

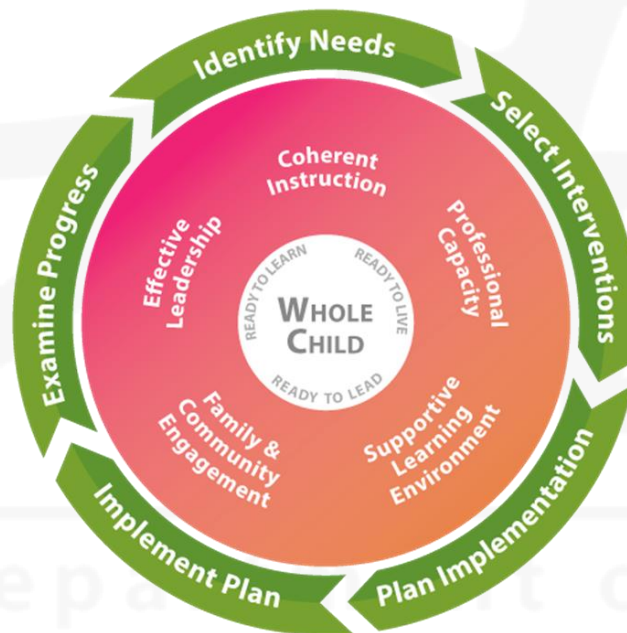
IDEA Part 1

Everything you didn't even know you needed
to hear about Special Education data

GCEL 2018

Presenters: Kachelle White and Monica Henderson

Understanding Special Education Data and how to incorporate it into your continuous improvement plan to create an effective district improvement plan.



Stakeholder Engagement

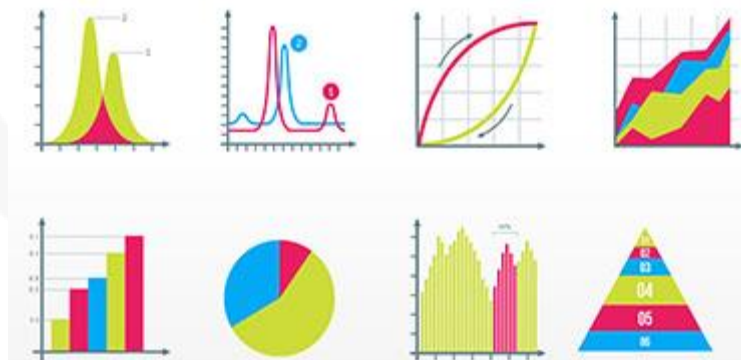


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The LEA must engage a Stakeholder Team to complete the following tasks:

1. Review and analyze data
2. Identify trends and barriers
3. Establish goals and actionable strategies to ensure continuous improvement; and
4. Implement, monitor and evaluate the impact of the work.

Data belongs to everyone



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Plan for Continuous Improvement



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Stakeholders should collaboratively analyze multiple sources of data to ultimately create a comprehensive plan for continuous improvement. It is necessary to consider the following IDEA Performance Goals that directly impact student outcomes.

DISTRICT IMPROVEMENT PLAN

4.n - Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;
- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;
- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and
- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]



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IDEA Performance Goal 1

*Improve graduation rate outcomes for students
with disabilities*

- How do you improve graduation outcomes for your population of students?
- How does that relate to students with disabilities?

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Improving Graduation

Performance Indicator 1:

Graduation: Percent of youth with IEPs
graduating with a regular diploma

- **Measure:** 4 year cohort rate
- **FY17:** 58.9%



Improving Graduation

Performance Indicator 2:

Dropout: % of youth with IEPs dropping out.

Measure: 9th-12th grade SWD dropouts

FY17: 5.7%



Improving Graduation

Dropout Rate

- What does your district have in place to decrease the drop out rate?
- How does this relate to students with disabilities?

