14	40.00%
FFY15	40.50%
FFY16	41.00%
FFY17	41.50%
FFY18	42.00%

# Indicator 6A Preschool Settings



# Indicator 6A Preschool Settings Recommended Targets



# Indicator 6B Preschool Settings

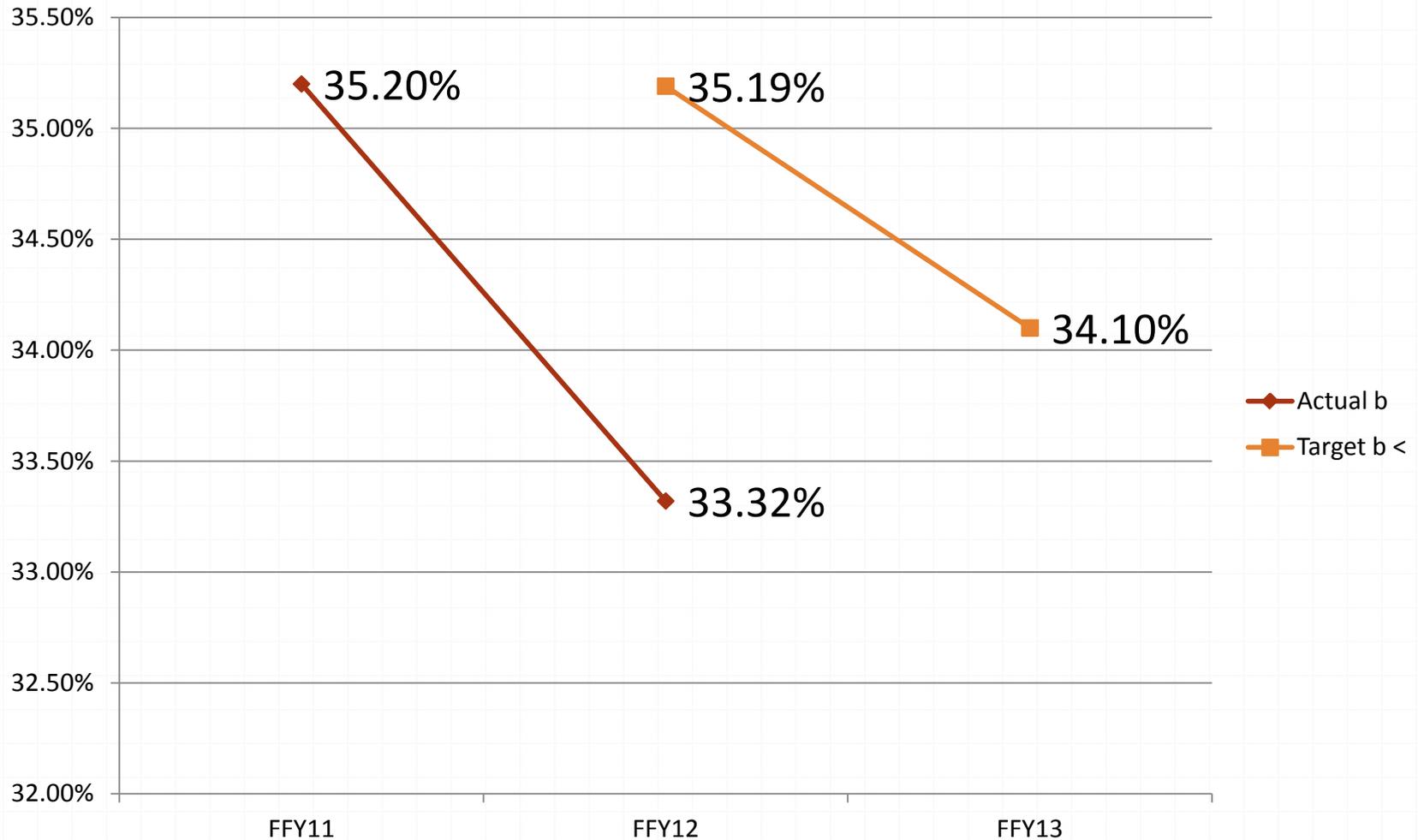
## Raw Data

Percent of children aged 3 through 5 with IEPs attending a:  
 b. Separate special education class, separate school or residential facility

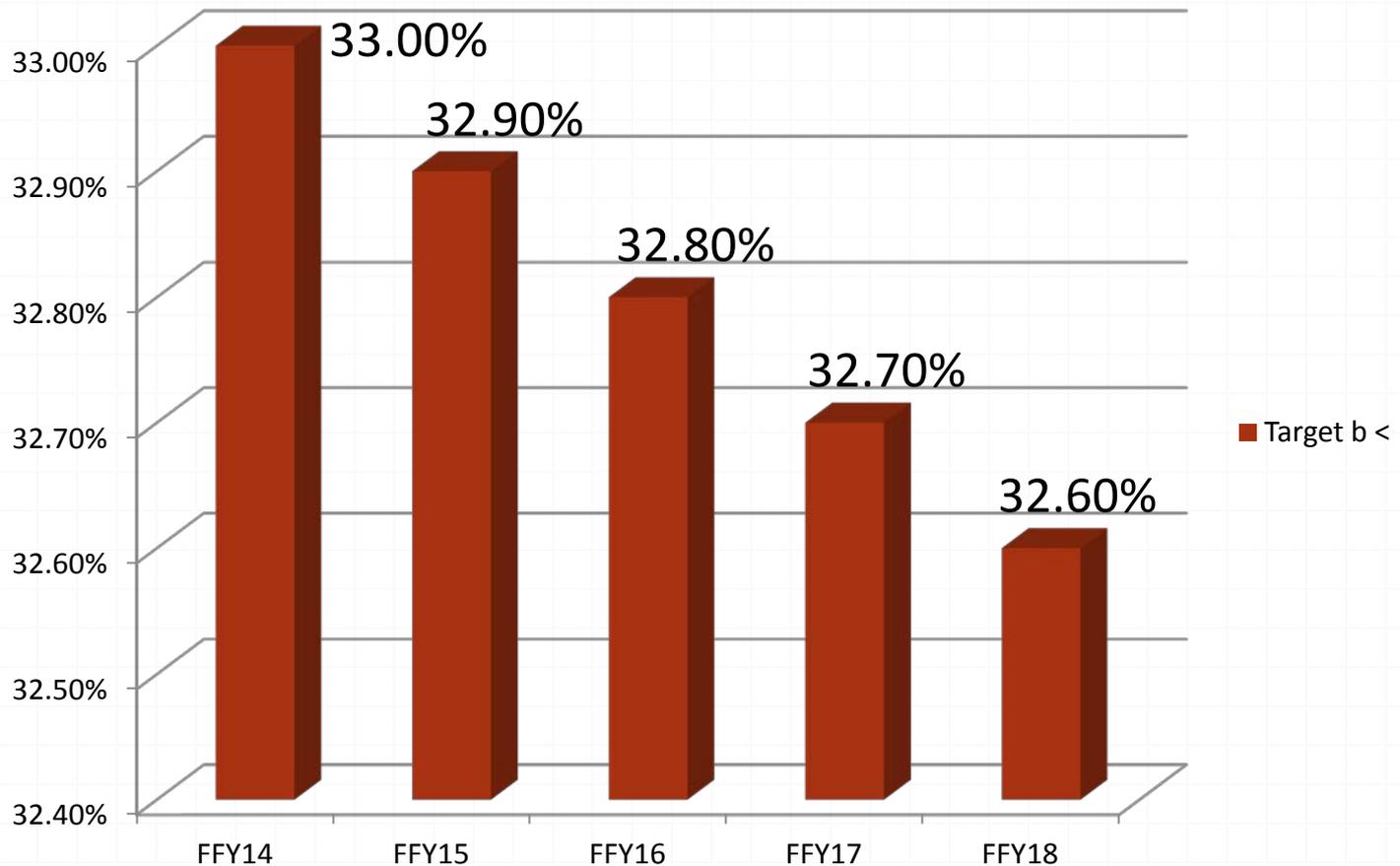
TREND INFORMATION		
	Actual b	Target b <
FFY11	35.20%	
FFY12	33.32%	35.19%
FFY13		34.10%

TARGET RECOMMENDATIONS	
	Target b <
FFY14	33.00%
FFY15	32.90%
FFY16	32.80%
FFY17	32.70%
FFY18	32.60%

# Indicator 6B Preschool Settings



# Indicator 6B Preschool Settings Recommended Targets



# Indicator 7A Preschool Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

## A. Positive social-emotional skills (including social relationships)

1. Of those children who entered or exited the program below age expectations in **Outcome A**, the percent who substantially increased their rate of growth by the time they exited the program
2. The percent of children who were functioning within age expectations in **Outcome A** by the time they exited the program.

# Indicator 7A Preschool Skills

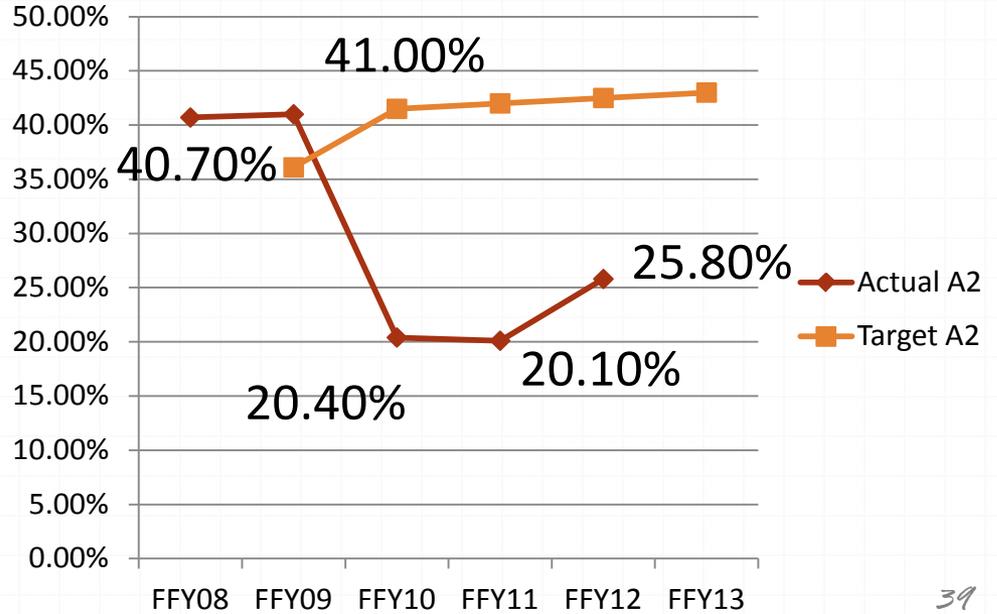
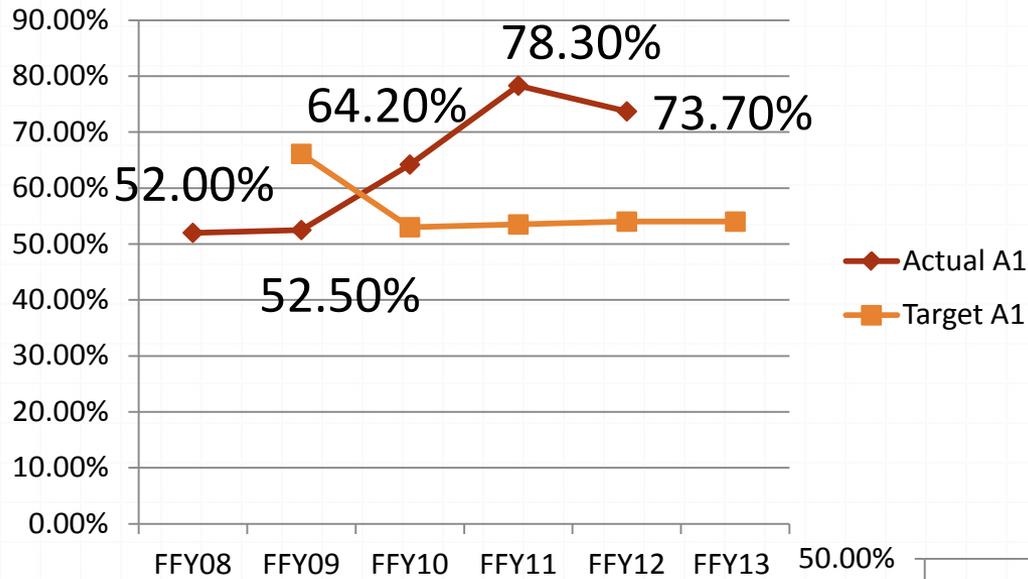
## Raw Data

