MISSISSIPPI STATE IMPROVEMENT PLAN

Compliance Issue: ACCOUNTABILITY/ASSESSMENT PERFORMANCE **Cluster Component:** BF.4.Continuous progress is made by children with disabilities within the State's system for educational accountability. **Component Expectation**: BT2: Youth with disabilities are participants in appropriate transition planning. **Cluster Component:** BT.1. After exiting school, youth with disabilities are prepared for employment, post secondary education, and/or independent living.	**Evidence of Compliance with Review Dates:** ➢ Comparative data from Annual Reports to Congress– May (or when available) ➢ State Generated LEA Comparative Reports - August; February ➢ State Reports of LEA Monitoring – compiled summary – August

Description of Concern/Need:

<u>From the 1997 OSEP Monitoring Report</u>:

MDE must ensure that the IEP for each student, beginning no later than age 16 (an at a younger age, if determined appropriate) includes a statement of needed transition services.

<u>Excerpted from information in the Mississippi Self-Assessment submitted to OSEP in 2002:</u>

- Data indicate that total participation of students with disabilities is similar to students without disabilities (84.6% to 89. 7%).
- Data indicate that participation of students with disabilities in on-level assessments is about 40%.
- Performance of students with disabilities on grade 3 is approximately 10 points below students without disabilities; however, the gap increases appreciably for grade 7 performance.
- Data on participation and performance of students with disabilities on alternate assessment need to be clarified.
- First year of full implementation of MSIS for accountability system data collection, recording, and reporting; some concern about the confidence of data submitted.
- Accountability system definitions of assessments, as well as issues of coding of student and district decision making (i.e., including as “special education” students classified as speech or language disordered) needs clarifications.
- Grade 3 gap between performance of students with disabilities and their nondisabled peers may be greater than is represented by the current data.

An examination of student results indicates -

- An increase of 18.15% of students with disabilities graduating with a diploma in 1998-99 to 23.02% of students with disabilities receiving a diploma (2000-2001). Dropout rates for students with disabilities decreased from 30.28% in 1997-98

to 23.50% in 1998-1999.

- Approximately 40% of students with disabilities participated in on-level assessments. Overall, 85.6% participated in some way in the assessment program compared to 89% of students without disabilities

Monitoring summaries indicate:

- 1999-2000, there were 105 instances of noncompliance on FAPE in LRE (Standard VI) in 16 districts monitored; most problematic areas included IEP components (11), required participants attend IEP meeting (9), age appropriate supplies & equipment (9), related service benefit (8), curricula (7), special education designed to meet unique needs (6), and transition services (6);
- 2000-2001, there were155 instances of noncompliance on FAPE in LRE (Standard VI) in 33 districts monitored; most problematic areas included IEP components (27), related service benefit (16), transition services (13), special education designed to meet unique needs (7), and assistive devices/services (10);
- 2001-2002, there were 86 instances of noncompliance on FAPE in LRE (Standard VI) in 40 districts monitored; most problematic areas included IEP components (28), required participants attend IEP meeting (13), related service benefit (7), and FAPE (7).

Complaint logs indicate FAPE and/or placements as issue in 48% and 9% (FY 2001) and 69% and 8% (FY 2002) of cases, respectively. Due Process hearing summaries indicate FAPE and/or placement as issues in 37% and 18% (FY 2000) and 32% and 52% (FY 2002) of cases, respectively.

Monitoring report summaries indicate that instances of noncompliance with having students participate in transition planning have been found (1999-2000 – 2 in 16; 2000-2001 – 4 in 33; 2001-2002 – 1 in 40)

Reviews of complaints and issues for due process hearings do not show student participation in transition as an identified issue.

Desired Result:	**Data Sources & Description:**
Mississippi will increase the percentage of students with disabilities in grades 3, 5, and 7 scoring 'Proficient' or above on the MCT in reading and math by 2% per year.	• 23rd Annual Report to Congress (1998-99) • Mississippi Statewide Assessment Programs data (2001-2002)

