



Arlington
Public
Schools



STUDENT SUPPORT ACTION PLAN

For Students with Disabilities and
Those Requiring Intervention.

STUDENT SUPPORT ACTION PLAN STRATEGIC GOALS



INCLUSIVITY

Build a community where all students with disabilities are included, respected, and valued, enabling them to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths.



EXCELLENCE

Teach for meaning and mastery using a rigorous, relevant curriculum ensuring equity of access for all students with disabilities.



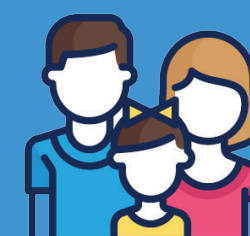
EQUITY

Eliminate opportunity gaps for historically under-represented groups and achieve excellence by providing learning opportunities according to each diverse learner's unique needs.



ACCESS

Hold high expectations for students with disabilities to succeed in advanced level courses with appropriate support.



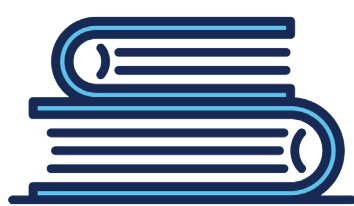
COLLABORATION

Foster partnerships with families, community, and staff to support the success of students with disabilities.

During the 2018-19 school year, Arlington Public Schools (APS) partnered with Public Consulting Group (PCG) to conduct a program review to assess the effectiveness and overall quality of programs and services for students with disabilities and those requiring intervention. At the conclusion of the review a final report was released which included strengths and recommendations for continued improvement. During the fall of 2019, APS continued work with PCG to develop a long-term action plan to address the recommendations included in the final report. The following action plan is the outcome from the action planning process.

The action plan is anchored by key strategic goals that align to the Division's strategic plan and provide vision for the activities included in the action plan. There are four main topic areas that comprise the plan: Arlington Tiered System of Support, Special Education, Section 504, and Organization and Operations. Each topic area includes the commitments that guide the work, the performance indicators that inform how well APS is meeting the commitments, and the strategies that will enable the commitments to be realized. Progress on the action plan will be regularly monitored and documented and outcomes will be communicated to the community.





SPECIAL EDUCATION

OUR COMMITMENTS

We will...

- Provide access to quality educational opportunities and services for students in the least restrictive environment.
- Inform all stakeholders of the needs of students with an Individualized Education Program (IEP).
- Define and implement a service delivery model that allows access for all students to the Least Restrictive Environment (LRE).
- Use consistent, authentic and responsive two-way communication between staff, family, and the community.

PERFORMANCE INDICATORS

1. At least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.
2. Arlington Public Schools will have a risk-ratio of 1.0 for historically underrepresented groups by least restrictive environment/inclusive setting
3. Arlington Public Schools will exceed the state target for the number of children aged 3 through 5 with Individualized Education Programs (IEPs) attending a regular early childhood program and receiving the majority of special education and related services in the early childhood program.
4. Annually, 80% of goals listed in a student's IEP are mastered by the student as supported by appropriate data.
5. 100% of the selected schools, annually, will implement Specially Designed Instruction (SDI) with fidelity in all educational settings as aligned to the student's IEP.
6. 100% of selected files will meet the criteria for the Golden Thread Threshold.
7. Students in K-5 with IEPs will make at least one grade level gain in reading as measured by the PALS.
8. The achievement for students with IEPs for each content area who score proficient or advance in Reading, Writing, and Math will increase.

9. Students with IEPs in 6-8 will make at least one grade level gain in both reading and math as measured by the Reading and Math Inventory.
10. An increased number of students with IEPs will complete an advanced level course as measured by one of the following completion scores: Advanced Placement (3.0 or higher); International Baccalaureate (4.0 or higher); Honors/Intensified (Passing grade for High School); Dual Enrolled (Passing Grade for College); Industry Credential (Earn Industry Credential).
11. Students with IEPs in K will make at least one grade level gain in math as measured by the Virginia Kindergarten Readiness Program.
12. Arlington Public Schools will exceed the state targets for the number of children aged 3 through 5 for in the areas of social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors for those entering below age expectations and those functioning within them.
13. All open public comments received from the Arlington Special Education Advisory Committee (ASEAC) will be resolved or have a formal response within 1 month.

