The Process, Outcomes, and Panel Discussion

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The LRE (Least Restrictive Environment) Data Cohort was formed (2010-2011 SY)

Provide districts a process and procedure for analyzing their educational environment data (both quantitative and qualitative)

Improve the school climate so that students with IEPs have greater access to the general education environment

Create a more robust continuum of alternative placements.
Indicator 5 Linkage

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
District Participation Expectations

- Attend Webinar – one (1) hour
- Two (2) seminar locations – one northern area (Glen Ellyn) and a second central/southern (Springfield)
- Three Seminars – one (1) full day per seminar throughout a one year time frame
  - Seminar 1- Getting started
  - Seminar 2- Analyzing data/Setting goals
  - Seminar 3- Self-evaluation/Next steps
District Participation Expectations

In District Work ...

- Collect additional data to use towards hypothesis

- 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 over the course of the school year to implement the various activities and analyze the data for results
ISBE Participation Expectations

- 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 narrowing down the 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.
10 out of 15 districts in Cohort 1 increased their EE01 percentage
7 out of 13 districts in Cohort 2 increased their EE01 percentage
4 out of 8 districts in Cohort 3 increased their EE01 percentage
+ These districts have not completed the 1 year cycle

All data is from unverified FACTS submissions from schools from June 2013.
Other factors that may have affected the data...

- Administration and staff changes throughout the cohort
- District reorganization
- Other district initiative’s impact on placement decisions
- Student population changes
  - Move-ins, move-outs, referrals, dismissals

So we can’t say with 100% accuracy that the LRE Data Cohort was the SOLE factor affecting EE01 percentages, but it did make an impact!
Comments from previous participants...

“…. 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.”
Panel Discussion

Bambi Bethel, Director of Special Education
Collinsville CUSD 10

Pamela Leonard, Superintendent
Harmony-Emge School District 175

Janis Morgan, Assoc. Superintendent for Student Services
Township High School District 214
Panel Questions

- How did you feel about the flow of the process?
- During the process, what qualitative and quantitative data did you use to guide your plan for change?
- How much time did you commit to complete the process?
- Since being in the LRE Data Cohort what results have you seen?
- Did you meet your expected goals? Why or why not?
Panel Questions

How did you determine what goal(s) you were going to work towards?
How did your goal(s) drive your district’s plan?
What has been the overall feedback from your staff about the changes to LRE?
Would you recommend districts to be a part of the LRE Data Cohort? Why?

Other general comments to share with everyone about the Cohort.
What do we need?

- Districts to volunteer for Cohort 4!
The ISBE rigorous target for the 2012-2013 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).

The LRE Data Cohort team consists of 6-8 people. They include the following: district superintendent, general education teacher, a special education teacher, district’s data record keeper, principals of buildings, etc.
Timeline for Participation

Webinar – Introduction – prior to Seminar 1

Seminar 1- Beginning of December/Northern and January/Central-Southern
   
   **Topic:** Gathering the Elements

Between Seminars 1 and 2 -- Implement Segment 2/Listening to the District voices and stories

Seminar 2-End of February 2014

   **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

   **Topic:** Review progress and results
District superintendents need to notify ISBE by October 1, 2013 to participate in the LRE Data Cohort.

District participation will be reviewed for selection by the LRE Data Cohort Team.

Districts will be notified of participation on October 31, 2013.
Dates & Details of LRE Cohort 4

Northern Illinois/Crowne Plaza Lombard/Downers Grove in Glen Ellyn
- December 4, 2013
- February 25, 2014
- December 4, 2014

Central/Southern Illinois/Crowne Plaza in Springfield
- January 8, 2014
- February 27, 2014
- January 8, 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
If you have questions about the LRE Data Cohort process or want to volunteer your district, please contact:

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