TREND INFORMATION		
	Actual A1	Target A1
FFY08	52.00%	
FFY09	52.50%	66.10%
FFY10	64.20%	53.00%
FFY11	78.30%	53.50%
FFY12	73.70%	54.00%
FFY13		54.00%

TREND INFORMATION		
	Actual A2	Target A2
FFY08	40.70%	
FFY09	41.00%	36.10%
FFY10	20.40%	41.50%
FFY11	20.10%	42.00%
FFY12	25.80%	42.50%
FFY13		43.00%

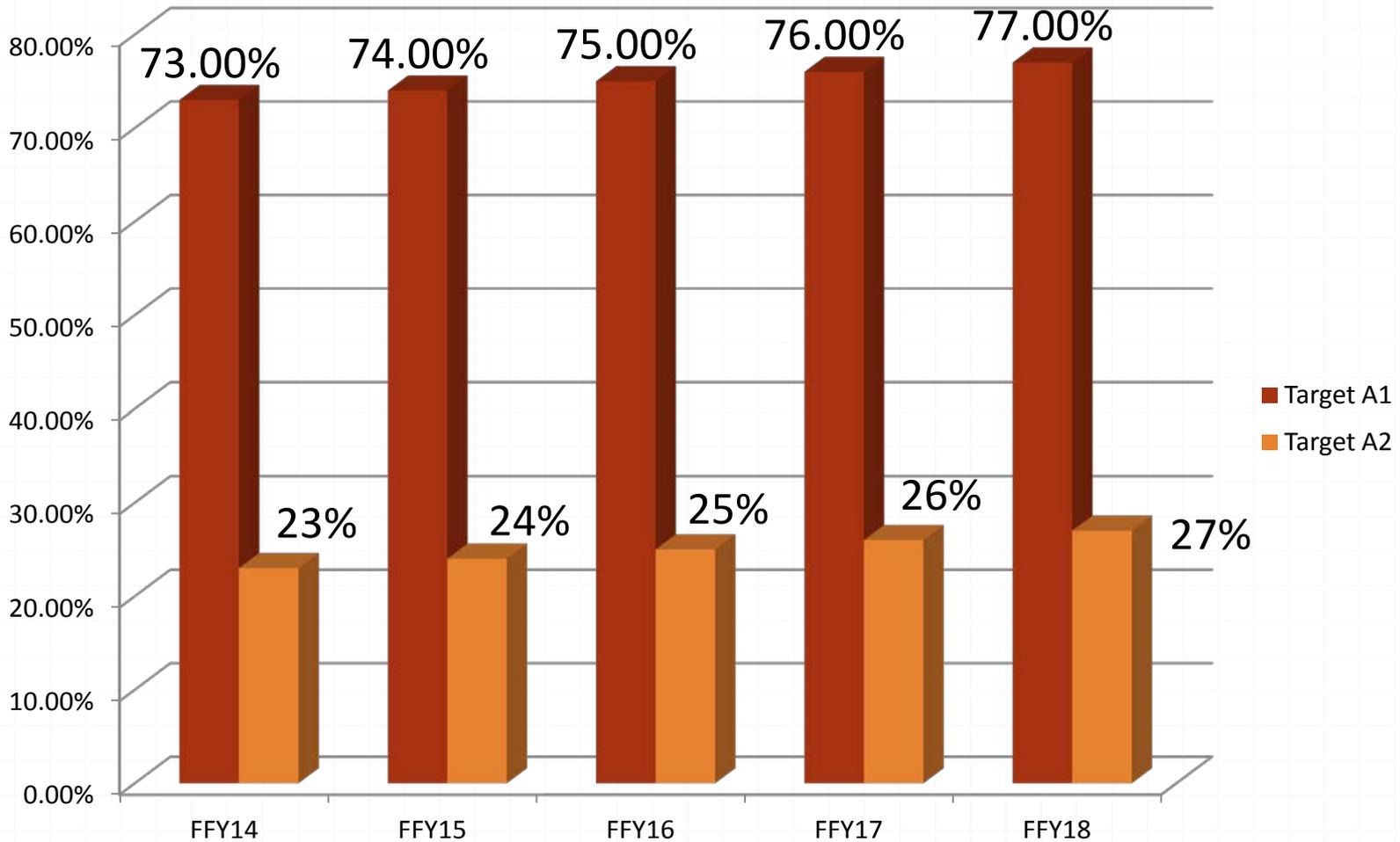
TARGET RECOMMENDATION		
	Target A1	Target A2
FFY14	73.00%	23%
FFY15	74.00%	24%
FFY16	75.00%	25%
FFY17	76.00%	26%
FFY18	77.00%	27%

# Indicator 7A Preschool Skills



# Indicator 7A Preschool Skills

## Recommended Targets



# Indicator 7B Preschool Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

## B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)

1. Of those children who entered or exited the program below age expectations in **Outcome B**, the percent who substantially increased their rate of growth by the time they exited the program
2. The percent of children who were functioning within age expectations in **Outcome B** by the time they exited the program.

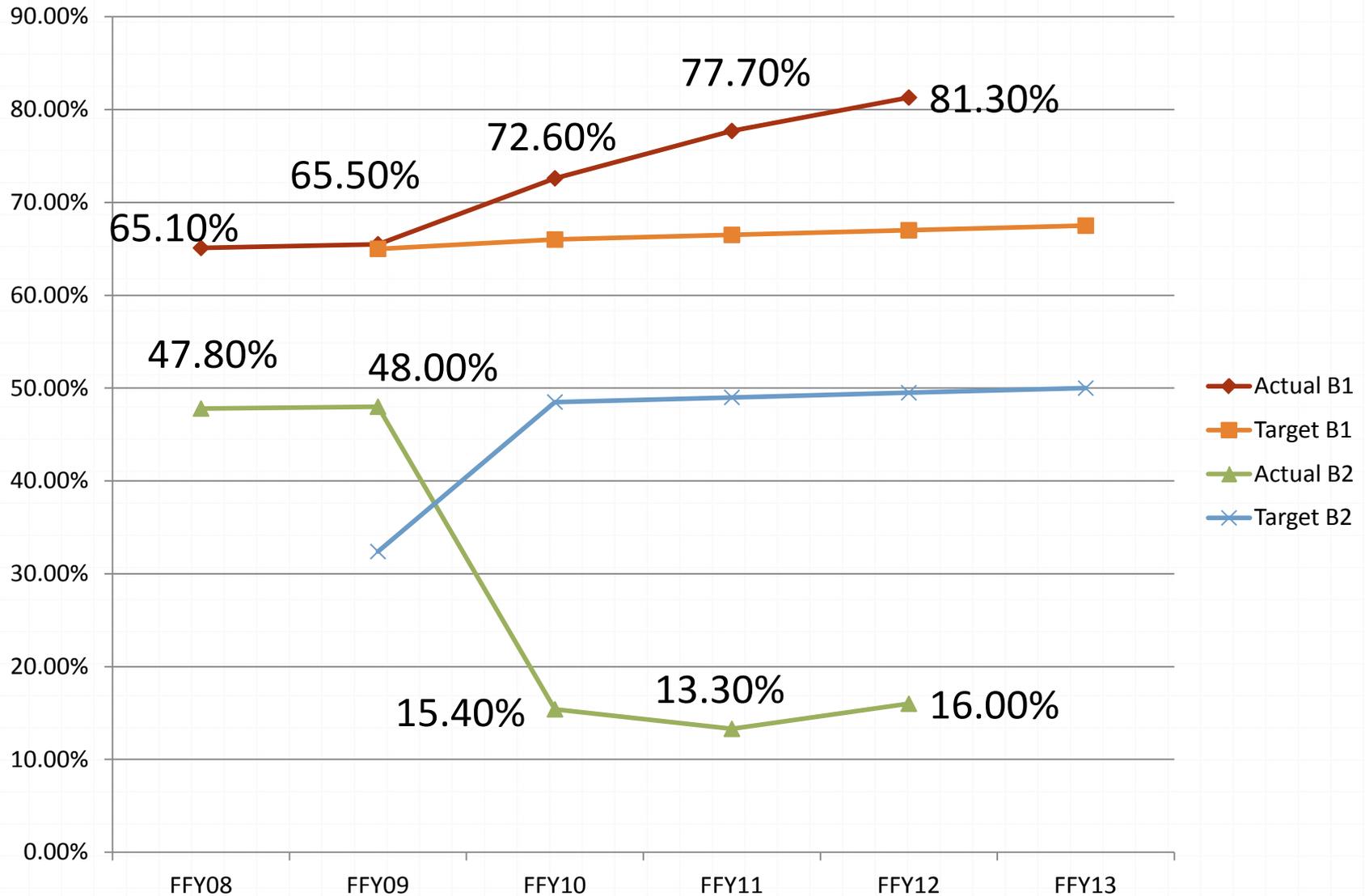
# Indicator 7B Preschool Skills

## Raw Data

TREND INFORMATION				
	Actual B1	Target B1	Actual B2	Target B2
FFY08	65.10%		47.80%	
FFY09	65.50%	65.00%	48.00%	32.40%
FFY10	72.60%	66.00%	15.40%	48.50%
FFY11	77.70%	66.50%	13.30%	49.00%
FFY12	81.30%	67.00%	16.00%	49.50%
FFY13		67.5%		50%