STRATEGIES

- Create a clear vision and comprehensive long-term plan for increasing inclusive practices.
- Expand availability of inclusive Pre-K options and professional learning on the developmental domains and instruction through a UDL approach.
- Adopt guidance on restraint and seclusion, develop a centralized data collection, and expand training on de-escalation strategies.
- Deliver specially designed instruction to meet students' individualized needs.
- Analyze to what extent a student's evaluation supports the existence of a disability and shows a clear connection to the present levels of academic achievement and functional performance statement, identified learner characteristics, inclusion needs, and selected accommodations for instruction and assessment (Golden Thread).
- Prioritize data collection and analysis of IEP goal progress in support of students' growth
- Implement the facilitated IEP process for complex meetings and increase partnership with advisory groups and the Parent Resource Center (PRC) to increase parent trainings on student support processes.
- Determine guardrails for special education accountability at central office and school levels.
- Work with high schools to increase the number of students with disabilities in advanced placement courses.

- Provide schools with the guidance, training, and support necessary to better understand how to implement viable programming and strategies for twice exceptional students.
- Collaborate with the Office of English Learners to support the 5-year plan and establish a co-teaching model for students with disabilities who are also English Learners.
- Have Student Support Coordinators (SSCs) manage transition process and knowledge sharing between schools for rising 6th and 9th graders.
- Continue to utilize the I am Determined Project, and expand available resources, to encourage meaningful student participation during their IEP meeting.
- Provide students access to their IEPs (with parent authorization)



ARLINGTON TIERED SYSTEM OF SUPPORT (ATSS)

OUR COMMITMENTS

We will...

- Implement a multi-tiered system of support that includes high quality first instruction followed up with flexible models of intervention based on individual student need.
- Use a consistent Student Support Team (SST) approach districtwide to implement and monitor interventions strategies focused on maximizing student achievement in general education.
- Implement the evaluation process after all general education tiered systems of supports have been utilized.
- Use data to determine if struggling students are appropriately referred for evaluations.

PERFORMANCE INDICATORS

1. Students flagged by a screener in English Language Arts (ELA), Math, and/or social-emotional learning (SEL) will have at least one intervention identified, in addition to other services received.
2. School-based staff will administer a progress monitoring tool for each identified intervention at least quarterly.
3. Students in grades K-8 will make at least one year's gain in reading and math as measure by PALS and/or Reading and Math Inventory.

STRATEGIES

- Enhance ATSS Guidance Documents and update the Student Support Manual consistently.
- Establish an ATSS District Leadership Team and consistent School Data Leadership Teams.
- Refine academic and social emotional learning (SEL) intervention guidance and progress monitoring expectations for each tier.
- Anchor existing content area plans and resources within the UDL framework and principles.
- Prioritize data collection and analysis to monitor and accelerate student progress academically and social-emotionally.



SECTION 504

We will...

- Improve processes and protocols to address disparities in Section 504 identification practices and ensure equitable access to supports.
- Inform all stakeholders of the needs of students with a Section 504 Plan.

PERFORMANCE INDICATORS

1. Students flagged by a screener in English Language Arts (ELA), Math, and/or social-emotional learning (SEL) will have at least one intervention identified, in addition to other services received.
2. School-based staff will administer a progress monitoring tool for each identified intervention at least quarterly.

3. Students in grades K-8 will make at least one year's gain in reading and math as measure by PALS and/or Reading and Math Inventory.