Improving Graduation



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Postschool Outcomes FY17 Data (FY16 Exiters)

	Exiter Count	Percentage of Exiters
(A) Enrolled in Higher Education	2,659	26.24%
(B) Enrolled in Higher Education and Competitive Employment	6,055	59.76%
(C) Enrolled in Higher Education, Competitive Employment and Other Employment/Education	8,542	84.30%

Improving Graduation

Performance Indicator 17:

State Systemic Improvement Plan

(Student Success, Imagine the Possibilities)

Measure: Annual Event Graduation Rate

FY17: 67.1%



IDEA Performance Goal 2

Improve services for young children (3-5) with disabilities

- How do you meet the needs of the youngest students in your population?
- How does that relate to students with disabilities?



Improving Early Childhood



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Performance Indicator 6: Early Childhood Settings

% of children ages 3-5 with IEPs

- a) Receiving the majority of special education and related services in regular early childhood program
- b) Attending a separate special education class

Data source: FTE1, October

Improving Early Childhood



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School Year 2016-2017 Early Childhood Placement	FY17 Target	FY17 Data
Regular Early Childhood Program and the majority of hours of Special Education and Related Services in the Regular Early Childhood Program	46.20%	42.95%
Separate special education class, separate school or residential facility.	23.50%	25.82%

SWD Early Childhood: FY17 Data

Improving Early Childhood



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School Year 2016-2017 Early Childhood Placement	FY16 Data	FY17 Data	Notes
Regular Early Childhood Program and the majority of hours of Special Education and Related Services in the Regular Early Childhood Program	43.98%	42.95%	Decrease of 1.03%
Separate special education class, separate school or residential facility.	24.65%	25.82%	Increase of 1.17% (decrease in this environment shows improvement)

FY16 and FY17 Data

IDEA Performance Goal 3



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Improve the provision of a free and appropriate public education to students with disabilities

- How do you ensure high quality instruction for your population of students?
- How does that relate to students with disabilities?

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Improving Student Achievement



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Performance Indicator 3: Statewide Assessment:

3C State Assessment Proficiency Rate

- Math
- English/Language Arts (ELA)
- Reported by grade bands: 3rd – 8th, High School

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Improving Student Achievement



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Indicator 3C: State ELA Assessment Proficiency

FY17 ENGLISH LANGUAGE ARTS % PROFICIENT		
	Target	Data
GRADES 3-8	17.0%	17.7%
HIGH SCHOOL	12.8%	15.7%

Note:

