

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

State Systemic Improvement Plan

Applicable Statute or Regulation:

Individuals with Disabilities Education Act, 34 CFR 300.601

History/Background:

Existing Policy. A new requirement exists from the federal Office of Special Education Programs (OSEP) for states to create a State Systemic Improvement Plan (SSIP). The purpose of the plan is to increase the capacity of school districts to implement, scale up, and sustain evidence-based practices to improve educational results and outcomes for students with disabilities (SWD). This requirement is part of a new accountability framework at the U.S. Department of Education (USED) called Results Driven Accountability (RDA).

This new requirement to develop a SSIP comes at a good time for Kentucky because of our renewed focus on results for all students, namely college and career readiness, novice reduction, proficiency and educator effectiveness.

While we have much to celebrate and we are moving in the right direction toward our goals of proficiency and novice reduction, we still have much work to do.

- Nearly 70% of SWD are not proficient in reading in elementary school;
- Almost 80% of SWD are not proficient in reading in middle school; and
- Over 80% of SWD are not proficient in reading in high school.

The results in math are also alarming.

- Over 70% of SWD are not proficient in math in elementary school;
- More than 80% of SWD are not proficient in math in middle school; and
- Almost 90% of SWD are not proficient in math in high school.

And, while nearly 70% of SWD graduated from high school in 2014, only 22% were ready for college and careers.

It is notable that states', including Kentucky's, focus on regulatory compliance over the last 30 years has resulted in improved compliance. However, over that same period of

time, educational results and outcomes for SWD have not improved. While it is important to celebrate the achievement of improved compliance and to ensure that commitment moving forward, it is clear that a sole focus on compliance does not improve results for SWD. There must be a balance between compliance and results. Kentucky's SSIP will enable us to achieve that balance.

The SSIP will enable KDE to provide more targeted support to districts to improve educational results and outcomes for SWD. The SSIP is in alignment with Kentucky Board of Education goals. Additionally, each education cooperative, pursuant to its receipt of IDEA funds, is developing a Regional Systemic Improvement Plan (RSIP), aligned with KDE's SSIP, to accelerate learning and close achievement gaps for students with disabilities. Kentucky will implement a framework to deliver intensive and targeted support in identified districts, while providing all districts with universal support.

Kentucky's SSIP team includes KDE special education staff and content specialists, staff from the Commissioner's Delivery Unit, a representative from the federal Office of Special Education (OSEP) funded Parent Training and Information Center (PTI) for Kentucky, a district director of special education, a director from a regional cooperative's special education division, KDE's regional data and improvement strategist, and an outside evaluator.

KDE has shared with and solicited feedback on its SSIP from various and numerous stakeholders, including the Institutions of Higher Education Consortium, Committee of Mathematics Achievement, directors of special education, special education teachers, State Advisory Panel for Exceptional Children, Kentucky Council for Administrators of Special Education, and KY Instructional Support Network.

Based on data and an analysis of KDE's infrastructure, this cross-agency SSIP team, in collaboration with key stakeholders, has articulated a focus for Kentucky's SSIP. Kentucky's State Identified Measurable Result (SiMR) is:

Increase the percentage of SWD scoring at or above proficient and reducing novice performance in middle school math, specifically at the 8th grade level, by providing professional learning, technical assistance and support to elementary teachers around implementing, scaling and sustaining evidence-based practices in math.

The purpose of the February KBE presentation will be to make the board aware of the work-to-date on the SSIP and ask the KBE for feedback relative to the focus on increasing the achievement of students with disabilities in all areas but with particular focus on middle school mathematics.

Impact on Getting to Proficiency:

The SSIP and RSIPs will enable Kentucky to deliver the differentiated technical assistance and support districts need, to improve educational results and outcomes for

students with disabilities and will support schools and districts in their comprehensive improvement planning (CSIP/CDIP).

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A handwritten signature in black ink, appearing to read "Ray Holliday". The signature is fluid and cursive, with the first name "Ray" and last name "Holliday" clearly distinguishable.

Commissioner of Education

Date:

February 2015