

**LRE QUESTIONS FOR THE
SPECIAL EDUCATION SECTION**

Prepared for discussion at the September 9, 2011
SEAC Meeting

WHAT PD ACTIVITIES HAVE BEEN
PROVIDED WITHIN THE LAST YEAR
AND IN WHICH COMPLEXES?
WHO ATTENDED THE TRAINING?
WHAT IS THE FOLLOW-UP FOR
PERSONNEL WHO HAVE ATTENDED
TRAINING?

- SY 2010/2011 - SES did not provide training/PD to complexes/schools
- Information sharing responsibilities
 - HSTA/DOE collaboration
 - ACE/VP training
 - Other occasional principal mtgs., etc...
- GSS activity – Complex onsite/focused review
 - LRE as focus area
 - Data collection activities
 - Collaborative review/analysis of data
 - SES final report to complex with specific recommendations
 - Complex improvement plan addressing recommendations
 - Six (6) out of eight (8) complex IDEA Project Proposals included inclusion training

WHAT ARE THE BEST PRACTICES
YOU HAVE ADOPTED FOR
TRAINING AND DISSEMINATION?

Considerations

- Align with Race to the Top project – Knowledge Transfer System/Professional Development Framework
- Po'okela Project Deliverable – Effective PD Framework
- Didactic training is only effective with intentional follow up

Effective Professional Learning

- Focused on and embedded in teacher practice
- Informed by best available research
- Communities of Practice (CoP)
 - Data driven problem solving approach
 - Reflective practice leading to actionable feedback
 - Sharing knowledge, expertise, and experience
- Evidence based and data driven
 - Training targets - Identify learner outcomes (adult and student)
 - Formative assessment for mid-course correction
 - Summative evaluation measuring impact on teacher practice and student learning
- On-going and follow up supports
 - Coaching/mentoring
 - CoP
 - Accountability plan

Why do it different? How?

- Durable and sustainable transformation vs PD
- “Scaling up” Evidence Based Practices
 - Competency/Expertise
 - Organization structure
 - Adaptive leadership managing change process

WHAT DATA HAVE YOU COLLECTED RE: DIFFERENT EFFECTIVE STRATEGIES THAT GENERAL EDUCATION TEACHERS HAVE USED WITH SPECIAL EDUCATION STUDENTS?

Effective Strategies

- Collection of data specific to “strategies” used with students with IEPs in the general education classroom has not been systematic

Moving Forward

- Partnering with Bryan Cook, PhD, and Lysandra Cook, PhD, from University of Hawaii on identification and use of evidence based practices for students with IEPs.
- Sponsoring action research in the complexes/schools to help inform the field on effective practices

WHAT ARE THE SITES,
DESCRIPTIONS AND TIMELINES OF
THE PO'OKELA INCLUSION
PROJECTS? WHO SERVES ON THE
PO'OKELA ADVISORY BOARD? ARE
ANY OF THE MEMBERS
REPRESENTATIVES OF
FAMILIES/COMMUNITY GROUPS?

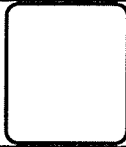
Transforming existing sites into...

Centers of
Educational
Excellence (CEE)

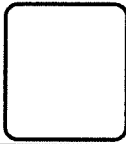
Model Program

Demonstration and
Training Site

Inclusive Practices Selected school sites



Nanakuli High/Inter



Waimanalo Elem/Inter

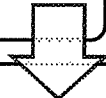


Kam III Elementary

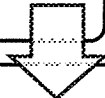
Transformation Process

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Collaborative Self Assessment to determine needs



Development and Implementation of **Support Plan**



Recognition as **Center of Educational Excellence in Autism**

CEE Inclusive Practices Stakeholder Group

- Amy Estes, DOE Maui, DES
- Beverly Reidy, DOE Windward, DES
- Michael Moore, LDAH, Director
- Brende Ancheta, HFAA/SEAC/CCC
- Patricia Nichols, DOE, CIB Literacy Educational Specialist
- Rosanna Fukuda, OCISS Content Specialist – Social Studies
- Beverly Wong, Kamehameha Schools - Literacy Instruction & Support

HOW IS THE SPECIAL
EDUCATION SECTION DEFINING
“INCLUSION” AND WHAT
INSTRUCTIONAL MODELS ARE
INCLUDED IN THIS DEFINITION?