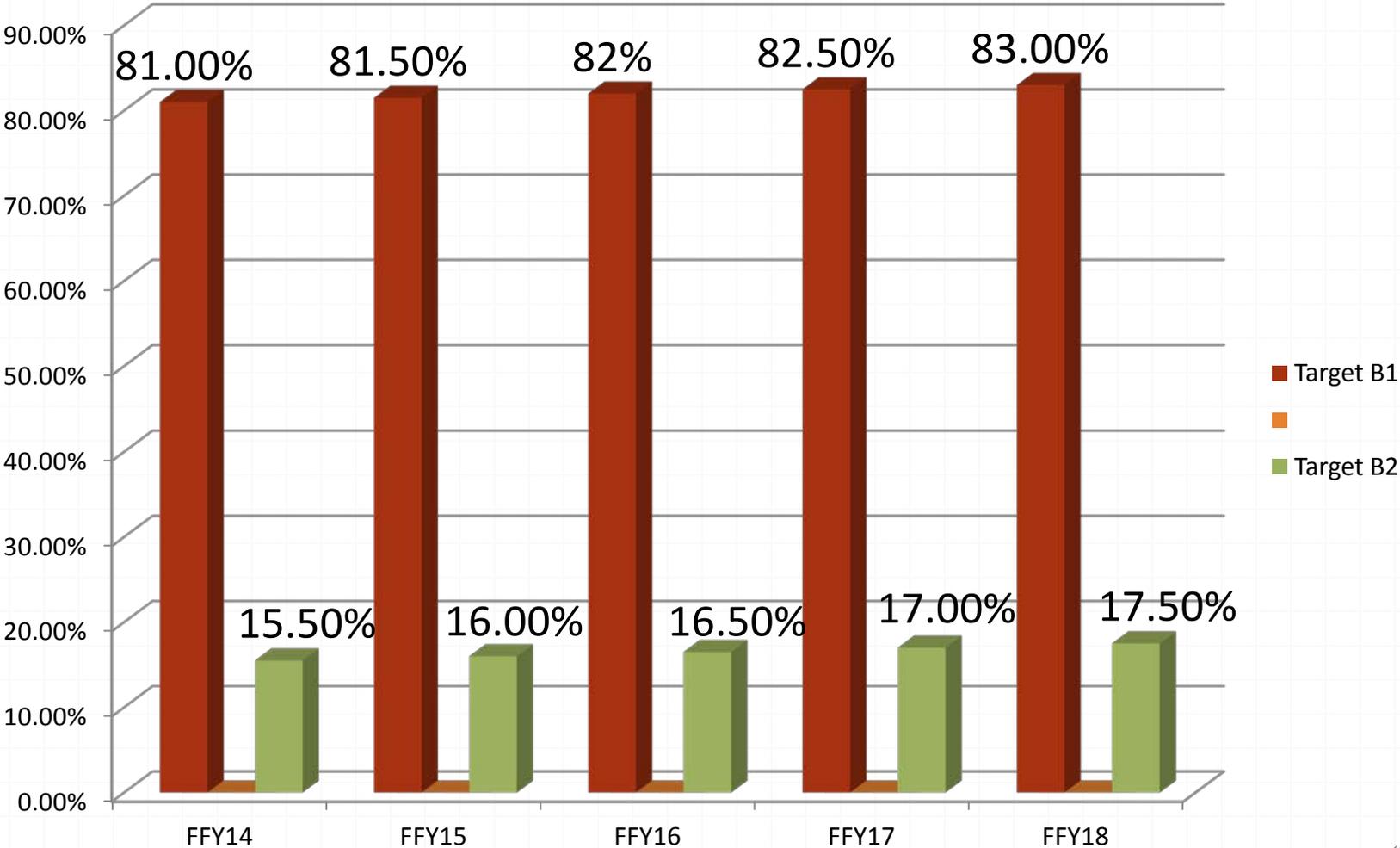
TARGET RECOMMENDATIONS			
	Target B1		Target B2
FFY14	81.00%	FFY14	15.50%
FFY15	81.50%	FFY15	16.00%
FFY16	82%	FFY16	16.50%
FFY17	82.5%	FFY17	17.00%
FFY18	83.00%	FFY18	17.50%

# Indicator 7B Preschool Skills



# Indicator 7B Preschool Skills

## Recommended Targets



# Indicator 7C Preschool Skills

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

## C. Use of appropriate behaviors to meet their needs

1. Of those children who entered or exited the program below age expectations in **Outcome C**, the percent who substantially increased their rate of growth by the time they exited the program
2. The percent of children who were functioning within age expectations in **Outcome C** by the time they exited the program.

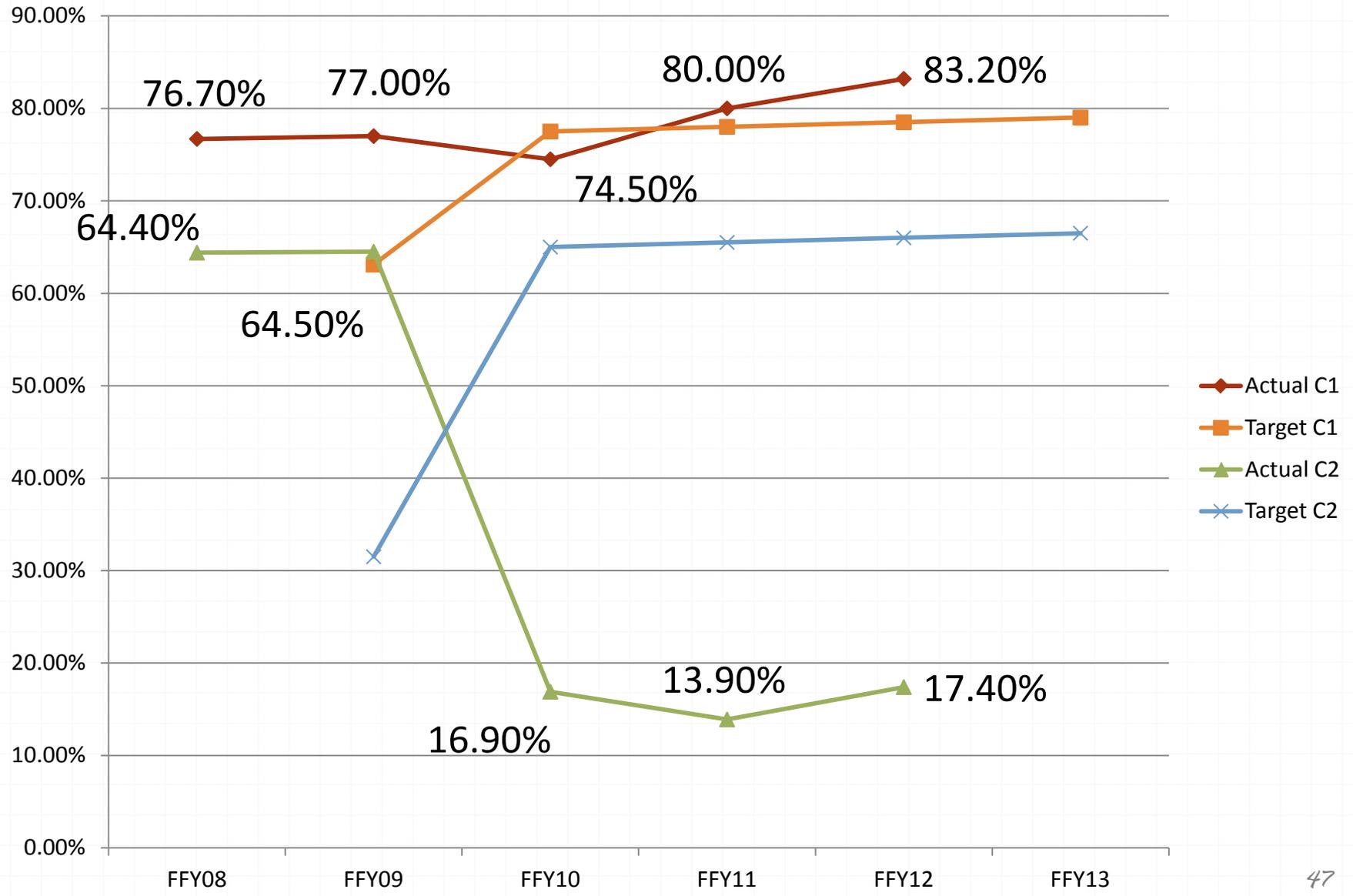
# Indicator 7C Preschool Skills

## Raw Data

TREND INFORMATION				
	Actual C1	Target C1	Actual C2	Target C2
FFY08	76.70%		64.40%	
FFY09	77.00%	63.10%	64.50%	31.50%
FFY10	74.50%	77.50%	16.90%	65.00%
FFY11	80.00%	78.00%	13.90%	65.50%
FFY12	83.20%	78.50%	17.40%	66.00%
FFY13		79.%		66.5%

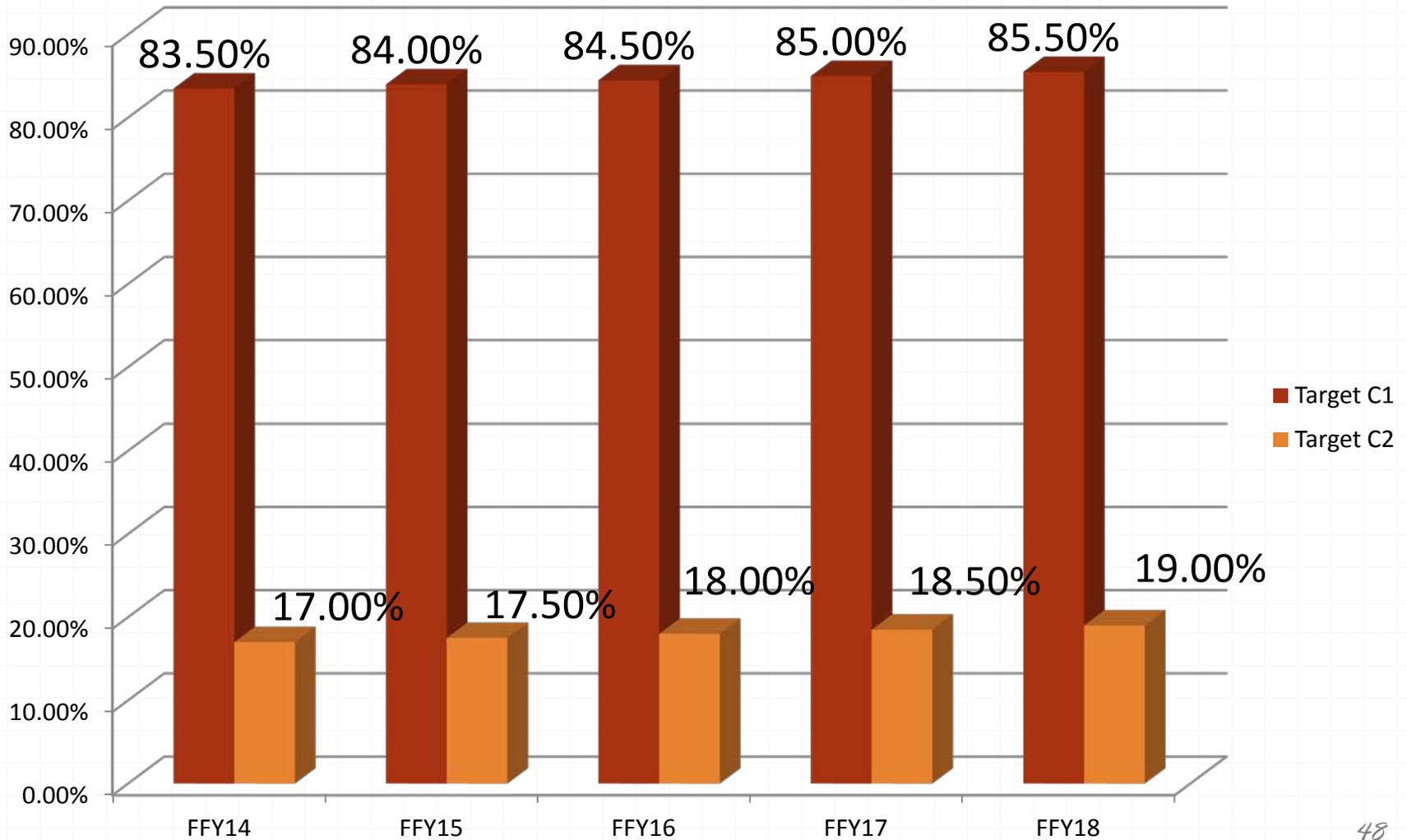
TARGET RECOMMENDATIONS		
	Target C1	Target C2
FFY14	83.5%	17.00%
FFY15	84.00%	17.5%
FFY16	84.50%	18.00%
FFY17	85.00%	18.5%
FFY18	85.50%	19.00%

