

# **“DATA” IS NO LONGER A FOUR LETTER WORD: USING DATA FOR PROGRAM IMPROVEMENT**

Data Accountability Center (DAC)  
Illinois State Board of Education  
Evergreen Park Elementary District, IL

# Presenters

- Sandy Schmitz, DAC, Senior Manager
- David Andel, ISBE, Division Administrator
- Jennifer Volpe, Evergreen Director of Student Support Services

# DAC

- Funded by the Office of Special Education Programs (OSEP) at the U.S. Department of Education
- Funding period is October 2007 through September 2012
- Westat and Louisiana State University Health Sciences Center

# DAC - Two Broad Goals

- Goal 1 – To assist states in collecting, analyzing, using and reporting high-quality *IDEA* data
- Goal 2 – To assist ED with *IDEA* data collection and improvement of data quality

# Levels of State Technical Assistance

- **Level 1/General TA** – addresses data quality needs common to all or most education/Part C agencies and *IDEA* data users.
- **Level 2/Individualized** – addresses an individual or small group of education/Part C agencies' unique data quality needs with varying duration and intensity.
- **Level 3/Customized** – addresses intensive, sustained work with the state and local agencies through detailed work plans.

# Evolution of Level 3 TA

- Shift from compliance-oriented data problems at the state level to...
  - ✓ *Building state and local capacity for use of local data for program improvement*
- This shift reflects OSEP's priority for DAC's work



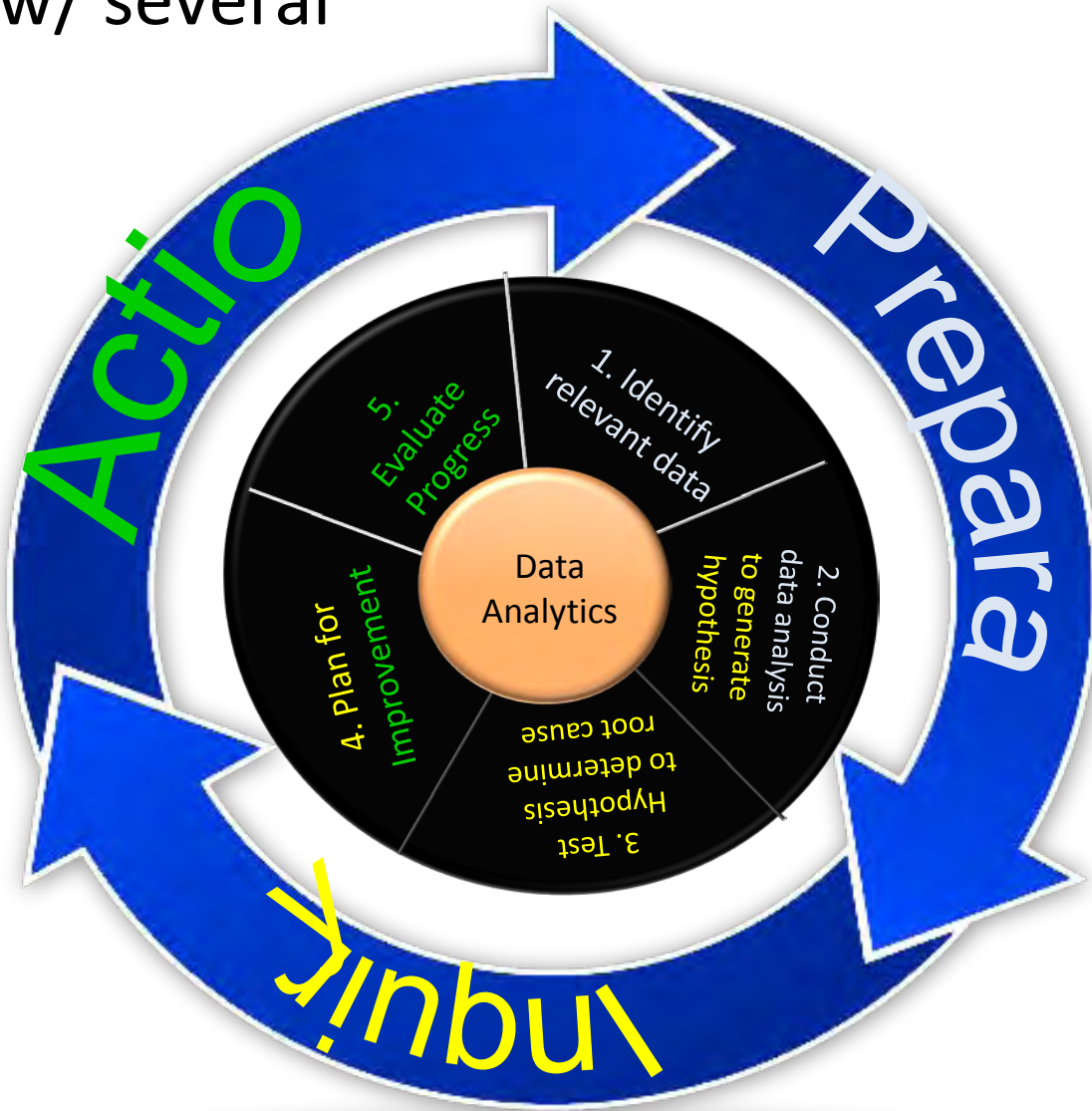
# Data Driven Decision Making - *Using State and Local Data to Improve Results*

