Webinar/Introduction to the LRE Data Cohort
Process to Implement Results

Illinois State Board of Education
2014-2015
Welcome to this ISBE Webinar

• Thank you for your interest in LRE Data Cohort process for implementing systemic change in your district based upon a process of reviewing quantitative and qualitative data

• We hope that this Webinar introducing the LRE Data Cohort process will provide you with the necessary information so that you are able to commit to the process
Webinar Agenda

• **Nature and Purpose**
• **Overview of the three (3) segments**
• Local **Leadership** Team
• **State Performance Plan/Indicator 5**
• District **Responsibilities**
• ISBE **Guidance**
• LRE Data Cohort 5 – **Overview Timeline**
• **Specifics and Details**
NATURE AND PURPOSE

What are the nature and purpose of LRE Data Cohort and the three segments of the process?
Students with disabilities are general education students first.
Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability. [CFR 300.39 (a) (1)]
Nature and Purpose

• The LRE (Least Restrictive Environment) Data Cohort was formed (2010-2011 SY)
  – to provide Districts a process and procedure for analyzing their educational environment data (both quantitative and qualitative)
  – to improve the school climate so that students with IEPs have greater access to the general education environment
  – to create a more robust continuum of alternative placements.
Illinois SPP* Indicator 5

• Percent of children with IEPs aged 6 through 21 served:
  A. Inside the general education setting **80% or more** of the day (EE01)
  B. Inside the general education setting **less than 40%** of the day; (EE03) and
  C. In **separate schools, residential facilities, or homebound/hospital placement**

*SPP – State Performance Plan*
LRE Data Cohort – Segment 1

• Process and Procedures
  – Segment 1/Gathering the Elements
    • Examine educational environment data for trends – District and Cooperative, if applicable
    • Develop a problem statement, root cause, and hypothesis that reflects the examination of the trends
    • Establish and implement a Data Analysis Plan and Procedure to gather additional qualitative and quantitative data
LRE Data Cohort – Segment 2

• Process and Procedures
  – Segment 2/Listening to the District voices and stories
    • Review of the District’s IEP process regarding placement for services
    • Conduct surveys/interviews/focus groups with
      – Personnel (administrators, directors, teachers)
      – Parents
      – Students
    • Review of policies and procedures related to the identified problem, root cause, and hypothesis in the district
LRE Data Cohort – Segment 3

• Process and Procedures
  – Segment 3/Creating Goals for Results
    • Determine measurable goals that will address the hypothesis based upon quantitative and qualitative data (Segments 1 and 2)
    • Develop a plan that reflects the measurable goals
    • Specify events and activities to implement and accomplish the goals
    • Review the data to monitor progress and results
PARTICIPATION IN A COHORT

Who may participate?
LRE Data Cohort – Criteria

• Participants volunteer
  – The ISBE rigorous target for the 2013-2014 school year was 52% based upon the SPP Indicator 5A criteria that students with IEPs spend 80% or more of the school day in a general education environment
  – Districts must have an EE01 percentage that is no less than 5 percentage points below the current measurable and rigorous target for Indicator 5A (52%) to be eligible to participate (47% and above.)
RESULTS FROM ILLINOIS SCHOOL DISTRICTS

What are some qualitative and quantitative results from the participating cohorts?
Comments from Participants

Here are comments from previous participants in the LRE Data Cohort Process

– “…. data provided was eye-opening …. seminar provided a nice structure to look at the data and develop a long-range plan for improvement”

– “…. the data gave us concrete numbers to help assess our current practices and move past some of our traditional behaviors”

– “The time to analyze data further moved me to implement more inclusion classes.”

– “We need to share the LRE percentages with all staff so we can all work together to meet the needs of the students and maintain the student in regular education as much as possible.”
## Comparison of Data

<table>
<thead>
<tr>
<th>Cohort number</th>
<th>Average EE01 % growth</th>
<th>Range of EE01% performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot</td>
<td>+3.6%</td>
<td>-7.3% to +7.0%</td>
</tr>
<tr>
<td>Cohort 1*</td>
<td>+2.0%</td>
<td>-11.7% to +10.7%</td>
</tr>
<tr>
<td>Cohort 2*</td>
<td>+1.5%</td>
<td>-4.3% to +31.6%</td>
</tr>
<tr>
<td>Cohort 3*</td>
<td>+1.9%</td>
<td>-4.9 to +19.5%</td>
</tr>
</tbody>
</table>