Inclusion is not...

- An instructional strategy or model
- Co-teaching as sole definition
- Something that only happens in the classroom
- Process to circumvent HQ teacher requirements for special education teachers
- Physically placing a student with an IEP in a general education setting
- Mandated by IDEA for all students with IEPs

Inclusion is...

- Meaningful participation of students with IEPs in all school activities
- Meaningful participation in classroom activities and progress toward learning targets – access to general curriculum
- Achieved by:
 - Effective instruction and supports
 - System Infrastructure
 - Culture and leadership
 - Parent/Community collaboration

Inclusive Practices Encompass...

- Formative Instruction
- Evidence based practices
- Universal Design for Learning
- Thoughtful and appropriate use of supplementary aids and supports
- Consultation
- Cooperative planning and teaching
- Implementation support for staff

WHAT IS THE STATUS OF THE PLAN TO REVISE THE STAFFING METHODOLOGY IN ORDER TO SUPPORT MORE INCLUSIVE PLACEMENTS FOR STUDENTS WITH DISABILITIES? IS THERE ANY DATA AVAILABLE TO SUBSTANTIATE THE EFFECTIVENESS OF THE NEW STAFFING METHODOLOGY FOR INCLUSIVE PRACTICES.

Staffing

- Staffing has been adjusted to be within the budgetary constraints
- Districts are given the ability to convert their teacher positions (special and general) to meet the needs of their students

WHAT IS THE LRE RUBRIC? MAY SEAC HAVE A COPY?

LRE Rubric

- Qualitative measurement tool assessing understanding, capacity, and implementation of IDEA least restrictive environment regulations
- Used by SES during complex focused/onsite reviews
- Results are used to:
 - Inform complexes on improvement activities
 - Inform SES on statewide trends and needs
- Results are reported to OSEP on SPP/APR indicator 5

LRE Rubric Indicators

- Consideration of Student Needs
- Continuum of Placement Options
- Use of Supplementary Aids/Services
- Instruction, Curriculum and Assessment
- Professional Development

AT THE AUGUST 12TH SEAC MEETING, YOU MENTIONED THAT YOU HAD ASKED PEOPLE IN THE FIELD ABOUT THE SLIPPAGE IN THE PERCENTAGE OF STUDENTS WHO SPEND 80% OR MORE OF THE DAY IN A REGULAR EDUCATION SETTING. WHAT FEEDBACK DID YOU RECEIVE REGARDING THE PERCEIVED REASONS FOR THE SLIPPAGE?

Statewide Data Verification

- File by file review at the school level
- Verify LRE placement option documented in eCSSS
- Verified data will be compiled for state
- Updates will be made on OSEP data table if needed

HAS THE SPECIAL EDUCATION SECTION IDENTIFIED SCHOOLS OR COMPLEXES THAT HAVE HIGHER THAN AVERAGE RATES OF INCLUDING STUDENTS IN THE GENERAL EDUCATION CLASSROOM TO DETERMINE WHAT SUPPORTIVE FACTORS ARE PRESENT?

LRE data and Performance data review on-going

Lessons Learned (Po'okela SWAT)

(Targeting 28 schools with 40% or higher of SPED population included 80%+ in General Education)

- Parameters: eleven schools either reported as "inclusive" or whose eCSSS data showed high % in general education setting; principal interviews/school visits
- Preliminary Results:
 - More than 40% of SPED population included 80% or higher in General Education;
 - Data used to adjust instruction
 - professional development
 - target student achievement
 - provide appropriate and purposeful supports
 - Parents are partners in student learning
 - Shared school vision
 - School structure adjusted to promote student achievement
 - Professional learning communities to promote communication and provide professional development
 - Students take ownership of learning through self assessment process.

LRE data and Performance data review on-going

Review of very high performing schools data analysis

- Parameters: Six (6) elementary schools whose math and/or proficiency rate was 84% or above ; preliminary look at demographics to inform more in-depth review
- Preliminary Results:
 - In three schools 30% or more of SPED included 80% or higher in General Education
 - Reading: In four schools SPED meets/exceeds ranged from 44% to 100%;
 - Math: In three schools SPED meets/exceeds ranged from 44% to 100%

