



INTERACTIVE INSTITUTES **2022**

BUILDING AND SUSTAINING A CULTURE OF HIGH-QUALITY DATA

Practice Makes Perfect: Strategies for Reviewing LEA Data to Improve Practices

June 6–7, 2022

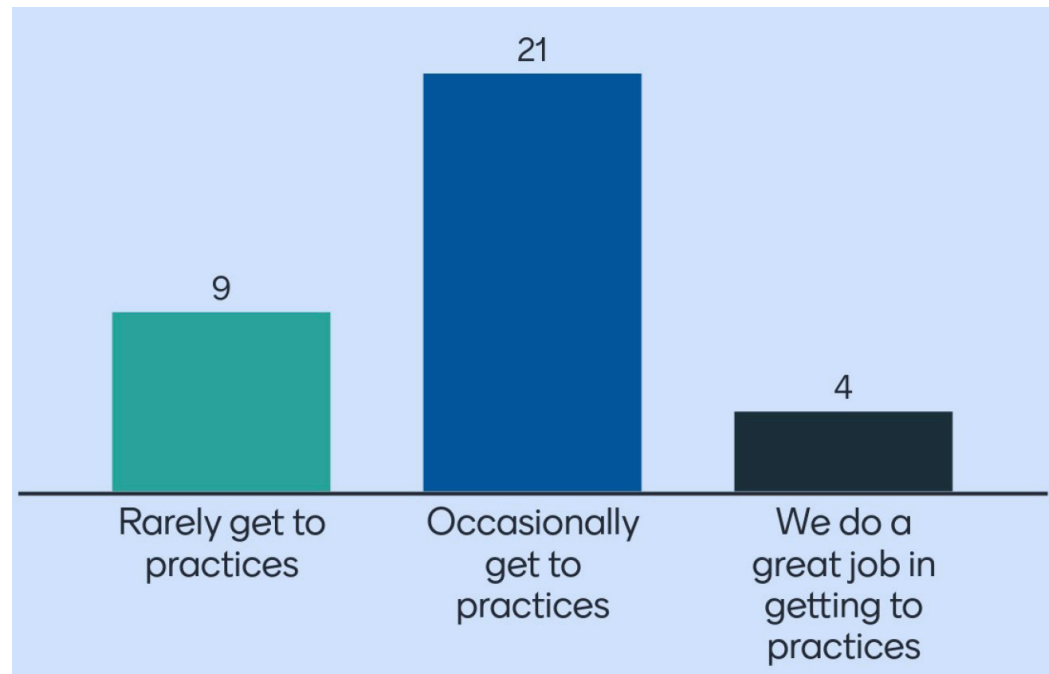


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Mentimeter: How satisfied are you with getting to the *practice level* in your review of policies, procedures, and practices?



Source: Third-party application (Mentimeter).

Presenters



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Participant Outcomes

- Understand why and when IDEA requires states to conduct reviews of local education agency (LEA) policies, procedures, and practices
- Increase knowledge of different methodologies used for the review of LEA policies, procedures, and practices
- Learn how other states conduct the review of practices

Agenda

- Welcome
- IDEA regulatory requirements
- LEA and student level examples
- What to look for when reviewing practices

IDEA Regulatory Requirements

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IDEA Regulations

- The state must ensure that a review of policies, procedures, and practices occurs when an LEA is identified for
 - Significant disproportionality
 - Significant discrepancy (Indicators 4A and 4B)
 - Disproportionate representation (Indicators 9 and 10)

