

ISBE OUTCOMES PROJECT

ALL COMMITTEE MEETING

JULY 28, 2010

PEORIA CIVIC CENTER

The seven committees have been working for one year. The purpose of today's meeting was to present the progress that each committee had made.

REINTEGRATION

Ken Carwell and Tom Dempsey, Co-Chairs

Positive, negative and neutral effects of reintegration are being determined. Ken has data from his programs to beta-test. This will give global success rates based on length of stay. Further disaggregations will include student age, disability category, urban/suburban/rural setting and home district receptivity to reintegration efforts.

Reintegration into settings other than public school is also being discussed. This would include a student's ability to attend community activities such as park district classes or the ability to go on outings into the community when this was previously not possible.

A data collection document has been posted on (WHERE?)

Next Steps:

1. Develop a method to determine WHY some reintegrations are successful
2. Structure the data collection and reporting system so that it is consistent across users

TRANSITION

Wendy Murphy and Rella Peeler, co-chairs

Home school districts seem to be more diligent recently in their attention to the Transition part of the IEP. This committee has reviewed transition plans from their own programs using the Indicator 13 checklist from ISBE. Sue Walter attended one meeting and clarified/simplified things for the group. Sue was in attendance today and reports that there is a revised rubric for assessing transition plans now available on the ISBE website.

Next Steps:

1. Review the revised Indicator 13 assessment tool
2. Data based on the checklist will be self-reported from the programs represented. Then random samples will be assessed by the group to determine inter-rater reliability.
3. Develop a guidance document for self-checking

BEHAVIOR

Sol Rappaport, Chair

This group met six times or so and set the following goals:

- Develop a list of behaviors with definitions (for consistency) that can be used to measure progress regarding the decrease of problem behaviors. This is nearly accomplished.
- Compile a recommended list of formal assessments used to assess emotional status and progress
- Compile a recommended list of reinforcement plans that can be used to increase positive behaviors

The problem of how to report findings has been discussed. Because of the nature of the programs involved, overall data may show little positive effect because new students are continually “starting over”. However, a reporting method that breaks data down by student? Over time? has been discussed.

Next Steps:

1. Compare formal social/emotional status assessment tools. Narrow the list to a few that programs can use that are comparable to each other.
2. Compare reinforcement plans in use and narrow to a recommended few that can be compared when reporting progress.
3. Determine how best to report behavior change so that the information is useful

ATTENDANCE

Sandra Rodenberg, Chair

Documentation from home districts prior to placement should include a detailed record of the student’s attendance. Sandra has developed a form that requests information such as the type of setting the student has been in and whether the child was attending full-days or part-time/ homebound due to behavior. An attendance record of the last 3 months is requested.

After the student is in placement in the nonpublic program, attendance patterns are easily compared.

Next Steps:

1. Post the pre-placement tool on isbe website
2. Develop a document to use to compare attendance before and after placement

ACADEMIC PROGRESS

Johanna White, committee member

Johanna indicated that the group has not met. An e-mail asking for academic assessments currently being used was circulated earlier in the year.

Next Steps:

1. Committee members will attempt to reconvene the group as interest continues

STAKEHOLDER SATISFACTION

Diane Schultz, Chair

The group has submitted survey tools currently in use by their programs.

Next Steps:

1. Condense the current tools into one format easily used by different programs

IEP OUTCOMES

Fred Kubicek, Chair

This group held five meetings over the past year. Immediately they recognized that reporting progress toward IEP goals based on the IEPs the students brought to placement was usually difficult. Therefore, prior to being able to consolidate and report IEP progress, the group determined that measureable goals would have to be available.

A checklist for developing SMART (Specific, Measureable, Achievable, Realistic, Timely) goals was created and will be posted. A letter requesting baseline information and detailed reason for placement from the district has also been created. These tools will enable programs to accurately and meaningfully measure progress.

Next Steps:

1. Determine a format to use to report IEP progress for the purpose of tracking overall student and program improvement

TIMELINES AND NEXT STEPS FOR ALL COMMITTEES

The committees will give a panel presentation general session at the Best Practices for Nonpublic Special Education Programs Conference November 15th and 16th, 2010.

Work should be completed by March, 2011 so that ISBE personnel can begin to consolidate reporting methods and make them available to programs.