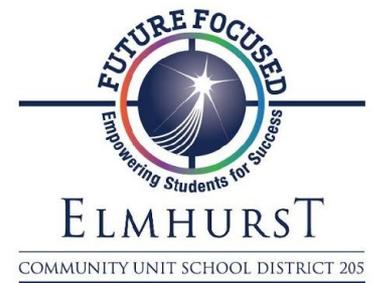


Special Education Program Review

Initial Report on Findings

February 2019

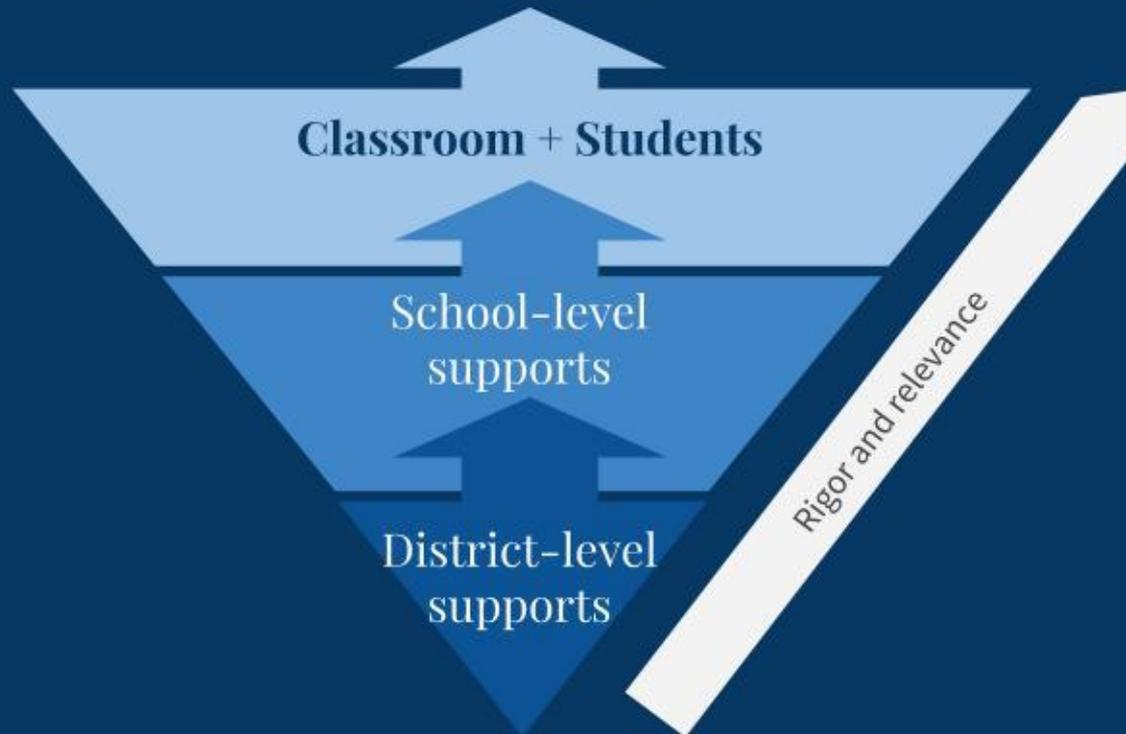


Where are we going?

OUR DISTRICT VISION:

All students graduate college-, career-, and life-ready.

Communication | **C**ritical Thinking | **C**ollaboration
Character | **C**reativity | **C**itizenship



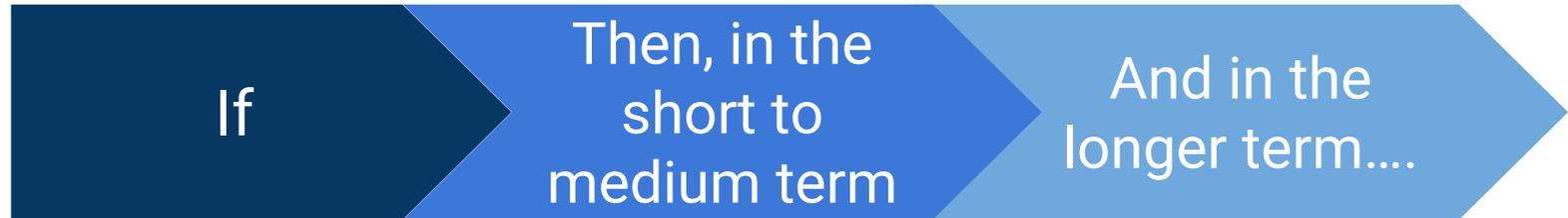
Purpose of program analysis is to identify areas of strength and challenge in delivery of special education services and related outcomes

- Students with disabilities represent a significant subgroup of students within the district.
- Effectively meeting their educational needs can be complex, require substantial investment and expertise, and be subject to strict regulations and standards.
- Analyzing our current programs for students with special needs will help us identify areas of strength and challenges to address so that we can achieve the overall district vision.

Learning and Teaching Priorities

- Help create shared understanding and **measurement** of district vision, strategies, and priorities ← **Program Analysis**
- Develop curriculum resources and assessments in key content areas with new standards or programs that reflect rigor and relevance
- Support instructional strategies aligned to rigor & relevance and the 6C's

District's theory of action for special education services and outcomes



If we design and implement services well.....