# Indicator 7C Preschool Skills



# Indicator 7C Preschool Skills

## Recommended Targets



# Indicator 8 Parent Involvement

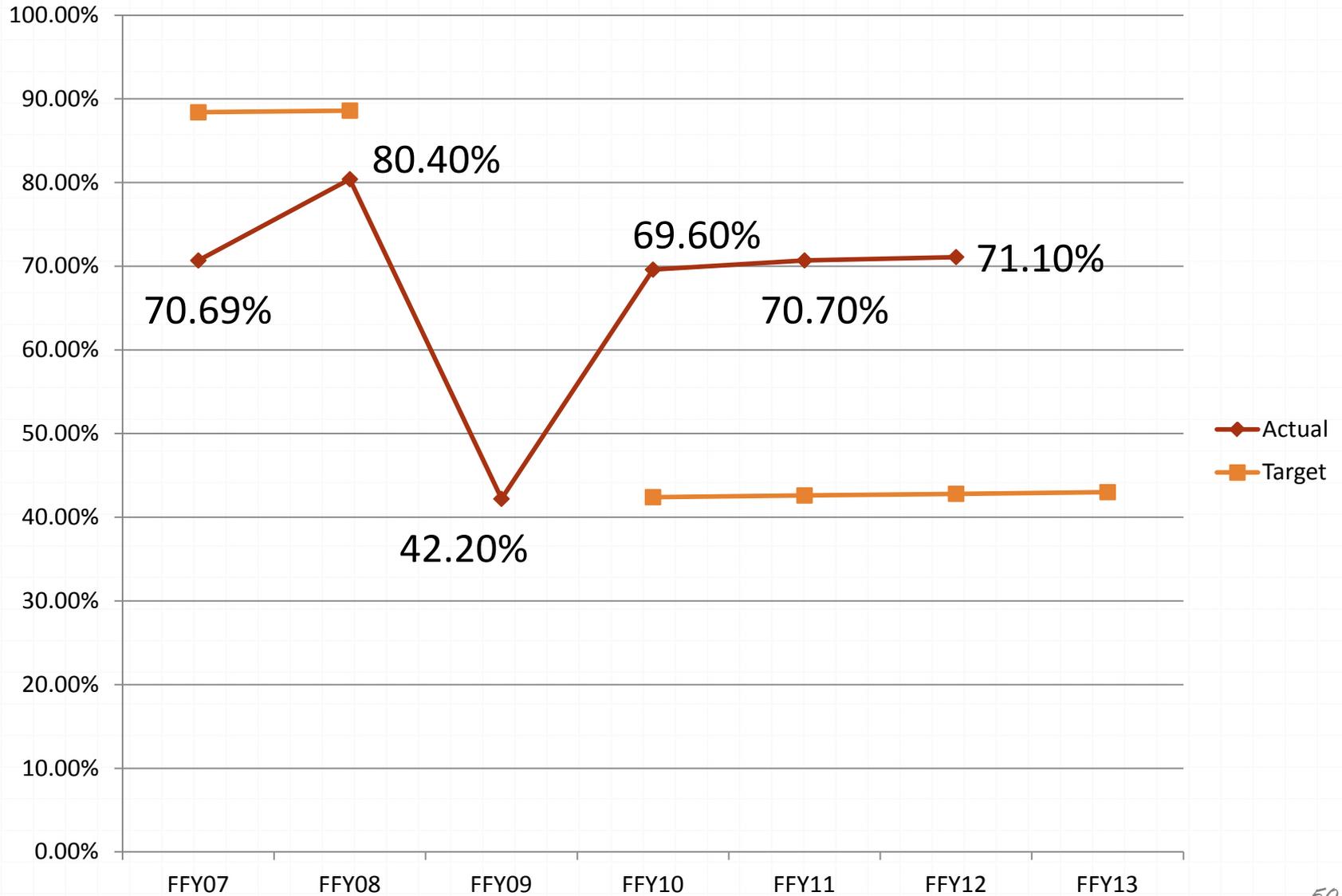
## Raw Data

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

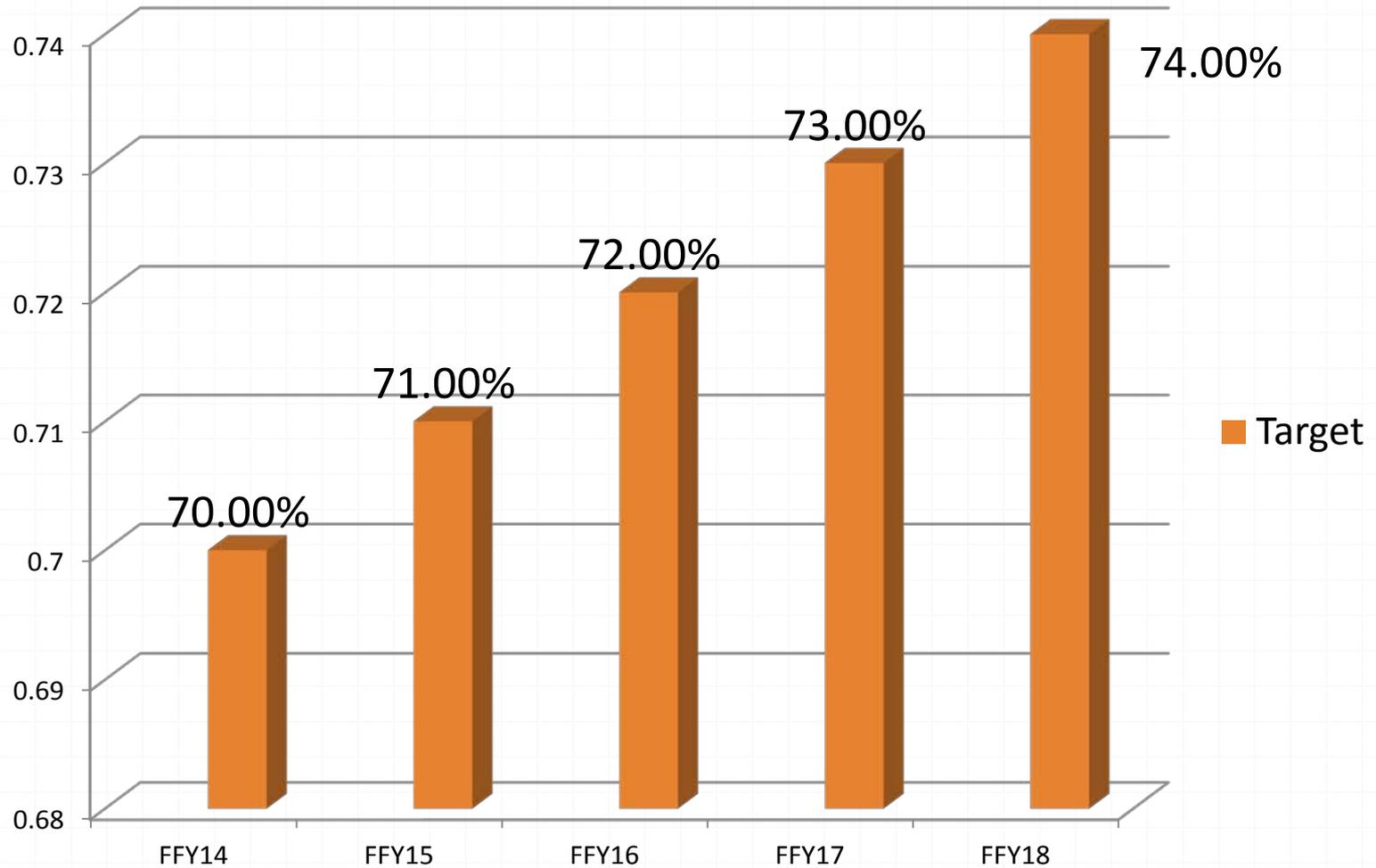
TREND INFORMATION		
	Actual	Target
FFY07	70.69%	88.40%
FFY08	80.40%	88.60%
FFY09	42.20%	
FFY10	69.60%	42.40%
FFY11	70.70%	42.60%
FFY12	71.10%	42.80%
FFY13		43.00%

TARGET RECOMMENDATIONS	
	Target
FFY14	70.00%
FFY15	71.00%
FFY16	72.00%
FFY17	73.00%
FFY18	74.00%

# Indicator 8 Parent Involvement



# Indicator 8 Parent Involvement Recommended Targets



# Indicator 14a Secondary Transition/ Post-School Outcomes Raw Data

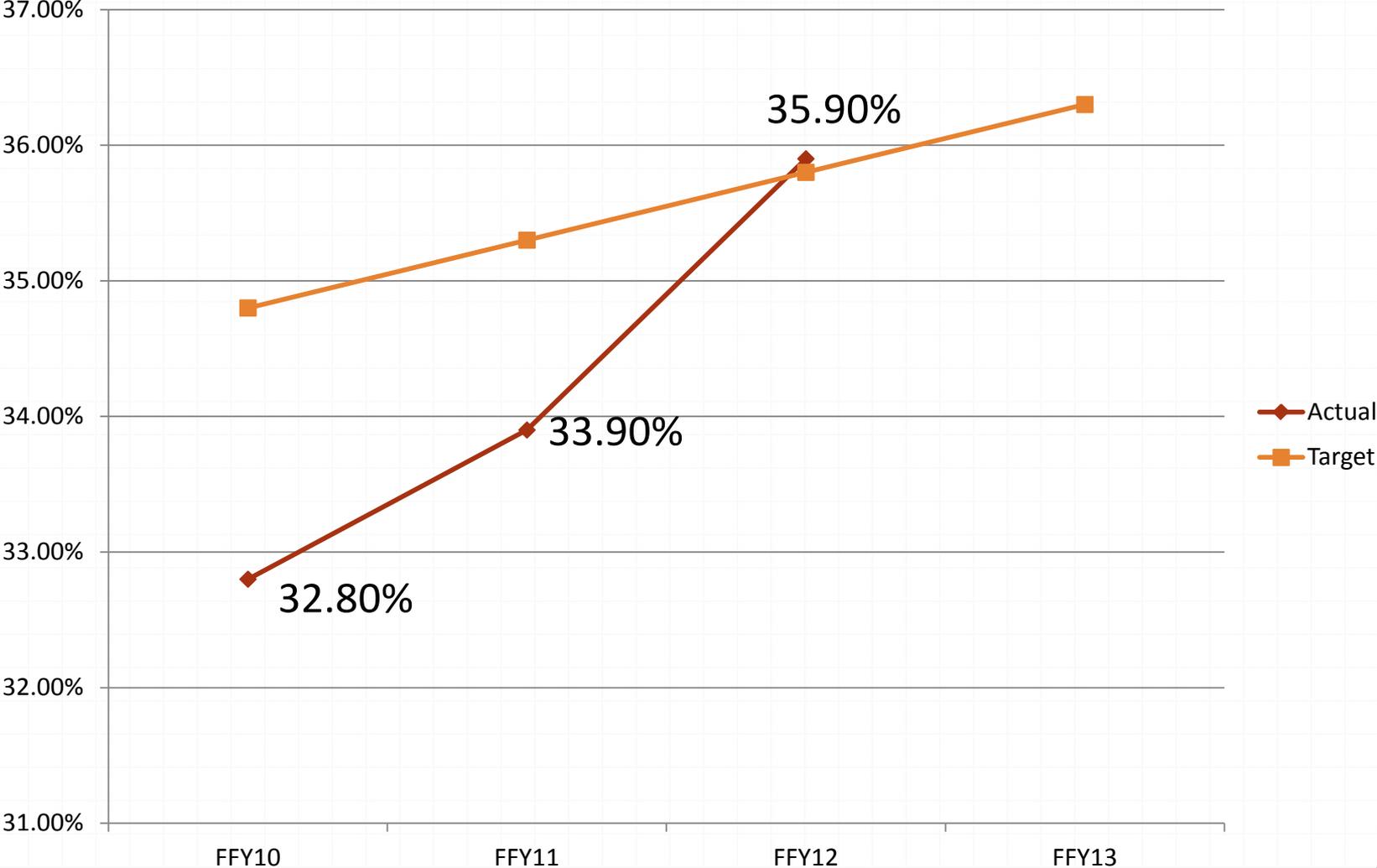
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- a. Enrolled in higher education within one year of leaving high school.

