

# One System: Reforming Education to Serve All Students

What We Must Do to Assist Administrators, Teachers and Parents to  
Educate as Many Students as Possible

Hosted by  
School Innovations & Achievement  
in partnership with  
California School Boards Association

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# Today's Speakers



**Dr. S. Lee Funk**

Director of Special Education  
School Innovations & Achievement



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Former Superintendent, El Dorado County Office of Education  
Former Co-Executive Director, Statewide Special Education Task Force



**Michael Gomez**

Principal of De Portola Elementary School, in the Saddleback Valley Unified School District  
Member, Statewide Special Education Task Force

# What we do at SI&A

We help you, your students and their families achieve great things. We are the creator of unparalleled products, most notably **Attention2Attendance**<sup>®</sup> (A2A) and now **Partnering4StudentSuccess**<sup>SM</sup> (P4SS).

- **A2A** - decreases school absenteeism by as much as 25 percent – and works 100 percent of the time.
- **P4SS** – decreases unnecessary entry into Special Education. We provide teachers & Pre-Referral teams immediate assistance through research-based intervention strategies. It's software that helps your financials and helps your kids.
- **School Accountability Report Cards**- highlight the year's triumphs, build support for upcoming bond legislation and impress your constituents with quality and unique positioning of each of your schools.
- **IDEA-ESEA Insider**- opens the door to a wealth of guidance, news and insight for anyone charged with managing federal education funding.
- **Cabinet Report**- The national, state and local issues that affect your district are reported by our experienced education reporters.

# P4SS: The Pre-referral Process Matters



We've been working closely with districts to solve this issue

- Invested more than 5 years in research and development
- Conducted more than 100 Special Ed Opportunity Reports
- We hired specialists and IDEA program experts
- Our experts compiled over 500 research based interventions
- We developed a software solution

We concluded that the best solution to many of the problems facing special education is to address the **entry point**.



Further research supports our findings

- A Pennsylvania-wide study showed that the majority (85%!) of students receiving assistance through pre-referral teams **DID NOT need any further evaluation** for special education.<sup>1</sup>

1: Testimony of Dr. Joseph Kovalski before the subcommittee on Education Reform, U.S. House of Representatives, June 6, 2002

# Today's Agenda

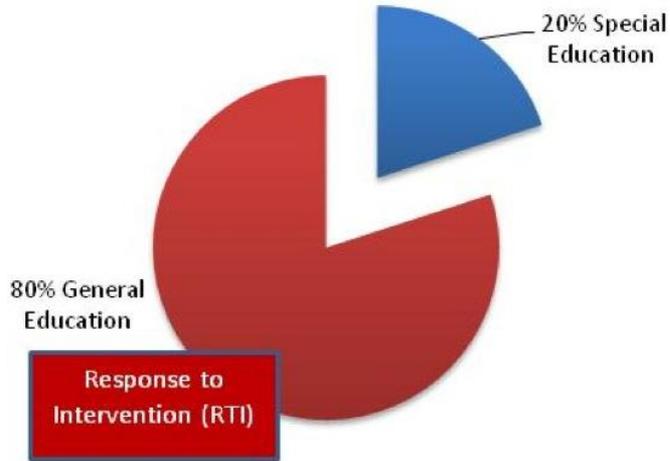
- Origin and Mission of Statewide Task Force Report
- What makes this report different?
- How could it change general education?
- Demography – how do the task force recommendations coincide with “the new normal?”

# Today's Agenda (continued)

- The pre-referral process – why does it matter and why should it change?
- What are the essential elements of an effective pre-referral system?
- What about \$\$?
- What should be our next steps?

# Origin of Statewide Task Force Report

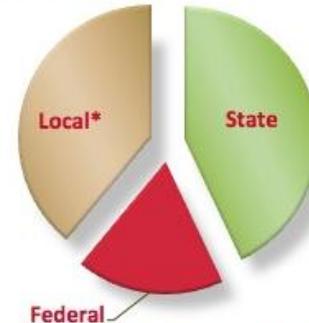
## Proportional Spending throughout the State



## Special Education Expenditures

In 2010-11, special education expenditures in California totaled \$8.6 billion.

