

CAPSEF
Membership Forum
Oak Hill School Hartford, CT
November 8, 2018 8:00-10:30

Creating Meaningful Outcomes (Part 1)

Panel Discussion:

Sharon Fuller- CT SDE- Talent office

Colleen Hayles- CT SDE- Approved Special Programs

Cate Tower- CAPSEF President/Village School

Michael Nicholson- CAPSEF Vice President/Foundation School

Ana Whittig- CAPSEF Past President/Oak Hill

Abe Krisst- CT SDE- Bureau Chief of Assessment Office

Dierdre Ducharm- CT SDE- Performance office- special populations

Brooke Violante- CAPSEF- Member at large

How do we measure progress. Standard assessments are often not successful for our students

- What are some of the unique challenges we face when developing appropriate outcomes
- Cate- Severe ED- 250 kids- We struggle with tools and data that is both valid and reliable. Avg. stay is 2 years- but increasingly there are students with us for 6 months or less. We have students who come to us in crisis. First job is to stabilize them. By the time this is done, they are getting ready to return. Often do not have cohort data.
- Anna- Medically fragile, day students, ED students. Challenge- School wide measurable, meaningful outcome is challenging because of the wide variety of unique issues.
- Brooke- -Struggle- length of stay and truancy influencing accessibility. Hoping for at least 2 different testing times. They use IReady for skill progress monitoring. ID students who are Tier 3 and looking at reduction of Tier 3 students. Many of these are so low- that they may improve but are unlikely to leave Tier 3. We have both academic and language based programs with students in each type of program. Hard to compare the two populations and have one meaningful school wide improvement measure

- Paul- ID population, autism. Few near grade level. Standardized testing not appropriate. Some closer to grade level but on a more functional track. Struggle- Standardized testing not approp. Individual measurement more appropriate. Program is social and communication based. Lots of tracking communication devices and amount of prompting students need to communicate. Kids who are more academic/functional- assessment is ability to generalize
- Bernie-I consult with 6 programs- there are definitely outcomes. Those SLOs and SLIs are driven by the students, the classrooms, the teacher. I think we are producing strong outcomes, but they can't be collected in the typical ways. The outcomes are there and you just need to look closely at the school improvement plans.
- MN-so you feel internally you have a strong mechanism to track this.
- MN- Guests- SDE has identified outcomes- is there anything out there that would be good metrics for our programs.
- Colleen- attendance, graduation rates. I have not found other states that collect that kind of data for private schools. Many other states don't even have an approval process. I don't believe that there is any intent to collect that data from the approved private schools. Other issues you are faced with are issues that are out of your control.
- Chris- Are there federal guidelines? We are not aware of them , however, we have not studied this at this point. This meeting is kind of the beginning of this. NO plan at the moment of overlaying our accountability system with that type of monitoring.
- Cate- even if we were to look at drop out rate etc.... is there comparable comparison data so we can know if we are making improvements comparable to similar students.
- Colleen- probably is public school data. I believe that for these measures there probably is a way. I believe there is a way to disaggregate the data based on disability category.
- Guest-Touchstone.- I would like to have comparison data, because it would help anchor the work we are doing.
- MN- on the other hand the students we get are the extreme outliers- they are even more difficult than the issues that the public school are reporting on and so their data may not be as useful. Schools keep those students that are likely to be more successful.
- AW- how we will find a unified measure eto look at how are students who are so different, even within a set

- Cate- A resource where we can go to use comparative data to check out progress.
- Colleen- Audits- recommendations from the audit. At this point it never got into legislation, so at this point there is no requirement for this for non-public schools. SDE- trying to figure out the intent of the auditors asking for measured outcomes and we have not figured this out yet.
- Colleen- There was a level of misunderstanding especially as it pertains to the range of types of students that they were addressing. WE responded that you can't do this - not possible to compare program A to Program B.....
- Paul- suggest go back to SLI and SLOs. If you do this you will have data to track how this is doing. For shorter stays and differing populations you will need to adjust.
- Bernie- themes are the same in every school- social communication, behavior, functional independence, academic progress. If everyone here pooled the strategies we are all using around these themes we could have a good resource for these.
- Colleen- put a work group together to come up with some performance measures. However, the diversity of the programs would probably yield more individual program measures. I get a little concerned at what the intent of the request and where the request came from- auditing recommendations. If the intent was to give parents the information to go in and see which programs are doing better so that they can use it to decide which program to place a student- I do not see that being able to happen. Some of the auditors are getting a more accurate sense of the programs, however, when there are personnel changes, you start all over again.
- Jeff Collins- Connecticut Intensive academy- We came up with using the IEP. It is fraught with standardization problems- The IEP. School wide goal is percentage of students meeting their goals. Average length of stay- 2 years. People with shorter lengths of stay don't feel this would work. What do you think of the concept of writing goals just for the time students are with you.
- Colleen- be cautious- they are not your goals. 80% of the IEPs that are written do not have very measurable goals and objectives. They become very subjective.
- Sharon Fuller- I met and worked with some of you on SEED- What we learned in terms of what you could do- the challenge was the SLOs and SLIs. 1. Goals for admin and teachers should align with the mission of your programs. All of you have certain areas where you have a stronger focus (category) Behavior, Socialization, EF, Coping strategies, etc.... One of the indicators is access to the