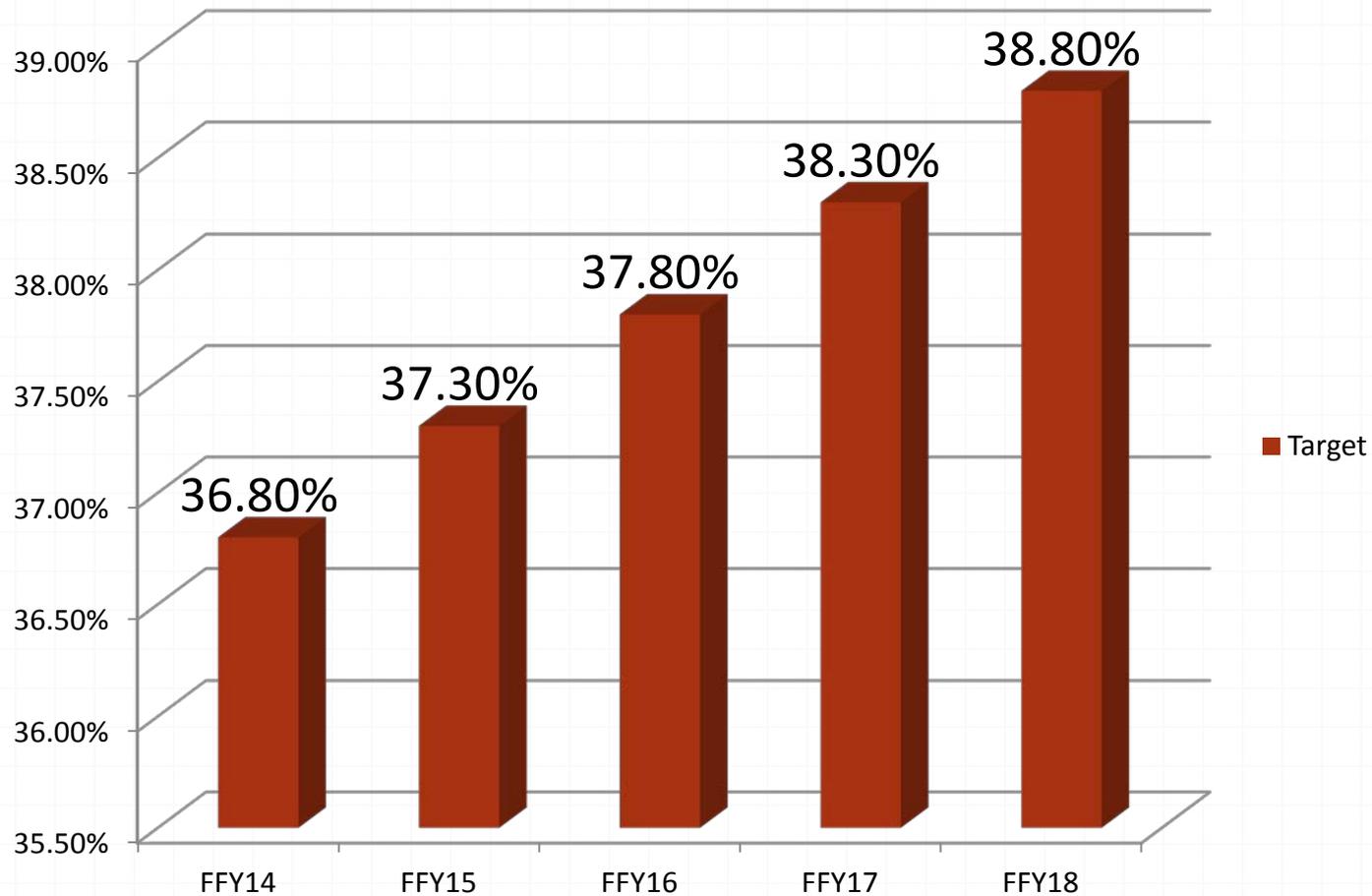
TREND INFORMATION		
	Actual	Target
FFY10	32.80%	34.80%
FFY11	33.90%	35.30%
FFY12	35.90%	35.80%
FFY13		36.3%

TARGET RECOMMENDATION	
	Target
FFY14	36.8%
FFY15	37.3%
FFY16	37.8%
FFY17	38.3%
FFY18	38.8%

# Indicator 14a Secondary Transition/ Post-School Outcomes



# Indicator 14a Secondary Transition/ Post-School Outcomes Target Recommendations



# Indicator 14b Secondary Transition/ Post-School Outcomes Raw Data

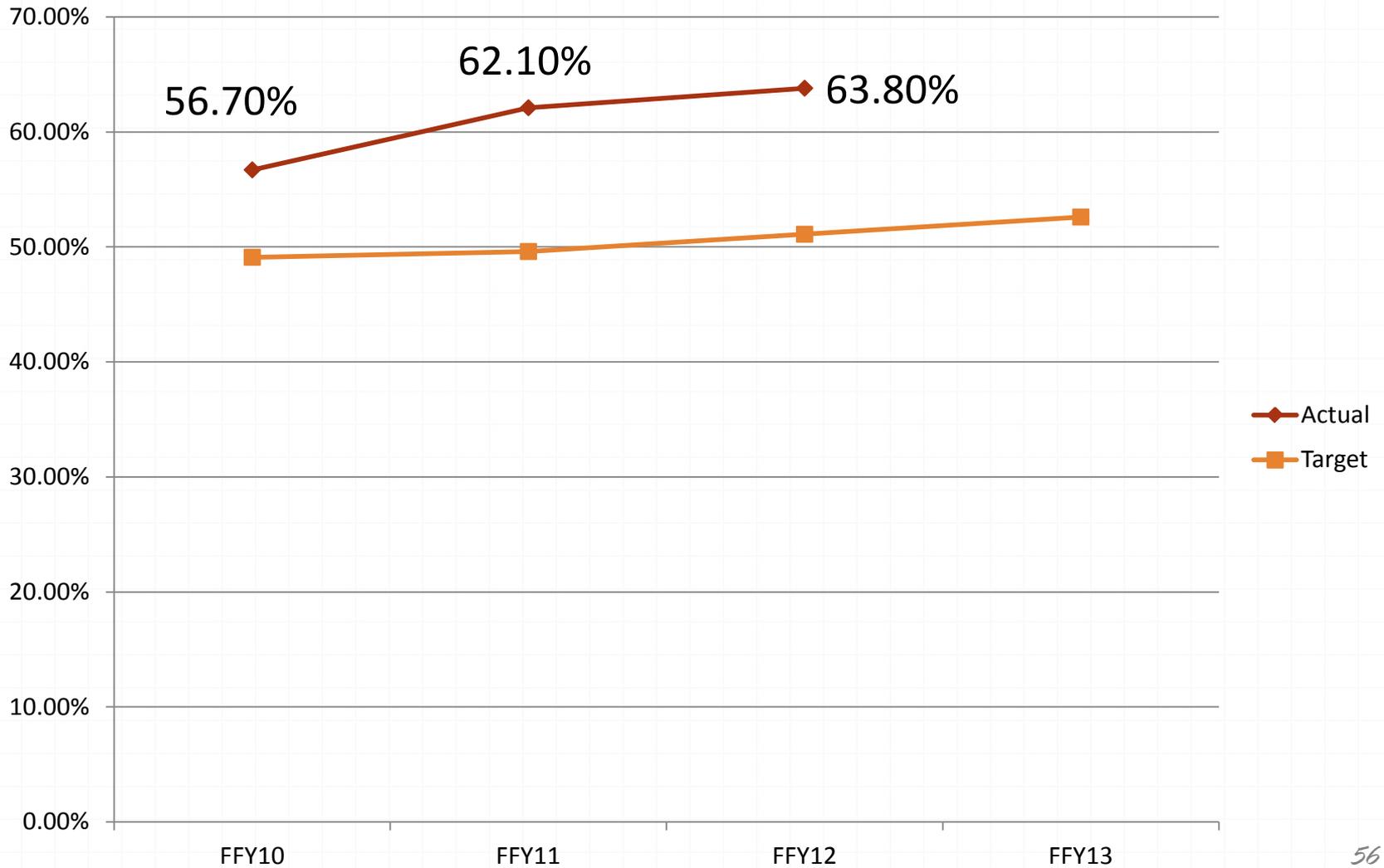
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- b. Enrolled in higher education or competitively employed within one year of leaving high school.

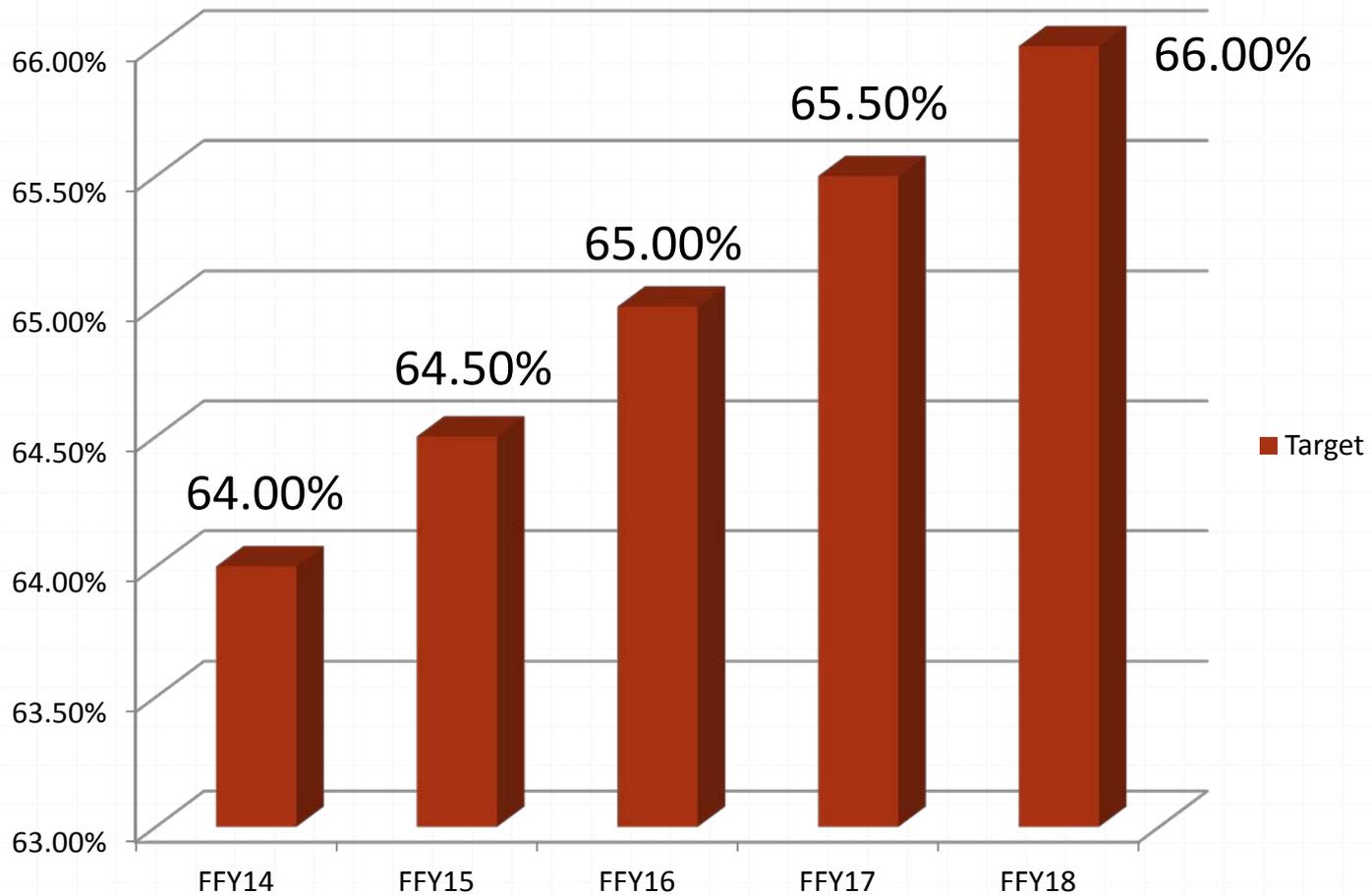
TREND INFORMATION		
	Actual	Target
FFY10	56.70%	49.10%
FFY11	62.10%	49.60%
FFY12	63.80%	51.10%
FFY13		52.6%

