Welcome- Please remember to mute yourself upon entry

Upcoming event: Beckie had SCASA Special Education Roundtable

9/25/2020

Director's Meeting

9/23/2020

South Carolina Department of Education Vision

All students graduate prepared for success in college, careers, and citizenship. By 2022, districts will have available a system of personalized and digital learning that supports students in a safe learning environment to meet the Profile of the South Carolina Graduate.

If the South Carolina Department of Education's Office of Special Education Services provide consistent, collaborative, proactive *direction and support* focused in the areas of *academics, social emotional learning, early childhood development, and post-secondary transition* by using *data-based decision making, quality instruction (EBPs), family and community engagement and fidelity of implementation*…

then

…districts will have the infrastructure, capacity, and sustainability to provide students with disabilities *equitable access and opportunity* to meet the profile of the South Carolina graduate (world-class knowledge, world-class skills, and life and career characteristics).

Logo Description

Stars

Three stars depict the college, careers and citizenship successes stated in the vision statement of the SC Department of Education. The stars are differentiated by point number, size and color. The point number will show there is a difference in meaning regardless of whether the logo is printed in full color or only one color. The sizes and colors indicate the progression of student preparation for college success and growth (green), to career success and ambition (blue), to citizenship success and optimism (orange).

Letter O for OSES. Blue color is the same blue used in the SCDE logo for relatability and to represent ambition.



Student reaching for the stars. Gray color represents stability.

Hand connected to letter O indicating the support students with disabilities receive as a result of the services OSES provides.

- *Blue - associated with ambition.*
- *Gray - associated with stability.*
- *Orange - associated with optimism.*
- *Green - associated with growth.*

Tagline

"Supporting Equitable Access for All Students"

Together

The What

Consistent
Collaborative
Proactive
Support and Direction

The Who



Children with disabilities and their families

The Where

Academics (primarily reading)

Social-emotional learning

Early childhood development

Post-secondary outcomes

The How

Data-based decision making

Quality instruction

Family and community engagement

Fidelity of implementation

The Then

Infrastructure

Capacity

Sustainability

The Why

Equitable access and opportunity

You’re not compliant if you’re not improving outcomes for students with disabilities

OSEP DMS 2.0

- Office of Special Education Programs rolling out a new monitoring system
  - Differentiated Monitoring and Support 2.0

RESULTS

DMS 2.0 is:

☆ Focused on improved outcomes and results for infants, toddlers, children and youth with disabilities and their families in conjunction with compliance.

☆ Comprised of defined components.

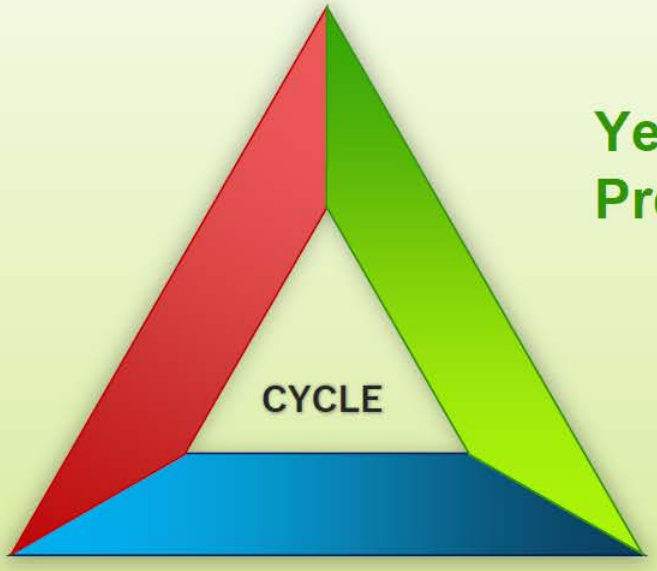


☆ Integrated across components.

☆ Designed to address States' emerging needs and issues.