# A Model for Data Use

Consist of three phases w/ several steps:

- Phase 1: Preparation
  - Identify relevant data
- Phase 2: Inquiry
  - Conduct data analysis
  - Test hypothesis
- Phase 3: Action
  - Plan for improvement
  - Evaluate progress

***Sound Familiar?***



# Interactive Workshops



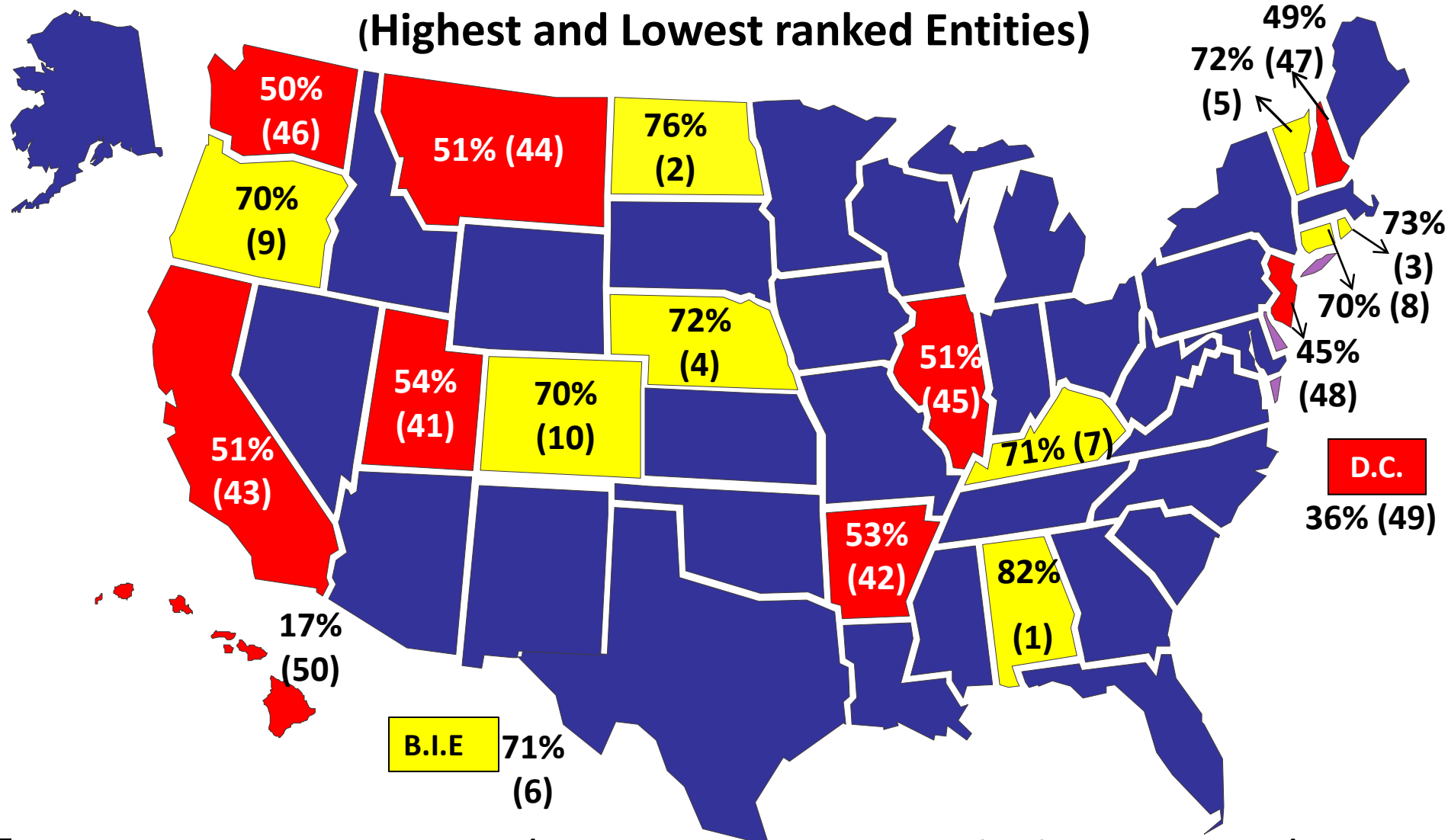
- followed by district team work
- supported by State staff and DAC