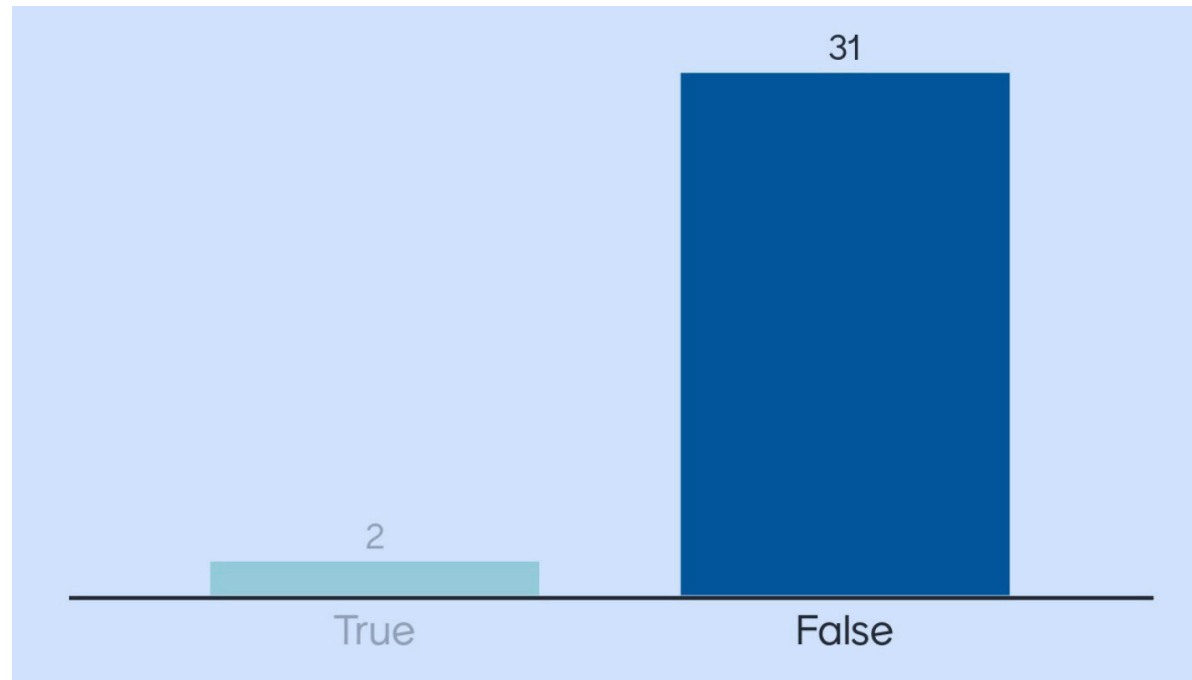
How Do States Ensure the Review?

- States usually ensure the review of policies, procedures, and practices by
 - Requiring the identified LEAs to conduct a self-assessment, which they then submit to the state for a review and compliance determination, or
 - Conducting a state monitoring visit (virtual or on-site)
- Student file reviews are often one component of either of these options

How Do States Ensure the Review? (cont.)

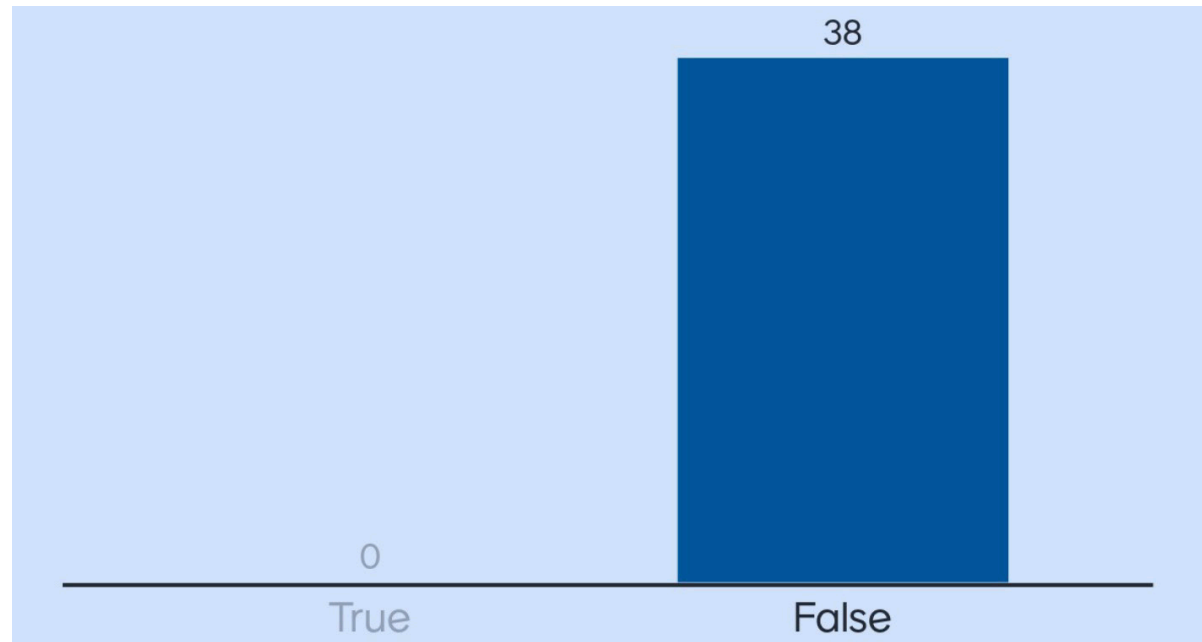
- Policies and procedures are easier to review because they are documented
 - Involves reviewing and comparing to state regulations, and/or
 - IDEA
- Practices are more challenging
 - How does the state ensure that within an LEA, the state is actually reviewing the practices?
 - If self-review, what is the LEA reviewing to determine effective practices?

