

Local Educational Agency Name:



2019–20 Special Education Plan Element 3c: Math Achievement

Element 3c: Math Achievement corresponds to academic performance in Math as shown on the California School Dashboard (Dashboard) for students with disabilities, and to State Performance Plan Indicator (SPPI) 3c: Math Achievement as shown on the Annual Performance Report (APR). The California Department of Education (CDE) distributed a checklist document in June 2020 entitled *Elements Requiring Review 2019–20 Monitoring Year (Elements Requiring Review)*. The Local Educational Agency (LEA) must address this Element in its 2019–20 SEP if the *Elements Requiring Review* list shows “Yes” for this Element in the Review Required column.

I. Review of Dashboard and APR Information/Data

The 2019 Dashboard method for calculating Math Achievement differs from the method used for the SPPI 3c: Math Achievement calculation on the APR. The Dashboard calculations reflect the Distance from Standard, which is the measurement of how many points, on average, students are from the lowest possible score for Standard Met. Each of those calculations differ from the SPPI 3c calculation method on the APR report. The APR calculation reflects the number of students with disabilities scoring at or above the standard, divided by the total number of students with disabilities who received a valid score and for whom a proficiency level was assigned. Each method of calculation is used in determining whether the LEA is in the Targeted or the Intensive Review, and both are valid for understanding the LEA’s performance on the Math portion of the California Assessment of Student Performance and Progress (CAASPP) and the California Alternate Assessment (CAA).

A. Review of Dashboard Information/Data

The LEA’s performance level for Math Achievement on the Dashboard is a combination of Status Level and Change Level. The SEP Team’s understanding of the Dashboard data and performance levels will be essential in the team’s determination of root causes and corresponding strategies/activities. The SEP Team may determine root causes applicable to their Status Level, Change Level, or both depending on the LEA’s Dashboard data.

Using the data on the 5x5 Mathematics Placement (Grades 3–8 and 11) Detailed Report from the LEA’s 2019 California School Dashboard, complete the charts below with information for the student group: Students with Disabilities.

Color	Status Level	Change Level	CURRENT STATUS: Average distance from Standard	CHANGE: Difference between current status and prior status
Red	Very Low	Decreased Significantly	-160.5	-29.9

Based on the above information, indicate the area(s) the LEA intends to address.

Area to Address	Yes or No
Status Level	Yes
Change Level	Yes

B. Review of APR Data

Using the SPPI data from the LEA's APR, complete the chart below for 3c: Math Achievement.

LEA's Rate	State Target
NC	>13.6%

Once the LEA has determined the LEA's performance level on the Dashboard and the APR in Math Achievement, complete the chart below.

Accountability System	Performance Level to Meet Requirements	Did the LEA Meet or Exceed the Performance Level?
Dashboard	Blue, Green or Yellow	
APR	>13.6%	No

II. Current Improvement Strategies

Describe and discuss current or recent improvement strategies, relevant to this Element, that the LEA implemented prior to the development of this SEP. For example: Did the strategies result in improved outcomes for students with disabilities? How is improvement measured? Did the LEA address this area in a 2018–19 Performance Indicator Review (PIR) Plan?

PIR submitted in Spring, 2019 identified strategies to include
1) Teacher professional development to increase accommodations provided on the CAASPP as well as administering practice tests to familiarize SWD with the test format.
2) Test practice sessions were provided.
3) Instructional strategies were implemented to provide scaffolding to increase performance on open response questions.
4) Instructional focus on development of mathematical language within instruction in general & special education classes. There was insufficient time to see results prior to the 2019 CAASPP administration.
5) A minimum of 8 math prep sessions prior to CAASPP administration. While some prep sessions were provided, there was insufficient time to see results prior to the 2019 CAASPP administration.
6) Collaborative Algebra 1 & 2 classes were added to the master schedule cotaught by general and special education teachers. There was insufficient time to see results prior to the 2019 CAASPP administration.

