March 2022 State Board of Education

March 9, 2022

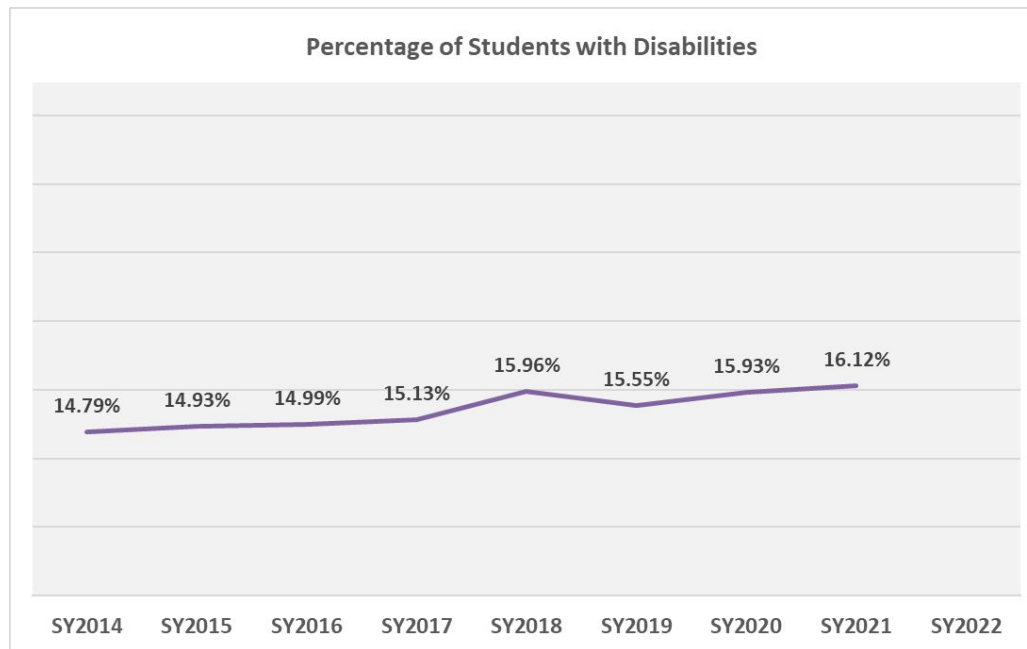# Special Education Child Count Data Trends

TODAY'S FOCUS

- **Level-Set: Special Education Student Data**

- **Updated Developmental Delay Definition**

- **COVID-19 Impacts on Special Education**

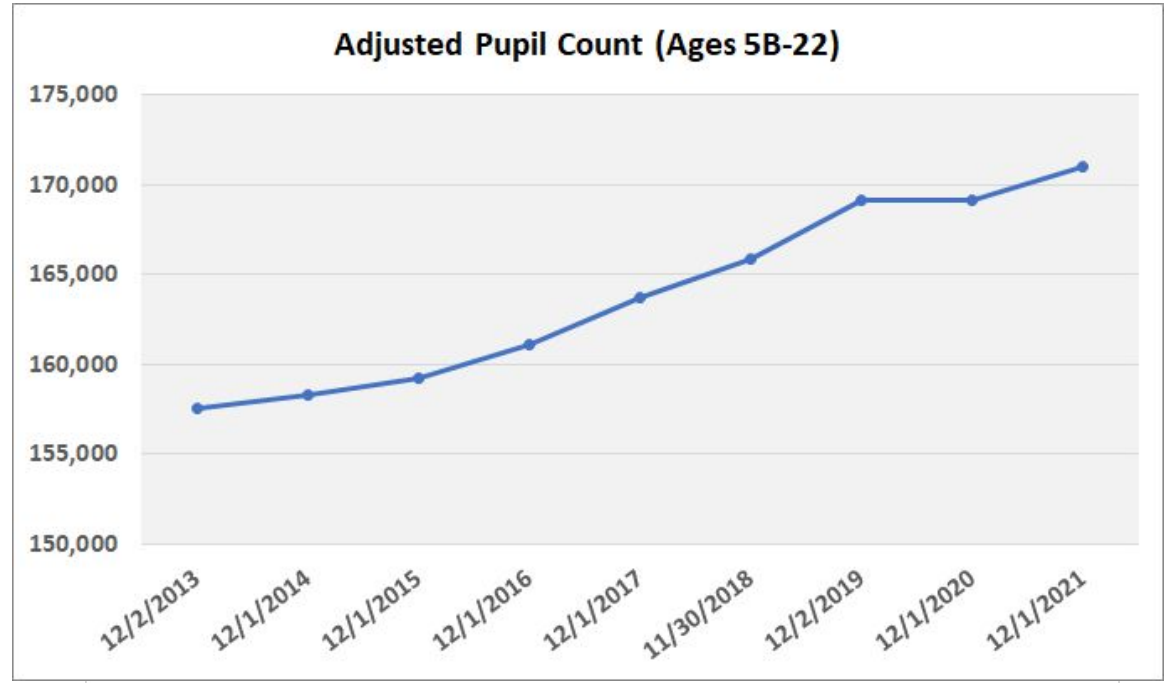Level Set: Special Education Student Data

