



IDAHO RESULTS UPDATE

Annual Performance Report Submission

February 2013

In December of 2011, in conjunction with Idaho's OSEP CIV, the Division of Special Education formalized a mission to increase the achievement of students with disabilities in Idaho. This mission, which was started in late 2010, ultimately became known as the Idaho Results Project.

As a Division and as a Department, we selected the following goal:

Given Students with Disabilities (SWD) who are identified with a Specific Learning Disability residing in Idaho districts whom have failed to achieve AYP in the subgroup of SWD, districts will increase the academic performance of SWD who have been identified with a Specific Learning Disability, through increased collaborative leadership, focused progress monitoring, targeted interventions, and greater connection of IEP Goals to General Education Standards, to 60% combined proficiency within 5 years.

Since that time, the SDE team has moved forward with the implementation plan, making adjustments as necessary to incorporate the ever-changing landscape of education in Idaho. To date, we have not changed the focus of our plan. Efforts are underway to better align the Idaho Results work with Idaho's ESEA Flexibility Waiver as well as efforts through Idaho's SPDG. Since Idaho's ESEA waiver looks to measure performance via academic growth for all students and our recently award SPDG focused on increasing academic outcomes for students with disabilities, there is great opportunity for connection and alignment. Together, with CCSS implementation, changes to our assessment system, and student achievement tracking systems, we are very optimistic about the potential impact and outcomes we will see for SWDs in Idaho.

We are currently in our third year of implementation of the Idaho Results plan. Our efforts this past year have focused on Tier 2 instructional supports in Reading, Written Language, and Math for district teams using a district leadership model closely aligned with PBIS implementation practices. This next year, we will shift our audience slightly and begin focusing on Tier 3 instruction in Reading, Written Language, and Math. I have included a link to Idaho’s updated implementation plan below.

<http://idahotc.com/sped/Home.aspx>

Although Idaho has been very progressive and proactive in the implementation, we have also been focused in incorporating technology to give our work a “legacy” beyond the most immediate year. Districts that have difficulty finding substitutes or reaching a training location are still able to benefit from the instructional sessions by accessing the recorded webinars and using them for after-school faculty training sessions.

In review of our data, we are very encouraged by the initial results we see. This submission represents the first opportunity to look at the outcome effects of the implementation of our Idaho Results work in order to see whether an overall impact occurred.

Below represents a graphical representation of our State data:

School Year	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Ind. 3A Target	Base	41%	47%	53%	59%	65%	65%
Ind. 3A Actual	Base	4%	14%	18%	8%	14%	11%
Ind. 3C Reading Target	Base	53%	56%	59%	62%	66%	66%
Ind. 3C Reading Actual	Base	49%	44%	51%	49%	50%	77%
Ind. 3C: Math Target	Base	48%	49%	53%	56%	61%	61%
Ind. 3C Math Actual	Base	48%	40%	42%	41%	40%	66%

In support of our Results Plan, we have continued to rely on The Western Regional Resource Center for support as well as the Idaho SDE Special Education Statewide Technical Assistance Center and Lee Pesky Learning Center, both associated with Boise State University.

One of the largest benefits that has been realized from our Results Work process, is it has help to focus our efforts and resources and it continues to drive collaboration between ESEA and School Improvement Divisions within the SDE.

Stakeholders are still very engaged in the Idaho Results Work through a variety of committees and presentations. These committees include the SLD Executive Leadership Committee, the Director's Advisory Council; monthly follow-ups with SWPBIS and Math coaches, and SEAP. This past year, we added a new feature, Idaho's School Psychology Symposium, which brought 42 of the top practicing school and clinical psychologists from around the state together to draft and formalize an SLD evaluation guide which would help in standardizing the practice of evaluating psychological processing in Idaho Schools. More recently, the Idaho SDE has partnered with the Idaho School Psychology Association (NASP) to begin incorporating the NASP Practice model into Idaho. To support this work, Idaho SDE is creating a State School Psychology Coordinator to be housed at Idaho State University who will be mentored by Stacy Skalski of NASP to support the implementation. The Idaho Results Team sees this as the next move in continuing to increase our results and further connect instruction and intervention in Idaho instructional systems.

Thank you for this opportunity to share our work and results with OSEP. The Idaho SDE looks forward to our continued partnership in improving the educational outcomes of students with disabilities in Idaho.

Respectfully Submitted,

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