We have state policies and procedures, so naturally LEAs are implementing the practices



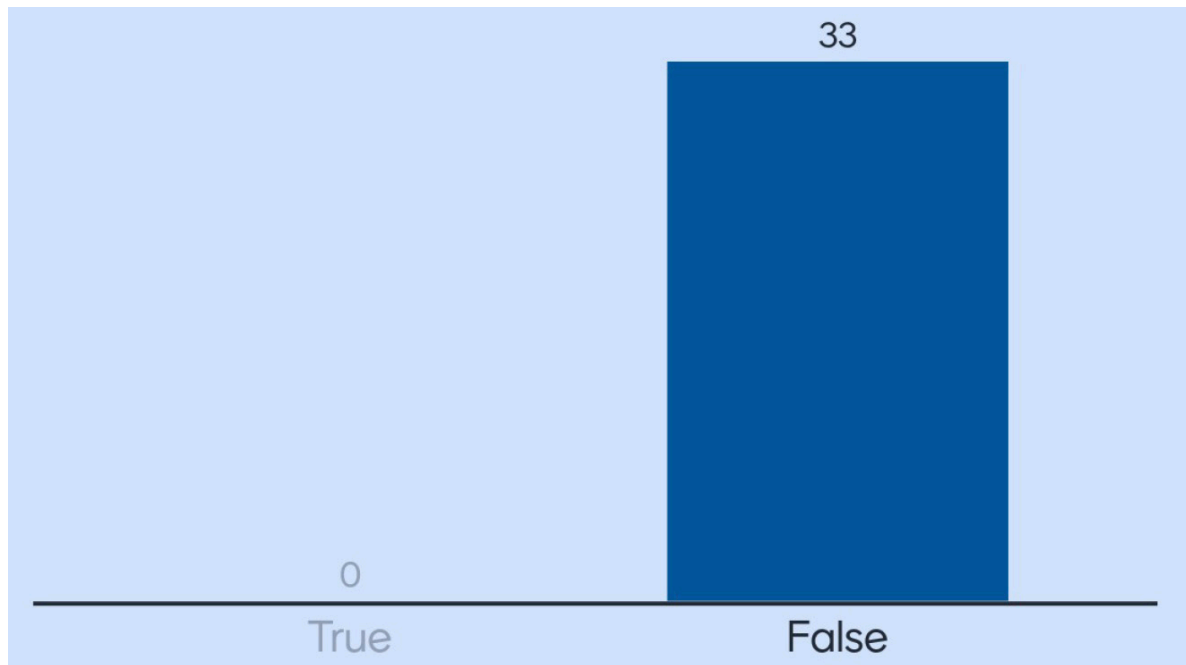
Source: Third-party application (Mentimeter).

All LEAs have a shared understanding of SEA expectations for implementation of practices