SPECIAL EDUCATION STUDENT DATA

Indiana's population of students receiving special education services has experienced a **modest increase** in recent years.

Percentage of Students with Disabilities

14.79% 14.93% 14.99% 15.13% 15.96% 15.55% 15.93% 16.12%

SY2014 SY2015 SY2016 SY2017 SY2018 SY2019 SY2020 SY2021 SY2022

- The **adjusted pupil count (APC)** reflects the increase in Indiana's special education student population between the annual fall ADM count in September and December 1.
- With the exception of 2020 (due to COVID-19), the APC is experiencing **steady growth.**

Adjusted Pupil Count (Ages 5B-22)

5B = Students who are five years old by August 1

SPECIAL EDUCATION STUDENT DATA CONTINUED

- **Primary disability trends in APC data show the strongest growth in:**
  - Developmental delay
  - Other health impairment
  - Autism Spectrum Disorder

- **Data shows decline in:**
  - Special learning disability
  - Language or speech impairment
  - Emotional disability
  - Mild intellectual disability

Share of Total APC Count
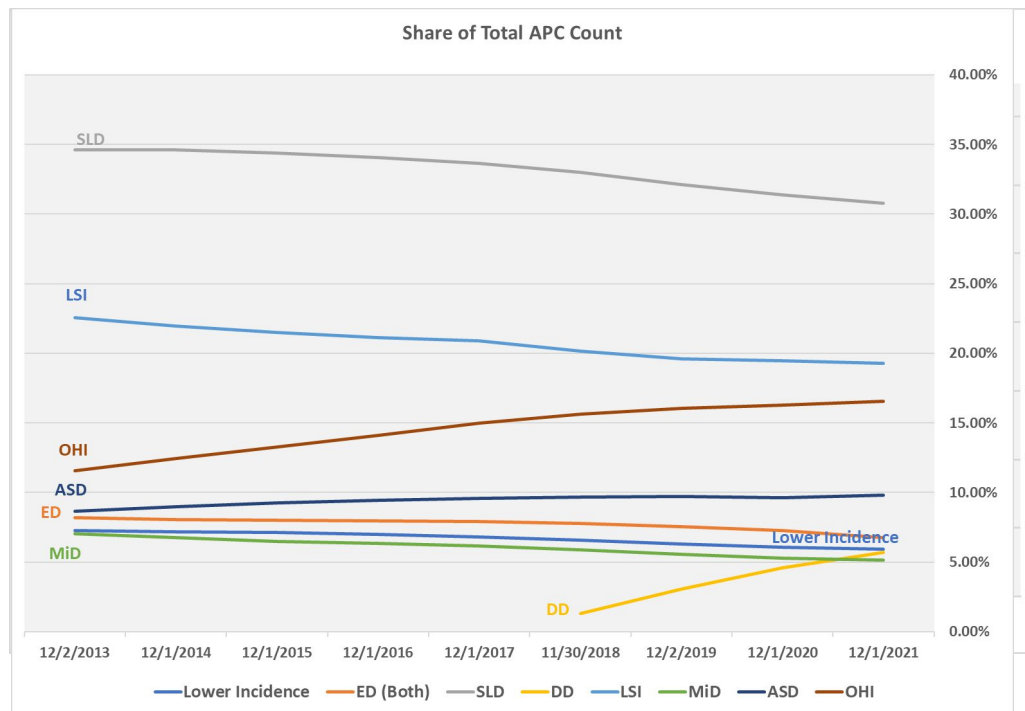
Developmental Delay

