

4.0 Information and Analysis

4.1 Measurement and Analysis of Organizational Performance

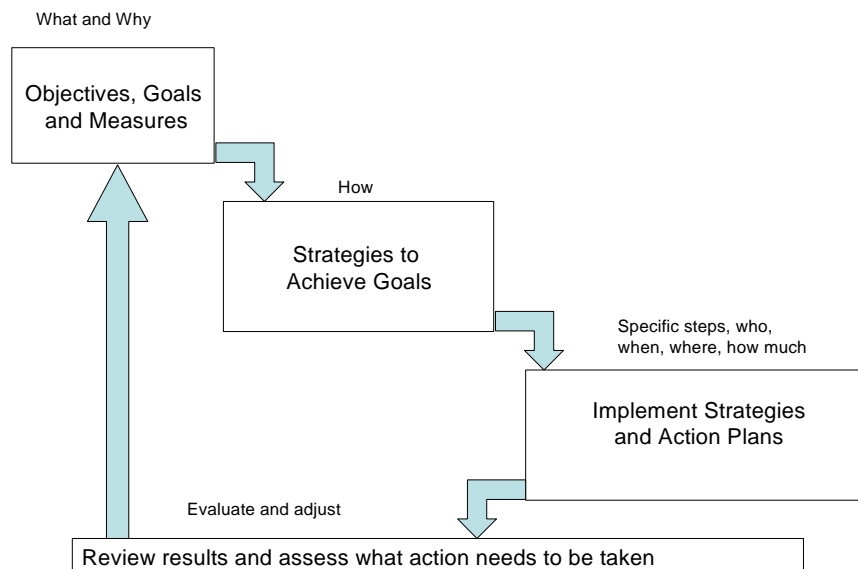
BCSC academic and organizational information is collected and analyzed using a variety of tools throughout BCSC at the district, building, classroom and student level.

4.1.a (1,2 and 3) PERFORMANCE

At the district level, the Cabinet and Principal/Directors set the objectives and determine measures that will assess progress toward achieving the objectives. The district

wide measures are then reviewed at the school and program level and the strategies and implementation plans are developed. Some of the strategies are district wide and some are school and program specific. The measures are then developed to determine if the strategies are making progress toward meeting the objectives. Measures that do not lead to an objective are reviewed and dropped if they are not adding value. The process is depicted in Fig. 4.1-1.

Fig. 4.1-1



The Special Education Continuous Improvement Council collects additional data throughout the school year. Data is collected in the areas of Parent Satisfaction, Student Information, Human Resources and Budget/Supplies/Equipment. A variety of methods are used to collect the data that is used by the Special Education CIC. The Division of Special Education Continuous Improvement Monitoring System (CIMS) Report is used to assess various compliance issues. The Indiana Statewide Teacher Alternative Reporting (ISTAR) and IMAST are also used to measure student progress for students who do not participate in the ISTEP+. The Individualized Education Plan (IEP) is used to monitor student

progress on goals and objectives throughout the school year.

Student data is secured from information placed on each individual student's Individual Education Program (IEP) and supporting documents. The documents are completed at case conferences that are attended by parents, general education teachers, teachers of students with disabilities, administrators, students, and when appropriate, related service providers. The documents are then forwarded to the Special Education Department where data is entered into BCSC's student management system. This data is used for a variety of tasks, including, but not limited to: State and Federal funding for special education programs,

identification of the number of students per disability category, identification of the number of students who are placed at each point on the continuum of services, identification of students who are not attending their home school, exiting, including: graduation with a diploma, graduation with a certificate, graduation with a Core 40 diploma, and dropouts, identification of minority students and their placements in programs, identification of students who have been suspended or expelled, identification of students who are participating in state required assessment program, identification of demographic data for each student.

Data collected that focuses on Human Resources is used in identifying all staff involved in the provision of special education and are identified by fund (general fund, grants). The personnel database kept in the Special Education Department and Administration Building identify building assignments and programs. Personnel openings are posted on the BCSC web site and in school buildings.

The identification of the costs associated with the provision of special education are documented by fund. Revenue generated for the department are usually funded through grants and the general fund. Teachers, parents and administrators identify the need for supplies/equipment. Senior leaders ensure that appropriate allocations are made to support programs and training activities.