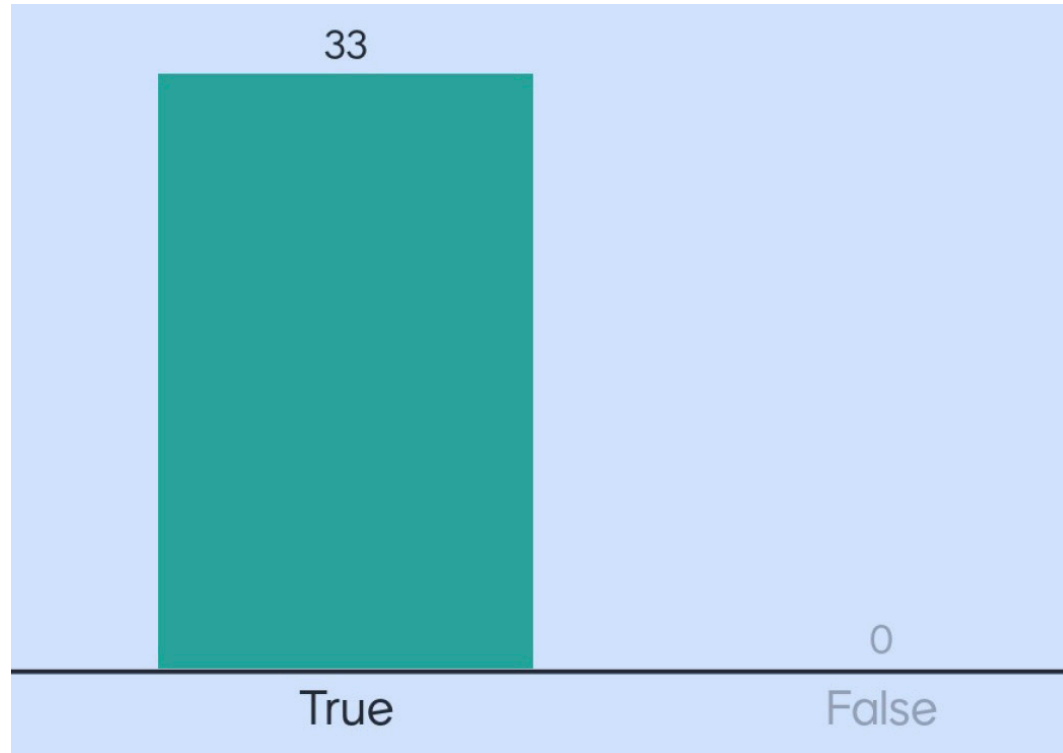
Source: Third-party application (Mentimeter).

Practices are implemented consistently across all schools in our LEAs



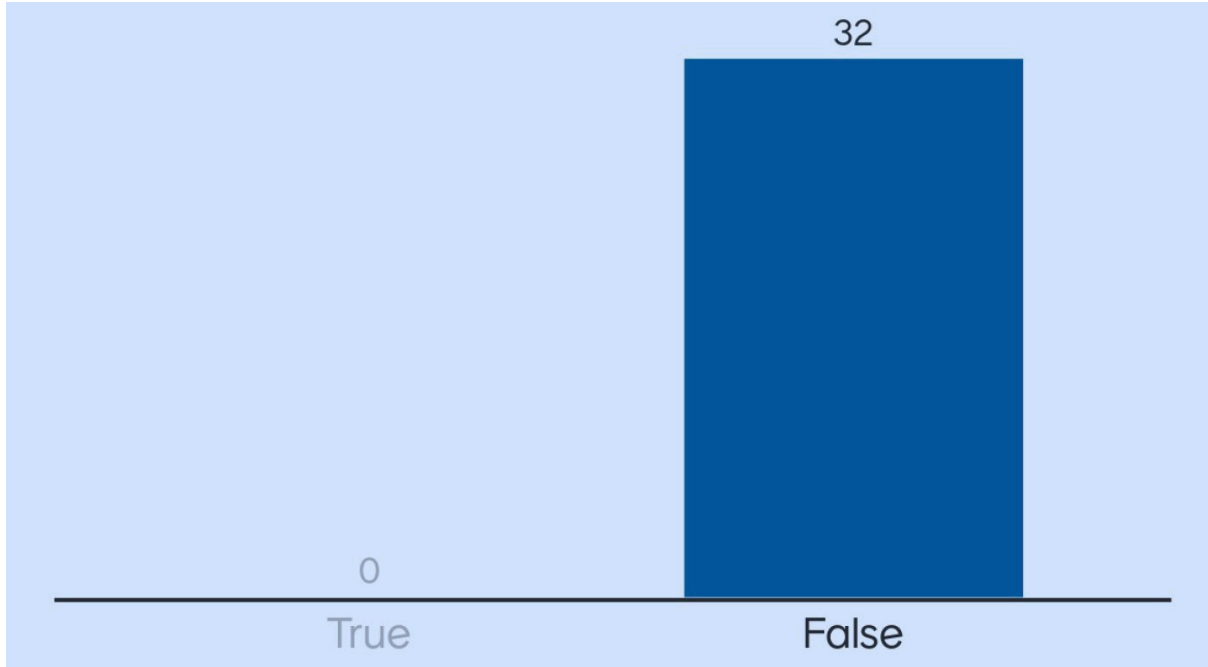
Source: Third-party application (Mentimeter).

