

- Would like to see a rough draft of the survey going out
- Work with LEAs to increase participation in the survey
- Set internal targets for participation rates?
- Review translation of survey in Spanish, there are some inconsistencies in translation in 2014-15 survey
- Add parent gender and parent age to the survey
- Third party help with getting the surveys completed
- Offer incentives to LEAs with high participation rates

Inclusion (B3, B5, B6, B7)

Positive Trends

- Targets were met, which indicates more students are being included
- Number of students in segregated settings decreased significantly

Concerns

- Targets for 6B (segregated settings) are still very high compared to other states.
- Want to ensure that students transitioning from separate schools to the general ed setting are moving into high quality programs.
- Surprised about how many preschool students are in segregated settings
- Need an explanation of the drop in the number of students in segregated settings from 2013 to 2014, where did the students go? Need a better picture of where students are attending preschool.

Recommendation

- OSSE create a self-assessment tool that assess quality for inclusive programs and require schools to complete them- data and results be tracked over time
- OSSE conduct targeted monitoring regarding initial IEP meetings at Early Stages , anecdotally a lot of students are being recommended for self-contained classrooms. A particular concerns for specific disability categories.

Discipline (4A/4B)

Positive Trends

- Significant decrease in the number of LEAs with a discrepancy

Concerns

- Data quality given the significant decrease
- How well are we capturing the discrepancies
- Does not seem to be consistent trends in data
- 3 districts had discrepancies
- Questions around the quality of the self-assessment, if there is an issue is a self-assessment appropriate?
- Add language around accountability and consequences if noncompliance is identified?
- How comprehensive is the monitoring and ensuring correction of noncompliance?
- Is there enough accountability to ensure comprehensive checks?

Graduation (B1, B2, B13, B14)

Positive Trends

- None
- Positive increase in secondary transition compliance

Concerns

- The graduation rate is stagnant at 40%, we should be showing growth every year.
- OSSE needs to capture and report on 5 and 6 year graduation rate.
- How is OSSE looking at the quality of the transition plans
- What plans are in place to target additional middle schools to continue to meet the higher standard?

Recommendations

- Consider the role of the aggressive graduation requirements in DC and the impact on students ability to graduate in 4 years.
- Explore the possibility of reviewing transition goals
- Expand monitoring efforts to middle schools as soon as possible

To reach the State Advisory Panel (SAP) on Special Education, please email your inquiries to the attention of Deon Woods Bell at osse.dcsap@dc.gov.