STRATEGIES

- Develop guidance materials on 504 and Health Plans and cross check a plan sample annually to verify students are being appropriately identified.
- Conduct fidelity checks annually to identify trends related to 504 eligibility and use of Plan accommodations.
- Create guidance for families around what to expect with the Student Support and 504 Eligibility Process.
- Provide students access to their 504 Plans (with parent authorization).



ORGANIZATION AND OPERATIONS

OUR COMMITMENTS

We will...

- Employ a leadership approach that is collaborative, visionary, and transparent.
- Implement a resource allocation system that is responsive to the needs of students and supportive of best practices in inclusive schools.

PERFORMANCE INDICATORS

1. Each school's 90 Day Progressive Plan has at least one goal specific to SOL achievement for students with IEPs in grades 3 and above and in one other category (PALS growth, LRE improvements, or Goal Mastery) aligned with Arlington's 5-year plan Student Support plan.
2. Arlington Public Schools will fully fund school-based Student Support Coordinators (SSC) so that they are assigned to one school each on a full-time basis.

STRATEGIES

- Monitor the implementation and impact of this action plan by publishing results annually.
- Complete the OSE proposed phased-in staffing plan, including the full complement of SSCs.
- Participate in each school's 90 Day Progressive Plan to discuss inclusion of at least one goal specific to all subgroup populations.
- Determine the funding model for allocation of resources and create a multi-year phase in plan to revise the planning factors.
- Develop inclusive funding models and analyze financial impact; revise planning factors to balance programmatic goals and fiscal realities.
- Draft policy and PIP for Transportation to support general education and special education students.
- Create individualized professional learning pathways for staff.



OUR MISSION

To ensure all students learn and thrive in safe, healthy, and supportive learning environments



OUR VISION

To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures

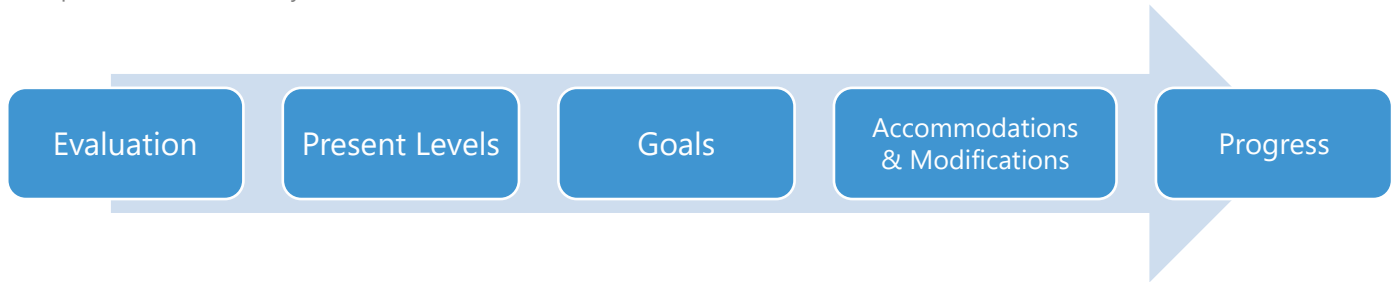
ARLINGTON PUBLIC SCHOOLS

GOLDEN THREAD BRIEF

Individualized Education Program (IEP) teams must address the impact of a student's disability on his or her ability to learn and do the kinds of things that typical, non-disabled children do. They must also create a roadmap to that student's success in school. Where's the child heading this year? What will he or she work on, both academically and in terms of functional development? What does the IEP team feel the child can achieve by the end of the year?

WHAT IS THE GOLDEN THREAD?

- For a student with a disability, his or her Individualized Education Program (IEP) team is charged with ensuring that the evaluation supports the existence of a disability and shows a clear connection to the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement, identified learner characteristics, inclusion needs, and selected accommodations for instruction and assessment.
- This logical progression through the body of evidence, known as the Golden Thread, should connect the pieces to tell a student's complete educational story.