Then students will learn and grow

Students and families will be engaged/satisfied with their experiences

Students will be college-, career-, and life-ready

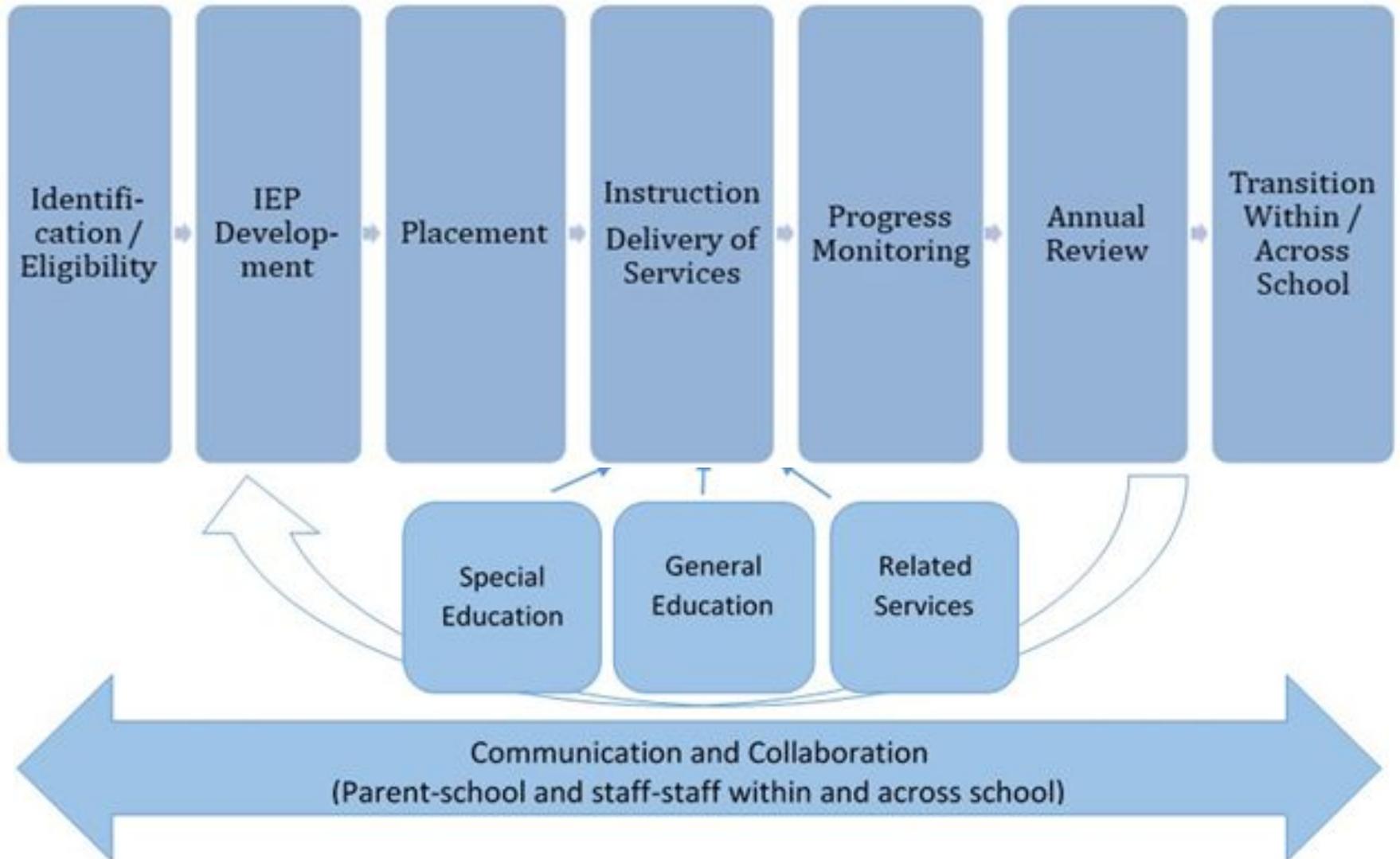
District's theory of action for special education services and outcomes



Were the inputs sufficient? Were activities implemented as planned? What are areas of strength and improvement?

To what extent are intended outcomes being achieved?

A model for delivery of special education services helps frame intended activities



Goal of today's meeting is to provide overview of initial findings and discuss next steps

- Discuss program analysis questions and associated data collection
- Collect initial feedback & discuss next steps

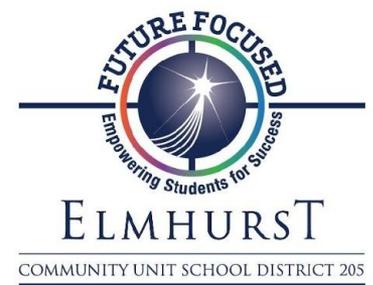
Program review questions focus on implementation and initial information on outcomes

- What do special education services look like at present in the district?
 - What resources does the district provide to implement each element and to what extent do the resources seem sufficient?
 - How does the district intend for each element to be implemented (for example, development of IEPs)? Are activities being implemented as planned and with the level of quality expected? How does this vary by school or type of services?
- What are areas of strength and improvement?
- What are the intended outcomes for students with special needs and to what extent are they being met?

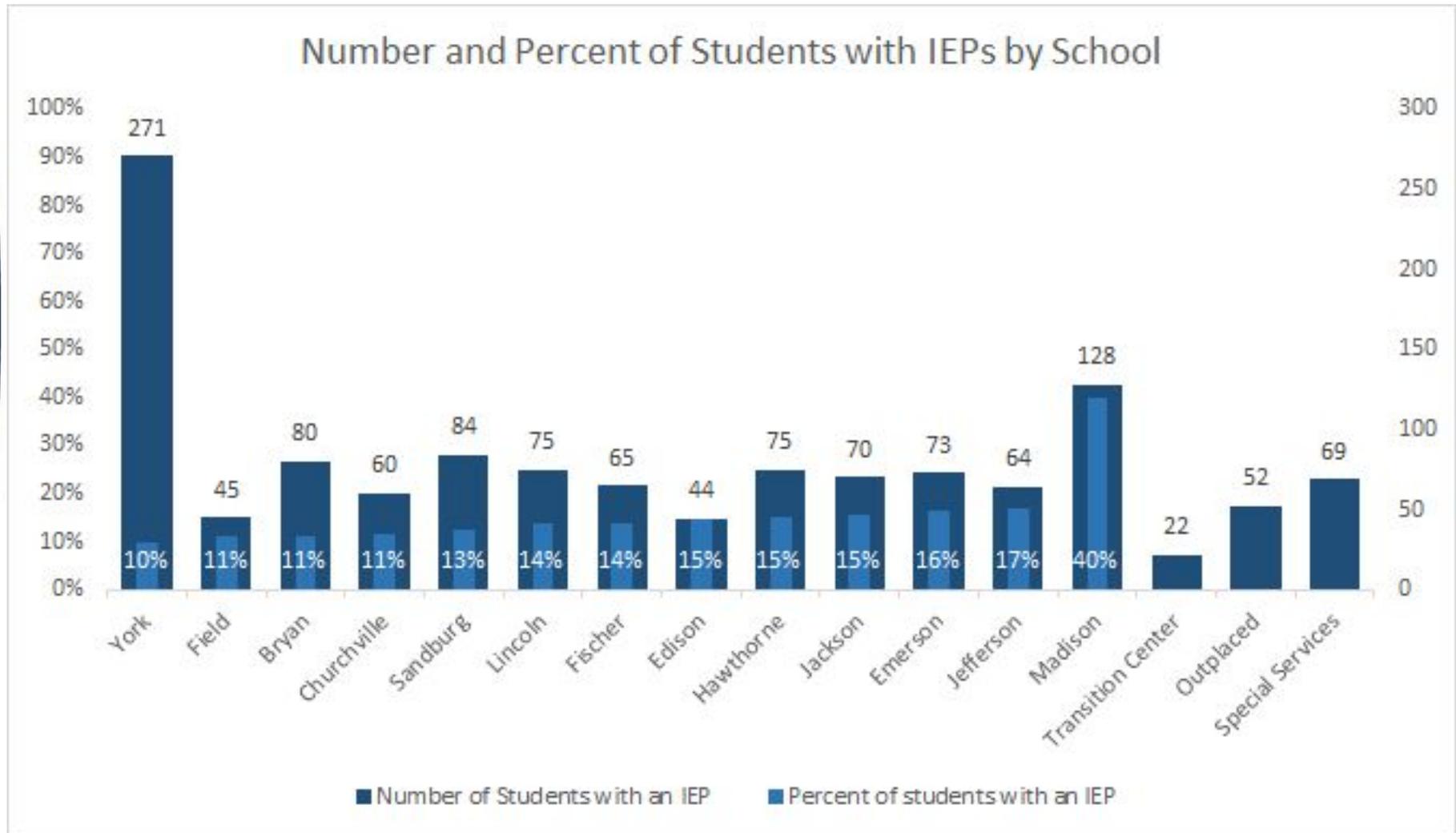
Data to address questions from a variety of sources