DEVELOPMENTAL DELAY DEFINED

- **Developmental delay means a delay of either:**
  - Gross or fine motor development,
  - Cognitive development,
  - Receptive or expressive language development,
  - Social or emotional development, or
  - Self-help or other adaptive development.

- **Fastest-growing special education category for Indiana students.**

Per 511 Ind. Admin. Code 7-41-6

DEVELOPMENTAL DELAY UPDATES

In 2018, Indiana law allowed students to maintain developmental delay eligibility through age eight. *(Public Law 75-2017)*

- Previously restricted to students younger than kindergarten.

- Category growing rapidly as students identified with a developmental delay are continuing to be identified as such rather than being re-evaluated into a different primary disability category or dismissed from special education services.

- Developmental disability count also increasing in preschool count

- Adjacent disabilities (e.g. SLD, LSI, Mild and Moderate Intellectual Disability) have seen decrease in APC count


Share of Total Preschool Count

@EducateIN
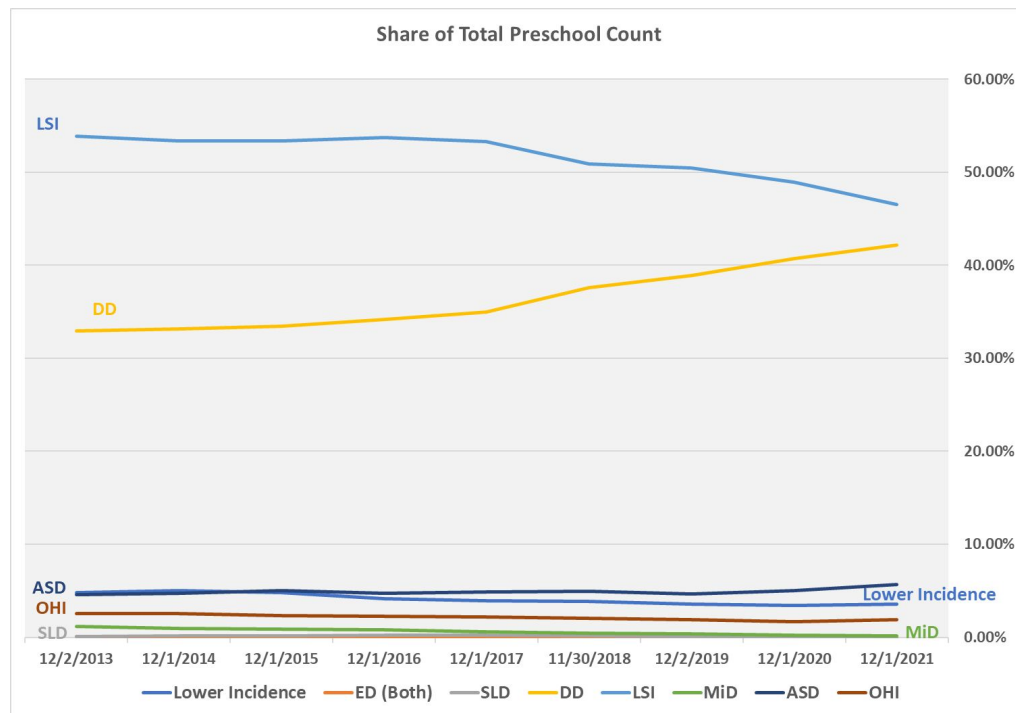
COVID-19
Impact on Special Education

COVID-19 IMPACT ON SPECIAL EDUCATION

Fewer students were identified for special education services at the preschool level during the pandemic.