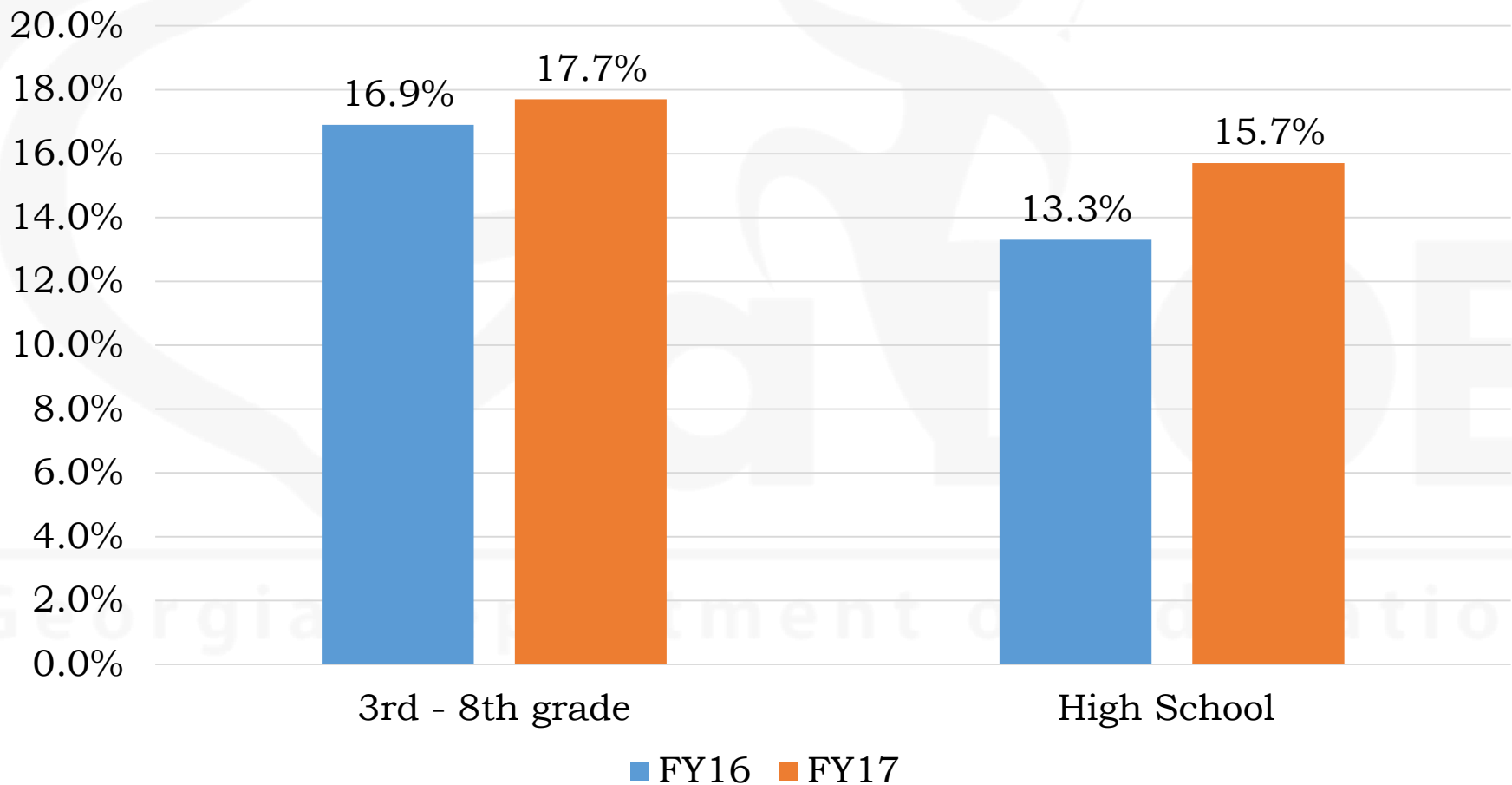
- For Federal Reporting, Proficiency includes only Level 3 & 4;
- For CCRPI Level 2, 3, & 4 are reported as Proficient;
- These data include Full Year **and** Not Full Year



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Improving Student Achievement