- Interviews with all principals, special education instructional coaches, and special education supervisors (25 interviews total)
- ThoughtExchanges with special education teachers, general education teachers, early childhood teachers, assistants, social workers, speech and language pathologists, psychologists, and parents (638 participants, 1113 comments and ideas)
- New data on a representative sample of student IEP goals
- Existing district data on student services, courses, staffing, student perceptions, attendance, discipline, athletics/activity participation, and achievement
- Additional types of data collection are planned for this spring

Program Description

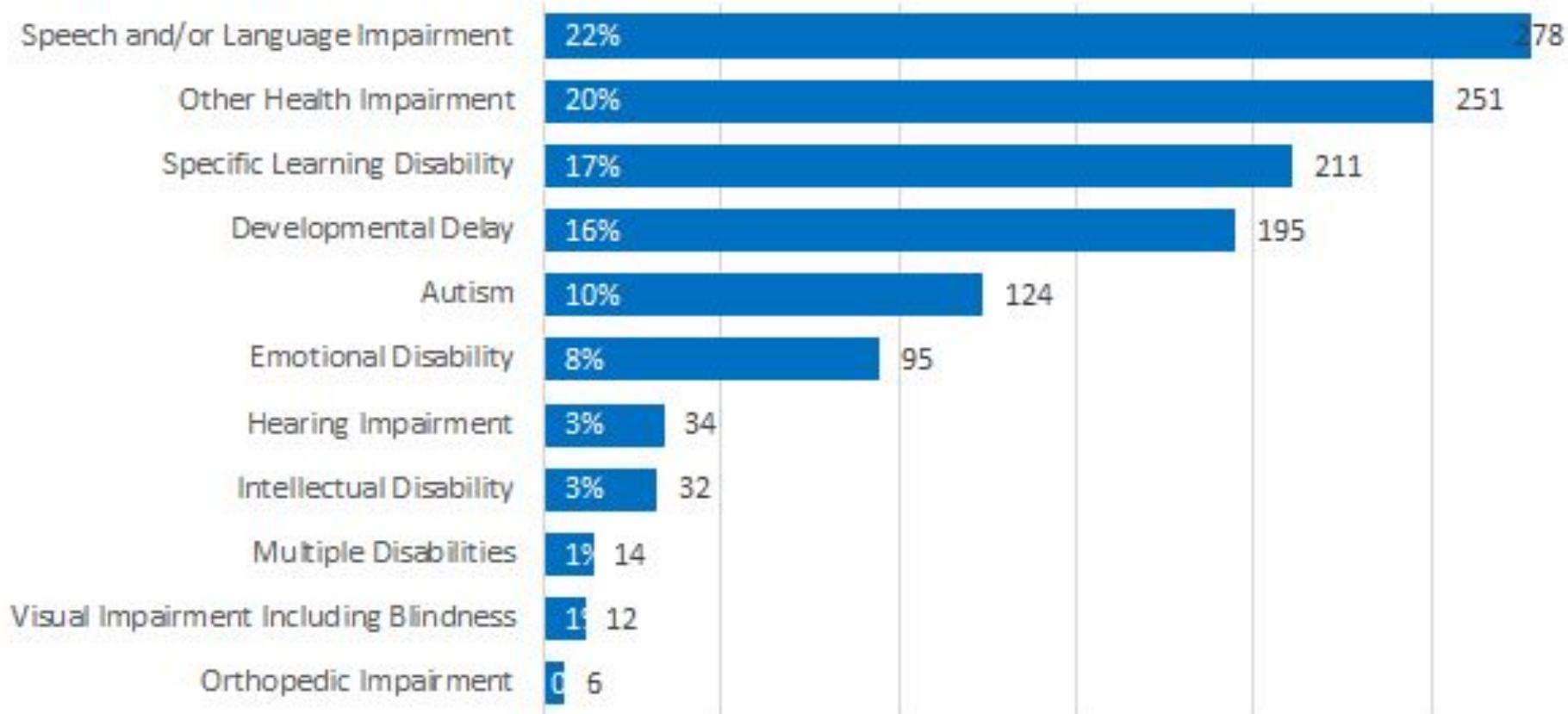


Overall, about 13.7% of students receive special education services



Most common disabilities are speech and/or language impairment, other health impairment