* 10 out of 15 districts in Cohort 1 increased their EE01 percentage  
* 7 out of 13 districts in Cohort 2 increased their EE01 percentage  
* 6 out of 8 districts in Cohort 3 increased their EE01 percentage  
+ Cohort 4 will finish in December. Data change is yet to be determined.
DISTRICT LEADERSHIP TEAM

Who are the members? What are their responsibilities? What is the time commitment?
District Leadership Team

• A Team of Colleagues at the District
  – Administrator – a person with influence/authority to make decision on behalf of the District
  – Data person – to prepare and interpret data as well as place it in a format that is readable and user friendly
  – Director of Curriculum and Instruction
  – General education teacher(s)
  – Director of Special Education Services
  – Special education teachers(s)
LRE Data Cohort – District Responsibilities

• **Identify** relevant quantitative data related to placement of students with IEPs
• **Analyze** collected quantitative and qualitative data to determine trends related to placement decisions
• **Hypothesize** a root cause for placement decisions that are not aligned with state targets as part of the SPP
• **Review** gathered qualitative and quantitative data
• **Establish** improvement goals and process
• **Evaluate** progress toward measurable improvement goals and activities for results
Commitment from District

• **Attend Webinar** – one (1) hour
• **Three Seminars** – one (1) full day per seminar throughout a one year time frame
  – Two (2) seminar location sites – one northern area (Glen Ellyn) and a second south/central (Springfield)
• **In District Work ...**
  – **Listening to voices** – three (3) to five (5) full days – i.e. interviews, focus groups, review of documentation
  – **Implementation of goals and activities** – one (1) to three (3) days per month during the course of the cohort (a year) to implement the various activities and analyze the data for results
ISBE GUIDANCE

What assistance will be provided?
LRE Data Cohort – ISBE Guidance

• Assign an ISBE principal consultant to provide collaborative guidance as a mentor
• Ask open-ended questions to stimulate discussion and provide guidance for the LRE Data Cohort process
• Propose alternate perspectives to assist with drilling down data
• Provide training with how to use ISBE tools to gather quantitative and qualitative data and/or investigate the identified hypothesis
• Assist with the alignment of the leadership team’s activities with the purpose of the Cohort
• Be a resource for technical assistance programs to implement goals and activities that promote change
LRE Data Cohort – Overview

• **Webinar** – Introduction – prior to Seminar 1
• **Seminar 1**
  – Beginning of December
    • Topic: Segment 1 – Gathering the Elements
• **Between Seminars 1 and 2** -- Implement Segment 2/Listening to the District voices and stories
• **Seminar 2**
  – End of February 2015
    • Topic: Review results from Segments 1 and 2, and determine appropriate improvement goals and activities
• **Between Seminars 2 and 3** – Implement Segment 3/Improvement goals and activities (Segment 3) with collaborative guidance from your ISBE mentor
• **Seminar 3**
  – One year after Seminar 1 (December 2015)
    • Topic: Review progress and results
Dates & Details of LRE Cohort 5

- **Northern Illinois - Crowne Plaza Lombard/Downers Grove in Glen Ellyn**
  - December 3, 2014
  - February 24, 2015
  - December 3, 2015

- **Central/Southern Illinois/Crowne Plaza (Springfield)**
  - December 9, 2014
  - February 26, 2015
  - December 9, 2015
• ISBE will provide
  – mileage reimbursement for two vehicles per district ... it is granted to individuals not the district;
  – reimbursement for hotel accommodations on a limited basis (the night before the training only for individuals whose districts and residences are both more than 50 miles away from the training site); and
  – lunch during each seminar
LRE Data Cohort – Making a Commitment

• Review the nature/purpose and segments of LRE Data Cohort process found at http://www.isbe.net/spec-ed/html/lre-data-cohort.htm

• Obtain commitment from stakeholders in the District

• Complete the information form found at http://www.isbe.net/spec-ed/pdfs/lre-dc-commit-form.pdf and obtain superintendent’s signature

• Submit completed form to ISBE
Timeline for Participation

• District superintendents need to notify ISBE by **October 1, 2014** to participate in the LRE Data Cohort.

• District participation will be reviewed for selection by the LRE Data Cohort Organizational Committee.

• Districts will be notified of participation on **October 31, 2014**.
LRE Data Cohort

For additional information, clarification, and answers to your questions

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