ELA Assessment: FY16 and FY17 SWD Proficiency

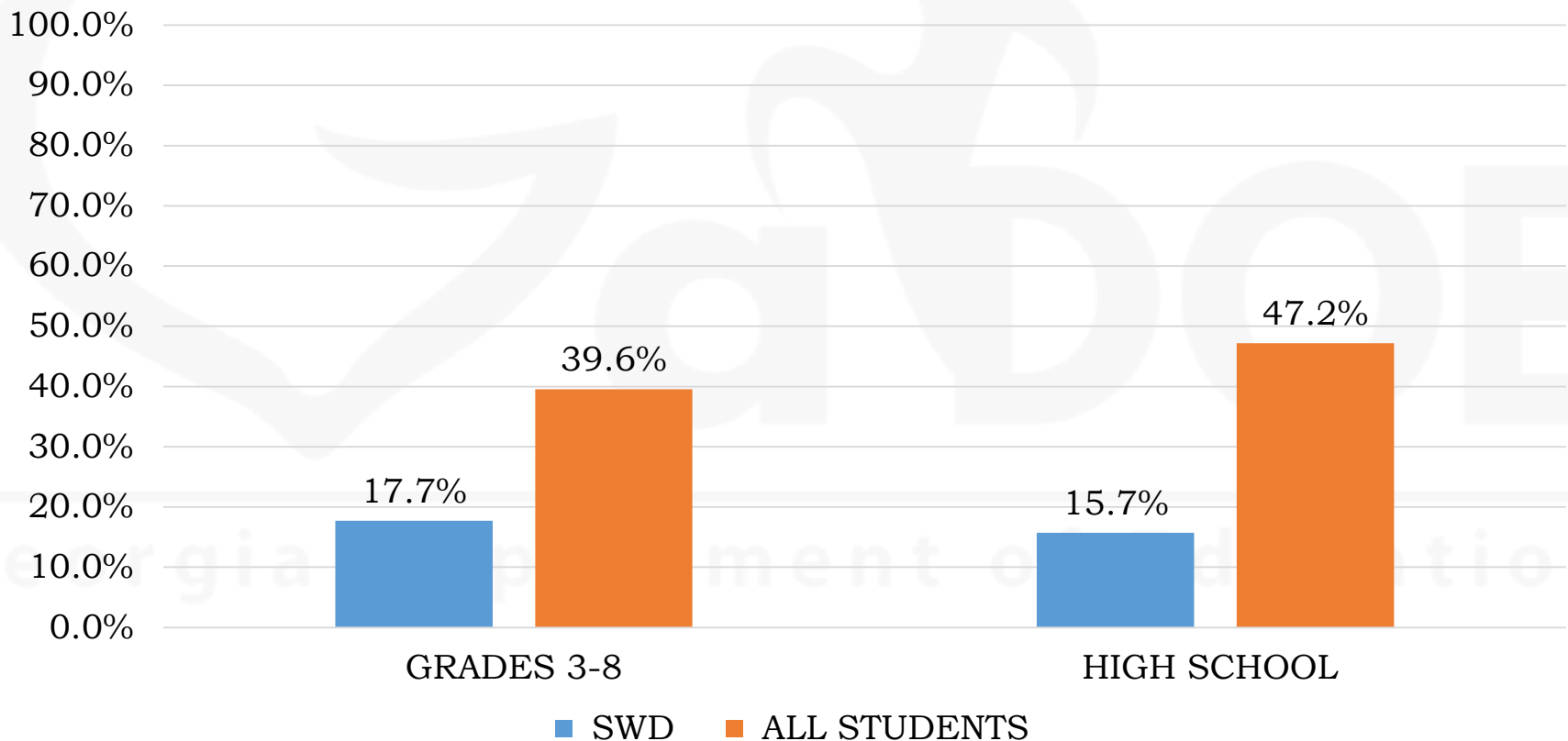




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Improving Student Achievement

FY17 ELA ASSESSMENT, ALL STUDENTS AND SWD;
LEVELS 3 & 4 ONLY (Proficiency), INCLUDES FAY AND NON-FAY



Improving Academic Achievement



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Indicator 3c: FY17 MATH SWD % Proficient

TOTAL GRADES 3-8	20.0%
TOTAL HIGH SCHOOL	11.6%
TOTAL	18.5%

Note:

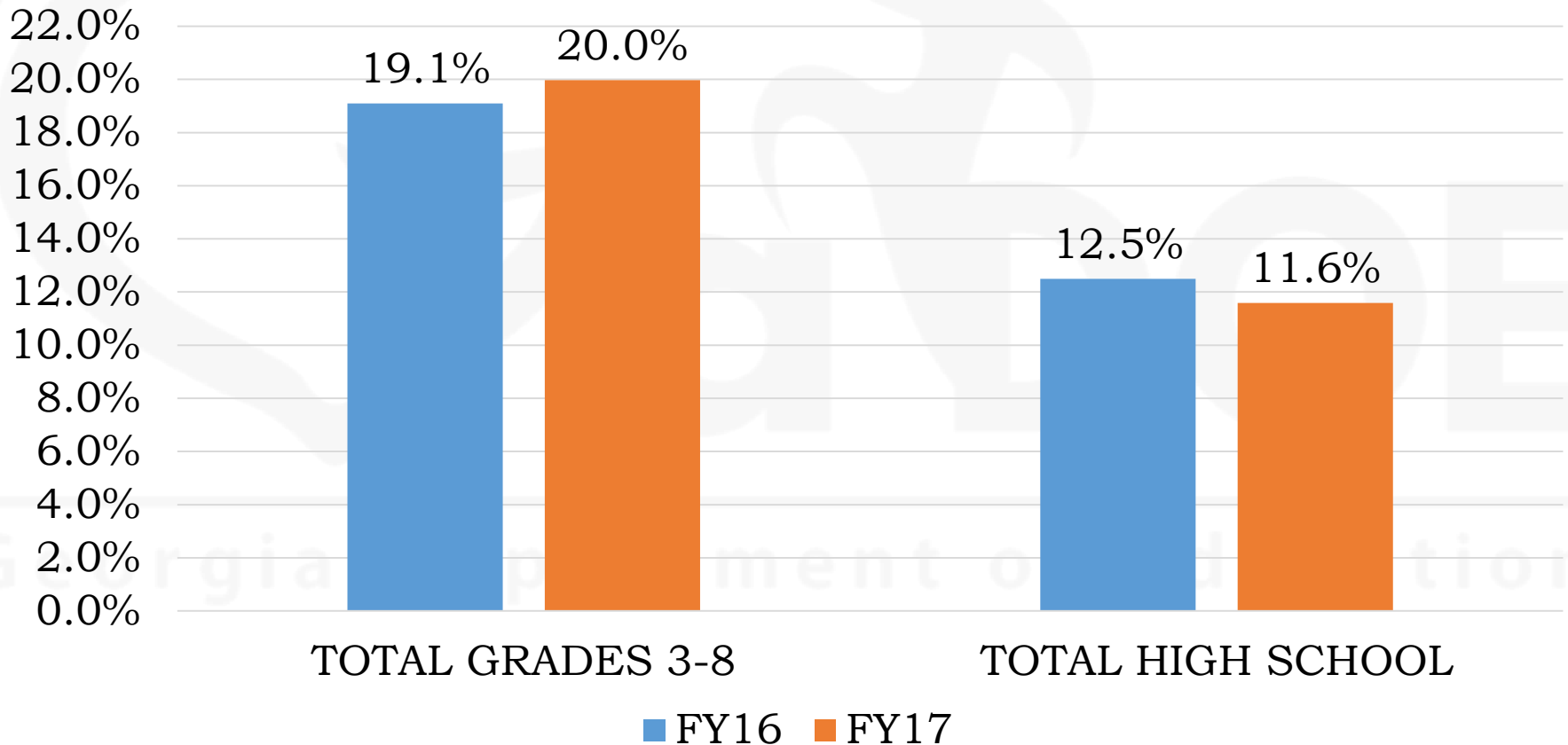
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Increasing Student Achievement

