

# Investigating Educational Benefit

Getting From Here To There!!

# Where is Here????

“HERE” IS THE QUANTITATIVE DATA THE NUMBERS!!



## DATA?? WHICH DATA???

The many data elements collected by LDOE which provide information relative to student outcomes:

- Data specific to students with disabilities
- Data specific to school systems
- Data specific to individual school sites

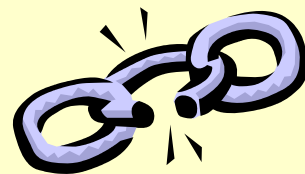
## Some of The Data Elements...

- Percent of students placed in various placements on the LRE continuum for 3-5 and 6-21
- Provides a snapshot of participation and performance on statewide assessment by system and by school sites
- Provides data to compare regular education and special education performances
- Provides data regarding drop-outs and high school diploma issues
- Provides data relative to disciplinary issues
- Identification issues by race, gender and ethnicity

## What Does The Data Tell Us???

- **Trends**
  - What is happening over “time”?
- **Patterns**
  - What is happening within a certain exceptionality???
  - Within grade levels??
  - Within socio-economic areas?
- **How and where to “Focus” the visit**
  - Guides the formulation of hypothesis

## How Do Data And The Protocols Connect In Louisiana???



# The "BOX" Theory!!!



# LOUISIANA'S BOX METHOD



## How Does It Work???

- For each quantitative element identified a "box" or protocol is developed
- The "box" lists the quantitative data element or elements right up front on top of each box which pertain to the qualitative issues in each box
- Once hypothesis are formulated and data is studied the team leader selects the "probes" or items for interviews, observations and record reviews which will be used in the investigations

## What Do The Boxes Look Like??



## The "Boxes" Are Protocols For Different Regulatory Issue Areas!



## WHAT'S INSIDE EACH BOX?????



## EACH BOX IS DIVIDED INTO 3 AREAS OF PROBES...

- ADMINISTRATIVE ISSUES USED AS PROBES FOR CENTRAL OFFICE PERSONNEL
- SCHOOL SITE BASED ISSUES USED AS PROBES FOR SCHOOL BASED PERSONNEL
- PARENT & FAMILY ISSUES USED AS PROBES FOR FAMILIES & STUDENTS

## Making The Leap From Data To The Boxes

### **WARNING!!!**

A task for trained team leaders

DO NOT TRY THIS AT HOME

### **Step By Step:**

- All available data is analyzed
- Hypothesis are formulated based on the analysis
- Various methods of investigation are selected  
Such as—
  - Interviews
  - Purposeful record reviews
  - Random observations
- Team is directed to use specific protocols

### “Tailored” To Each System’s Data

- The investigation and all investigative techniques are tailored specifically for each visit!
- Materials and tools are individually selected to “focus” the on-site visit
- Team members are guided on how to stay focused using the selected tools but not oblivious!

What Would Be Different??  
If The Visit Was Not Focused??



### The Visit Would “Splinter” Into Many Topics& Many Directions

- The team would “hunt” for everything while finding a “mixed bag” of many issues
- The system may not be provided with information they need to plan for efforts that will bring them the biggest changes in improving outcomes for students
- The “focus for change” could be missed

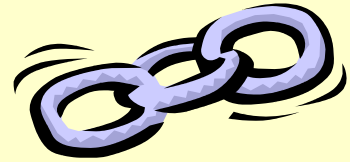
## Do Teams “Ignore” Issues That Are Not “Focus” Issues ??????

Teams are instructed on how to investigate in order to “focus” but.....

Teams are also trained and instructed on how to report issues that they “stumble upon” during the visit



## Now We Are There!! Making the Link...



## Linking Indicator To.....

Using The Protocols

## Indicator

### SAMPLE

- A weighted formula which will show participation and performance on statewide assessment!!—Places systems in groups set by state agency for ranking!
- Lowest weighted formula score “wins!”

## How Are Boxes Selected For Specific Indicators ???

- The boxes that have potential to impact the indicator are selected as the boxes to choose probes from
- It may take more than one box
- It may not take all of the probes from each box

## All of The Box Categories:

- Child Find Issues
- Gifted Education
- Screening, Intervention and Appraisal
- Program, Placement and Services—3-5
- Program, Placement and Services—6-21
- Transition
- Discipline
- Assessment/Outcomes
- Disproportional
- ESYP
- Professional Development

## Which Boxes Are Selected For This Indicator????

Child Identification	Transition
Gifted Education	✓ <b>Discipline</b>
Screening, Intervention and appraisal	✓ <b>Assessment Student Outcomes</b>
Program, Placement and services 3-5	Disproportionality
	ESYP
✓ <b>Program, Placement and services 6-21</b>	✓ <b>Professional Development</b>

## Boxes Selected For Review!!!

- Discipline
- Assessment and Student Outcomes
- Professional Development
- Program-Placement-Services(6-21)

## Why?? Those Boxes???????

- These “boxes” have the most information in them that would probe the issues we would be investigating
- These are the “boxes” that most likely will yield the most results and provide the information that would assist the team in making findings

## Why The Discipline Box??

- Behavior can definitely have an impact on performance in the academic setting
- How behavior is managed can tell a great deal about how the behavior impacts learning
- The method the system uses to remove students for behavioral concerns can have an impact on learning

## Why Professional Development?

- From the box we may learn how and what methods are used to provide training to teachers
- We may also learn if the training is adequate for the teachers
- We may also learn what specific training that the teachers do need in order to meet the needs of the students

## Taking A Look.....At The Boxes!