THREE PHASES OF MONITORING

Year 3: Post-monitoring Correction and Technical Assistance



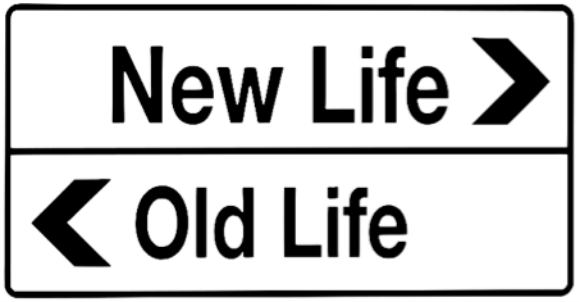
Year 1: Pre-site and Preparation

Year 2: Monitoring

8 Key Components



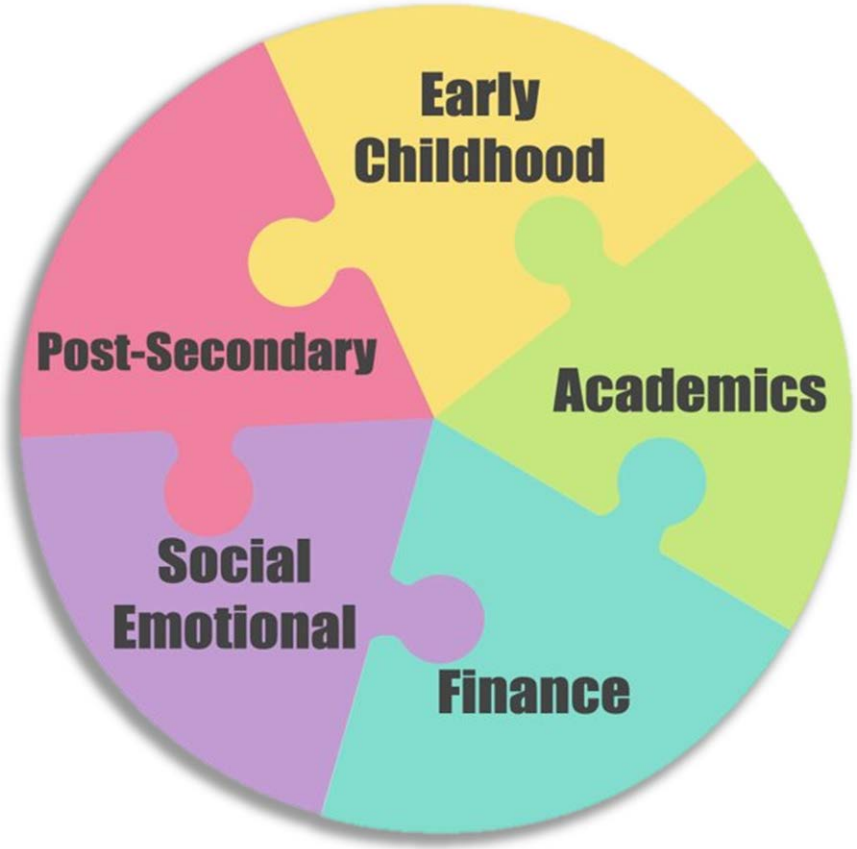
Office of Special Education Services' System of Tiered Assistance (SoTA)



System description: Accountability

- SoTA provides the theoretical and practical foundation for the OSES's improvement efforts and includes a renewed focus on specific areas to include Early Childhood, Academics, Social-Emotional Learning, Post-Secondary Outcomes, and Finance.

- All elements of the SoTA are based on data, including LEA Determinations, Root Cause Analysis, and IEP and service implementation review.