TARGET RECOMMENDATIONS	
	Target
FFY14	64.00%
FFY15	64.50%
FFY16	65.00%
FFY17	65.50%
FFY18	66.00%

# Indicator 14b Secondary Transition/ Post-School Outcomes



# Indicator 14b Secondary Transition/ Post-School Outcomes Target Recommendations



# Indicator 14c Secondary Transition/ Post-School Outcomes Raw Data

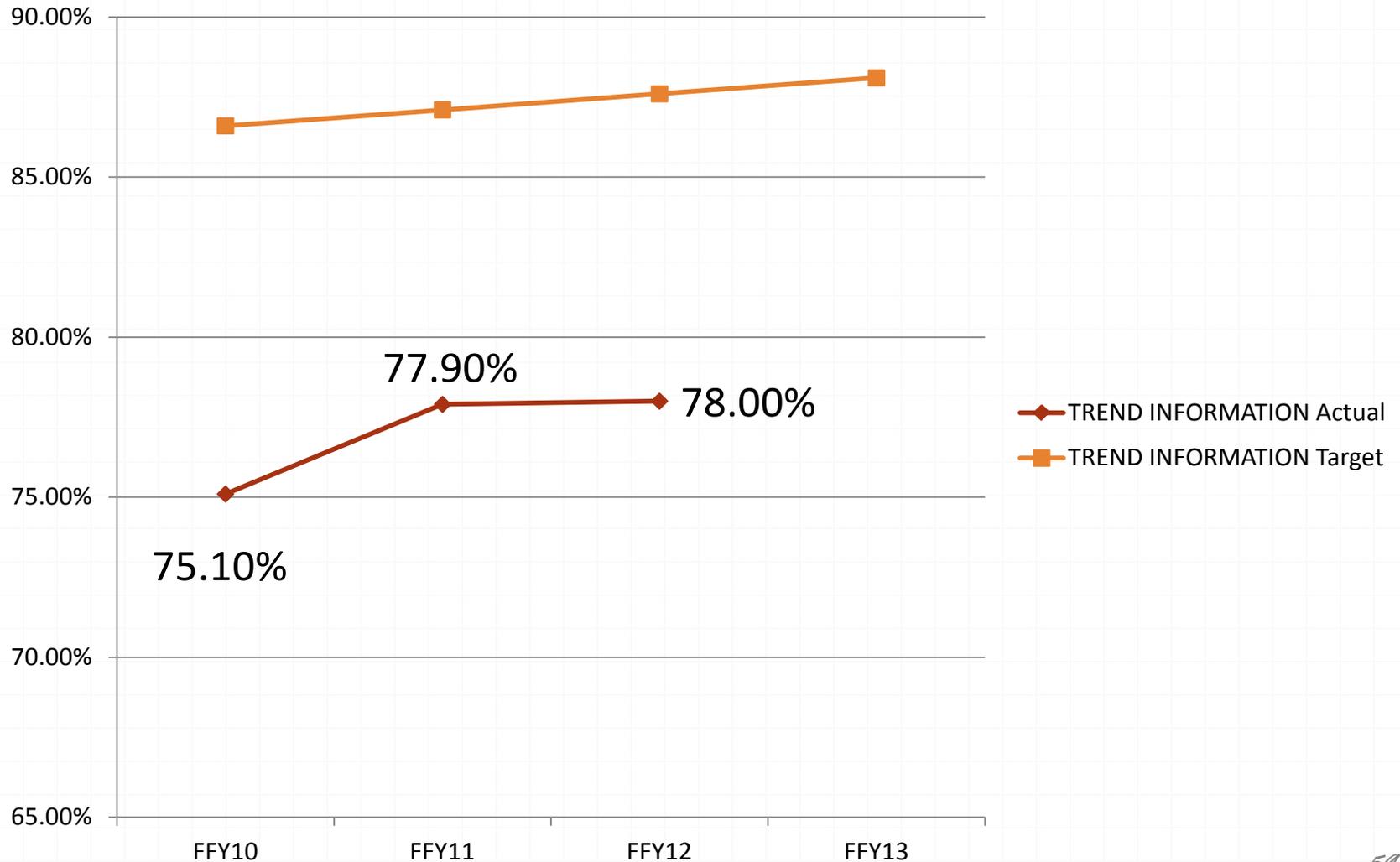
Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- c. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

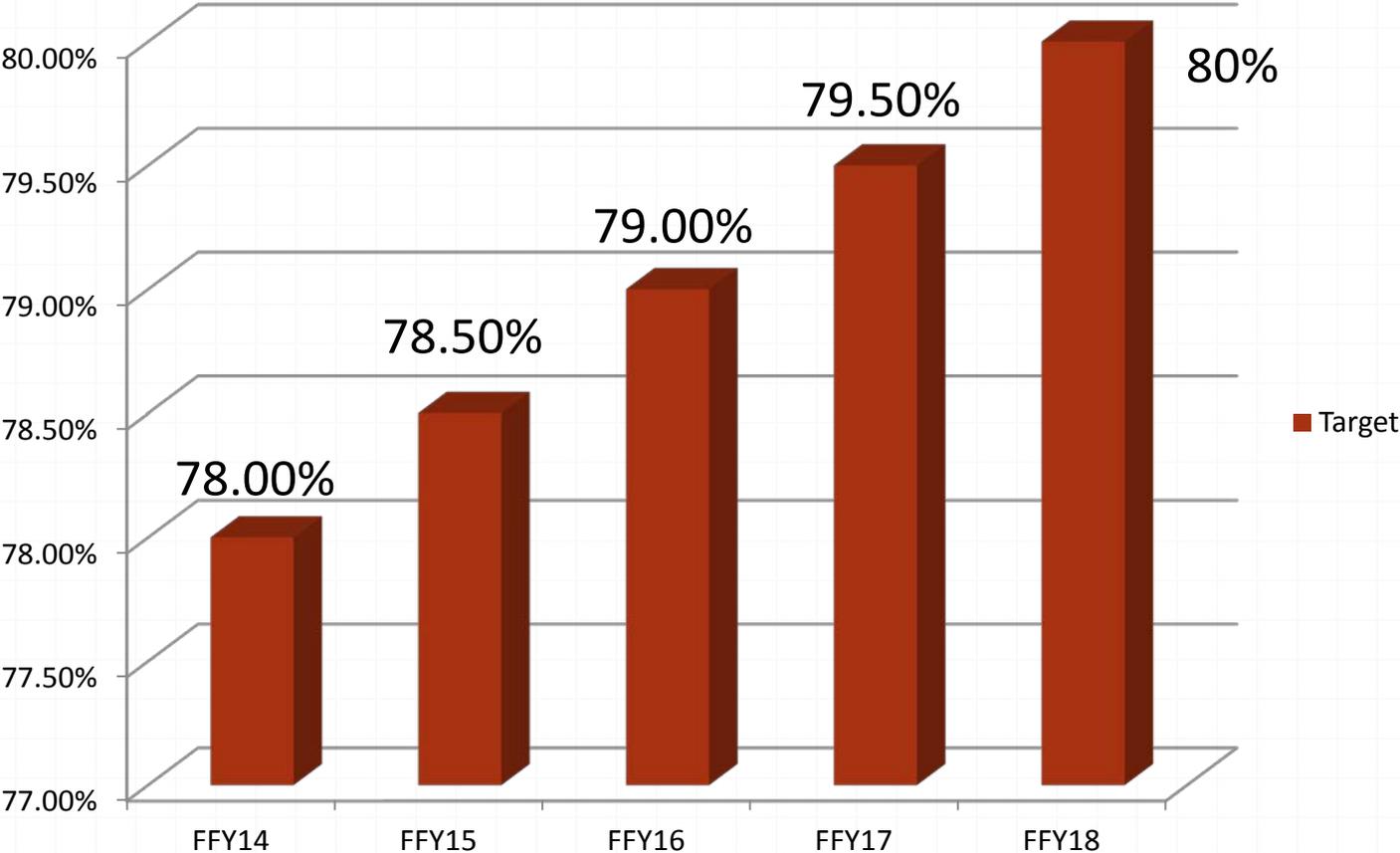
TREND INFORMATION		
	Actual	Target
FFY10	75.10%	86.60%
FFY11	77.90%	87.10%
FFY12	78.00%	87.60%
FFY13		88.1%

TARGET RECOMMENDATIONS	
	Target
FFY14	78.00%
FFY15	78.50%
FFY16	79.0%
FFY17	79.5%
FFY18	80%

# Indicator 14c Secondary Transition/ Post-School Outcomes



# Indicator 14c Secondary Transition/ Post-School Outcomes Recommended Targets



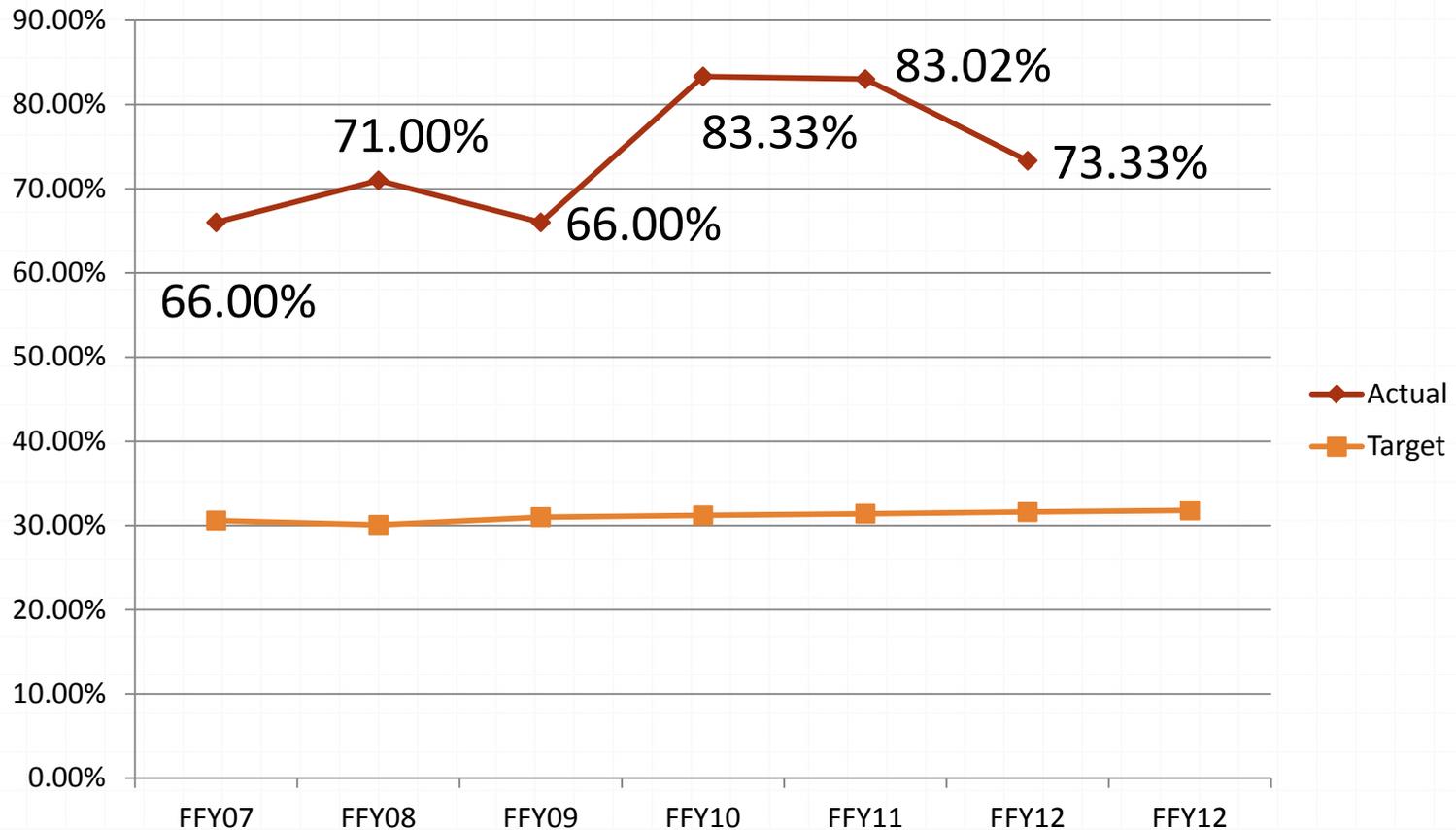
# Indicator 15 Hearing Requests That Went to Resolution and Were Resolved