***Why Illinois was  
receptive to the DAC  
Data Pilot***

# Educational Environments: 2009 Percent Served Inside Regular Class >80% of the School Day (Highest and Lowest ranked Entities)



States Not Ranked- Denominator <10

Highest Ranked for Percent Served in Setting

Lowest Ranked for Percent Served in Setting

X= suppressed data

(Reporting States, DC & BIE Schools Average= 57%)



Data  
Accountability  
Center

Source: Dec 1, 2007 count. IDEA Data provided by OSEP Table 5.2. See [www.ideadata.org](http://www.ideadata.org)  
State Ranks-Part B

# Illinois' current method of monitoring LEAs

# Focused Monitoring in Illinois

- Centered around Critical Performance Indicator 5 of the State Performance Plan (SPP)
- Addresses the educational environment of students with disabilities

[http://www.isbe.net/speced/pdfs/state\\_performance.pdf](http://www.isbe.net/speced/pdfs/state_performance.pdf)

# Selection Based on Performance within the Enrollment Group

## Educational Environment – SPP

- Districts are selected for a focused monitoring review based on their ranking within their enrollment range. Those districts in each group with the lowest percentage of students inside the general education classroom 80% or more of the school day receive an onsite review.

# Grouping of Illinois School Districts

Group	Like Group (Size/Type)	District Enrollment Range	Number of Districts
1	Small Elem. Districts	<284	94
2	Medium Elem. Districts	284 – 1,881	189
3	Large Elem. Districts	> 1,881	96
4	Small Unit Districts	< 546	98
5	Medium Unit Districts	546 – 1,907	193
6	Large Unit Districts	> 1,907	98
7	High School Districts	All	100
Total			868

# 2010-2011 Districts Selected

<b>Group</b>	<b>Number of Districts</b>
Small Elementary	1
Medium Elementary	9
Large Elementary	2
Small Unit	1
Medium Unit	8
Large Unit	5
High School	7
Total	33

# DAC Data Pilot Districts

Districts	EE 01 2009-2010	Preliminary EE01 2010-11	EE 01 Change +/-
Evergreen Park ESD 124	52.6%	53.0%	+ .4%
Freeport SD 145	47.0%	51.1%	+ 4.1%
Bloomington SD 87	46.6%	46.9%	+ .3%
Zion ESD 6	53.9%	56.0%	+ 2.1%
O'Fallon CCSD 90	39.5%	44.7%	+ 5.2%
Danville CCSD 118	49.6%	47.9%	- 1.7%

# Discuss - How

- DAC Data Pilot can increase State's capacity to improve Indicator 5A data
- DAC Pilot can enhance the States' general supervision activities overall
- Illinois' plans for the future of the data pilot



Evergreen Park  
Elementary School  
District 124

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# ILLINOIS DATA ANALYTICS PILOT PROGRAM

*THE LEA PERSPECTIVE*

# Special Education Profile 2008-2009

## Percentage of students with IEP's

Evergreen Park District 124: **24.1%**

Cooperative: **15.4%**

All Elem districts: **15.3%**

State: **14.8%**

### 2008-2009 Illinois Special Education Profile

Illinois State Board of Education  
Department of Special Education



### EVERGREEN PARK ESD 124

EVERGREEN PARK, ILLINOIS

Member of A E R O Spec Educ Coop

#### Section One: Background Information

##### Student Population

	Total Enrollment	Students with IEPs**	
		Enrollment	Percent
District	1,878	453	24.1
Cooperative	22,161	3,422	15.4
All Elem. Districts	553,621	84,487	15.3
State	2,126,086	314,155	14.8

##### Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	I/R
District	All Students	55.2	23.9	16.2	1.0	0.3	
	Students with IEPs	63.4	23.6	11.9	1.1	0.0	
Cooperative	All Students	58.2	9.2	28.6	1.6	0.3	
	Students with IEPs	58.2	12.4	28.5	0.7	0.2	
State	All Students	52.9	19.5	20.8	4.1	0.2	
	Students with IEPs	57.4	22.6	17.9	1.9	0.2	

##### Percent of Students in Each Disability Category

Disability Category	Percent of All Students				Percent of Students with IEPs		
	District	Coop	All Elem. Districts	State	District	Coop	All Elem. Districts
Autism	1.237	0.715	0.721	0.645	5.08	4.62	4.70
Cognitive Disability	0.806	1.001	0.683	1.108	3.31	6.46	4.45
Deafness	0.000	0.036	0.024	0.033	0.00	0.23	0.16
Deaf-Blindness	0.000	0.000	0.002	0.002	0.00	0.00	0.01
Developmental Delay	2.204	0.806	1.282	0.835	9.05	5.20	8.36
Emotional Disability	2.151	1.377	0.889	1.176	8.83	8.88	5.79
Hearing Impairment	0.161	0.181	0.181	0.157	0.66	1.17	1.18
Multiple Disabilities	0.000	0.050	0.122	0.086	0.00	0.32	0.79
Orthopedic Impairment	0.269	0.100	0.107	0.103	1.10	0.64	0.70
Other Health Impairment	2.742	1.164	1.290	1.226	11.26	7.51	8.41
Specific Learning Disability	8.495	6.041	4.914	6.115	34.88	38.98	32.03
Speech or Language Impairment	6.237	3.908	5.052	3.250	25.61	25.22	32.93
Traumatic Brain Injury	0.054	0.041	0.023	0.038	0.22	0.26	0.15
Visual Impairment	0.000	0.077	0.054	0.055	0.00	0.50	0.25

# Strategic Planning & District Improvement Goals

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## A New Vision For the Future:

“An *Inclusive* philosophy which embraces the belief that *ALL* students can learn and succeed”

# High Rated Disability Categories

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- Specific Learning Disability
- Emotional Disability
- Other Health Impaired
- Speech/Language

# Strategic Planning & District Improvement Goals

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District Improvement Plan (2010 - 2012) Goal 4 :

- Accurately identify and determine appropriate placement in the least restrictive environment
- Reduce the percentage of students requiring an IEP by 3%
- Increase the number of students with IEP's served in a less restrictive environment by 3%



# Team Members

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Assistant Superintendent for Curriculum and Assessment