III. Data and Analysis

In order to identify appropriate root causes for the LEA’s performance in relation to Element 3c: Math Achievement, the LEA should examine formal and informal data to understand the factors contributing to the challenges the LEA is experiencing. The *Data Source Checklist*, below, should guide the SEP Team in next steps, but the range of data review is within the discretion of the SEP Team.

Data Source Checklist

Identify data sources the SEP Team will use in developing the LEA’s 2019–20 SEP for Element 3c: Math Achievement. Analyze the selected data sources to find connections/relationships between the data and the LEA’s performance.

Data Sources	Check if Using
California School Dashboard—Math Achievement for students with disabilities	X
California School Dashboard – Comparison to All Students or other student groups	
Test Operations Management System (TOMS) Student Score Reports	
Test Operations Management System (TOMS) Accommodations	
Interim or Other Assessments	X
Classroom-level Data — Student Grades, Assignment Grades	
APR – Math Achievement, Participation Rate, Least Restrictive Environment (LRE)	X
Special Education Information System (e.g., SEIS, Welligent, SIRAS)	
Service and/or Pull-Out Schedules	
Student Course Enrollment Data Attendance Records, Schedules, and/or Transcripts	X
California Longitudinal Pupil Achievement Data System (CALPADS)	
Empathy Interview/ Focus Group Data	
Observation of Math Class(es)	X

Data Sources	Check if Using
Observation of Testing (CAASPP or Other Testing Environment)	X
Professional Development Records	X
Curriculum Guides, Lesson Plans, Syllabi	
Other School Plans (e.g., Local Accountability Plan (LCAP), Western Association of Schools and Colleges (WASC), Technology Plan)	
Policies and Procedures	X
Compliance Review Data (Student Record Reviews, SELPA Governance Review, Student Record Review)	
Parent Input Data	
Other (please state):	

IV. Additional Factors Affecting Performance

Are there any other factors, internal and/or external, that the SEP Team should consider when evaluating performance for this Element? List in the box below. For example, do the systems, policies, procedures, and/or practices address this Element for students with disabilities, and are they working as intended?

There was insufficient time to see results prior to the 2019 CAASPP administration. Plan is to continue to implement the above and to provide targeted test preparation sessions for students within SDP core classes and within collaborative classes.

V. Root Cause Analysis and Improvement Form

Complete the boxes and charts below. In the Root Cause box, identify a root cause for the LEA’s performance level specific to Element 3c: Math Achievement. In the Data Support box, include an explanation of the data and any background information needed for the root cause to be understandable to someone outside the LEA. In the Phase 1 chart, identify the strategies/activities that will address the root cause and provide the required details regarding implementation. In the Phase 2 chart, provide the

required details regarding monitoring. In the last chart, list documentation that the LEA intends to keep regarding implementation and monitoring.

If the LEA completed a 2018–19 PIR Plan, the LEA may consider including root causes from the PIR Plan in the LEA’s 2019–20 SEP if the root cause is still an issue based on analysis of the LEA’s current data.

Note: The boxes and charts below apply to one and only one root cause. Copy and complete a new set of boxes and charts for each additional root cause, if any.

Root Cause:

Student lack of familiarity with CAASPP test format resulted in poor test performance.

Data Support and Background for Root Cause:

CDE Dashboard – SWD poor performance over time. Observation and student report within test session of student frustration and difficulty understanding test questions given test format.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement <i>List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.</i>	
1.	Provide a minimum of 8 focused practice sessions for SWD prior to CAASPP administration
2.	
3.	
4.	
5.	
Resources Required <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	Instructional time / instructional personnel
2.	Dedicated teacher time to provide prep sessions.
3.	
4.	
5.	
Title of Person(s) Responsible for Implementation <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	Asst. Principal, Student Support Services
2.	
3.	
4.	
5.	
Start Date <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	2/15/2021
2.	
3.	
4.	
5.	
Date of Completion <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
1.	4/1/2021
2.	

