

Supporting High Expectations to Raise Achievement of Students with IEPs

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Speaker Profile

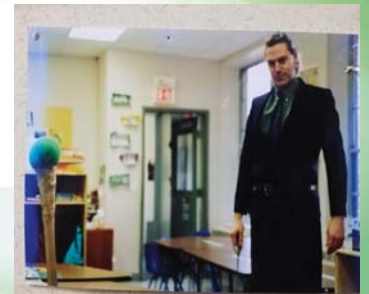
Daniel Parker

Daniel is an Assistant Director of Special Education with the Wisconsin Department of Public Instruction. Daniel's prior roles on the Special Education team included autism consultant, grant director for the Wisconsin Statewide Parent Educator Initiative (WSPEI) as well as grants supporting Wisconsin's Parent Training Center, (WI FACETS), and development of revised IEP guidance for College and Career IEPs: Improving Outcomes for Students 3 through 21.

Daniel has a unique blend of home based, general and special education teaching, and administrative background at the school, district, and statewide levels. Daniel received a Master's Degree in Human Development and Family Life and a Master's Degree in Special Education both from the University of Kansas. He has a wife, Sarah, a cat, Lily, and the cutest dog in the world, ZuZu.

Teaching in Lawrence, KS

Administrator, South Kingstown RI



Teaching in Chicago, IL

Today We Will Walk Away With ...

- Exploration of the past, current, and future opportunities for students with dis/abilities.
- Overview of WI DPI's College and Career Reading IEP framework
- Frameworks and resources for developing beliefs, skills, and systems to support students with IEPs
- Resources for future exploration

Principal Leadership

- The Council of Chief State School Officers (CCSSO) developed "Professional Standards for Educational Leaders 2015"
- These standards were adapted by the CCSSO and CEEDAR Center to develop guidance "PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities"

PSEL 2015
Standard

https://www.ccsso.org/sites/default/files/2017-10/PSELforSWDs01252017_0.pdf

Wisconsin's Framework for an Equitable MLSS



<https://dpi.wi.gov/rli>

Students with IEPs in an Equitable MLSS

The Role of Special Education Services in an Equitable Multi-Level System of Supports

Click on a question to go directly to that answer.

Section 1: High Quality Instruction and Special Education Services

1. What is high quality instruction and what does it look like for students with IEPs?
2. What does meaningful access to grade level standards look like for students with IEPs?
3. What are the instructional standards (academic and behavioral) for students with IEPs?
4. What is special education?
5. What does specially designed instruction look like when provided during universal (tier 1) instruction, selected (tier 2) intervention, and intensive (tier 3) intervention?
6. Is specially designed instruction an intensive (tier 3) intervention?

Section 2: Delivery and Receipt of Intervention Including Specially Designed Instruction

7. Who receives universal (tier 1) instruction, selected (tier 2) intervention, intensive (tier 3) intervention and specially designed instruction?

Download from web page: <https://doi.wj.gov/rti>

Leading For Success

To lead for success . . .

We need to know where we are going

To know where we are going . . .

We need to know where we have been
and where we are now



Group Discussion

What was your first memory in school interacting with a student with a dis/Ability?

Leading for Success

Consider what Expectations, Programs, and Supports for Children and Adults with Dis/abilities Look Like . . .

- 50 Years Ago
- 20 Years Ago
- Today
- 20 Years from Now

Greater Access to Post Secondary Education and Employment

“It Always Seems Impossible Until it is Done”

Nelson Mandela

“We Would Accomplish Many More Things if We Did Not Think of Them as Impossible.”

Vince Lombardi

Changes in “Who” Goes to College



“When I was younger I was never told to think about college. Nobody really thought I could go to college. But I wanted to go to college like my brother. So I told my family that I wanted to go to college. It wasn't easy and it took a lot of work, but I made it! I'm a student at MassBay Community College. Make your dreams come true and Think College!”