## Raw Data

TREND INFORMATION		
	Actual	Target
FFY07	66.00%	30.60%
FFY08	71.00%	30.08%
FFY09	66.00%	31.00%
FFY10	83.33%	31.20%
FFY11	83.02%	31.40%
FFY12	73.33%	31.60%
FFY13		31.80%

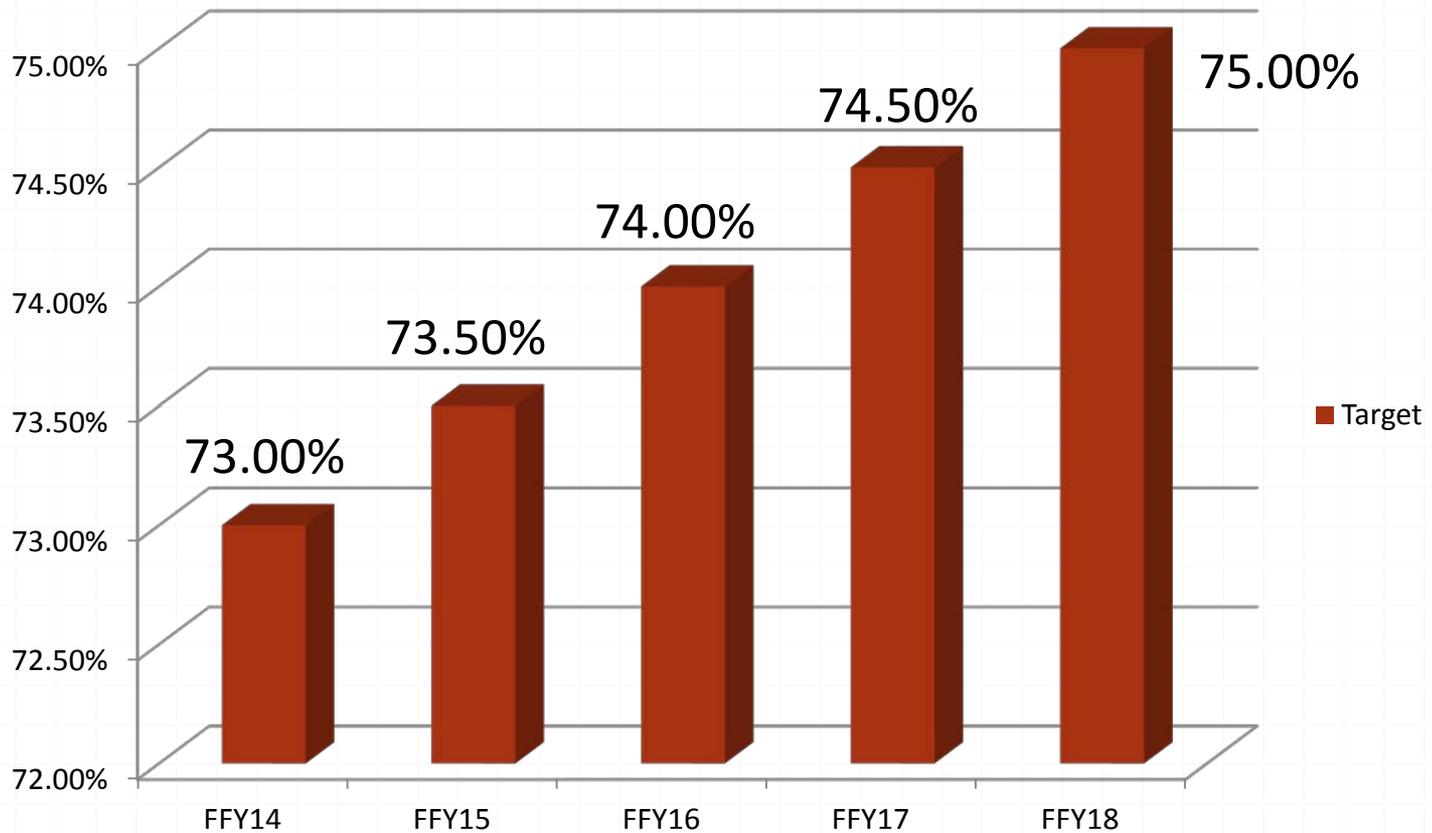
TARGET RECOMMENDATIONS	
	Target
FFY14	73.00%
FFY15	73.50%
FFY16	74.00%
FFY17	74.50%
FFY18	75.00%

# Indicator 15 Hearing Requests That Went to Resolution and Were Resolved



# Indicator 15 Hearing Requests That Went to Resolution and Were Resolved

## Recommended Targets



# Indicator 16 Mediations

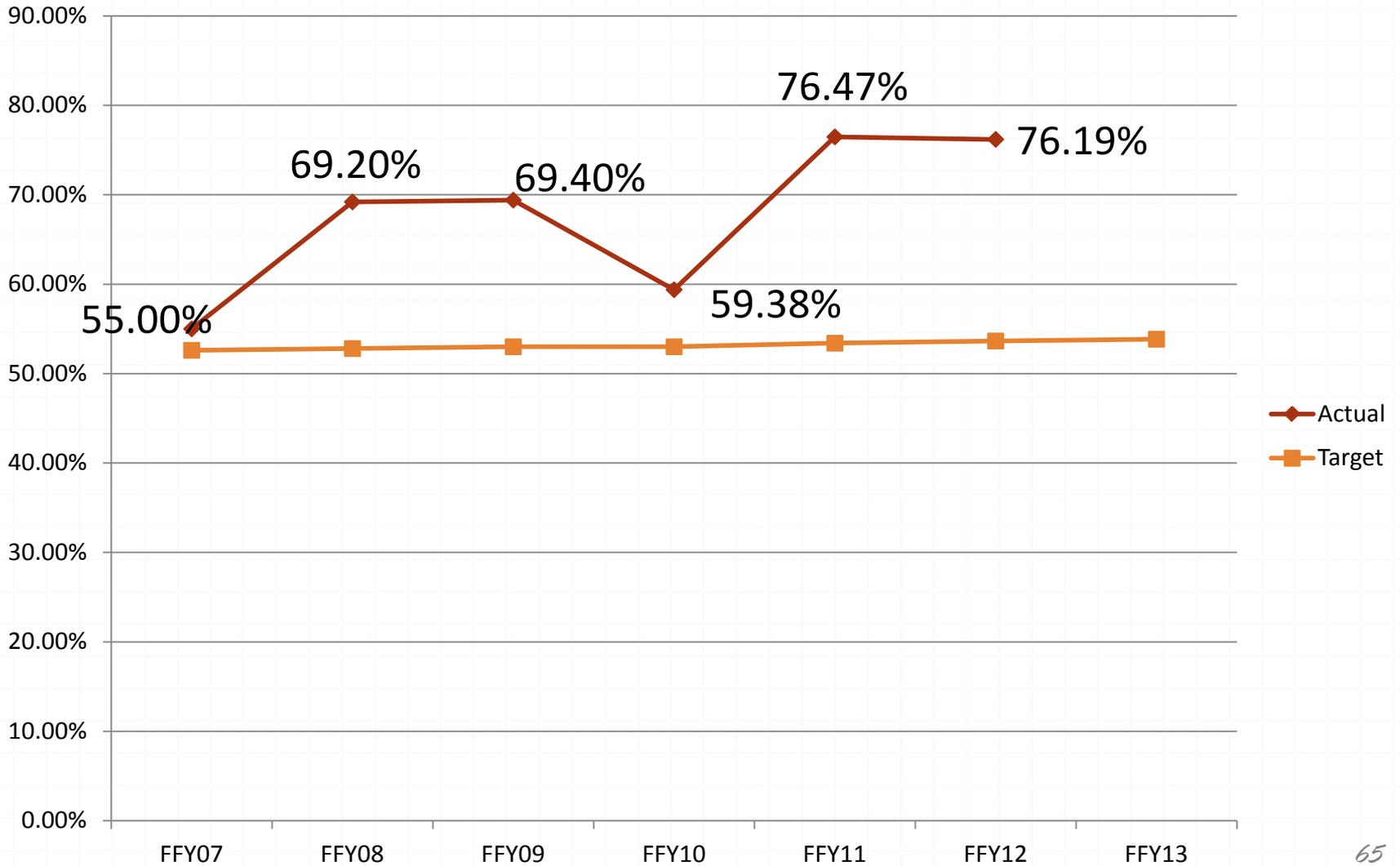
## Raw Data

Percent of Mediations Held That Resulted in Mediation Agreements

TREND INFORMATION		
	Actual	Target
FFY07	55.00%	52.60%
FFY08	69.20%	52.80%
FFY09	69.40%	53.00%
FFY10	59.38%	53.00%
FFY11	76.47%	53.40%
FFY12	76.19%	53.64%
FFY13		53.84%

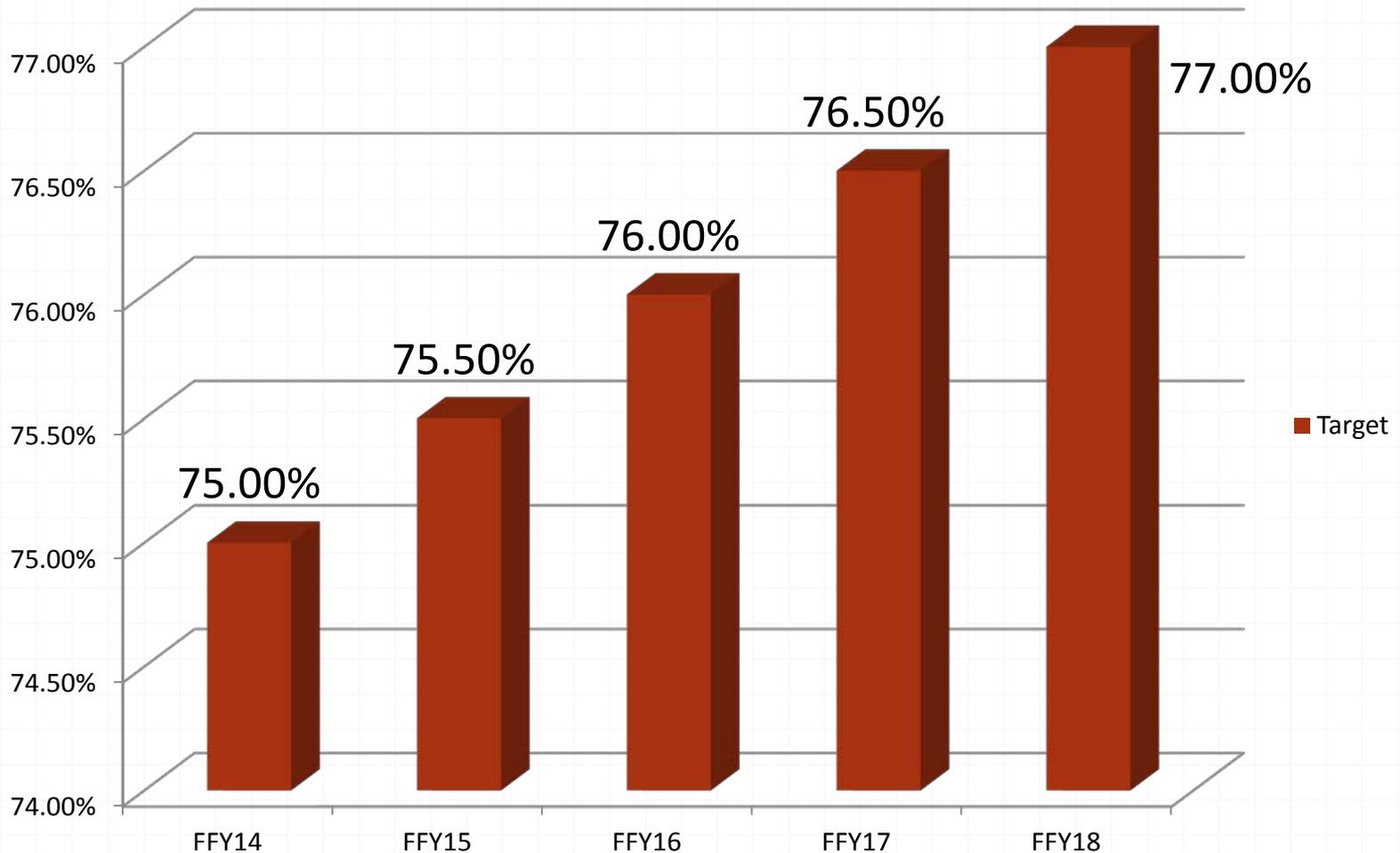
TARGET RECOMMENDATION	
	Target
FFY14	75.00%
FFY15	75.50%
FFY16	76.00%
FFY17	76.50%
FFY18	77.00%