arts- all programs that I am familiar with have provided access to the arts.
Accountability indices- all of you focus on wellness in some way. Stakeholder feedback- Teachers need to get feedback from parents and admin. Need to get feedback from parents and teachers. It may be that you deal with school districts as your primary stakeholder. Use a survey to get feedback from districts. Ie. Success rate 6 months after returning to the district. Agree with Bernie and Paul that you have school improvement plans and if you looked at the similarities within this- you may develop a great resource for each other. Also- you all have in common that you collect data all day long. Use that data. Attendance might become increase time on task or increase time in math class....

- Brook- IEP Progress- we went with making progress or not making progress- Way too subjective. Currently doing percentages on a monthly basis. Still not great.
- Krisst- Hope about the data. We do have EdSite secure- public schools can access student data.- there may come a day when non-publics are also able to gather this data.
- Would like to see the state wide IEP
- Bernie- 80s- Madeline Hunter- teachers is a constant state of decisions. Now Data driven decision making- There is data collected all day long. It is more about how we collect and what we collect than if we collect.
- Scott Wells- Options- Hartford- I think about the student and what they need and that is what we should be measured on. We measure productivity because our students are all so different. Do like the SLO information. I am really interested in when the auditors come in what are they looking for, what needs to be there for them?
- CATE- is there a role for looking at trend lines? State said we should not be using individual progress on IEPs for program and teacher evaluation.
- Colleen- we are working with a work group to have a template for the contract forms. We are charged with coming up with forms for the documentation of the provision of services. Make sure you don't just accept contracts , have a negotiation with the district so there is not language in a contract that you can not provide for either services or documentation.
- Brooke- I ask about base line- Because I have been trying to get base line from public school and have not been able to.
- MN- we could all agree to a general level of commonalities. Can we through these out . List- Stakeholder feedback, attendance- (may look different),

productivity-(could be part of attendance- time in class, time on class, etc...), student engagement, social skills, Coping strategies,

- These themes can help us look at and either document improvement or drive improvement in individual programs but should not be used as a comparative program.
- Sharon Fuller- If the group can come up with a way to define or delineate engagement as a comparative value. If there is a way to define it it could be an important indicator.
- Cate- can we demonstrate progress as a trend line? Can we demonstrate programmatic progress through an overall change in students combined trend line.
- Colleen- Audits were set up to follow the money. The high cost of special education is damaging school systems. This was one way to look at this. Not meant to be a “slap” at the private school but rather to hold public schools more accountable to monitoring and placing students in private schools – they remain the primary provider of education for those students. Don’t think you have to worry about what we as SDE are looking for – we have no agenda in this, but we will have to wait and see what recommendations come from audits and what they do with SDE responses.
- Christ- Performance office- guide for moving instruction- puts meat on the bones for each of the indicators. Using Accountability Results to Guide Improvement. (CT SDE) Takes a look at how each of these indicators are looked at. Indicator 11, 12- Access to The Arts and PE was mentioned by Sharon- I think that was great. May be a peripheral connection to your schools- much of it will not apply.
- Kikke- Data is only as valuable as it is reliable. We have to be careful in thinking about the data- we don’t want to gather and measure data just for the sake of it. I am also thinking about putting out our measures- schools are so different it does not give us a way to measure. The only measure that works for us is the individual student.
- Colleen- Going back to Sharon’s point of the mission of the program. The goal for districts is that once placed there is a greater hope that students will return to district. Data- about average length of stay.
- MN to Deirdre- dealing with districts- developing test development- great to be with this group. Take this and determine how we can better help you. I understand- Despite what we already collect there are nuances to your

population that are not captured by the data we collect. We will bring this back and see how it can influence future data and test development.

- Krisst-Accountability system is in our 4th year- group meets 1-2 times a year to guide the system as it matures. Difficult conversations as this program developed, so there could be a day in the future that issues you are bringing up could be integrated into the system so that it is more usable for your needs as well. "There is hope that it will happen." There are indicators that are more focused on elementary or high school so there is better individualization possibilities for the students that you serve.
- There are elements within the indicators that may also be able to be utilized effectively.
- MN-Next steps- We are leaving here with no answers, but speaking for myself I have a better sense of direction to go in for my school. Going forward- this is part one of our forum- There is a follow up in February- we may be able to utilize the February 14th forum to expand on this.
- MN- There is a working group with CAPSEF, ConnCASE and SDE to work on issues cited from today- actual language in 18-183 regarding tracking services. Language currently sounds like you would need a signature on each child for each service daily. Going to be soliciting additional involvement in this. Also a contract template group.