Dedra - Edgewood College



<https://www.youtube.com/watch?v=W1wqb6e7kL4&index=17&list=PLambvavEhY300wFMQgmN19k397rLq>

Changes in Employment Accommodations and Supports



Changes in Employment Accommodations and Supports



<https://www.youtube.com/watch?v=M8kiwh4N1c>

Power of Beliefs

CCR IEP Five Beliefs

- High Expectations
- Culturally Responsive Practices
- Student Relationships
- Family and Community Engagement
- Collective Responsibility

Strategies in Messaging PSEL 2015 Standards

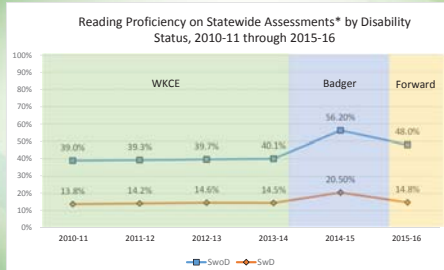
Capacity to Develop Beliefs

How can stories (written, oral, video) impact belief, skills, and systems changes?

Remember What We Want to Accomplish

- Prepare students for college and career
- Reduce the achievement / opportunity gap between students with IEPs and students without IEPs
- Reading Drives Achievement: Success through Literacy

Statewide Reading Proficiency



* WKCE, Badger, & Forward, along with DLM each year. Different tests are expected to produce different results, and are not interchangeable measures.

Reading Drives Achievement: Success through Literacy



Remember What We Want to Accomplish

- Focus on procedural compliance alone has not resulted in better outcomes
- DPI revised sample IEP forms to promote discussions aimed at improving student outcomes
- CCR IEPs focus on improving access, engagement and progress in meeting early childhood/grade level standards based curriculum, instruction, and environments

What is a CCR IEP?

CCR IEP = College and Career Ready Individualized Education Program (IEP)

- For all public school students ages 3 through 21 eligible under IDEA
- An **Individualized** Education Program developed to
 - meet the unique disability-related needs of the student
 - help ensure the student graduates ready for further education, work, and living in the community
- Emphasis on improving outcomes (compliance and results)

August 2017



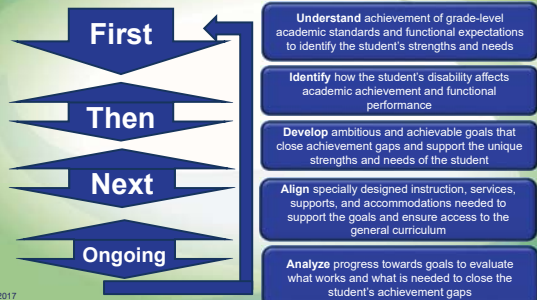
Feedback Regarding Use of the Revised Sample IEP Forms

- Changes the conversation: emphasis on improving outcomes.
- Connections between present levels/needs of the student with goals and services.
- Family engagement / Student engagement
- Explanation boxes provide helpful clarification

September 2017



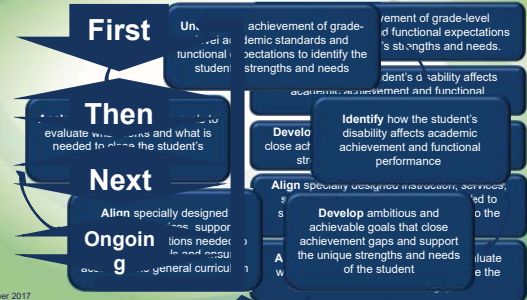
College and Career Ready IEP 5 Step Process



May 2017



CCR IEP Five Step Process



September 2017



CCR IEP Development Back to Basics



September 2017

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CCR IEP Step Check Resources

College and Career Ready Individualized Education Program (CCR IEP) Improving Outcomes for Students Ages 3 through 21 At a Glance

Step 1: Understand Achievement

Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs.

Overview: Using data from assessments, observations, progress reports, and other information, the IEP team identifies and documents the student's current levels of performance in relation to early childhood or grade-level academic standards and functional expectations. The team includes information reflecting the family and student's voice, observations, and points of view on strengths, interests, and areas of concern.

Key Ideas: Review academic standards and functional expectations for the grade in which the student is enrolled. For preschool-aged students, review early learning standards. Include data representing current academic achievement and functional performance in relation to the standards and expectations. Include areas in which the student is performing at, below, and above early childhood or grade-level standards and expectations. Address behaviors and functional skills that support the student's ability to access, engage, and achieve grade-level academic standards. For example, social communication with peers, group-work skills, organization, and independence during independent work time, technology skills.