MATH ASSESSMENT: FY16 AND FY17 SWD PROFICIENCY

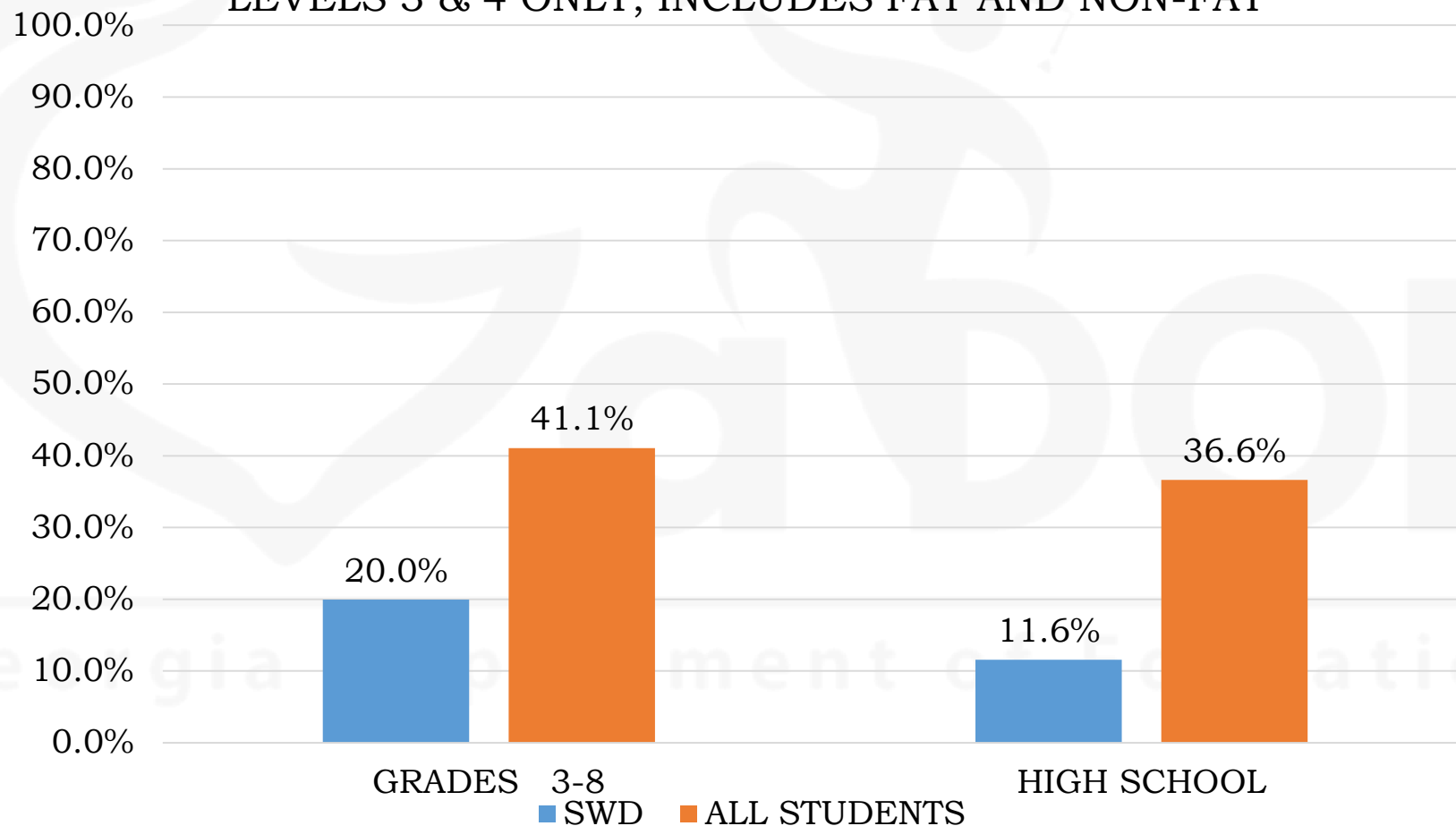


Increasing Student Achievement



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FY17 MATH ASSESSMENT, ALL STUDENTS AND SWD;
LEVELS 3 & 4 ONLY, INCLUDES FAY AND NON-FAY



IDEA Performance Goal 4

Improve compliance with state and federal laws and regulations

- What process does your district use to remain in compliance with state and federal laws and regulations for different programs?



Improving Compliance

5 Major Components of the Special Education Process

- Evidence of Written Procedures
- Accessibility of Written Procedures
- Evidence of Professional Learning
- Monitoring of Compliance with Procedures
- Effective Outcomes Related to Procedures and Practices



Improving Compliance

Evidence of Written Procedures:

There are thorough written procedures that address all measurable indicators and important processes that support the provision of FAPE and the appropriate use of federal, state, and local resources. Stakeholders have participated in developing these written procedures.



Improving Compliance

Accessibility of Written Procedures:

Written procedures are updated as needed and are readily available in multiple formats to district personnel, local school administration, and classroom teachers.



Improving Compliance

Evidence of Professional Learning:

Professional learning in order to support implementation of compliant practices is provided to all appropriate staff to include administrators, classroom teachers, and support staff. Provisions are made for newly entering staff to have this same level of professional learning. All staff receive annual updates on any revisions or changes in procedures.



Improving Compliance



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Monitoring of Compliance with Procedures:

Staff self-monitor compliance by means of procedural checklists, data collection, and/or peer review instruments that are then submitted to administrators for review. Staff is held accountable for the accuracy and compliance of these submissions through a monitoring process that provides feedback to improve compliance.



Improving Compliance

Effective Outcomes Related to Procedures and Practices:

Data is collected and reviewed for improved performance on measurable indicators based on state targets. Data meets state targets and is used to inform and improve practices and procedures.



Continuous Improvement

Collaboration regarding ALL students will create a more effective district improvement plan



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Helpful Resources

1. Special Educational Annual Report (Summary Page)
2. CCRPI Report (Note: Consider the CCRPI "Data Detail Reports" and New School Climate Rating)
3. Georgia Student Growth Model
4. GOSA's Report Card (Governor's Office of Student Achievement)
5. [Special Education Compliance Rubric](#)
6. [Supporting the Implementation of IDEA](#)

Questions?



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