Primary Eligibility from Embrace IEP

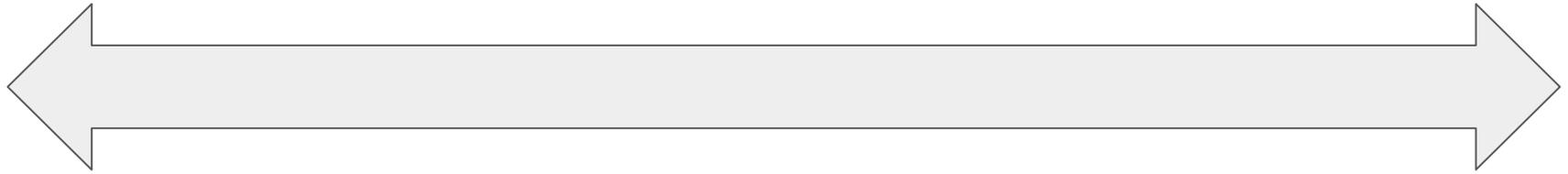




On average, students receiving services for 3 to 5 years

- Students currently receiving special education services have been receiving services for 4.27 years (4 years and 3 months)
- Students who transition out of special education services spend an average of 3.45 years (3 years and 5 months) receiving services
- 74 students transitioned out of services between August 2017 and August 2018 (78 students transitioned out in 2016-17)

District offers a continuum of services to support students

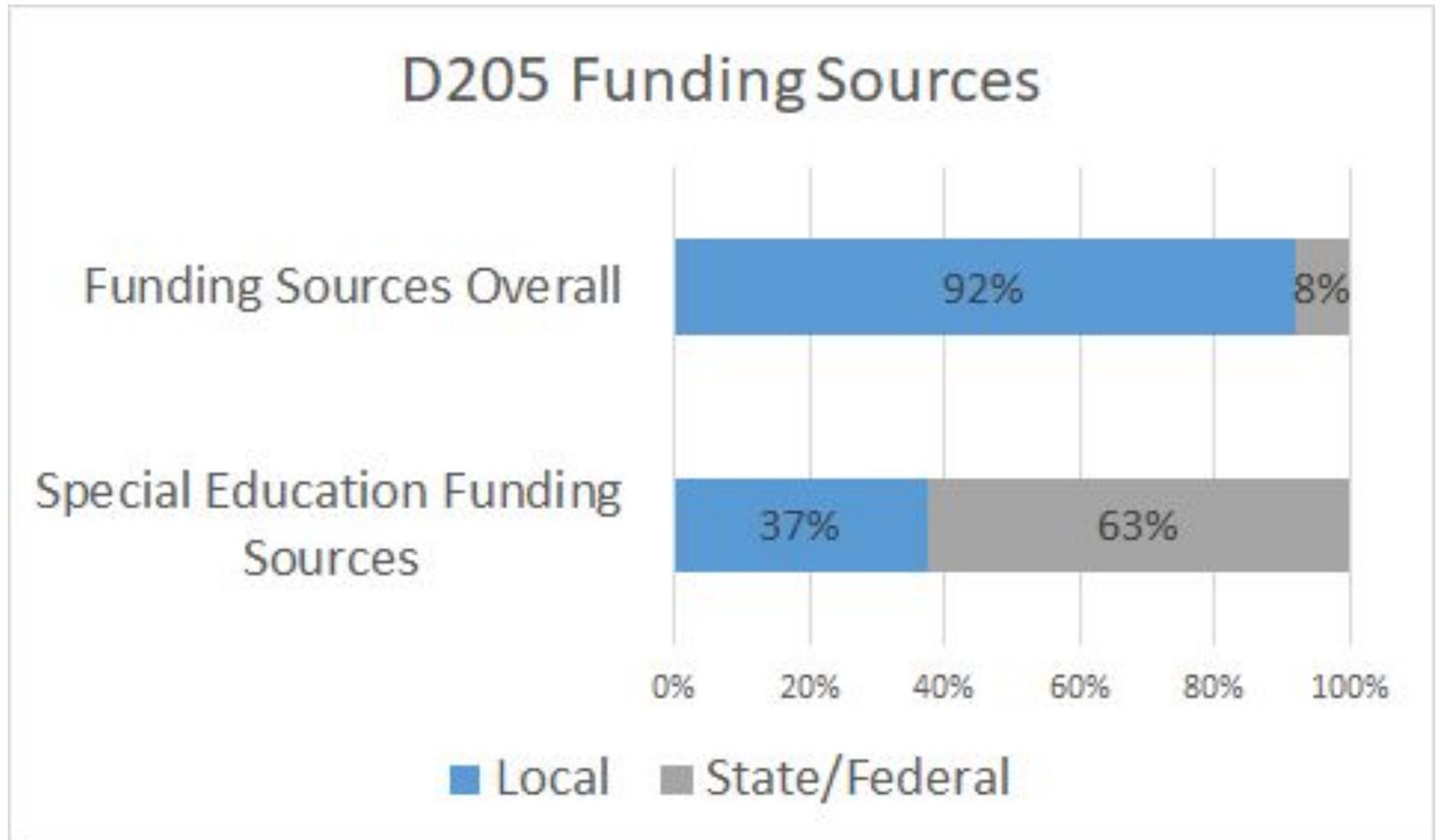


Full inclusion	Push-in resource support	Co-taught resource support	Pull-out resource support from special ed teacher	Self-contained (instructional core subjects)	Self-contained (districtwide program, instructional, ABC, multi-needs, transition)
----------------	--------------------------	----------------------------	---	--	--

Compared to peers, more students in less restrictive environments

	<i>Inside general education ≥80%</i>	<i>Inside general education 40-79%</i>	<i>Inside general education <40%</i>	<i>Separate facility*</i>
District	66.8%	22.0%	3.6%	7.6%
Peer Districts	54.9%	26.3%	13.1%	5.8%
State	53.3%	26.8%	13.4%	6.4%
*D205 transition center is considered a separate facility.				

