

ISES Discussion Group Recommendations

June 7, 2012

Consumer Feedback Discussion Group

Survey Data & Consumer Info

1. Disability Rights Education Defense Fund (DREDF) for Office of Special Education Programs (OSEP) – Anecdotal Commentary & Statistics – All targeted to survey questions
2. California Teachers Association (CTA) did a teacher survey of 5,600 (68%) General Educators at Gen Ed & Special Ed
3. Define consumer:
 - a. Parents
 - b. Others – Educators, teachers, students
4. California School Climate Survey and California Health Kids Survey (CSCS/CHKS) Maurice & WestEd – 1,000's of responses
 - i. Issue – sharing the survey and the responses – transparency
 - ii. Who sends it out? How do you make it accessible? From California Department of Education (CDE) K-12.
5. Center for Evaluation and Survey Research (CESR) Survey (Parents)
6. Early Start Parent Survey
7. Compliance Complaints: MAJOR NEW DIRECTION
 - a. Translate or compare/contrast data
 - b. And then what?
8. Indicator 8
9. AB 114 Parent Survey: What to do with the data?
 - a. Parents Centers (Family Empowerment Centers (FEC), Parent Training and Information Centers (PTIs)) – wealth of info/data. We don't now obtain concerns/problems or positive experiences
 - b. Building connections between systems @ FECS, California Department of Education (CDE), Special Education Local Planning Areas (SELPA), et al
 - c. California Special Education Management Information System (CASEMIS) needs to be put in context. Multiple disabilities need defining.

What To Do With The Data?

1. Parent Centers (FEC, PTIs) – Wealth of info/data. We don't now obtain
 - a. Concerns/problems
 - b. Positive experiences
2. Building connections between systems at FECs, CDE, SELPA, et al
3. CASEMIS needs to be put in context. Multiple disabilities need defining.
4. Collaborative approaches

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5. Common Interest = The students
6. Problem to understand:
 - a. When to provide a service, not just what it is
 - b. Consistency building at Local Education Agency (LEA) level
 - c. Find the parallels
 - d. When do we decide what to do with the data we have
7. What you do with data is more critical than just gathering of it
8. Data is so critical; but, be cautious of assumptions.
9. Remember the qualitative aspect of numbers
10. Idea – get away from focus on the Letter of the Law to focus on the intent
 - Timeline for today. Since State Professional Development Grant (SPDG) funded and we may not receive SPDG funding are we discussing what can be done within a year, more long term?
 - Early Childhood Outcome center (ECO) - Think about message and packaging AFIA.
 - Article uses and misuses data
 - Students devise benefits from education

RECOMMENDATIONS

1. California School Climate Survey and California Health Kids Survey (CSCS/CHKS)
 - Who builds it?
 - Who calculates-disseminate
 - How to make it available
2. How does info go out effectively from SELPAs to Schools/Districts and down the line?
3. Hard to find information on the CDE web site not accessible.
4. Common agreed-upon definitions: outcomes, results, progress, how measured, going beyond the numbers.

Performance Data – Least Restrictive Environment (LRE) Discussion Group

How to best share information about effective practices from districts with high percentage of students with disabilities in the general education and academic achievement results at or better than the State average?

1. Share data and information at ALL conferences to showcase – ACSA, CARS, CASP, CEC, TASH, CSESA, CSBA, Cal Council, State SELPA, PTI's (parent groups), etc.
2. Use List Serve & Constant Contact to communicate with stakeholders

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3. Connect higher and lower performing districts by having higher performing districts mentor lower performing districts
4. Share specific examples of effective use of student data and how to use data to track student progress
5. Post information and descriptions of successful practices on the WestEd website
8. Post recorded webcasts/panel discussions about best practices- target SELPA directors, district directors, principals, assistant principals, program specialists, coordinators
9. Maintain web site with rich resources for all stakeholders
10. Produce short videos & short webinars and post on website
11. Produce a series of webinars that highlight high % LEA's
12. Write "stories" about model sites including visitations and observations to post on web site include options to drill down for more information
13. Include family partnership highlights in each model site description
14. Use Focused Monitor Technical Assistance Consultants (CDE) to link resources to compliance
15. Put "LRE4CA.com" link on other stakeholder group's web sites

What additional questions should we ask of the selected high percentage LRE Districts?

1. What percent of students took CMA, CST, CAPA? And how are decisions made about participation in statewide assessment?
2. What professional development is provided related to special education and LRE?
3. What process have you gone through to gain buy-in from staff, and parents, for implementing inclusive practices?
4. How do you educate your board of directors on issues related to student with disabilities?
5. How do you build relationships with the teacher's union?
6. What are your hiring practices in relation to inclusion, LRE, co-teaching, collaboration?
7. To what extent has RTI2 been implemented in your district?
8. Who inputs special education data into CASEMIS? How are they trained?
9. Do you have a board adopted LRE policy?
10. Do you have a protocol for assistive technology?
11. What is the driving force for developing your current LRE policies?
12. What is the role of the SELPA in building a culture of inclusion?
13. How is assistive technology being used?
14. How do you evaluate your service delivery effectiveness?
15. How are students with more severe disabilities provided services in the least restrictive environment?
16. What types of community partnerships exist?
17. How active is your CAC?

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18. How is collaboration between special educators and general educators facilitated?
19. How do you use data for decision-making?
20. How do you develop school culture?
21. What are your recruitment practices?
22. How do you develop a vision and culture of inclusion?
23. How do you involve parents?
24. What are your staff demographics – experienced and new teachers? Retention?

Recommendations on analyzing data from high percentage and low percentage LRE Districts

1. Need to look at the importance of # of free & reduced lunch while comparing data
2. What demographics are important to the success of high % LRE districts-why are they doing well? Parent participation?
3. It is important to analyze all of the different demographics
4. What other factors would be important to look at for districts on the lower % list
5. Need to look at the EL population in relationship to % of LRE
6. Use similar schools ranking and compare data with similar schools
7. Compare % rank to student outcomes
8. Use more current data-after budget cuts

Recommendations for improving guidance on inputting data on the LRE indicators

1. Need data collection measurement guidance-must be specifically defined
2. Create and post training materials for staff who collect data to make data collection consistent.
3. What is counted? Is the data counted - by week? by day? What do feds recommend?
4. How do you calculate LRE when co-teaching?
5. Create scenarios and examples of how to collect LRE data

Other discussion items and recommendations

1. Recommend that Ed Benefit process should be used district wide
2. Need a statewide definition of least restrictive environment
3. Share data between SELPA directors- data can be useful for driving change
4. Ensure that RTI process doesn't dictate the number of interventions prior to special education placement
5. Train principals and assistants on low incidence needs, LRE definition, OCR concerns, and adaptations necessary for low incidence
6. Improve the measurement & quality of IEP's – need case studies/examples of exemplary IEP's
7. Examine and consider assistive technology used in IEP's
8. Look at the issue of using 504 plans instead of IEP's

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Compliance Issues

Recommendations

1. Improve data related to Indicator 13
2. Clarify CASEMIS questions 5-8 regarding transition elements. Where is the data drawn from in terms of the IEP? What IEP item/question gets to what is needed (meeting notice, IEP goals page)? Locally, staff need to know so training can be completed.
3. Provide policy, definitions, and technical assistance to the field about each item. This would include technical assistance regarding age appropriate transition assessments, course of study, and other elements of transition.
4. Eliminate notion of a separate ITP.
5. When communication goes to district regarding CASEMIS noncompliance, include the directive that line staff be informed of the need for correction of noncompliance.