State special education categorical funds	43%
Federal special education funds	18%
Local *	39%

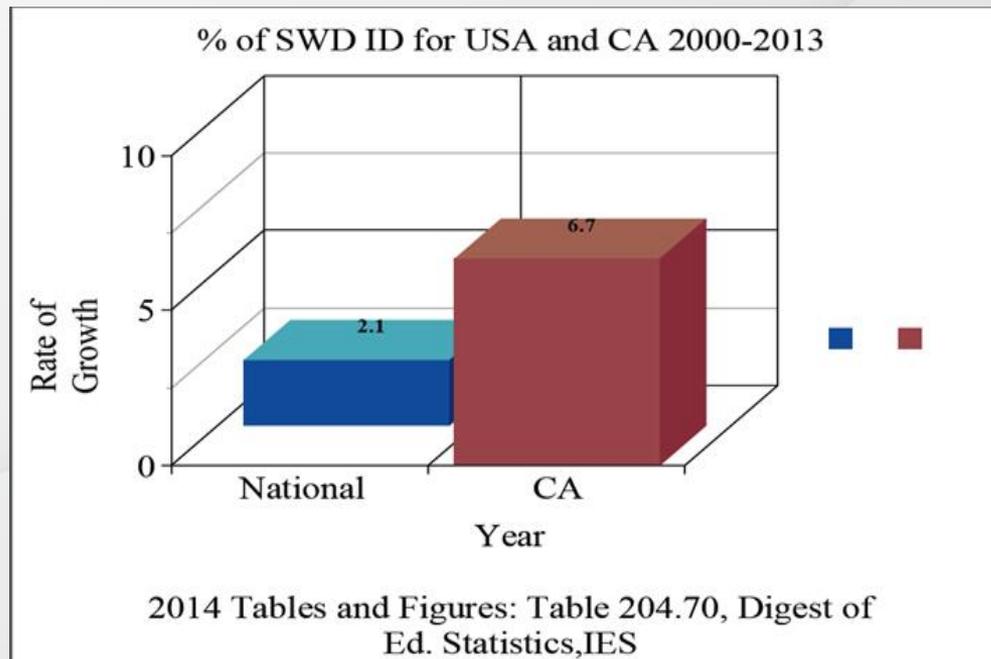


\*includes revenue limit for Special Day Class ADA and Local Contribution

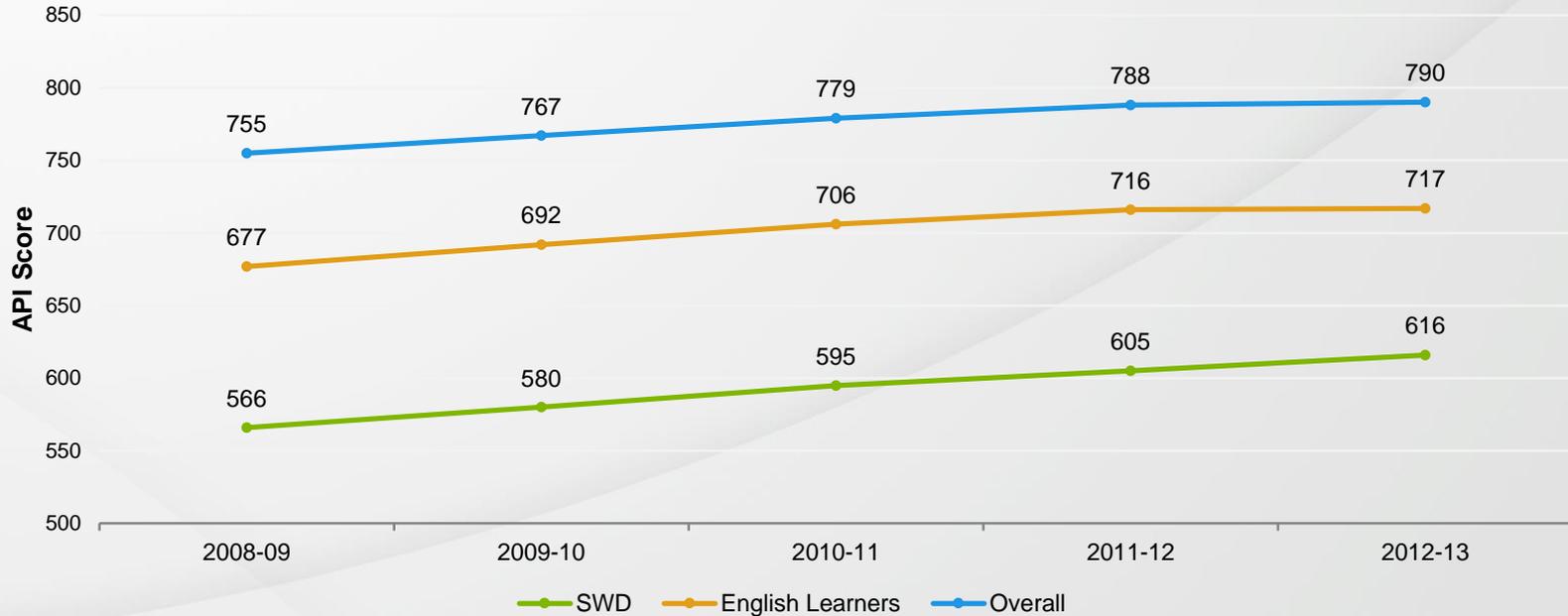
# Origin of Statewide Task Force Report

Increase in special education growth since start of century:

- ❑ 2000-01 –  $645,287/6,050,895 = 10.6\%$
- ❑ 2012-13 –  $688,346/6,226,989 = 10.9\%$



# Origin of Statewide Task Force Report



Source: CDE Analysis, Measurement, & Accountability Report Division (2013), *Academic Performance Report, 2008-2013*.

# Mission of Statewide Task Force Report

The California Statewide Special Education Task Force was formed in 2013 to study the causes of the state's poor outcomes for students with disabilities....Made up of a group of representative stakeholders, the group was charged with studying exactly why special education is not more successful and what must be changed in both policy and practice to improve services for all children.

## Early Learning

- Evidence-based School and Classroom

## Practices

- Educator Preparation and Professional

## Learning

- Assessment • Accountability • Family and Student Engagement •  
Special Education Financing

## Panel Discussion:

Why do you believe the work of the task force is particularly relevant at this time and why do you think this report should have an impact on practice?

# Relevance of Task Force

- Investment by policy makers – SBE Members, CA Special Education Advisory Commission, Governor
- Eclectic and inclusive membership
- Timing
- Initial financial support from legislature





# inclusion educativa

“A Statewide Special Education Task Force is calling for one integrated system of public education that ensures students with disabilities receive effective services, learn in classrooms that are guided by rigorous standards alongside their general education peers, and are equipped to make their own way as adults. Its report, “One System, Reforming Education to Serve all Students,” includes recommendations that transform California’s education policies and practices from early learning to special education financing.”

- from press release dated March 6, 2015

How do you envision the renewed emphasis on the responsibility of regular educators truly taking hold?

# Re-envisioning the responsibility of regular educators

Making universal design a **reality** in **standard** classroom instruction and school culture!

## What is Universal Design?

Is our learning environment welcoming?



UDL is the proactive design of curriculum and instruction to ensure they are educationally accessible regardless of learning style, physical or sensory abilities.



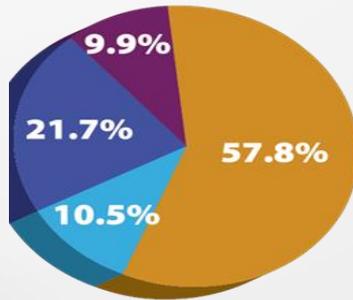
Just as physical barriers exist in our physical environment, curricular barriers exist in our instructional environment.

# Re-envisioning the responsibility of regular educators

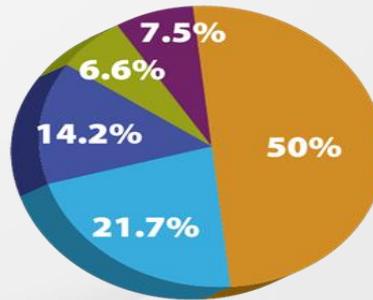
- **Multiple means of representation**
- **Multiple means of action & expression**
- **Multiple means of engagement**
- **Consistent use of prompts & tools**
- **Accessible supports and accommodations**
- **Individualized interventions employed**

# The Trouble with “Normal”

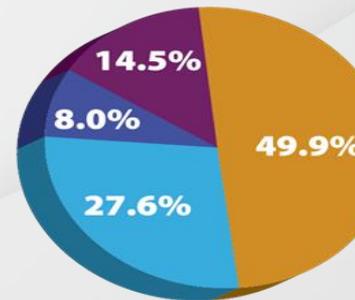
**California**  
student  
population:  
6,220,930



**Texas**  
student  
population:  
4,978,120



**New York**  
student  
population:  
2,641,000



Legend:  
Economically Disadvantaged (Orange) | Other (General Ed) (Light Blue) | English Learners (Dark Blue) | Students with Disabilities (Purple) | Gifted & Talented (Green)

