

OFFICE OF INSTRUCTIONAL PROGRAMS AND SERVICES
Summary of State Board of Education Agenda Items
May 17-18, 2007

OFFICE OF ACADEMIC EDUCATION

13. Approval of the 2007 Mississippi Extended Curriculum Frameworks for Language Arts, Mathematics, and Science
(Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

On December 9, 2003, the U.S. Department of Education provided regulations on Title I under the No Child Left Behind (NCLB) Act allowing states to establish alternate achievement (curriculum) standards for students with the most significant cognitive disabilities and to use these standards in assessing students' performance on Adequate Yearly Progress (AYP) goals. Without these regulations, students with significant cognitive disabilities would have to be assessed against grade-level standards and considered 'not proficient' when states measure AYP.

In issuing the regulations, the U.S. Department of Education clarified the meaning of the regulations.

- Alternate achievement (curriculum) standards must be aligned with the State's academic content standards, promote access to the general curriculum, and reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.
- In practice, alignment with the State's academic content standards means that the State has defined clearly the connection between the instructional content appropriate for non-disabled students and the related knowledge and skills that may serve as the basis for a definition of proficient achievement for students with the most significant cognitive disabilities.
- The alternate achievement standards may include prerequisite or enabling skills that are part of a continuum of skills that culminate in grade-level proficiency. The use of alternate achievement standards, however, must not result in inappropriate placements or assignment of students to a curriculum that does not include academic content.

Based on this guidance from the U.S. Department of Education the curriculum standards for students with significant cognitive disabilities can be viewed as extensions of the general curriculum standards. NCLB requires curriculum standards for language arts, mathematics, and science.

A practitioner committee led by consultants from E&R Assessments and MDE staff first met in June, 2004 to develop the Extended Curriculum Frameworks for Language Arts and Mathematics. The alternate assessment based on the Extended Curriculum Frameworks was piloted in the spring of 2005. Based on feedback from the assessment process, revisions were made to the Extended Curriculum Frameworks for Language Arts and Mathematics and they were piloted statewide in 2005-06. The experience gained through the development of the language arts and mathematics extended curriculum frameworks was valuable in guiding the practitioner committee in the development of the science framework in the fall of 2007.

The Extended Curriculum Frameworks are grouped into three levels:

- Elementary school version – intended for SCD students in grades 3-5 or ungraded students age 8-10
- Middle school version – intended for SCD students in grades 6-8 or ungraded students age 11-13
- High school version – intended for SCD students in grade 12 or ungraded students age 18

Back-up material attached

Recommendation: Approval