3.	
4.	
5.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
1.	Increase of one status level on CDE School Dashboard Math Indicator
2.	
3.	
4.	
5.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
1.	CDE School Dashboard
2.	
3.	
4.	
5.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
1.	< - 120 from Standard
2.	
3.	
4.	
5.	

Root Cause:

Instruction did not focus on the process of reasoning, mathematical language and applications designed to prepare students for open responses and mathematical applications.

Data Support and Background for Root Cause:

Review of CAASPP student performance within test categories and instructional practices.

Phase 1: Improvement Strategy Development	
Strategies/Activities for Improvement <i>List at least one Strategy/Activity for this root cause. Insert additional lines if necessary.</i>	
6.	Teachers to provide scaffolding for open response questions
7.	Teachers to focus on development of mathematical language within instruction in general & special education classes
8.	Increase collaborative Algebra 2 classes to 2.
9.	Increase practice of math applications
10.	Teacher Collab. to increase student engagement
Resources Required <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
6.	Dedicated time within PLCs to develop instructional & engagement strategies
7.	Dedicated instructional staff for collaborative classes
8.	IXL for increased practice of math concepts
9.	Delta Math – support instruction
10.	
Title of Person(s) Responsible for Implementation <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
6.	Administrator supervision Math Dept. & Administrator over Special Educator
7.	
8.	
9.	
10.	
Start Date <i>(Align numbers with Strategies/Activities for Improvement.)</i>	
6.	3/2019
7.	
8.	
9.	
10.	

Dedicated c

Date of Completion (Align numbers with Strategies/Activities for Improvement.)	
6.	6/2/2021
7.	
8.	
9.	
10.	
Phase 2: Monitoring of Improvement	
Expected Outcome(s) (Align numbers with Strategies/Activities for Improvement.)	
6.	Increase of one status level on CDE School Dashboard Math Indicator
7.	
8.	
9.	
10.	
Methods of Measurement (Align numbers with Strategies/Activities for Improvement.)	
6.	CDE School Dashboard
7.	
8.	
9.	
10.	
Quantifiable Standards of Improvement (Align numbers with Strategies/Activities for Improvement.)	
6.	< - 120 from Standard
7.	
8.	
9.	
10.	

Documentation of Implementation

Each LEA is required to keep documentation on the implementation and monitoring of the SEP. The documentation should be a record of the strategies/activities and the results of the implementation of the strategies/activities.

The documentation should include the following:

1. Evidence the SEP meetings and strategies/activities have occurred (e.g., agendas, sign in sheets, meeting notes, slide presentations).
2. Indication of changes that have occurred as a result of the strategies/activities (e.g., copy of revised policies and procedures, new tracking mechanisms).
3. Evidence that the SEP Team has monitored the implementation of its plan.
4. Demonstration of the preliminary results of strategies/activities (e.g., surveys, observation notes).
5. Evidence of quantifiable measurement of success, if any (e.g., increasing classroom assessment scores, before-and-after data charts).

List the documentation the SEP Team intends to keep on the above-stated implementation and monitoring activities related to this root cause.

Agenda & sign in sheets for SEP Committee
Schedule of Prep Sessions
Master Schedule indicating Collaborative classes
Observation of instruction in Math classes

Copy and complete the above charts for each additional root cause.

VI. Placement of Forms in the SEP PDF

Place each required *Element Form* in numerical order (or alphabetical order thereafter for unnumbered Elements) after the *LEA Identification Form*. Save as one PDF document. If the LEA uses separate *Root Cause Analysis and Improvement Forms*, the placement of those forms should be directly after the corresponding *Element Form*.

Title the single PDF SEP document with the following naming convention: <Name of LEA><SELPA> 2019–20 SEP-<Targeted or Intensive>.

Prepared by the California Department of Education, July 22, 2020.