- Overall preschool and kindergarten enrollment dropped during the 2020-2021 school year.
- Many parents were hesitant to bring children in for evaluations due to COVID-19 considerations.

SE Preschool Count (Ages 3-5A)
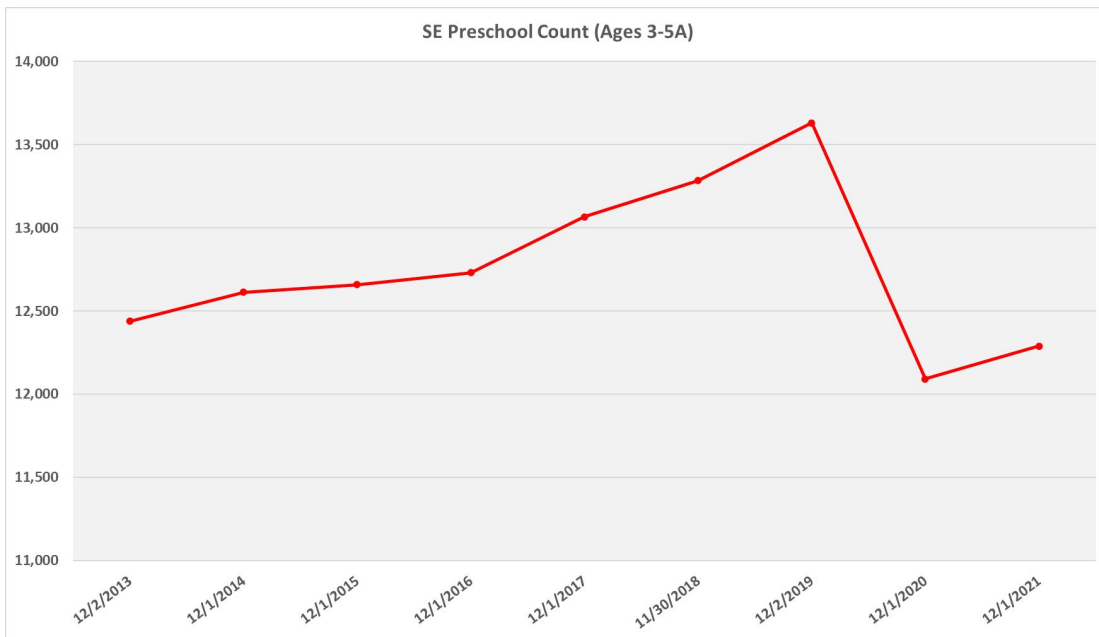
COVID-19 IMPACT ON SPECIAL EDUCATION CONTINUED

Long term impacts:

- More students in need of special education services are likely to be identified later in childhood (APC count increase), many in developmental delay.

- An increase in the number of annual evaluations is likely over the next several years.

- Academic impact from limited early interventions will be need to be addressed for students throughout elementary years.

Indiana's Priorities for Early Literacy & STEM

TODAY'S FOCUS

- **Level-Set: Current Literacy and STEM Data**

- **Defining Indiana's Priorities for Early Literacy and STEM**

- **Implementing Indiana's Priorities for Early Literacy and STEM**

- **Additional Literacy-Focused Initiatives**

Level-Set: Current Literacy & STEM Data

CURRENT LITERACY DATA POINTS

- Students who are poor readers at the end of third grade are likely to remain poor readers throughout their life...they even are less likely to graduate on-time or may never receive their high school diploma *(Yale University)*.

- Of the approximately 81,000 third grade students who took the IREAD-3 assessment in spring 2021 (following the initial pandemic year), 81% passed.

CURRENT LITERACY DATA POINTS CONTINUED

- **Black and Hispanic students perform 15 to 20% below grade-level peers.**

- **Special education students and English learners perform 15 to 30% below grade-level peers.**

- **Each year, approximately 6,000 students receive Good Cause Exemptions, but may struggle to become lifelong learners.**
  - **Continuous, targeted reading support** remains vital until literacy is achieved.