Step-Check:
 Are data on reading achievement and other academic areas included? Are areas in which the student meets early childhood or grade level standards identified?

<https://doi.wi.gov/sped/college-and-career-ready-ieps/learning-resources>

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Step 1 Understand Achievement

Understand achievement of grade-level academic standards and functional expectations to identify the student's strengths and needs

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Key Ideas

- Understand grade-level academic content standards and functional expectations
 - For the grade in which the student is enrolled
 - For preschoolers, this is pre-academic and age-expected functional skills in relation to early learning standards
- Describe student's current performance compared to standards and expectations
 - Include areas of strength
 - Consider skills needed to access, engage and make progress in general education
- Include general educators in discussion

June 2017

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Standards and Expectations

The Relationship Between:
Vision, Principles, Process, Content

Wisconsin Academic Standards

Alternate Academic Achievement Standards
(Essential Elements)
for students with the MSCD

Early Learning Standards
(WMELS)

Social Emotional Learning Competencies

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WISCONSIN PUBLIC INSTRUCTION

Step 1 Key Ideas

- So, what's the difference between current level and effect statements?
 - Step 1 is about the data
 - Without supporting data, these sentences are not adequate current level statements. The student...
 - struggles with math and science
 - is not meeting grade level standards in reading
 - exhibits behaviors that interfere with their learning and the learning of others
 - needs supervision to safely navigate the building
- November 2017 34
- WISCONSIN PUBLIC INSTRUCTION

Step 2: Identify Effects of Disability on Access and Achievement

Identify how the student's disability affects academic achievement and functional performance

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WISCONSIN PUBLIC INSTRUCTION

Root Cause Analysis

Video available at: <https://www.youtube.com/watch?v=BEQvq99PZwo>³⁶

WISCONSIN PUBLIC INSTRUCTION

Disability Related Needs

This sentence stem may be helpful:

The student needs to develop/improve/increase X area/skill/behavior (related to root causes), **so the student can Y** (effect to address re: access, engagement, progress) ...and outcomes will improve

Example:

Effect (Y): *The student does not fluently read grade-level text*

Root Cause (X): *... because of inefficient decoding skills*

Disability-related need: **The student needs to improve decoding skills** (root cause) so the student can **fluently read grade-level text** (effect)

November

Relationship Between Academic and Functional Skills

Achievement Gaps May Affect Self Efficacy, Motivation, and Adult/Peer Relationships



Functional Gaps May Affect Access to Instruction and Understanding "How" to Engage with Instruction

Step 3: Develop Ambitious and Achievable Goals

Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

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Step 4: Align Special Education Services

Align specially designed instruction, services, supports and accommodations needed to support the goals and ensure access to the general curriculum.

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Step 4 Key Ideas

Services may include:

- supplementary aids and services,
- specially designed instruction,
- related services,
- and program modifications & supports for personnel
 - Specially designed instruction must be included
 - If a disability-related need affects reading, there must be at least one goal and service to support that need

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Considering Supplementary Aids & Services Accommodations and Supports

- Can be provided by any school staff
- Increase access to general education standards, instruction, settings, or activities
- Help the student be more independent
- Improve motivation and engagement
- Should reflect student choice and input
- May be available to the student in future higher education or employment

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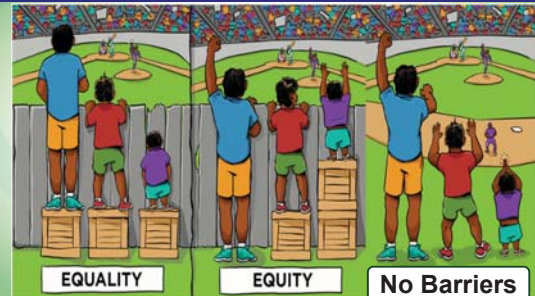


Mission, Vision, Core Values



PSEL 2015
Standard 1

Systems that Support



Adapted from Center for Story Based Strategy and Interaction Institute for Social Change

Step 5: Analyze Progress Towards Goals

Analyze progress towards goals to evaluate what works and what is needed to close the student's achievement gaps.