4.1.a (3) COMPARATIVE DATA

SELECTION: BCSC selects comparative data (i.e. ISTEP+) from school districts with similar demographics (Lawrence Township, Monroe County) throughout Indiana for use as benchmarks.

Within BCSC, data will be collected from all schools regarding participation in trainings made available by the corporation. In addition, data will be collected to determine the level of implementation.

4.1.b Performance Analysis

4.1.b (1) DATA ANALYSIS: BCSC follows the Plan, Do, Check, Improve process. BCSC uses the PDCI process to review all types of

student, student group, school program, stakeholder, market, operations, budget and comparative data. Results of this process become the basis for decisions regarding options for improvement.

The Special Education CIC analyzes data in a variety of ways. Data reflected in the CIMS and strategic planning process is disaggregated and goals are developed to identify areas in need of improvement. Trend analysis, budget analysis, and personnel analysis are also reviewed.

ISTEP data is collected from comparable school districts in an effort to identify districts that demonstrate upward progress of students with disabilities passing ISTEP. Based on the analysis of the data collected, school corporations identified are engaged in discussions regarding their instructional practices and improvement strategies. A review of BCSC practices takes place based on the results of information gathered.

ISTEP results will be correlated with individual schools that will be placed into one of three categories. The categories are as follows:

- 1) trained and implemented
- 2) trained and did not implement
- 3) not trained.

Schools that have staff participate in trainings offered and implement the skills acquired with fidelity will be in category 1. Schools that participate in training but do not implement with fidelity will be in category 2 and schools that do not participate in training will be in category 3. This will allow for the evaluation of the effectiveness of the training and the impact on student learning.

Student Comment about UDL

“To me UDL is something created to help people like me who learn different.”

4.1.b (2 and 3) COMMUNICATING AND ALIGNING RESULTS

The Special Education CIC communicates results to stakeholders in a variety of formats. Senior Leaders share information at School

Board of Trustees Meetings, Superintendent's Cabinet, Principal Meetings, Special Education Leadership Team Meetings, Continuous Improvement Council Meetings, and Parent Advisory Council Meetings. Information is also included in the Continuous Improvement Plan and posted on the web site.

4.2 Information Management

4.2.a (1) DATA AVAILABILITY: Internet e-mail and the district web site are used increasingly for student and stakeholder interactions. Each administrator, director, teacher, administrative assistant, secretary and teacher assistant has access to an individual e-mail account. In addition, shared folders are used to share information between organizations.

The Special Education Department works with the Parent Advisory Council. This council consists of parents, the Director of Special Education, the Assistant Director of Special Education, the Special Services Coordinator, and a School Board Member. Discussion about data results and possible solutions take place during these meetings. All parents are welcome to participate on this council.

4.2.a (2) The school corporation has adopted Universal Design for Learning as a district framework for curriculum and instruction. Special Education has supported UDL through the implementation of new technologies.

The BCSC Special Education Department has deployed IndianaIEP (IIEP). All teachers have been trained to use IIEP to write IEP's and monitor student progress toward goal mastery.

A district level team has developed a process that has assured compliance with the National Instructional Materials Accessibility Standards (NIMAS). The team has evaluated and selected conversion software for student accessibility to printed materials. In addition to this, BCSC has identified two Digital Right Managers responsible for ICAM (Indiana Center for Accessible Materials).

In 2009, Read Write Gold was placed on the desktops of all BCSC computers. A home version is also available for all BCSC students.

4.2.b (2) MAINTAINING CURRENT HARDWARE AND SOFTWARE: The Technology Department has created a replacement program for hardware and software. The workstations for teachers of students with disabilities have been upgraded to laptops, which allows for greater mobility and flexibility in the use of technology to support instruction. BCSC has provided a variety of trainings to special education staff members on the use of technology in the classroom and have provided instruction on how to implement the principles of Universal Design for Learning. PATINS allows the department to check technology out from their lending library to be used in the classroom for students. The Special Education Department has also organized a lending library that is housed at the Administration Building. The items located in the lending library are all catalogued and can be checked out by staff throughout the corporation. Most recently one hundred and twenty IPADS were provided to teachers to utilize with individual students.