Evaluation

What are the student's characteristics as a learner? What is his/her documented disability? How do the evaluation results inform an instructional plan?

Present Levels

What is the student's present level of academic achievement and functional performance (PLAAFP)? How can access to grade-level standards be ensured regardless of the disability or language barrier?

Measurable Annual Goals

What can the child reasonably be expected to accomplish within one year? What types of instructional tasks are expected of the student in order to demonstrate proficiency in grade-level content? Are goals reasonably rigorous and achievable and address all areas of need?

Accommodations & Modifications

What accommodations are needed for learning in multiple settings, such as home and community? What services and supports are needed for the student to progress in all areas? Are accommodations documented and used as a foundation for classroom instruction and assessment? Does the student demonstrate willingness to consistently use the accommodation?

Progress Reports

What data are being collected on the fidelity of IEP implementation as well as on student progress toward meeting IEP goals? Is the student making progress?

ARLINGTON PUBLIC SCHOOLS DISPROPORTIONALITY AND RISK RATIO BRIEF

As part of the Student Support Action Plan, Arlington Public Schools is using a risk ratio formula to calculate the extent to which students from historically over-represented racial/ethnic groups are at risk for being placed in more restrictive learning environments when compared to other students with disabilities.

WHAT IS A RISK RATIO?

- A risk ratio is a numerical comparison, expressed as a ratio or decimal, between the risk of a specific outcome for a specific racial or ethnic group in a local education agency (LEA) and the risk of that same outcome for all other children in the LEA.
- It is calculated by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk of that same outcome for children in all other racial or ethnic groups within the LEA (the comparison group).



HOW IS IT CALCULATED?

Risk ratios for educational settings were calculated by dividing the numerator (the percentage of APS students with the specific placement for the given racial/ethnic group) by the denominator (the percentage of APS students with the specific placement for students not in that racial/ethnic group). The risk ratio was calculated for each racial/ethnic group in relation to the specified placement.

The specific educational settings for which risk ratios are calculated include:

- placements inside the general education classroom 80% or more of the school day,
- placements inside the general education classroom at least 40% and no more than 79% of the school day,
- placements inside the general education classroom less than 40% of the school day, and
- educational placements in a separate setting.

Generally, a risk ratio of 1.0 indicates that children from a given racial or ethnic group are no more or less likely than children from all other racial or ethnic groups to experience a particular outcome (such as placement in a more restrictive setting). A risk ratio of 2.0 indicates that one group is twice as likely as all other children to experience that outcome. A risk ratio of 3.0 indicates three times as likely, etc.

The risk ratio calculated for Arlington Public Schools' Student Support Action Plan is not designed to replicate the Virginia Department of Education's significant disproportionality methodology. The intent of this calculation is to provide a formative data point to assess the extent to which educational placement decisions are impacted by students' race/ethnicity.

WHY SHOULD WE CALCULATE RISK RATIOS?

Several decades of research document that students from certain racial/ethnic groups, particularly Black/African American students, are disproportionately represented in special education programs and are subjected to higher rates of suspension and expulsion and restrictive educational settings. Risk ratios are one way of monitoring this information.

Under the Individuals with Disabilities Education Act (IDEA), states are required to determine whether each LEA has significant disproportionality based on race/ethnicity in the identification of children as children with disabilities, the placement of children in specific educational environments, and the incidence, duration, and the type of disciplinary actions. States are required to use a standard methodology to determine the thresholds above which the risk ratio in each category indicates significant disproportionality.

ARLINGTON PUBLIC SCHOOLS

STATE PERFORMANCE PLAN (SPP) INDICATORS BRIEF

The Individuals with Disabilities Education Act (IDEA) requires each state to report to the public on state-level data and individual school division-level data and to report on whether the state and the divisions met state target described in the state's special education State Performance Plan/Annual Performance Report. School divisions are required to submit information and data for reporting, monitoring, and compliance purposes.