# Indicator 16 Mediations



# Indicator 16 Mediations

## Recommended Targets



# STATE SYSTEMIC IMPROVEMENT PLAN (SSIP) UPDATE

- OSEP has repurposed one of the indicators (Indicator 17)
  - State Systemic Improvement Plan
- OSEP vision for Results Driven Accountability:
  - **All components of an accountability system will be aligned in a manner that best supports States in improving results for infants, toddlers, children and youth with disabilities and their families**



# BACKGROUND

## OSEP VISION REVISION

To create a balance between  
the focus on improved results and  
functional outcomes for students  
with disabilities  
while considering compliance as it  
relates to those results and outcomes

# State Systemic Improvement Plan

- The SSIP is a comprehensive, multi-year State Systemic Improvement Plan that will consist of three phases:
- **Phase I (Report due 4/1/2015)**
  - Data analysis/Root cause analysis
  - Infrastructure Analysis
  - State Identified Measurable Result (SIMR)
  - Coherent Improvement Strategies
  - Theory of Action

# State Systemic Improvement Plan

- **Phase II - (Report due Feb. 1, 2016)**
  - Multi-Year Plan Addressing:
    - Infrastructure Development
  - Support LEA Implementation of Evidence-Based Practices
  - Evaluation Plan
- **Phase III – (Report due Feb. 1, 2017)**
  - Reporting on Progress Including:
    - Results of Ongoing Evaluation
    - Extent of Progress
  - Revisions to the SPP

# State Systemic Improvement Plan

- The Stakeholder group has met twice, provided guidance and input
  - Data Refinement
  - Identification of the SIMR
  - Root Cause Analysis
  - Infrastructure Analysis
  - Improvement Strategies
- DOE Assessment, Accountability, Title I and Outreach
  - OSE Coordinating Efforts

# State Systemic Improvement Plan

## State Identified Measurable Result

“Indiana will increase reading proficiency achievement for 3rd and 4th grade, male students eligible for free/reduced lunch, identified with Specific Learning Disabilities.”

# Purposeful Sample Group

- Exceptionalities: SLD-majority represented
- SwD in Specific Exceptionality Areas not Passing ELA Assessment- SLD
- 77% of Students with SLD and are being served in General Education Settings 80% or more of the day, Resource Setting (What type of instruction is occurring in this setting?)
- White, African American, Hispanic- Commensurate with School Demographics
- Male
- Receiving Free Lunch (Poverty)

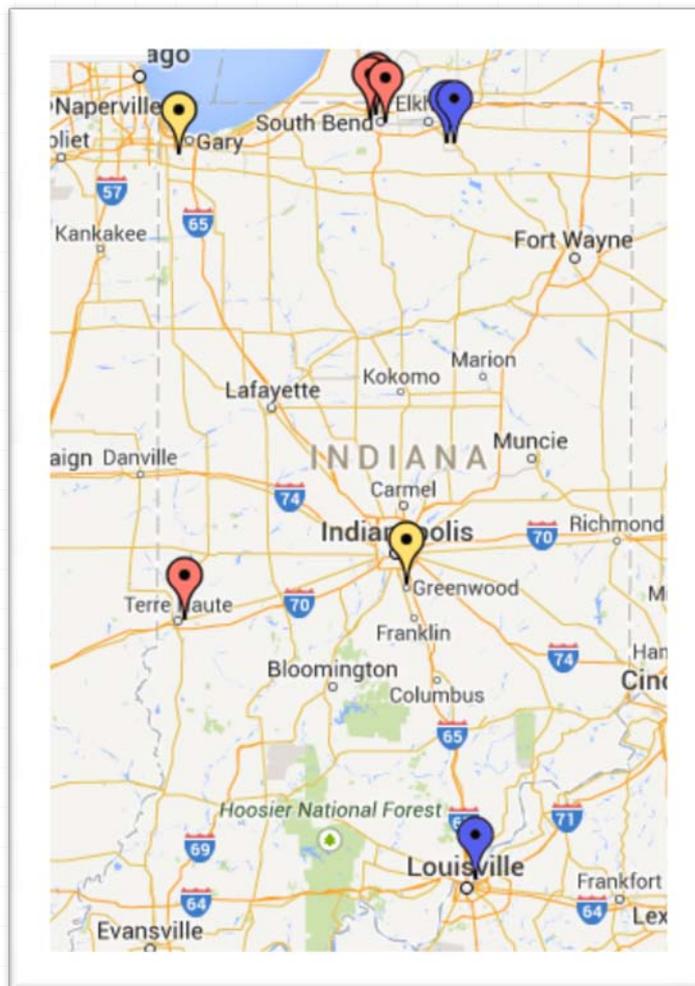
# Geographical Representation of Purposeful Sample Group with LEA Sizes

## LEA Size by Student overall Population

**Red**- Large > 11,000

**Blue**-Medium >5,000-10,999

**Yellow**-Small <4,999->2,000



# ACTION NEEDED

- Continue to refine data collection/analysis
  - Will make visits to purposeful sample group
    - Surveys, Interviews obtain info on improvement strategies, root cause analysis, etc.
    - In conjunction with Outreach and Title I visits to Focus Schools
- Identification of infrastructure to support improvement and build capacity
- Theory of Action

# INDIANA STATE ADVISORY COUNCIL ON THE EDUCATION OF CHILDREN WITH DISABILITIES

## INFORMATIONAL ITEMS

November 14, 2014

### 1. Monitoring

#### a. FFY 2014 Findings

The Office of Special Education will issue annual “Findings” letters to all school corporations and charter schools at the end of this month based on the results of our monitoring activities over the last twelve months.

The letter indicates that we have found the school to be either compliant or non-compliant with the relevant indicators. If a school is found to be non-compliant, the school is required to work with identified Office of Special Education staff to develop and implement a plan to correct the non-compliance within one year.

The findings letters will be posted on the Special Education website after they have been issued to the schools.

#### b. Indicator 8 – parent survey

Although we had hoped to have the survey uploaded and being utilized by the end of October, we have not been able to do so. We expect that the survey will be online by the end of November.

#### c. Summit on Significant Disproportionality

Ten school corporations participated in a recent all-day session to work on issues related to significant disproportionality in their corporations. All of the participants were identified earlier this year as being significantly disproportionate in various disciplinary actions for African-American students with disabilities. The focus of the summit was to look at some of the root causes of the disproportionality and help the school teams develop a plan to address the problem.

#### d. Warning letters on potential Significant Disproportionality

Because a determination of Significant Disproportionality has a fiscal consequence for schools, special education directors have asked the Office of Special Education to provide them with a “warning letter” if they are at risk of such a determination. A determination of significant disproportionality is based on the school exceeding the threshold for two consecutive years in a specific significant disproportionality category for a racial/ethnic group. The Office of Special Education sent letters to approximately 50 schools advising them that they had exceeded the threshold in at least one of the areas for one year, and if the school exceeds the threshold in the same category for the second year, they will receive a significant disproportionality determination in Spring 2015.

### 2. Statewide Assessments

#### ISTEP+

- Aligned to CCR 2014 Indiana Academic Standards in English/Language Arts and Mathematics
- NEW technology enhanced item type (Part 2)

#### End of Course Assessments (ECAs) for Algebra I and English 10

- Being phased out over the next couple of years
- Will be replaced by ISTEP+ 10 in 2016-17

#### IMAST

- Last administration in Spring 2014
- No replacement

ISTAR

- Last administration in Spring 2014 for English/Language Arts and Math
- Can still be used for Science and Social Studies
- Will be replaced by the National Center and State Collaborative (NCSC) alternate assessment in 2014-2015

Annual Assessment for English Language Proficiency

- English Language Learner (ELL) students with disabilities **must** participate in **annual** statewide English Language Proficiency Assessment
- New assessment in 2014-15 – World-class Instructional Design and Assessment (WIDA)
- Regular and alternate assessments
- CCC determines which WIDA assessment for an ELL student with a disability
- No longer an option to determine that ELL students will not participate in assessment

The Department has issued a “Request for Proposals” for the new statewide assessments to be given in the 2015-16 school year.

**3. Special Education Choice Scholarships**

Students with disabilities who are eligible for a choice scholarship to attend a nonpublic school are allowed to select whether they will receive their special education services from the public school or the nonpublic choice school.

	Number of Special Education Choice Scholarships	Number of students selecting the Choice School to provide the special education services
2013-2014	2,100	241
2014-2015	3,055	581

**4. Article 7 revisions in 2015**

The due process team is reviewing Article 7 for technical corrections that need to be made. Any proposed changes will be provided to the State Advisory Council before requesting that the State Board initiate rulemaking to make the necessary changes.

Local Education Agencies' concerns expressed to a State Advisory Council member and shared with the entire council:

Thank you for calling for information of concern you might consider presenting to your special education meeting tomorrow. I have two main issues of concern at this time:

One of the issues we are faced with now is a shortage of teachers for students with intense needs (Intensive Intervention Licenses), School Psychologists, Speech and Language Pathologists, Physical and Occupational Therapists. While we can use the new "Tele-practice" model for speech services (virtual speech), the other categories are not easily replaced with an "on-line" program or therapist. We urgently need to plea with our Universities and Colleges to offer courses and programs that lead to certification for these folks.

Two: We also are concerned about the huge increase in Mental Health needs for all students, but especially for those with diagnosed disabilities. Special education students who are not Medicaid Eligible, are by law required to have their "needs" met. As the needs increase, we are required to address those needs. It's not a choice like it might be with a general education child. We can't meet these needs without an increase in funding for our children with significant needs, such as Emotional Disabilities, Autism and extensive medical concerns. We have wonderful relationships with our local Mental Health providers who accept Medicaid Billing – but we need help with all the children who are not eligible for Medicaid, but insurance costs for therapy expensive, they are caught in the middle with special education holding the responsibility for extensive services that are not possible due to the unfunded mandates by IDEIA.

**INDIANA STATE ADVISORY COUNCIL ON EDUCATION OF CHILDREN WITH DISABILITIES**

**PROPOSED DATES FOR 2015 COUNCIL MEETINGS**

We propose to continue the practice of holding meetings on Friday from 9:30 to noon on the following dates:

March 13

June 19

September 4

November 13

Other meetings may be called by the Chair as warranted.

## 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 Ind. Code §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, **as well as a description of the council, the council's responsibilities, and approved council meeting minutes are** accessible on the Department of Education'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.

### Formal Action by the Council

**"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." Ind. Code §20-35-3-1(h)**

### 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.