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CCR IEP 5 Step Process Chart

STEP 1	STEP 2		STEP 3	STEP 4	
Current Level(s) Report data/information about academic and functional performance Understand "What" Reporter	Effects Observations-How disability affects access, engagement, progress Identify "How" Observer	Root Cause Analysis Discussion-Whys and other factors Identify "Why" Analyst	Disability-Related Needs Student focused, address effects "Summarize" Synthesizer	Measurable Annual Goals Ambitious Achievable Develop Developer	Services Address needs and goals- Clearly stated Align Architect

STEP 5 - Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps

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School Improvement

Remember What We Want to Accomplish



College and Career Readiness

All Students Graduate from High School Academically Prepared and Socially Emotionally Competent by Possessing and Demonstrating . . .

Knowledge

- Proficient in Academic Content

Skills

- Critical Thinking, Communication, Collaboration, Creativity, Community

Habits

- Perseverance, Responsibility, Adaptability, Leadership

Wisconsin's Framework for an Equitable MLSS



<https://dpi.wi.gov/rti>

Wisconsin's Framework for an Equitable MLSS

How Might Exploration of the MLSS Key System Features Assist in Supporting Students with IEPs?

- Equity
- High Quality Instruction
- Strategic Use of Data
- Collaboration
- Family and Community Engagement
- Continuum of Supports
- A Strong Universal Level of Support
- Systemic Implementation
- Positive Culture
- Strong Shared Leadership
- Evidence-Based Practices

<https://dpi.wi.gov/rti>

Megan Bomgaars: Don't Limit Me



CCR IEP Learning Resources

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/learning-resources>

The screenshot shows the 'CCR IEP Learning Resources' webpage. The page has a blue header with navigation links: Home, Families & Students, Schools & Educators, Libraries, and Data & Media. Below the header is a search bar and the Wisconsin Department of Public Instruction logo. The main content area is titled 'CCR IEP Learning Resources' and includes a sub-header 'Explore in-depth information and resources about CCR IEPs.' Below this, there are sections for 'Upcoming Learning Opportunities' (Regional CCR IEP Training Calendar coming soon) and a grid of resource cards: 'Introductory Resources and Fall Day Trainings', '5 Beliefs' (High Expectations, Culturally), '5 Step Process' (Step 1: Understand, Acknowledgment), and 'Digging Deeper: Special Topics' (Caring School).

September 20...

CCR IEP Discussion Tool

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Culturally Responsive Practice

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Family and Community Engagement in Promoting Excellence For All

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Collective Responsibility Co-Teaching

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Procedural Compliance Self-Assessment

Reading Drives Achievement:
Procedural Compliance Self-Assessment (RDA: PCSA)
Training and Certification



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Resources

DPI Special Education Team Quick Links

- Special Education Main Page: <https://dpi.wi.gov/sped>
- What's New in Special Education: <https://dpi.wi.gov/sped/new>
- Special Education Team Staff Listing: <https://dpi.wi.gov/sped/about/staff>
- Special Education Topics A-Z Index: <https://dpi.wi.gov/sped/a-z>
- DPI Special Education Team Twitter: [@WisDPISPED](https://twitter.com/WisDPISPED)
- DPI Specific Learning Disability Twitter: [@WisDPISLD](https://twitter.com/WisDPISLD)
- DPI Literacy / English Language Arts Twitter: [@WisDPILit](https://twitter.com/WisDPILit)
- DPI School Mental Health Twitter: [@WisDPISchPsy](https://twitter.com/WisDPISchPsy)

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Must Read Resources

US Department of Education Office of Special Education Programs (OSEP) Dear Colleague Letters

- November 2015
Policy Guidance on Free and Appropriate Public Education
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>
- August 2016
Supporting Behavior Needs of Students with Disabilities
Summary for Stakeholders
<https://www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-summary-for-stakeholders.pdf>



Resources

DPI Special Education Web Resources

- College and Career Ready IEP Home Page
<https://dpi.wi.gov/sped/college-and-career-ready-ieps>
- Reading Drives Achievement (RDA): Success through Literacy
<https://dpi.wi.gov/sped/results-driven-accountability>
- Special Education Update Bulletins
<https://dpi.wi.gov/sped/laws-procedures-bulletins/bulletins>
- Special Education Eligibility Areas
<https://dpi.wi.gov/sped/laws-procedures-bulletins/laws/eligibility>
- Collaborative Special Education Support and Leadership
<https://dpi.wi.gov/sped/program/collaborative-program-support-teachers>