It is harder to collect data on implementation of practices



Source: Third-party application (Mentimeter).

When an LEA is not identified, that means it has consistent and appropriate practices



Source: Third-party application (Mentimeter).

LEA and Student-Level Examples

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LEA Self-Assessment Example

Discipline	Guiding Questions	LEA Evidenced-Based Response to Guiding Questions
<p>The District must review and, if appropriate, revise its policies, procedures, and practices relating to the:</p> <ul style="list-style-type: none"> • Development and implementation of IEPs, [20 U.S.C. 1414(d)(3); 34 CFR §300.324] including • Positive behavioral interventions and supports to address behavior in present levels of performance, annual goals, services and/or a BIP. • Review and revise IEP to address continued behavior • Involve the parent in the FBA, BIP and monitoring ongoing progress 	<ol style="list-style-type: none"> 1. Does the LEA have a written procedure related to this regulation requirement? 2. What training has the LEA provided related to this regulation requirement? 3. How does the LEA implement this regulation requirement? 4. How does the LEA monitor implementation of this regulation requirement? 	<p>Where is the evidence that the practice is being implemented and how is it measured?</p>

LEA Self-Assessment Example (cont.)

Discipline				
Directions: Review your LEA’s written policies, procedures, and practice for Discipline. Then, complete the following checklist and gather the evidence to support your answers. The supporting evidence must be submitted to GaDOE for the Disproportionality Compliance Review.				
<i>Professional Learning, Technical Assistance, Supervision & Monitoring</i>				
Indicators	Rate Your Compliance Yes No		Supporting Evidence	List the evidence and/or documentation to support each indicator (must be submitted)
1. The LEA has written policies, procedures, and practices that are compliant with the Discipline Rule .	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Compliant written policies, procedures, and practices for the Discipline rule 	
2. The LEA provides professional learning activities to ensure that all teachers and administrators are fully informed about their responsibilities for implementing the Discipline Rule .	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Documentation that all components of the Discipline rule are addressed during Professional Learning (PL) (e.g. PowerPoint, other training material) Agenda(s) for PL Sign-in sheet(s) for PL 	
3. The LEA provides sustained supervision to monitor the implementation of compliant practices for the Discipline Rule .	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> Evidence of who is responsible for monitoring school data and when and how often it is done Evidence that PL implementation is monitored 	

Source: *Self-Review Monitoring Protocol – Suspension*. NYSED.gov. Accessed May 23, 2022, from https://www.p12.nysed.gov/specialed/spp/self-reviewing-monitoring-protocol-suspension.htm#_Toc476122954

What to Look for When Reviewing Practices



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What Do You Look for When Reviewing Practices?

Open discussion



What to Look for When Reviewing Practices



- Alignment with policies and procedures
- Observed practices align with
 - Identification procedures
 - Discipline procedures
 - Individualized education program (IEP) placement decisions
- Consistent implementation across children/classrooms/schools/programs/disability categories

IDC Resource to Support the Review of Practices

Success Gaps Toolkit and Handbook

<https://ideadata.org/resources/resource/1538/success-gaps-toolkit-addressing-equity-inclusion-and-opportunity>

For more information about this tool, attend tomorrow's *Breaking Out of the "Here We Go Again" syndrome in Significant Disproportionality* at 11:00-12:15



Seven Essential Elements of the Toolkit



1. Data-based decisionmaking
2. Cultural responsiveness
3. Core instructional program
4. Ongoing assessment—universal screening and progress monitoring
5. Evidence-based instructional and behavioral interventions and supports
6. District/school leadership that facilitates improvement
7. Parent/family engagement throughout the education process and system



Questions?



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What actions will you take to commit to being a Data Quality Influencer?



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The contents of this presentation were developed under a grant from the U.S. Department of Education, #H373Y190001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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