Reading Baseline: (2000-2001) **Grade 3 – 60%** Grade 3: 62% (2003-2004) 64% (2004-2005) 66% (2005-2006) 68% (2006-2007) 70% (2007-2008) **Reading Baseline: (2000-2001)** **Grade 5 – 54%** Grade 5: 56% (2003-2004) 58% (2004-2005) 60% (2005-2006) 62% (2006-2007) 64% (2007-2008) **Reading Baseline: (2000-2001)** **Grade 7 – 23%** Grade 7: 25% (2003-2004) 27% (2004-2005) 29% (2005-2006) 31% (2006-2007) 33% (2007-2008)	**Math Baseline: (2000-2001)** **Grade 3 – 65%** Grade 3: 67% (2003-2004) 69% (2004-2005) 71% (2005-2006) 73% (2006-2007) 75% (2007-2008) **Math Baseline: (2000-2001)** **Grade 5 – 30%** Grade 5: 32% (2003-2004) 34% (2004-2005) 36% (2005-2006) 38% (2006-2007) 40% (2007-2008) **Math Baseline: (2000-2001)** **Grade 7 – 12%** Grade 7: 14% (2003-2004) 16% (2004-2005) 18% (2005-2006) 20% (2006-2007) 22% (2007-2008)	• Mississippi Report Card (2000-2001) • Mississippi Student Information System (MSIS)
Measurement of Results: Annual analysis and review of state level and district level data by grade level in reading and math. Annual analysis and review of data on graduations with a high school diploma, occupational diploma, certificate of achievement and data on dropout rates. Analysis will		**Results Review Date:** August of each year

include trend data and when applicable comparison data.	

Activities to reach result	Personnel Responsible	Documentation of Activities	Implementation Dates
1.0 The Mississippi Department of Education will provide Data Profiles to each LEA specifying student participation and performance on statewide assessments, as well as information on student exits from special education [using federal calculation method].	MDE staff from Offices of Special Education, Student Assessment, and Research & Statistics, and consultants	1.1 MDE staff will make modifications to the MS Student Information System as necessary to obtain accurate data from LEAs.	June 2003; with annual reviews and updates, as needed
		1.2 MDE staff will provide to each LEA the percentage of students participating in alternate and on-grade assessments. (Data Profiles)	October 2003
		1.3 MDE staff will compile assessment data for each LEA on the Mississippi Curriculum Test for grades 2-8 in Reading and Math. (Mississippi Report Card)	October 2003
		1.4 MDE staff will provide data to LEAs showing the percentage of students in each performance category in Reading and Math (i.e., Minimal, Basic, Proficient, Advanced) (Mississippi Report Card and Data Profile)	October 2003
		1.5 MDE will provide data to LEAs showing the percentage of students with disabilities graduating with a diploma, certificate, occupational diploma, and the percentage of students who dropout .	October 2003
2.0 The Mississippi Department of Education will provide information to LEAs on appropriate individual	MDE staff from Offices of Special Education, Curriculum and Instruction, Reading,	2.1 MDE staff and consultants will review the list of allowable accommodations for the MCT to determine if changes are needed.	September 2003

Activities to reach result	Personnel Responsible	Documentation of Activities	Implementation Dates
appropriate individual decision-making regarding curriculum standards, modifications and accommodations in instruction and assessment, including the supplemental aids and services, such as assistive technology.	Instruction, Reading, and Student Assessment, and consultants designated by Dr. Melody Bounds	2.2 MDE Academic Education staff will develop a flowchart for making decisions regarding individualized instruction on curriculum standards and participation in the MCT.	January 2004
		2.3 MDE will develop and distribute materials to LEAs that guide users in developing individualized standards-based programs through the IEP process.	September 2003
		2.3 MDE will develop and distribute information to LEAs regarding the use of assistive technology for classroom and assessment use.	February 2004
3.0 The Mississippi Department of Education will increase the percentage of students with disabilities who participate in appropriate transition planning.	MDE staff from Offices of Special Education and consultants Designated by Dr. Melody Bounds	3.1 MDE will analyze monitoring documents from the last several years to determine compliance in specific transition areas	August 2003
		3.2 MDE will coordinate the development of professional development activities that include focusing on accessing the general education curriculum, transition planning, and post-school options.	December 2003
		3.3 MDE will identify appropriate materials and resources related to transition planning.	January 2004
4.0 The Mississippi Department of Education will provide professional development activities and follow up to LEAs for effective instructional strategies in the Mississippi Curriculum Frameworks.	MDE staff from Special Education, Curriculum and Instruction, Title I, and consultants	4.1 MDE will prioritize topics for professional development.	December 2003
		4.2 MDE will develop professional training materials based on identified priority areas.	June 2004
		4.3 MDE will create and implement a schedule of ongoing professional development activities.	June 2004

Activities to reach result	Personnel Responsible	Documentation of Activities	Implementation Dates
5.0 The Mississippi Department of Education will use its focused monitoring system to identify districts with promising practices and those in need of improvement.	MDE staff from Offices of Special Education and consultants Designated by Dr. Melody Bounds	5.1 MDE will review SEA and LEA data on student results, including graduation rates, dropout rates, participation and performance on statewide assessments.	October 2003
		5.2 MDE will examine data relevant to transition participation and planning to determine performance.	August 2003
		5.3 Based on data, MDE will identify criteria for determining districts exemplary or in need of improvement.	September 2003