Early
Childhood
Academics
Finance
Social
Emotional
Post-Secondary

System description: Accountability

How districts are selected for monitoring:

- LEA determination data for 3 consecutive years
  - Meets Requirements, Needs Assistance, Needs Intervention, Needs Substantial Intervention

- 7 Performance factors (graduation, discipline, reading/math performance, LRE (preschool and school-aged), career readiness)
  - Power Indicators (1, 3, 7, and 4)

System description: Accountability

LEA determinations

- Utilize point system with twelve factors
  - 5 Compliance Factors
  - 7 Performance Factors
- 0-3 points assigned for each factor (total points range – 0 to 36 points)

System description: Accountability

What monitoring will look like and how it is differentiated:

- Total performance points summed and averaged
- Average below 10.99 and Needs Assistance or Needs Intervention for 3 years is ‘at risk’
- Will receive targeted (Tier 2) or intensive (Tier 3) support

System description: Accountability

Monitoring for outcomes:

- Tier 2 and 3 districts combined for 20-21
- Will conduct Root Cause Analysis (RCA)
  - Help identify the core issue or cause of a problem
  - Help determine why a problem is occurring
  - Reduce the likelihood of addressing symptoms of the problem,
  - Provide a logical, rationale for selecting an appropriate intervention strategy

Desired Elements of a General Supervision System for Improving Results: Part 1

- LEA/SOP interventions are differentiated based on LEA/SOP needs, which are collectively identified and addressed.
- Supports include a feature to check data.
- Differentiation will include both risk assessment and root cause analysis.
- Intervention will use an LEA/SOP root cause analysis and other data at different levels of support.
- OSES will give feedback to LEA/SOP and link it to resources for improvement.
- OSES will provide LEA/SOP with feedback on particular groups of children in the focus area based on the tier of support needed by the LEA/SOP.
- OSES will work to resolve or reach agreement on discrepancies between OSES and LEA/SOP assessments.
- LEA/SOP implementation plans address performance and are identified through data.

Ten Desired Elements of a General Supervision System for Improving Results: Part 2

- There will be a focus on the intervention once selected not just about selection of an intervention.
- OSES will decide what interventions OSES will offer and what LEAs/SOPs will do on their own based on different levels.
- OSES staff understands the differentiated process.
- LEAs/SOPs will understand the differentiated process.
- OSES will spend most time with the LEAs/SOPs in tier 2 and 3 but will still provide support to all LEAs/SOPs.
- Tiered levels of support are well-defined.
- OSES will have a way for LEAs/SOPs to request Technical Assistance (TA) even if they are not in a higher level of need.

Design Principles and Considerations

- Change vs. Comparing Over Time
- Simplicity vs. Comprehensiveness
- Implementation – Right vs. Right Now
- Minimizing Burden vs. New Information

Considerations taken largely from the Center for Assessment

Change vs. Comparing Over Time

- Change: If the current system does not serve its intended purposes modifications are needed. We intend to add indicators in the future to include drop out rate, COSF, and Significant Disproportionality. As far as modifying indicators, we will have to modify as time goes on, because there will be changes in assessments or requirements from the feds.

- Comparability Over Time: It was important to OSES to be able to meaningfully compare results between years, that is the only way we will know if we are effectuating change.

Simplicity vs. Comprehensiveness

- Simplicity: OSES wanted the model to be straightforward and uncomplicated to promote utility. We created simplicity by limiting the number of indicators and by using indicators that have been around since 2004 so they were all indicators LEA's were familiar with. On top of that we kept the calculations simple. All districts will be able to review their own data and know where they stand. No mathemagicians needed.

- Comprehensiveness: The way we built in comprehensiveness is with the Root Cause Analysis (RCA). The RCA captures the individual differences within an LEA and we can account for unique factors.

Implementation – Right vs. Right Now

- Right: The way OSES built in time to study the impact of changes and that the new system is working as intended, for example we are not differentiating between tier two and three right now. We need to allow time for our universal supports to be implemented.

- Right now: We opted for a quicker implementation for a faster realization of the goals, purposes and uses of the changes. South Carolina has been a “needs assistance” state for over three years. We know our current system is not working and we need to make change now. We can no longer be paralyzed by fear of change, we know what we are doing is not working.