Executive Director of Student Support Services

Principal

Principal

Coordinator, Student Support Services

School Psychologist Intern, Data & Problem Solving Coach

ISBE Principal Educational Consultant

ISBE Principal Educational Consultant

# Phase 1: Preparation

## Identify Relevant Data

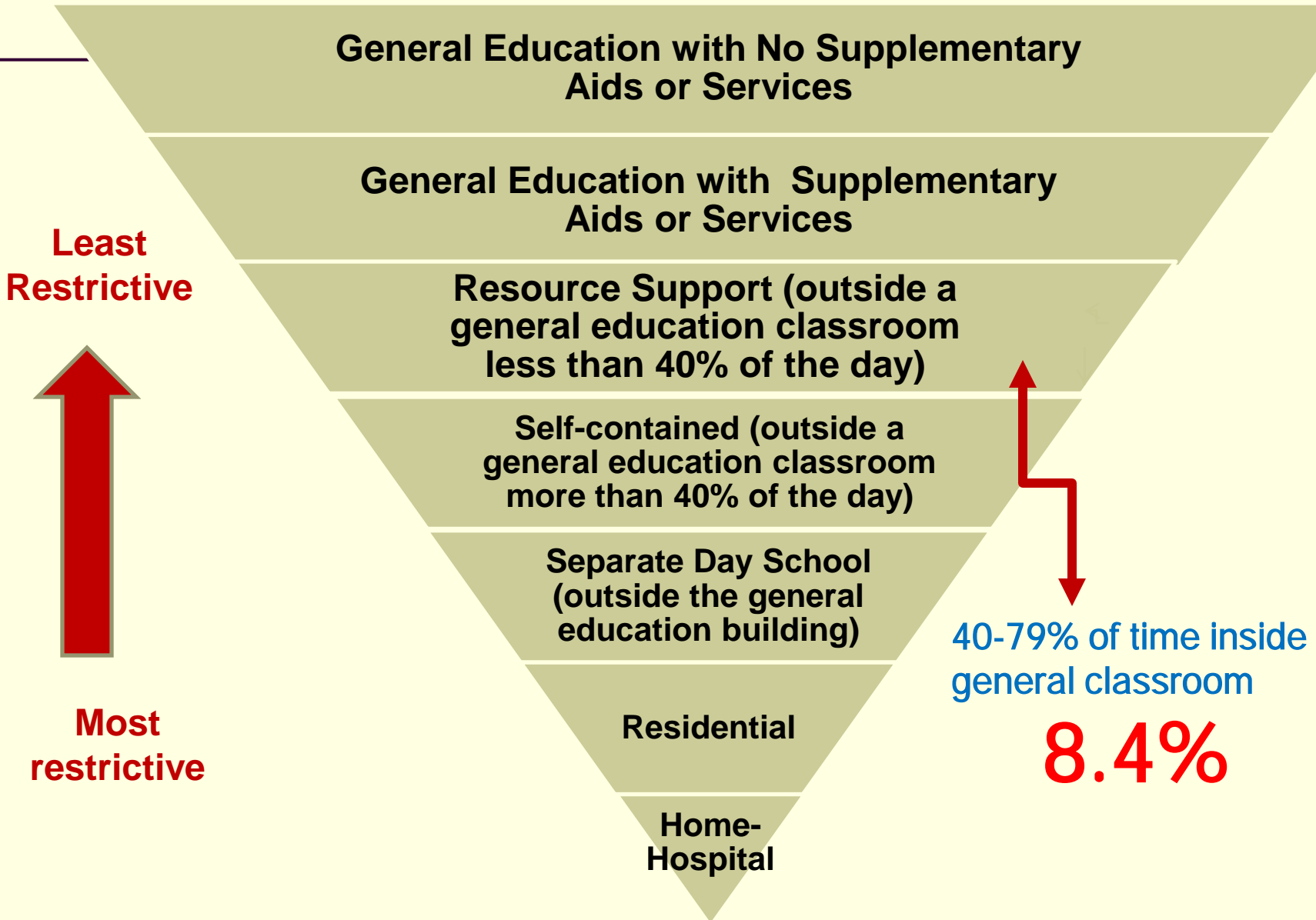
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# Educational Environment Data 2009-2010

<b>2009-2010</b>	Percent	of time	In General	Education
	≥ 80%	40-79%	<40%	Separate Facility
<b>District 124</b>	<b>52.6</b>	<b>8.4</b>	<b>26.7</b>	<b>12.2</b>
Coop	49.0	21.0	15.1	15.0
All Elem Districts	58.7	<b>20.7</b>	15.5	5.0
<b>SPP State Target</b>	<b>&gt;49.6</b>	No target	<b>&lt;18.9</b>	<b>&lt;4.25</b>

# Special Education Placement Options



# Special Education Profile 2009-2010

**2009-2010 Illinois Special Education Profile**  
 Illinois State Board of Education  
 Department of Special Education



**EVERGREEN PARK ESD 124**  
 EVERGREEN PARK, ILLINOIS  
 Member of A E R O Spec Educ Coop

## Section One: Background Information

### Student Population

	Total Enrollment	Students with IEPs**	
		Enrollment	Percent
District	1,856	439	23.7
Cooperative	22,384	3,396	15.2
All Elem. Districts	539,560	82,249	15.2
State	2,097,972	308,795	14.7

### Percent of Students by Race / Ethnicity

		White	Black	Hispanic	Asian/Pacific Islander	Native American	Multi Racial
District	All Students	53.4	23.8	17.5	1.1	0.3	3.9
	Students with IEPs	56.9	28.0	13.4	1.4	0.2	
Cooperative	All Students	56.8	9.6	29.4	1.6	0.3	2.3
	Students with IEPs	56.8	13.4	28.6	0.9	0.3	
State	All Students	52.6	18.9	21.1	4.2	0.2	2.9
	Students with IEPs	56.5	22.6	18.8	2.0	0.2	

