

**Work Group #1  
Least Restrictive Environment (LRE)  
Likelihood Impact Worksheet**

	<b>SPP Indicator</b>	<b>Need Statement</b>	<b>Likelihood</b>	<b>Impact</b>
<b>A</b>		Improve educational outcomes (academic and post-secondary) for all students through guidance and policy statements from CDE on the value of educating students with disabilities in the GE classroom to the greatest extent possible.	<b>4</b>	<b>4</b>
<b>B</b>		Utilize data to focus resources of evidence-based practices at all levels of the system to improve student-learning outcomes.	<b>4</b>	<b>3</b>
<b>C</b>		Increase participation of special education students in GE core curriculum and common core state standards	<b>3</b>	<b>4</b>
<b>D</b>		Disaggregate SED LRE data by disability and inclusion rates for all students to better inform practice and increase public reporting of the data.	<b>4</b>	<b>4</b>
<b>E</b>		Prepare administrators who are well prepared to provide leadership and accountability to teach all students in GE.	<b>3</b>	<b>4</b>
<b>F</b>		State (CTC) provides authorizations for both special ed and general ed teachers to be able to teach diverse student populations.  (Ex: Multiple subjects credential holders could add an authorization to teach Spec Ed students and Special Ed credential holders could add an authorization to teach GE students)	<b>3</b>	<b>4</b>
<b>G</b>		Develop tools at a statewide level to assist districts to increase parent participation and collaboration (through collaboration with IDEA funded parent centers)	<b>3</b>	<b>3</b>
<b>H</b>		Utilize early education systems, birth-5 to prepare families and their children to be ready to learn	<b>3</b>	<b>4</b>
<b>I</b>		Increase state and local leadership to implement RtI or MTSS as a framework to improve student outcomes in the context of LRE.	<b>2</b>	<b>3</b>
<b>J</b>		Replicate high performing LRE district practices statewide	<b>3</b>	<b>3</b>

**Work Group #2  
 Transition  
 Likelihood Impact Worksheet**

	<b>SPP Indicator</b>	<b>Need Statement</b>	<b>Likelihood</b>	<b>Impact</b>
<b>A</b>	Indicators 11,12,13	Guide/Template describing Best Practices/ Evidence based transition practices for each of the 8 elements	<b>3</b>	<b>4</b>
<b>B</b>		Identify who will provide transition services at the local level (team approach)	<b>2</b>	<b>4</b>
<b>C</b>		Clarify “T” vs “t” (Federal versus State versus Local)	<b>3</b>	<b>4</b>
<b>D</b>		Identify and implement age appropriate Transition assessment that is student centered (State Guide) (informal and formal)	<b>4</b>	<b>4</b>
<b>E</b>		Define the 8 elements and set State Policy	<b>2</b>	<b>3</b>
<b>F</b>		Provide TA Related to transition and the Common Core (i.e. PSG and annual goal)	<b>4</b>	<b>4</b>
<b>G</b>		Technical Assistance on what Transition services are and how they are integrated into the curriculum.	<b>3</b>	<b>4</b>
<b>H</b>		Focus on content and intent (integrated into training)	<b>3</b>	<b>3</b>
<b>I</b>		Technical Assistance on root cause analysis and it’s implementation	<b>4</b>	<b>4</b>
<b>J</b>		Technical Assistance on student-centered planning (student led, student rights, etc.) and independent living (self advocacy, self determination, etc.).	<b>4</b>	<b>4</b>

**Work Group #3  
 Disproportionality  
 Likelihood Impact Worksheet**

	<b>SPP Indicator</b>	<b>Need Statement</b>	<b>Likelihood</b>	<b>Impact</b>
<b>A</b>	Indicators 4, 9 and 10	Need to have accurate and consistent data reported to CASEMIS for Indicators 4, 9, 10	<b>3</b>	<b>3</b>
<b>B</b>		Need to have accurate and consistent information to district, schools, and staff on “why accurate reporting is critical”	<b>4</b>	<b>3</b>
<b>C</b>		Need to clarify and detail assessment and eligibility criteria for each disability	<b>3</b>	<b>3</b>
<b>D</b>		Need to lobby for more realistic requirements to be incorporated into the IDEA re-authorization	<b>2</b>	<b>4</b>
<b>E</b>		Need to track students who are not eligible	<b>1</b>	<b>2</b>
<b>F</b>		Need evidence-base (proven) intervention technique resources available to all districts	<b>3</b>	<b>4</b>
<b>G</b>		Need to increase the knowledge and skills of district and school staff to analyze local data	<b>3</b>	<b>4</b>
<b>H</b>		Need funds for more in-depth ongoing data analysis at the state, district and school levels	<b>1</b>	<b>4</b>
<b>I</b>		Need the ability to demonstrate culture competence	<b>2</b>	<b>4</b>
<b>J</b>		Need to evaluate educators perceptions, beliefs and attitude (link to disability)	<b>2</b>	<b>4</b>
<b>K</b>		Need to empower parents in the assessment, IEP and Suspension and Expulsion Process	<b>3</b>	<b>4</b>
<b>L</b>		Need to consider and involve community and community resources	<b>3</b>	<b>4</b>

**Work Group #4  
 Desired Results Accountability (DRA)  
 Likelihood Impact Worksheet**

	<b>SPP Indicator</b>	<b>Need Statement</b>	<b>Likelihood</b>	<b>Impact</b>
<b>A</b>		Be able to ensure that Students with Disabilities are receiving effective education services – using evidence based practices	<b>3</b>	<b>4</b>
<b>B</b>		To be able to effectively measure progress and outcomes of Students with Disabilities – beyond standardized testing	<b>3</b>	<b>3</b>
<b>C</b>		Remove barriers to implementing evidence based tiered systems of support for all students	<b>2</b>	<b>4</b>
<b>D</b>		Understand and plan for implementing the “Common Core” and the impact on Students with Disabilities	<b>4</b>	<b>3</b>

**Likelihood Impact Analysis Form  
 For ISES Work Groups 1-4**

Likelihood	4			1B 4D 3B	1A,1D 2D,2F, 2I, 2J
	3			1G, 1J 4B 3A, 3C	1C, 1E, 1F, 1H 4A 2A, 2C,2G 3F, 3G, 3K, 3L
	2			1I 2E	4C 2B 3D, 3I, 3J
	1		3E		3H
		1	2	3	4

Impact

**WORK GROUP 1 – LEAST RESTRICTIVE ENVIRONMENT (LRE)**  
**WORK GROUP 2 – TRANSITION**  
**WORK GROUP 3 – DISPROPORTIONALITY**  
**WORK GROUP 4 – RESULTS DRIVEN ACCOUNTABILITY (RDA)**