CURRENT STEM DATA POINTS

- The number of jobs in the computer and math sector are expected to grow by 7,000 by 2028.

- In 2019, over 60,000 undergraduate degrees were awarded. Less than one-third of those were STEM degrees.

- Only 35% of Indiana students were proficient on the ISTEP+ Math exam and similar outcomes occurred for ILEARN.

- **In 2019, about 28% of the STEM degrees were awarded to female students.**
  - Similarly, in the same year, **only 5%** of STEM degrees were awarded to Hispanic students.

- **There has been a decrease in the number of traditional undergraduate students majoring in subjects that lead to STEM teaching credentials.**

Defining Indiana's Priorities for Early Literacy and STEM

EARLY LITERACY PRIORITIES DEFINED

1

Offer opportunity and support for Science of Reading implementation throughout Indiana schools.

2

Facilitate high-quality, ongoing, data-driven professional development for educators.

3

Increase access to quality literacy interventions, remediation, and enrichment for all students.

STEM PRIORITIES DEFINED

1

Refine STEM pedagogy with research-based best practices.

2

Develop STEM leaders and educators.

3

Increase access to STEM courses, programs, and resources.

Implementing Indiana's Priorities for Early Literacy and STEM

WHAT DOES IMPLEMENTATION LOOK LIKE?

- **A subset of high-need schools (100) has been identified to collaborate with IDOE.**
  - IDOE will partner with leaders at these schools over the next two years to interview, hire, and assign literacy (50) and STEM (50) coaches to serve in their school building.
  - This model intends for active participation by schools to ensure success.

- **Corporations and schools outside of the high-need classification (up to 100) may opt in as part of a voluntary coalition.**
  - These schools will receive the same training and resources over the next two years.
  - Through this effort, minimum assurances and expectations will be defined for participation.

THE HOW: SCHOOL SELECTION

Early Literacy: Kindergarten to Grade 2

STEM Education: Grades 4 to 8

- **Regional Focus: Inviting Engagement**
- **Considerations include:**
  - Student populations most impacted by the COVID-19 pandemic
    - Racially & ethnically diverse, low income, special education, English learner students
  - Historic Data (pre-pandemic)
    - Literacy: ILEARN ELA & IREAD-3 GCE
    - STEM: ILEARN Math & Science

WHY COACHING IS KEY

Why Use a Coaching Model?

- Research shows traditional professional development does not promote instructional change. *(Darling-Hammond and Richardson 2009)*

- "Effective professional development needs to be ongoing, providing sustained opportunity for teachers to come together to collaborate and learn from one another." *(Yoon, et al. 2007)*

- Two-year implementation plan to see significant impact in student achievement *(Campbell and Malkus, 2011)*

Instructional Coach Role

- Provide professional development:
  - at school, grade, and individual levels;
  - at regular intervals, over an extended period of time;
  - modified to meet the needs of students in the classroom; and
  - modeling or demonstrating research-based teaching methods.
- Co-plan with teachers and grade-level leaders.
- Co-teach to implement new strategies.
- Mentor new teachers in specific content areas.
- Build instructional capacity.

NEXT STEPS: COACHING RECRUITMENT

Year One

- IDOE will recruit targeted and opt-in schools and vet coaching candidates identified by local districts.
- Vendor will provide training, ongoing support, and program evaluation.

Year Two

- Vendor will recruit targeted and opt-in schools and vet coaching candidates identified by local districts.
- Vendor will provide training, ongoing support, and program evaluation.
- Engagement with first year coaches will continue alongside second year coaches.

Additional Literacy-Focused Initiatives

TEACHER PREP IN SCIENCE OF READING

To support the development of Indiana's *future* educators:

- IDOE will work with collegiate teacher preparation programs to encourage a greater emphasis on the review of Indiana's current literacy data.

- This proactive approach would ensure that all teacher candidates receive clear instruction and gain the tools they need to successfully implement the Science of Reading before entering an Indiana classroom.

