Improving Special Education Services (ISES)
Stakeholders Meeting
Discussion Group Recommendations
December 9, 2011

Performance Data/SPP Indicators Discussion Group Notes

1.   **What additional data and hypotheses are needed?**

- General
    - Make district's data, which is sent to the State, more reliable
    - Successful districts share data collecting/reporting process possibly via Webinars
    - Identify sources of indicator data
    - Ongoing assessments needed & used
    - Need for data meeting/sharing across agencies – clearing house for data collection
    - More TA for districts/ schools - Re: Special Ed data (Best practices)
    - Is there a way data systems can speak to each other?
    - Visual depiction of data a must.
    - What outcomes are students with disabilities getting regardless of placement settings?
    - What information is the Individualized Education Program (IEP) team utilizing in their decision-making process to ensure the Individuals with Disabilities Education Act (IDEA) compliant placement decisions?

- Indicator 3
    - Disaggregate by all proficiency levels by school and district, make data available
    - Accessing data

- Indicator 5
    - Why are the LRE benchmarks not being met?

- Indicators 6-8
    - Reliable data from State and Federally-funded Pre-K programs for children with disabilities and report in user-friendly ways

- Indicator 13
    - Train how to integrate timely & measurable transition goals into the IEP
    - Are transition competencies aligned with secondary transition training needs?
    - What is the definition of "Competitively employed" and "Higher Education", e.g. What is the minimum hours worked and pay earned?; What is the minimum number of units earned to be considered "higher education"?

- Indicator 14
  - Disaggregate by disability

2. **Based on trend data review, what needs and priorities surfaced?**

- Targeting LRE (Indicators 5 and 6)
  - Reliable data
  - Do something with the data

- ELA & Math Proficiency –all levels, especially high school

- Secondary Transitions
  - Data related to IEP
  - School to career
  - IEP exit plan
- Sharing consistent and valid data across agencies
- At school and district level, TA & Professional Development for all administrators and teachers: general and special education
  - Data collecting systems
  - Analyzing own data
  - Utilizing the data
- Disproportionality
  - African American students
  - Clear definition of suspension & expulsion
  - Under-represented
- Cultural competence throughout all indicators –
- What does data show?
- What do we do about it? (RTI may be a solution. Who do the students belong to – Special Education only?
  - Start early & sustain through to high school
  - At school and district level, TA and Professional Development to teach collaborative skills re: RTI

3. **What kind of improvement activities do you suggest?**

- LRE is driving force
- Data Process
  - Identify sources
  - Collect (consistent and reliable)
  - Analyze
  - Utilize data to improve instruction and learning
- TA in all levels of systems – State, SELPA, LEA, school
  - Using Best Practices
- TA needs to model
  - Systematic and integrated process
  - Sustained Focus

- o Resources needed – focused, time, materials, staff

- Professional Development for <u>ALL</u> staff:
    - Teachers: General Education and Special Education
    - Administrators
    - Higher Learning – CTC, Universities, Community colleges
- Train on Frequent not calculated (NC)'s data
- Statewide IEP document to reduce NC
- Publish list of frequent NC
- Review school climate survey (Special Education supports module)

Compliance Discussion Group Notes

1. **What additional data and hypotheses are needed?**

   - Need to disseminate noncompliant findings to general education

   - Break out data by:
     - Year, grade (e.g. elementary, secondary, preschool), placement
     - Monitoring forms categories (e.g. school age, preschool, English Language Learners, secondary transition)
   - Analysis data:
     - English Language Learners
     - Evaluation of change by cause, population size, and district size
   - Review data from the California School Climate Survey

2. **Based on trend data review, what needs and priorities surfaced?**

   No comments recorded.

3. **What kind of improvement activities do you suggest?**

   No comments recorded.

Consumer Discussion Group Notes

1. **What additional data and hypotheses are needed?**

   - Synthesize data to help make sense of it all
   - Use qualitative data – how to effectively use it?
     - How might we better capture anecdotal information about positive experiences that families and children have?
   - Parent surveys:
     - Who did **not** receive the surveys?
     - Who are we **not** hearing from?
     - If gaps, how to get better representation?
     - We do not have a random stratified data sample. Why? Do we need it?
     - Combine data from different surveys to see if there are similarities in compliance complaints Parent Training and Information Centers (PTIs), Family Resources Centers (FRCs), etc.
   - Describe the process for moving from data-informed identification of focus areas for State Performance Plan (SPP). We have data and then what?
   - Create summary of what surveys are distributed listing audience and purpose.
   - Create chart on surveys listing top three findings

2. **Based on trend data review, what needs and priorities surfaced?**

3. **What kind of improvement activities do you suggest?**

   - Display data results from surveys in a user-friendly, easily understood manner

   - Develop feedback system to the families that participated in a survey so those families would be more likely to participate in the future. This strategy could increase survey completion rates.