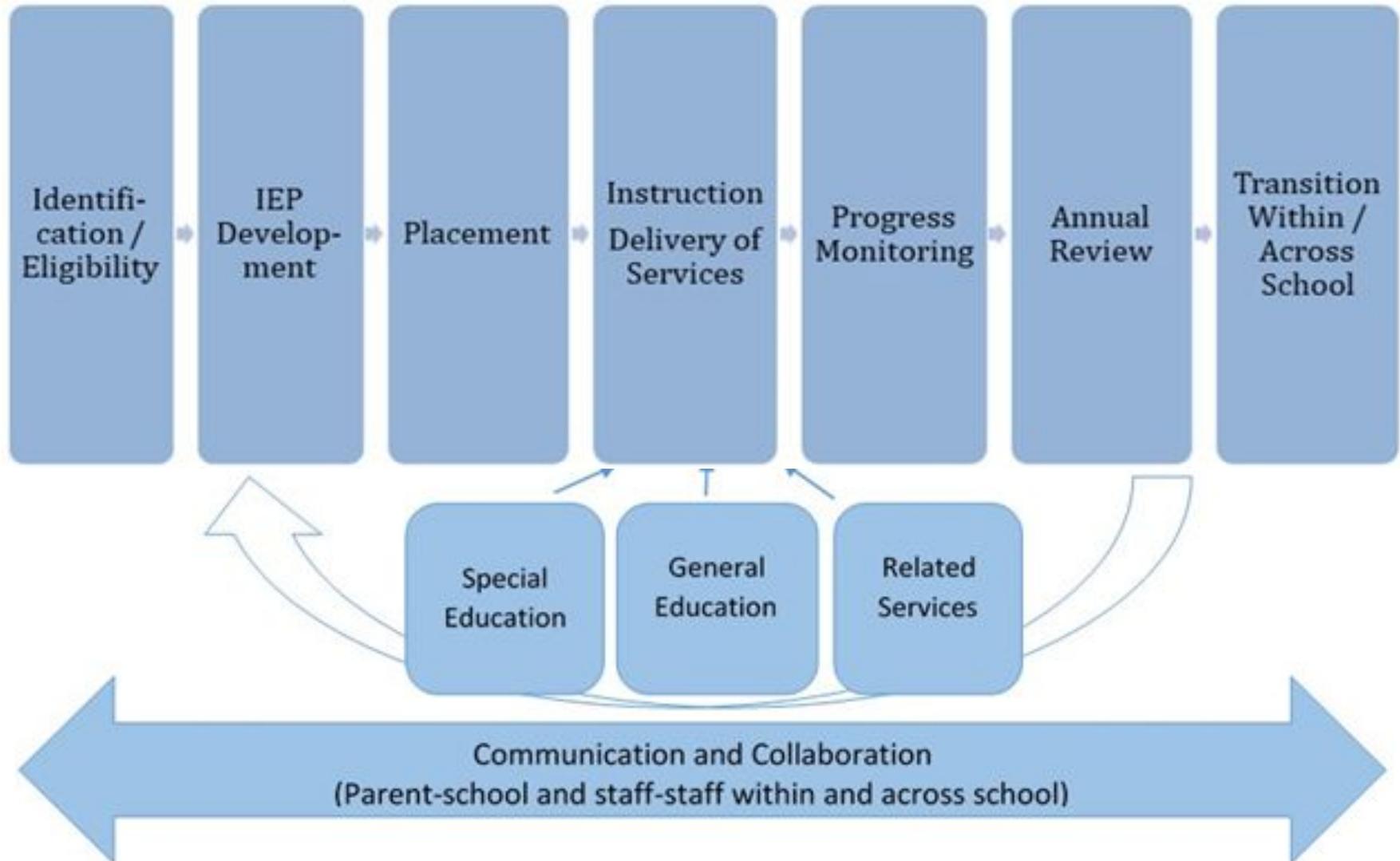
More funding for special education comes from federal and state sources than overall



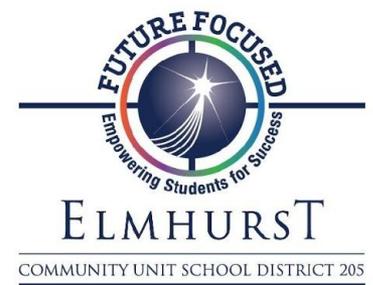
Program Implementation



Key findings and areas of strength and improvement in each component follow



Identification



Pre-identification processes and consistency named as key challenges related to identification

- About 200 students per year identified, mostly at early childhood level, mostly for speech and/or language impairments
- Key areas of strength & challenge/improvement:
 - lack of systematized multi-tiered system of support (academic and behavioral/emotional)
 - need for more consistency (psychologists)
 - parental/teacher pressure
 - workload issues