QUALITY RESOURCES FOR EDUCATORS

**The Indiana Learning Lab will provide quality resources to advance literacy proficiency.**

- Indiana educators will have access to professional development through the Indiana Learning Lab and other outlets to help them implement and apply the principles of the Science of Reading framework in their classrooms.

IREAD-3 as Early Indicator

EARLY INDICATOR OF READING PROFICIENCY

Alongside Indiana's Priorities for Early Literacy, IDOE is also offering an opportunity for schools to administer the IREAD-3 assessment to second graders. Nearly 400 schools have opted in.

Good Cause Exemption
7.1%

Retest
7.9%

Pass
85.0%
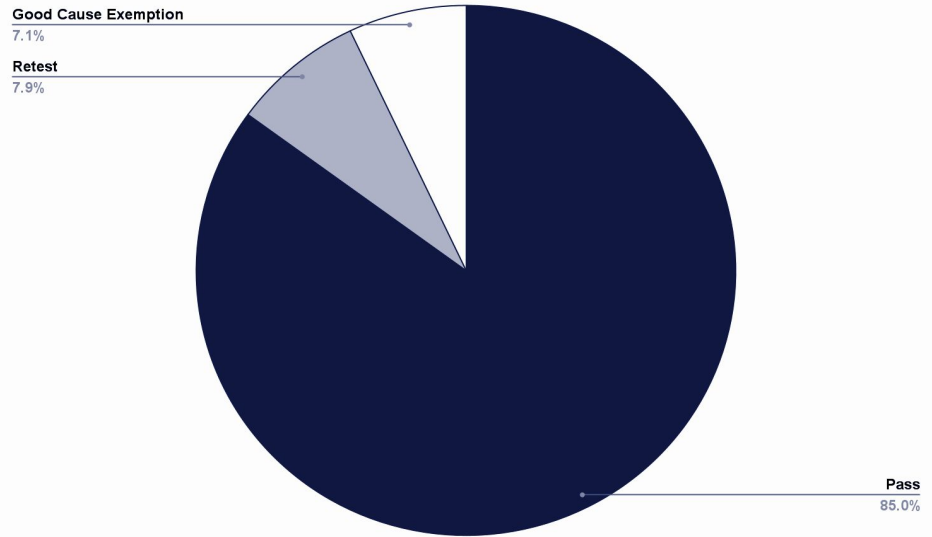
BENEFITS OF IREAD-3 AT GRADE TWO

- Early indicator of proficiency means earlier intervention and support for students.

- Early reading support leads to higher rates of reading success at grade three.

- Early reading support may lead to reduced numbers of Good Cause Exemptions needed at grade three.

- Students who pass IREAD-3 in grade two have reduced testing requirements at grade three.

DETERMINING ON-TRACK

Winter 2021	Summer 2022	Annually	After each administration	After grade three administration
Standards comparison and item alignment analyses performed.	Creation of new cut score: "On Track" for reading proficiency at grade two.	Ability for schools to opt-in to IREAD-3 administration during grade two.	Results provided. • Pass • On Track • Did Not Pass (early intervention)	Good Cause Exemptions will not be granted until after the grade three administratration.

NEXT STEPS: DEFINING RESULTS

Spring 2022

- **Identify a representative sample of schools (30-35) and ensure their participation this spring.**
    - Necessary to create the new "On Track" cut score at grade two.
    - Schools **may** opt in along with the defined sample.
- **Administer IREAD-3 as normal in spring 2022, with grade two "opt-in" students included.**
- **Set an "On Track" at grade two cut score using data collected from this administration.**
    - Provide results for participating grade two students in summer 2022.
    - Students who pass at grade two **will be exempt** from grade three testing.

Spring 2023

- **All policy will be fully functioning, and students will receive results after they take IREAD-3.**

- **Good Cause Exemption (GCE) is unchanged and begins after the first administration in grade three.**

Opt-In: Early Indicator of Student Reading Proficiency Flyer

THANK YOU!