Minimizing Burden vs. New Information

- Minimizing Burden: For districts who do not have signs or symptoms of an issue (LEAs who have healthy data), we are not asking for new information. We only ask for assurances that the LEA is meeting its obligations.

- New Information: For struggling districts we must collect new types of data, such as the RCA, so we can more fully realize the strengths and needs of a district and the cause of the poor data.

Indicators

Each focus group has federal indicators that drives the work of the group

Early Childhood

Indicator 6: Percent of preschool children in general education settings (Pre-School LRE)

Indicator 7: Preschool children with improved outcomes in positive social-emotional skills, knowledge and skills and appropriate behavior

Indicator 12: Transition between part C and part B: Children determined eligible and IEPs developed and implemented by their third birthdays

Academic

Indicator 3: Participation and performance on statewide assessments in math and reading

Indicator 5: Participation/Time in general education settings (LRE)

Social Emotional

Indicator 4A: Suspension/Expulsion: Significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

Indicator 4B: Suspension/Expulsion: Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs

Post-Secondary

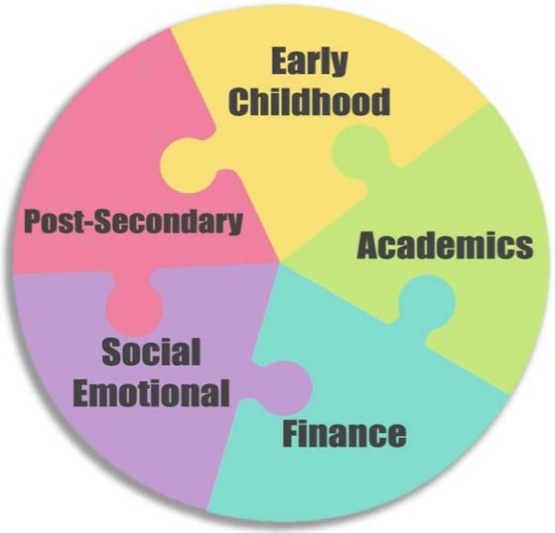
Indicator 1: Graduation rates of students with IEP's

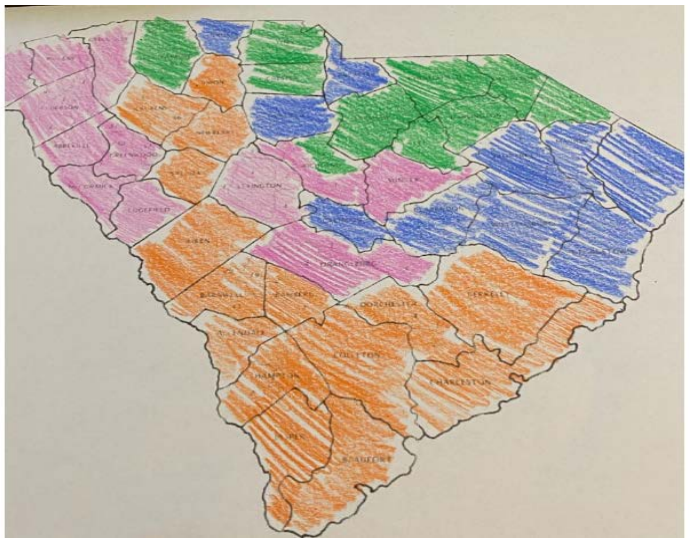
Indicator 2: Drop-out rates of students with IEP's

Indicator 13: Secondary IEP goals and transition services

Indicator 14: Post-school outcomes

Organizing to implement





For 20/21:

- Fall Admin will happen October 21, 2020.
- All tiered districts will complete four RCAs.
- RCAs must be completed and submitted by November 13, 2020.
- Action Plans based on the RCA will be due on December 11, 2020.

These timelines are designed to accommodate the current landscape in education and the expectations for the Action Plan will be adjusted with the consideration of the abbreviated timeframe in which things will need to be completed.

Questions?