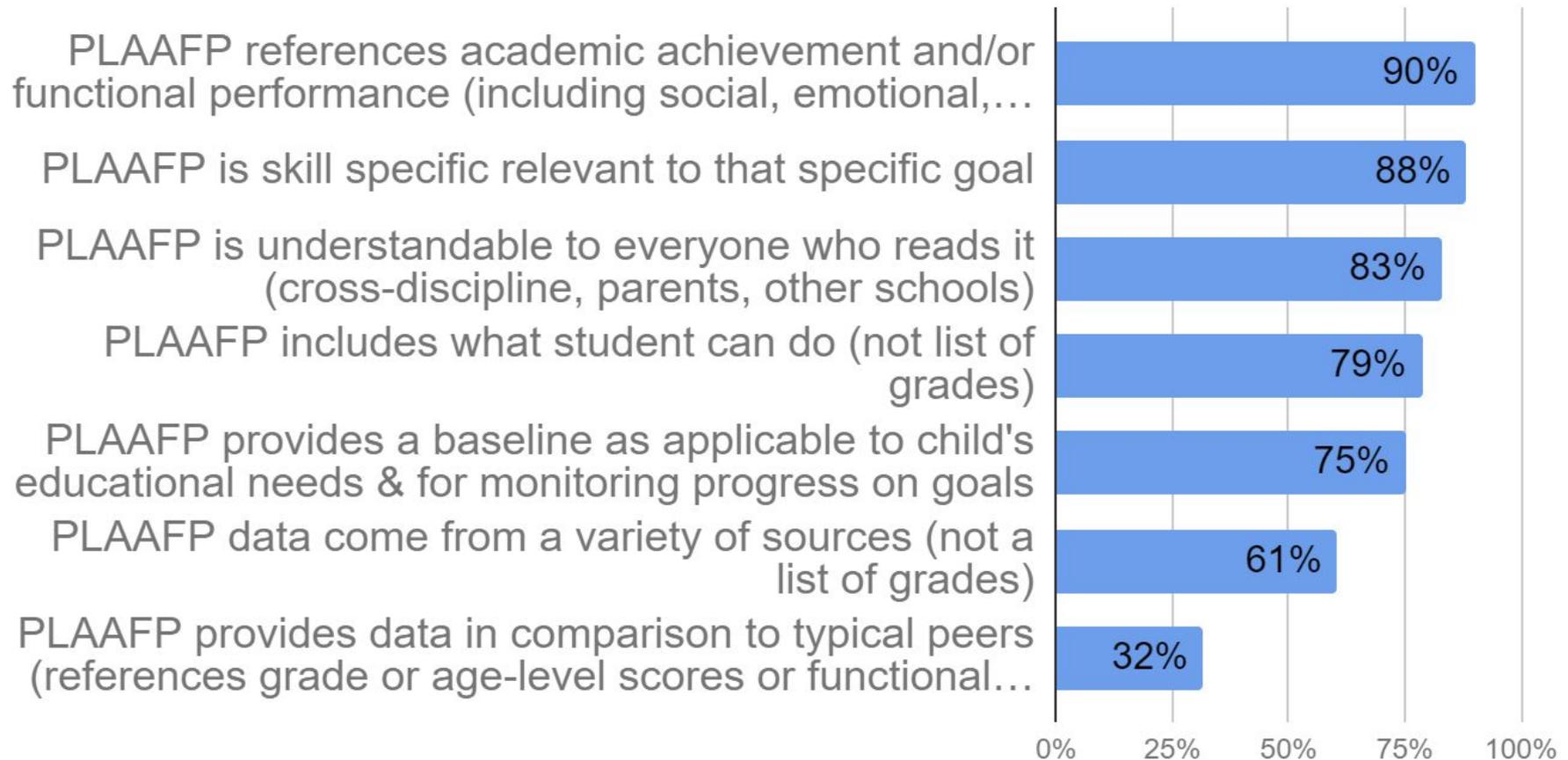
IEP development



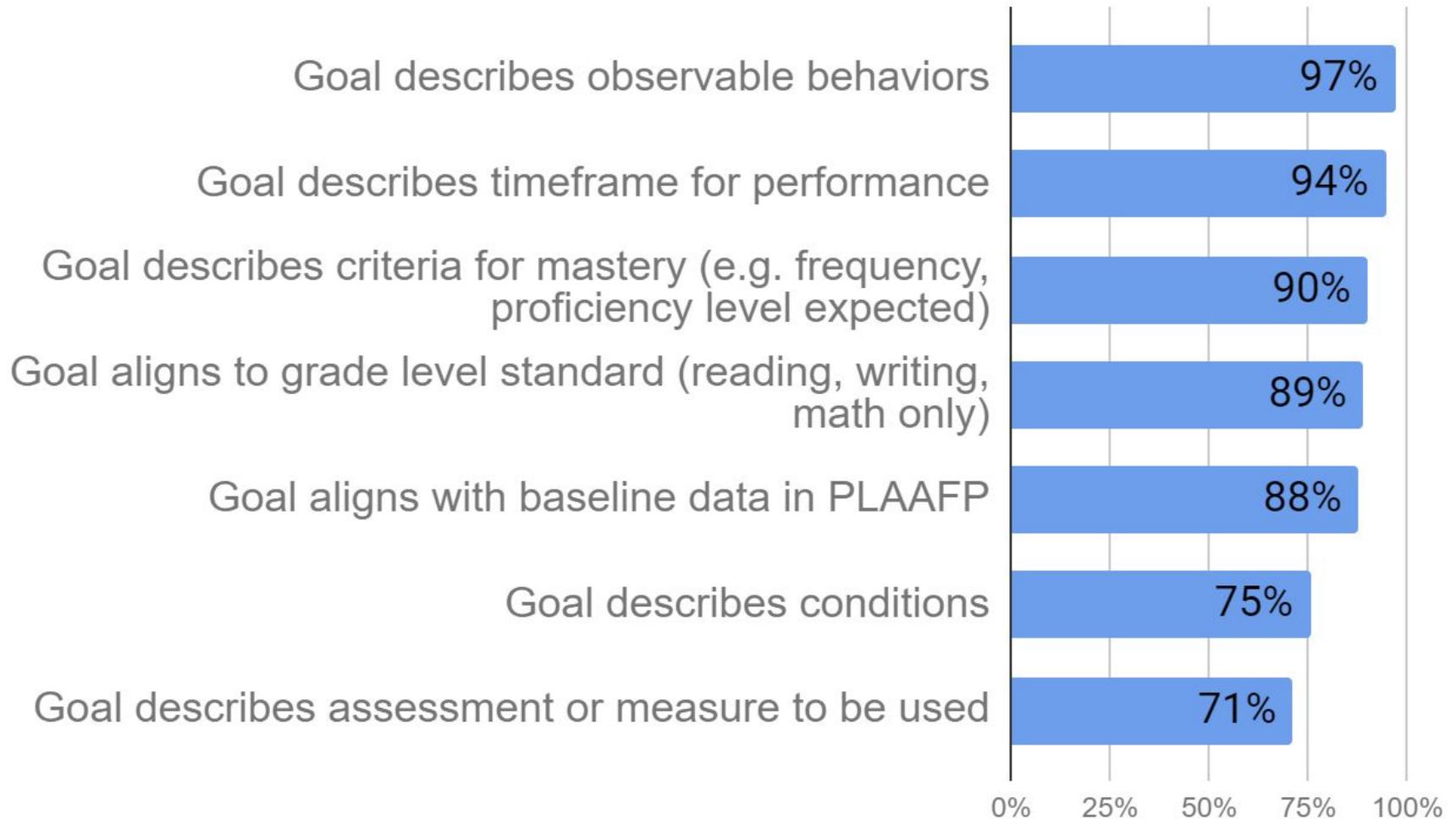
Analyzed feedback from stakeholders, plus sample of IEPs

- Key areas of strength & challenge/improvement:
 - Can be difficult to find time to collaborate on goals and some may be reluctant to participate
 - Have been improvements in goal-writing; still work to be done to improve rigor, specificity, and monitoring their evolution
- Team reviewed 308 goals representing 92 students selected to be representative of grade band and disability type to look at number, type, quality of goals and descriptions of present levels of performance