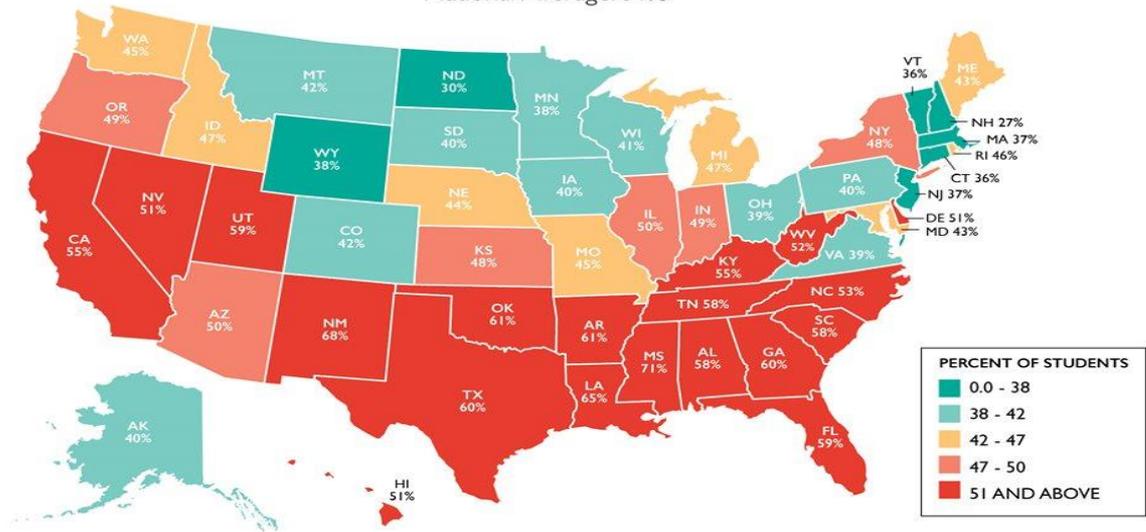
Source: CDE, 2011-12 presented by Tom Parish for AIR and WestEd to SBE, March 2013, 0.1% of the total population are not included in the data; TEA, Extrapolated from “Pocket Edition”, 2012; New York State Report Card 2011-12, NYSEd.gov, reportcards.nysed.gov/ IDEA Data, U.S. Department of Education, IDEAData.org, Ed.gov, [www.ed.gov/open/plan/ideadata-org](http://www.ed.gov/open/plan/ideadata-org)

# The Trouble with “Normal”

National Average:  
51%

## PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013

National Average: 51%



SOUTHERN EDUCATION FOUNDATION | [SOUTHERNEDUCATION.ORG](http://SOUTHERNEDUCATION.ORG)

Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

## Panel Discussion:

How do the suggested revisions in instructional programs coincide with what we know about student demographics now and into the future?

# Changing Problems in Practice at the District and Site Level

- 1) Set up structures & schedules for administrators and teachers to personalize instruction
- 2) Train teachers and principals in how to analyze student data.
- 3) Identify struggling students by areas of concern, such as attendance, reading, or behavior.
- 4) Offer accessible intervention services towards critical outcomes.
- 5) Monitor frequently and consistently at the classroom level.

# Why 'Pre-Referrals' Matter



75% of students referred into Special Education are considered Mild to Moderate



7.5-16% exit rates back to General Education



Students who remain in special education throughout their school career are less successful in adult life by almost every measurable indicator

## Sources:

- Scull, J. & Winkler, A., "Shifting Trends in Special Education," Fordham Institute (2011); Anderson, P., "Prevalence Estimates for Autism Disorder Now Exceed 1%," Medscape Multispecialty (2009), accessed October 24, 2013, <http://www.medscape.com/viewarticle/710009>; Heward, W. L., Exceptional Children: An Introduction to Special Education, 8e, Pearson Education, Inc. (2006)
- Michigan Department of Education, National Center of Education Statistics
- U.S. Department of Ed, NCSER, National Longitudinal Transition Study-2 (NLTS2), 2009 Wave 5 Interviews

## Panel Discussion:

What do you believe are the core elements of an effective pre-referral process?

# Uniform vs. Prescriptive Approach

## Standard Treatment Approach (usually remedial):

*Definition:* Use of interventions, selected by the school that can address multiple students' needs.

- Fixed
- Oriented towards Academics
- Skill based
- Practice and more practice

## Problem Solving Approach (diagnostic in intent):

*Definition:* Use of interventions, selected by a team, that targets student's individual needs.

- Personalized
- Oriented toward Strengths and Weaknesses
- Traits based
- Interventions and measurement

# 2015-16 Budget Act



- **\$30** million for CWD birth to three
- **\$12.1** million for 2,500 additional part-day state preschool slots SWD
- **\$6 million** for staff and parent training for state preschool contractors on identify and meeting students' special needs.
- **About \$4 million** in federal funding to support ADR
- **\$10 million** for incentive grants and technical assistance for COEs to assist with district behavior and instructional supports

# Contact Information



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# Thank you!

Following today's presentation you will receive an email with a link to a short survey. We appreciate your feedback.