### Percent of Students in Each Disability Category

Disability Category	Percent of All Students				Percent of Students with IEPs			
	District	Coop	All Elem. Districts	State	District	Coop	All Elem. Districts	State
Autism	1.239	0.764	0.784	0.721	5.24	5.04	5.14	4.90
Cognitive Disability	0.862	0.983	0.642	1.054	3.64	6.48	4.21	7.16
Deafness	0.000	0.036	0.026	0.032	0.00	0.24	0.17	0.22
Deaf-Blindness	0.000	0.000	0.002	0.002	0.00	0.00	0.01	0.01
Developmental Delay	2.963	1.108	1.663	1.048	12.53	7.30	10.91	7.12
Emotional Disability	2.047	1.246	0.855	1.137	8.66	8.22	5.61	7.72
Hearing Impairment	0.108	0.170	0.191	0.158	0.46	1.12	1.25	1.07
Multiple Disabilities	0.000	0.085	0.127	0.096	0.00	0.56	0.83	0.65
Orthopedic Impairment	0.216	0.080	0.103	0.097	0.91	0.53	0.67	0.66
Other Health Impairment	2.209	1.054	1.285	1.255	9.34	6.95	8.43	8.53
Specific Learning Disability	7.759	5.763	4.641	5.882	32.80	37.99	30.45	39.96
Speech or Language Impairment	6.196	3.788	4.850	3.146	26.20	24.97	31.81	21.37
Traumatic Brain Injury	0.054	0.022	0.022	0.036	0.23	0.15	0.15	0.25
Visual Impairment	0.000	0.071	0.053	0.055	0.00	0.47	0.35	0.37

# Initial Data Analysis

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1. Percentage of students placed in outside separate facilities in district has increased; state average has decreased
2. Improvements are noted in the percentage of students educated in general education environment for 80% or more of the school day
3. Students are included in the general education environment at either a high rate or very infrequently

# Initial Data Analysis

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4. Development of more intermediary service delivery is needed
5. Review of additional data is required
6. Special education policy and procedures review
7. Lack of standard eligibility entrance/exit criteria across the district; release students from services when no longer eligible

# Problem Statements

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***According to District ISBE  
Educational Environment data:***

Students are placed in more restrictive environments than necessary; the district does not meet state educational environment targets.

# Problem Statements

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For at least the past 6 years District 124 has over-identified students for special education services.

# Problem Statements

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The categories of Specific Learning Disability (SLD), Emotional Disability (ED), Other Health Impaired (OHI) & Speech/Language have unusually inflated percentages.

# Hypotheses Statements

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1. The lack of a full continuum of placement options available in the district results in a disproportionate percentage of our students educated in more restrictive environments
2. District procedures & lack of available supports for students who do not meet grade level benchmarks result in a disproportionate percentage of students identified as eligible for special education

# Phase 2: Inquiry

## Implement Analysis Plan

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- ✓ Staff /Parent Surveys, Interviews
- ✓ IEP File Reviews
- ✓ Review of Special Education Policies/ Procedures
- ✓ Disaggregate/Analyze ISBE Data
- ✓ Data Verification

# Phase 3: Action

## District LRE Improvement Plan 2011-2012

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- ✓ Establish an EC Program for students on the Autism Spectrum
- ✓ Provide inclusion opportunities for EC & kindergarten students
- ✓ Pilot a new service delivery model for grades 3-4
- ✓ Establish a new service delivery model & scheduling at Junior High

# Phase 3: Action

## District LRE Improvement Plan 2011-2012

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- ✓ Educate the Board, parents & community
- ✓ Address the beliefs & "culture" for a more inclusive environment
- ✓ Implement a comprehensive staff development plan
- ✓ Celebrate our successes regularly & publicly

# Positive Impact

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- The DAC workshop and coaching format enabled our team to successfully learn a new process and apply it to our specific “problems” with guided practice and ongoing feedback
- Learning with other districts facing similar challenges provided for valuable networking and problem solving opportunities
- Including Principals in the process allowed for a better understanding of the issues and created their buy in for the actions necessary to implement sustainable, systemic change in their buildings

# Positive Impact


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- A different dynamic was created between the SEA and LEA staffs; learning and working together has resulted in positive, collaborative relationships
- The comprehensive plan serves as a roadmap for change, provides for greater accountability & ensures sustainability over time
- Results include comprehensive procedural changes, new program models and a reallocation of resources at the district level that will positively impact child outcomes

# Positive Impact

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- Capacity building opportunity: The explicit data based problem solving model can be applied to any “problem” in education
- The listserv, phone conferences and Dropbox are valuable resources that provide for continued communication and a sharing of resources



**This presentation is  
posted on the ISBE  
Special Education  
website.**