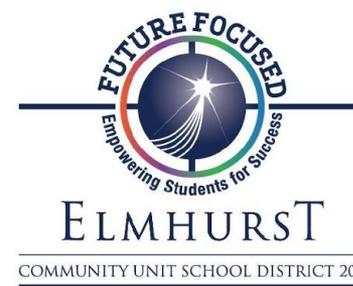
Most quality criteria met for most descriptors of present level of performance, but only 32 percent of descriptions included data in comparison to typical peers



Most goals met most criteria; least frequently met quality criteria for goals involved describing the specific measures and the conditions for performance



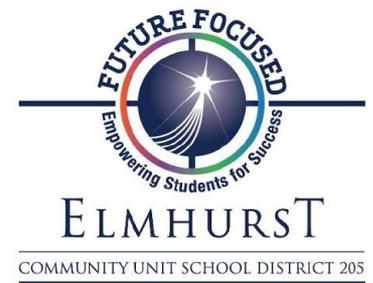
Placement



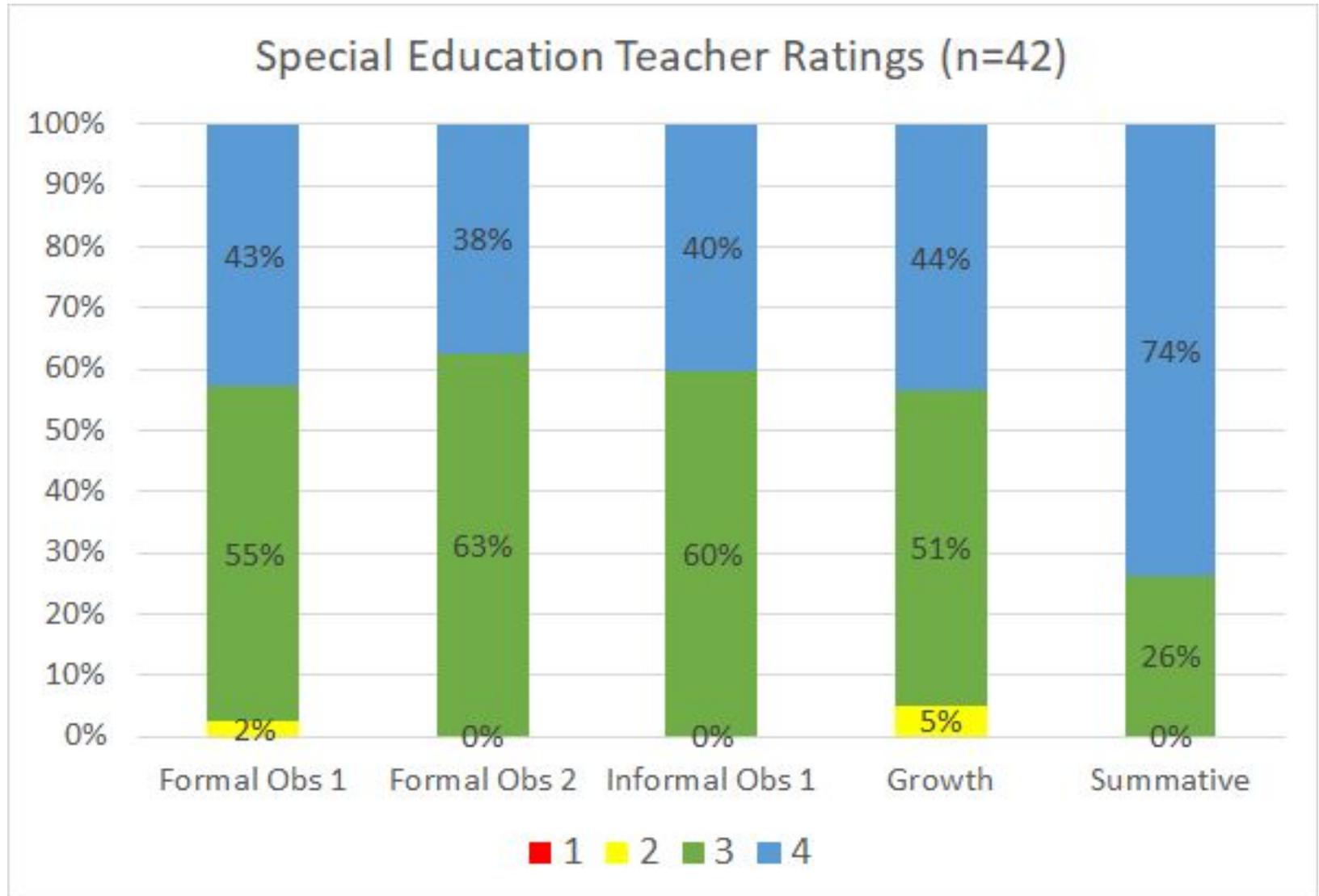
ES and MS schedule constraints create challenges for teachers to meet students & collaborate with peers

- Other key areas of strength & challenge/improvement:
 - available academic course/placement options
 - options for students with behavior/emotional needs
 - limitations and challenges of clustering students
 - matching expertise to student needs

Quality of instruction and instructional supports



Difficult to systematically measure quality of instruction; staffing data indicates experienced, qualified, proficient staff



Student perceptions of math instruction well above average in many schools, but IEP/non-IEP differences; some below average results in English instruction

School (IEP/Non-IEP)	Academic Press	English Instruction	Math Instruction
Bryan	64/92	71/72	99/99
Churchville	48/49	39/54	45/99
Sandburg	63/58	31/36	71/99
Edison	66/73	27/62	46/76
Emerson	59/58	30/36	42/67
Field	60/78	55/62	46/87
Fischer	71/79	77/78	48/78
Hawthorne	91/66	75/45	62/81
Jackson	91/66	69/34	84/85
Jefferson	61/49	54/57	45/71
Lincoln	45/63		50/78

Most	80-100	At least 1.5 SD above average
More	60-80	0.5 to 1.5 SD above average
Average	40-60	Average
Less	20-40	0.5 to 1.5 SD below average
Least	0-20	At least 1.5 SD below average
IEP/Non-IEP Difference		

Stakeholders perceive strengths and improvements but also continuing needs with respect to instruction

