Webinar/LRE Data Cohort 5
Result Driven Process

Illinois State Board of Education
Seminar 1A
Welcome to this ISBE Webinar

- Thank you for volunteering your district’s participation in this program to improve results based upon a process of reviewing quantitative and qualitative data.
- We appreciate your commitment to this process to have students with IEPs receive services (placement) in the least restrictive environment (LRE).
- We are excited about the process ahead of us to implement change for students with IEPs.
Welcome to LRE Data Cohort 5

- North/Central/South
  - Belvidere CUSD 100
  - Central CUSD 4
  - Morton CUSD 709
  - Urbana School District 116
Webinar Agenda

- Nature and Purpose
- Overview of the three (3) segments for long range planning
- District Leadership Team
- Quality of Quantitative and Qualitative Data
- State Performance Plan/Indicator 5
- Illinois Problem Statement
- Logistics
- ISBE Collaborative Guidance
- LRE Data Cohort 5 – Overview Timeline
- Agenda/Seminar 1/B – LRE Data Cohort 5/December 2014
- Comments and Discussion
What are the nature and purpose of LRE Data Cohort and the three segments of the process?
Foundational Principle

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.
LRE Data Cohort – Segment 1

• Process and Procedures
  – Segment 1/Gathering the Elements
    • Formation of the District leadership team
    • Relevant quantitative data – Illinois website data and District profiles
    • Examine data for trends – District and Cooperative, if applicable
    • Development of a problem statement that reflects your thoughts regarding your current situation
    • Drill down to the root cause
    • Creation of a hypothesis that reflects the root cause
    • Establish 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 IEP process regarding placement for services
    • Surveys/interviews/focus groups for
      – Personnel (administrators, directors, teachers)
      – Parents
      – Students
    • Review of policies and procedures related to the identified problem in the district
• Process and Procedures
  – Segment 3/Creation of Goals for Results
    • Determine the appropriate goals that will address the hypothesis based upon quantitative and qualitative data (Segments 1 and 2)
    • Develop a plan that makes goals concrete and specifies events and activities for your District
    • Review the quantitative and qualitative data as part of the results
    • Review the District verified data for progress
    • Update Segment 1 and continue the process
LOCAL LEADERSHIP TEAM

Who are the members? What are their responsibilities?
District Local 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 teacher(s)
District Local Leadership Team

• Responsibilities and Oversight
  – **Represent** the District members and stakeholders
  – **Advise and assist** with implementation of systemic change
  – **Develop and implement** clear goals and plans with assignments of tasks and timelines
  – **Keep goals and process** focused on the quantitative and qualitative data gathered
  – **Be the catalyst** to resolve problems that arise during the process

DATA BASED DECISION MAKING

What are the elements to making decisions based on quantitative and qualitative data?
Data Based Decision Making

• **Quantitative and qualitative data** must be used to drive the process and procedures, such as
  1. **Determining** the problem, drilling down to the root cause, and stating the hypothesis(es)
  2. **Listening and gathering** District voices and stories (qualitative data) to understand the quantitative data
  3. **Establishing** improvement goals and activities for implementing change
  4. **Evaluating** (effectiveness toward results)
Data Quality Standards
Data collected, submitted, analyzed, and reported must be:

- Timely
- Accurate
  - Reliable
  - Consistent
  - Objective
- Valid
  - Complete
  - Credible
- Secure
- Useful
  - Interpretable
  - Relevant
  - Transparent
  - Accessible
The key to identifying relevant data is to ensure that you clearly define or select a specific problem.
Illinois SPP* Indicator 5

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

*SPP – State Performance Plan
Illinois SPP Indicator 5

• Measurement:
  
  A. Percent = # of children with IEPs served inside the general education classroom 80% or more of the day divided by the total # of students aged 6 through 21 with IEPs

  B. Percent = # of children with IEPs served inside the general education classroom less than 40% or more of the day divided by the total # of students aged 6 through 21 with IEPs

  C. Percent = # of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements divided by the total # of students aged 6 through 21 with IEPs
## LRE Data Cohort – State Data

### Point of Reference

<table>
<thead>
<tr>
<th>Comparison of Data Results</th>
<th>&lt;80%</th>
<th>40 to 79%</th>
<th>&gt;40%</th>
<th>Separate Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Average 2011-2012</strong></td>
<td>53.2%</td>
<td>26.1%</td>
<td>14.6%</td>
<td>6.1%</td>
</tr>
<tr>
<td><strong>State Average 2012-2013</strong></td>
<td>53.5%</td>
<td>25.4%</td>
<td>14.6%</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Cohort 4 Average 2012-2013</strong></td>
<td>49.0%</td>
<td>31.1%</td>
<td>13.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td><strong>Your SD</strong></td>
<td>____%</td>
<td>____%</td>
<td>____%</td>
<td>____%</td>
</tr>
</tbody>
</table>
Starting Point

The problem should be a clear concise statement of the issues that need to be addressed by a District local leadership team.
Illinois Problem Statement

For more than three years *(when)*, as documented in the Annual Performance Report (APR) of the SPP and in public reports *(where)*, individual districts in the state of Illinois *(who)* have percentages that are discrepant from the overall state average or rigorous targets in all educational environments *(what)*.
What are the specifics for this project?
LRE Data Cohort – District Responsibilities

• **Identify relevant data** related to placement of students with IEPs
• **Analyze collected 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 for results based on measurable improvement goals and activities**
LRE Data Cohort -- Details

• For the first seminar … please bring
  – Relevant District data
    • LRE data for the District
    • District and state assessment data
    • Special Education District Profile
  – District and personal calendars
  – Computer for recording the information developed and review electronic stored District data
LRE Data Cohort – ISBE Guidance

• Assign 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 – ISBE Provides

• We will provide ...
  – Special education LRE FACTS data
  – Morning beverages and noon working lunch meal
  – Mileage for two (2) vehicles per district
    • Mileage will be calculated using MapQuest from the individual’s home to where the session will be held
LRE Data Cohort 5 – Overview

• Webinar – Seminar 1/A – November 20th, 2014
• Seminar 1/B
  – December 9th, 2014 – 9:00 a.m. to 3:00 p.m./Crowne Plaza/Springfield
    • Topic: Segment 1 – Gathering the Elements
• Between Seminars 1 and 2 -- Implement Segment 2/Listening to the District voices and stories
• Seminar 2
  – February 26th, 2015 - 9:00 a.m. to 3:00 p.m./Crowne Plaza/Springfield
    • 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
  – December 9th, 2015 - 9:00 a.m. to 3:00 p.m./Crowne Plaza/Springfield
    • Topic: Review progress and results
LRE Data Cohort – Agenda for Seminar 1/B

- **Review the nature/purpose and segments of LRE Data Cohort process**
- **Review** the various quantitative and qualitative data sources
- **Develop an District problem statement, a root cause, and hypothesis(es)**
- **Review the process of triangulation**
- **Plan Segment 2 with the collaborative guidance of your ISBE mentor**
LRE Data Cohort – Final Thoughts

Comments and Discussion