WHAT ARE THE SPP INDICATORS?

- The SPP Indicators are one of the ways in which States measure and publicly report their performance in educating students with disabilities.
- All Local Education Agencies (LEAs) must provide data for the SPP Indicators to their States annually. These data are used to determine the compliance status of each LEA and, in many cases, to select LEAs for participation in the State's annual monitoring process.
- The SPP Indicators are separated into 2 categories:
 - ▶ **Compliance Indicators** measure compliance within the state/district compared to IDEA regulations.
 - ▶ **Results Indicators** measure the performance of students with disabilities.
- States must provide an Annual Performance Report (APR), which summarizes progress on the indicators, to the federal government each year.

HOW DID THE SPP INDICATORS COME TO BE?

- When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, it required States to use quantitative and qualitative indicators to measure performance in the following areas:
 1. Provision of a Free Appropriate Public Education (FAPE) in the least restrictive environment
 2. State exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services
 3. Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification
- Based upon these regulations, the federal Office of Special Education Programs (OSEP) identified 17 indicators to guide States in their implementation of IDEA and in how they report their progress and performance to OSEP itself. States receive a determination rating of Meetings Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention based upon their compliance with, and progress made, on each indicator. This, in turn, allows OSEP to report concrete data back to Congress and to monitor and supervise each State. The Virginia Department of Education (VDOE) also assigns annual determination ratings to school divisions.

WHAT IS RESULTS DRIVEN ACCOUNTABILITY?

Concerned that the achievement and graduation rates of students with disabilities remained low for many years, in 2012 OSEP refocused its accountability system to emphasize achieving improved results for students with disabilities. This new approach is called results-driven accountability—RDA, for short.

In applying the RDA approach to improving results for children with disabilities, each State and school division must now identify what improved results for students with disabilities they want to achieve and what actions must be taken to achieve those results. The SPP indicator data collected has taken on additional importance now that OSEP has moved to the RDA framework, as there are rating points associated with both a Compliance Matrix and a Results Driven Accountability Matrix.

WHAT DO THE SPP INDICATORS MEASURE?

- ▶ **Indicator 1 Graduation.** Percent of Youths with IEPs graduating from high school with a regular diploma.
- ▶ **Indicator 2 Dropout.** Percent of Youths with IEPs dropping out of high school.
- ▶ **Indicator 3A-C State Assessments.** Participation & Performance of Children with IEPs on Statewide Assessments.
- ▶ **Indicator 4 Discipline.** Rates of Suspension/Expulsion.
- ▶ **Indicator 5 5A-C Educational Environment, ages 6-21.** Percent of children with IEPs aged 6-21 served in Educational Environments.
- ▶ **Indicator 6A-B Educational Environment, ages 3-5.** Percent of children with IEPs aged 3-5 by program.
- ▶ **Indicator 7A-C Early Childhood Outcomes.** Percent of preschool children aged 3 through 5 with IEPs with demonstrate improvement.
- ▶ **Indicator 8 Parent Participation.** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- ▶ **Indicator 9 Disproportionality by Race/Ethnicity.** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- ▶ **Indicator 10 Disproportionality by Specific Disability.** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- ▶ **Indicator 11 Child Find/Timely Evaluations.** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or a State established timeframe.
- ▶ **Indicator 12 Early Childhood Transition.** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- ▶ **Indicator 13 Secondary Transition.** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals.
- ▶ **Indicator 14A-C Post School Outcomes.** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and grouped by Post School programs.
- ▶ **Indicator 15 General Supervision.** Percent of hearing requests that went to resolution sessions that were resolved.
- ▶ **Indicator 16 IDEA Complaints.** Percent of mediations held that resulted in mediation agreements.
- ▶ **Indicator 17 State Specific.** The State's SPP/APR includes a State Systemic Improvement Plan (SSIP) that meets the requirements for this indicator.