- Key areas of strength & challenge/improvement:
 - Variation in observed quality of instruction
 - Caring and dedication of staff
 - Need continued work on differentiation and inclusiveness in gen ed - teachers want more supports (assistants, strategies)
 - Improvements in alignment of special education to grade-level standards
 - Much more time needed for special educators to develop understanding of curricular resources and content - special educators want more time to do this and case mgmt
 - Co-teaching is a strength
 - More support on co-teaching needed - more information to come this spring
 - Additional training for assistants

District supports instruction through coaching, late starts/institute days, D205 courses, mentoring

- Need for more systematic information on efficacy of supports for professional learning in instruction, though perceptions generally positive
- Coaching seen as a strength

Special education coach logs for 2017-18 show instructional planning, modeling, or feedback on instruction about 33 percent of support cases

<i>Support type</i>	Percent
Feedback on instruction	8%
General information on curriculum or instructional strategies	13%
General information on special education learners	18%
Help administering or interpreting assessment information	11%
Help identifying appropriate instructional materials for students	8%
Help modifying materials (curriculum or assessment) for students	5%
Modeling of instruction in the classroom (e.g. differentiation flexible grouping guided reading)	5%
Other (meeting planning or facilitation, PD planning or delivery)	11%
Planning for instruction (individual lessons or units)	15%
Planning for instruction in co-teaching setting	5%

Progress monitoring



Need for more tools, processes, systems and communication about progress cited by stakeholders

- Key areas of strength & challenge/improvement:
 - Staff and administrators want more options and systems (and professional learning to ensure consistency)
 - Parents (especially elementary and middle) want more information about student progress
 - Goal analysis suggests specific measures included about 71% of time in sampled IEPs

Annual review and transitions



IEP meetings not identified as key area of improvement by most staff or parents, though some areas of growth

- Key areas of strength & challenge/improvement:
 - Variation in how meetings operate depending on case manager
 - Elementary parents noted a need to get IEP documents ahead of meetings
 - Assistants would like to participate (other staff might not)
 - Parent survey in February 2019 will gather more information about IEP meetings

Transitions noted by some staff and parents as an area where improvements needed

- Key areas of strength & challenge/improvement:
 - Early childhood staff noted need for more discussion and alignment between preK and elementary
 - Parents want more communication among teachers about their students -- needs, strategies, accommodations -- especially at transition times like beginning of year (middle school especially)

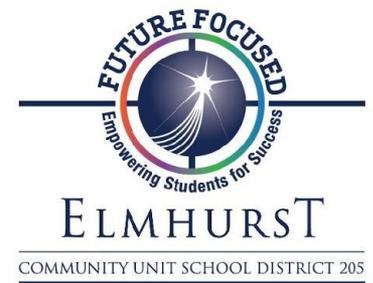
Communication and collaboration (staff)



Most ES and MS special ed teachers cannot participate in full PLC meetings of relevant grade/subject teams

- Staff cited a strength related to a team approach or having strong collaboration among special ed teams, and in some cases, among special education and general education teams.
 - Theme of good collaboration and teamwork especially strong at the early childhood level.
- Staff (general education, assistants, special education) also cite as a key area of improvement the need for more time to collaborate with peers
- Parents also note a need for more communication among staff

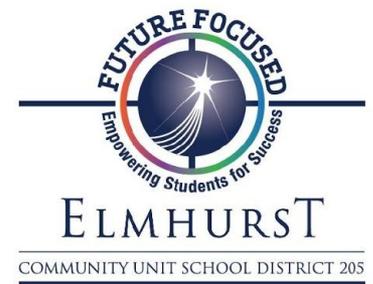
Communication and collaboration (families)



Number one area of improvement cited by parents relates to communication from staff

- All parent groups except the high school/transition center respondents commonly and strongly expressed a desire for more communication from staff (though Madison parents also praised communication)
- More information sought about:
 - how to support their students
 - what their students are doing (particularly at the early childhood and elementary levels)
 - progress or lack of progress

Outcomes



Student attendance, extracurricular participation, and survey data show mixed picture of engagement

- 8.6 percent of Elmhurst students were chronically absent (10 days or more) compared to 15.9 percent of students with IEPs in 2017-18
- About 52 percent of students with IEPs participated in either athletics or activities at York, compared to about 75 percent of students without IEPs.

Students report above-average perceptions of student-teacher trust and peer support for academic work in most schools

School (IEP/Non-IEP)	Academic Personalism	Peer Support for Academic Work	Safety (Physical)	Student-Teacher Trust
Bryan	92/73	96/97	93/92	98/90
Churchville	43/47	58/55	39/43	74/57
Sandburg	38/56	58/72	50/59	60/67
Edison	56/74	88/76	51/61	80/86
Emerson	55/50	99/68	55/52	53/64
Field	39/74	82/90	64/59	66/90
Fischer	82/83	96/85	51/44	99/88
Hawthorne	85/66	99/71	67/61	79/78
Jackson	79/69	99/78	49/55	88/79
Jefferson	86/63	99/82	75/67	81/85
Lincoln	60/63	98/95	72/65	77/87

Most	80-100	At least 1.5 SD above average
More	60-80	0.5 to 1.5 SD above average
Average	40-60	Average
Less	20-40	0.5 to 1.5 SD below average
Least	0-20	At least 1.5 SD below average
IEP/Non-IEP Difference		

Student achievement lower for students with IEPs but most students making progress on IEP goals

- Fewer students with IEPs proficient on assessments like F&P, PARCC, PSAT, SAT than non-disabled peers
- Few students proficient on DLM
- Fewer students graduating and enrolling in postsecondary education with IEPs than without
- Of the IEP goals reviewed which could be assessed for progress or achievement, students were on track to meet or had met 81 percent of them.

Additional data on parent satisfaction and student perceptions to be collected this spring

- Parent survey will include questions about IEP meetings, overall satisfaction, and perceptions of parents of graduating seniors about sense of preparation
- Graduating senior survey will include questions about sense of preparation

Summary and next steps



Collect additional data; convene discussions to prioritize areas of improvement and develop plans

- Parent survey, graduating senior survey, co-teaching study to be conducted this spring
- Meetings to be convened with stakeholders (parents, principals, teachers, district staff) to identify priority outcomes and which identified areas of improvement most likely to contribute to them
- Post full report
- Report back to Board in May 2019

Questions?