Resources

DPI Special Education Web Resources

- Special Education IDEA Part B Discretionary Grant Summaries
<https://dpi.wi.gov/sped/educators/discretionary-grants/summaries>
- Co-Teaching in Wisconsin
<https://dpi.wi.gov/sped/educators/consultation/co-teaching>
- Special Education for Families
<https://dpi.wi.gov/sped/families>
- Functional Behavior Assessment
<https://dpi.wi.gov/sped/topics/functional-behavioral-assessment>
- Guidance on Appropriate Use of Seclusion and Physical Restraint
<https://dpi.wi.gov/sped/topics/seclusion-restraint>

Resources

- WI DPI College and Career Readiness
<https://dpi.wi.gov/families-students/student-success/ccr>
- Promoting Excellence for All (PEFA)
<https://dpi.wi.gov/excforall>
- School Mental Health / Trauma Sensitive Schools / Social and Emotional Learning
<https://dpi.wi.gov/sspw/mental-health> / <https://dpi.wi.gov/sspw/mental-health/trauma/modules/>
<https://dpi.wi.gov/sspw/mental-health/social-emotional-learning>
- Reading in Wisconsin / Teaching our Readers when they Struggle
<https://dpi.wi.gov/reading> / <https://dpi.wi.gov/reading/professional-learning/readers-who-struggle>

Resources

- Strategic Assessment
<https://dpi.wi.gov/strategic-assessment>
- Universal Design for Learning (UDL)
<https://dpi.wi.gov/universal-design-learning>
- Wise Learn and Wise Dash
<https://dpi.wi.gov/wiselearn> / <https://dpi.wi.gov/wisedash/districts>
- Wisconsin Early Childhood Collaborating Partners
<http://www.collaboratingpartners.com/>

Resources

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<https://dpi.wi.gov/wiselearn> / <https://dpi.wi.gov/wisedash/districts>
- Wisconsin Early Childhood Collaborating Partners
<http://www.collaboratingpartners.com/>

Transition Resources

- Academic Career Planning
<https://dpi.wi.gov/acp>
- Transition Improvement Grant App and Lesson Plans
<https://www.witig.org/witransition-app.html>
<https://www.witig.org/wisconsins-self-directed-transition-planning-lesson-plans.html>
- Let's Get to Work Quick Guide and Success Stories
<http://www.letsgettoworkwi.org/>
- Project SEARCH Internship to Employment Program
<http://www.projectsearch.us/>

High Expectations for Post Secondary Education

College for Students with Intellectual and Neurological Disabilities

Think College

The New Normal

<http://www.thinkcollege.net/>

Resources

- Wisconsin RtI Center: <https://www.wisconsinrticenter.org/>
- Wisconsin PBIS Network: <https://www.wisconsinpbisnetwork.org/>
- Students with IEPs in an MLSS
New FAQ Coming soon to the RtI Center web site: <https://www.wisconsinrticenter.org/>
- Matching Supports to Student Needs (Wisconsin RtI Center)
Search this term at : <https://www.wisconsinrticenter.org/>
- Wisconsin's Model to Inform Culturally Responsive Practices
https://www.wisconsinrticenter.org/assets/files/resources/1434982114_Cultural%20Competence%20Model.pdf

Additional UDL Resources

- DPI UDL Web Page: <https://dpi.wi.gov/universal-design-learning>
- Suggested Readings from DPI UDL Consultant
- Universal Design for Learning: Theory to Practice (online free interactive e-book) (2015 but updated regularly, CAST) by Anne Meyer, David Gordon, and David Howard Rose
- Universally Designed Leadership: Apply UDL to Systems and Schools, (2016, CAST) Novak and Rodriguez
- Let Them Thrive: A Playbook for Helping Your Child Succeed in School and in Life (a primer on UDL for parents but great for educators too! - 2017, CAST) Novak
- Culturally Responsive Design for English Learners: The UDL Approach (2017, CAST) Ralabate and Nelson