

Student Success Plan

School districts must develop a “student success plan” for all students failing MCAS if more than 20% of the students in the district fail the test. The student success plan identifies activities that will help each student gain the knowledge and skills needed to pass MCAS. The success plan may include activities during the school day, after school, or summer programs and must accommodate the student’s disability.

Student success plans do not carry the same rights and procedures as an IEP or 504 plan for students with disabilities. Therefore, it is important to make sure the need for any supports and services is also addressed in the student’s IEP or 504 plan, which are legally enforceable documents.



What can you do as a Team member?

- If you believe that the student requires extra support or instruction to learn the English or math skills covered by MCAS, *immediately* request (in writing) an IEP review Team meeting.
- Make sure the IEP goals and objectives reflect the MCAS learning standards in English and math.
- At the IEP meeting, identify specific gaps in skills and list instructional supports or services necessary for the student to pass MCAS. Make sure these specific services are written in the IEP.
- Discuss whether the student requires any accommodations or supports to participate in MCAS remedial or tutoring classes offered by the school (summer, after school, or during school). Make sure these accommodations are written in the IEP.
- Discuss the student’s need for transition services to address academic, vocational, independent living, and community participation goals and preferences.
- Ask the school district if the student is eligible for supplemental education services. If the student is eligible, make sure accommodations are provided as necessary.

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Este folleto también está disponible en español en nuestra página de internet www.massadvocates.org.

STUDENTS WITH DISABILITIES WHO FAIL GRADE 10 MCAS

REMEDIATION AND INSTRUCTIONAL OPPORTUNITIES

For further information:

Tel: 617-357-8431 x234



MASSACHUSETTS
ADVOCATES
for CHILDREN

100 Boylston Street
Boston, MA 02116
www.massadvocates.org

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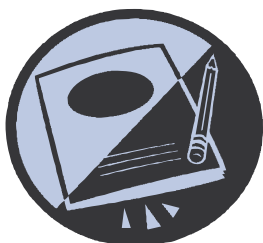
Are instructional supports and services provided for students with disabilities who fail MCAS?

Yes, there may be several different types of *special education* and *regular education* instructional opportunities depending on the needs and circumstances of the individual student.

What kind of regular education remedial opportunities are available for students with disabilities failing MCAS?

Ask your school district for a list of any MCAS remedial programs offered during school, after school, or in the summer. The state provides funds for the school districts to provide these programs.

School districts must provide students with disabilities accommodations and services necessary to participate in the MCAS remedial programs (e.g., specialized materials, behavioral supports, sign language interpreter, classroom aide, specialized transportation). These accommodations, aides, and services can be specified in the student's IEP or 504 plan.



What kind of special education instruction and services should students with disabilities failing MCAS receive?

Special education law requires school districts, through the IEP, to provide specialized instruction, supports, and services necessary for the student to access the general curriculum and learn the material covered by MCAS.

If a student fails MCAS, help make sure that appropriate steps are taken, including:

- Request an IEP Team meeting to review the IEP and ensure that the math and/or English goals and objectives reflect the material covered by MCAS. Ensure that the IEP Team aligns the student's learning objectives with the state Curriculum Frameworks, consistent with the student's individual needs. To see the Massachusetts Frameworks go to: www.doe.mass.edu/frameworks/
- Review the student's classroom assignments, homework, and tests to determine if the student is being taught MCAS math and English skills covered by the regular education curriculum.
- Revise the IEP to address any lack of expected progress in learning material covered by MCAS and meeting IEP objectives. Consider and change the IEP to specify additional or different services to meet the student's learning needs.
- Make sure that the IEP considers whether additional or different instructional assistance is necessary to learn required math and English skills.

Supplemental Education Services for certain students under the federal No Child Left Behind Act

Students from low-income families attending a Title 1 school are entitled to free supplemental educational services if the school fails to make "adequate yearly progress" as measured primarily by MCAS scores for three consecutive years.

Supplemental services include tutoring, remediation, and other academic instruction provided outside of the school day to help the student in reading, writing, and math.

The school must notify all parents if the school fails to make "adequate yearly progress" and must offer services if the school fails to make adequate progress for three years.

Parents can request free services from the school and then choose the service provider from the state list of approved providers. For the list go to:

www.doe.mass.edu/ses/results.asp

If there is not enough funding available for all students requesting services, the school district must prioritize the lowest performing students who are income eligible. Thus, some students may not receive requested services.

If you're not sure a particular student is eligible for free supplemental services, ask the school.