

# IESE Network Illinois SPDG

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# Today's Talking Points

- Advisory Council Members
- Sample Agenda
- Data Reporting Example
- Meeting Involvement - Lessons Learned

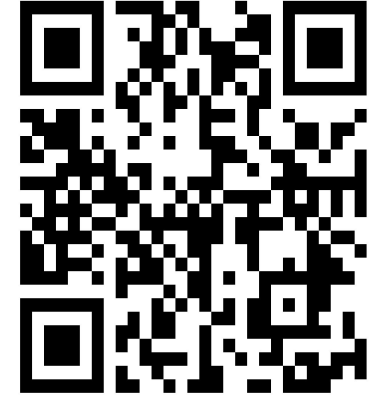
# Our Members

- Parents
- Directors of Special Education Cooperatives
- District Special Education Directors
- District Principals
- Illinois New Teacher Collaborative Leaders
- Illinois Alliance of Administrators of Special Education President
- Regional Office of Education Representatives
- Institutes of Higher Education Representatives
- Illinois State Board of Education Representatives
- IESE Network Representatives



# Sample Advisory Council Agenda

QR code link for  
question parking lot  
on Padlet



1. Welcome & Introductions
2. Review Objectives (**overall project**)
  - Two questions considered during report/updates
    - What specific support is needed at the district level?
    - What specific support is needed for early career teachers?
3. Statewide Report (**update on activities provided by IESE**)
4. Dr. Barwegen's Report (**quarterly project data update**)
5. Statewide Coaching System (**status of development and implementation**)
6. Questions/Answers/Feedback (**additional group discussion**)

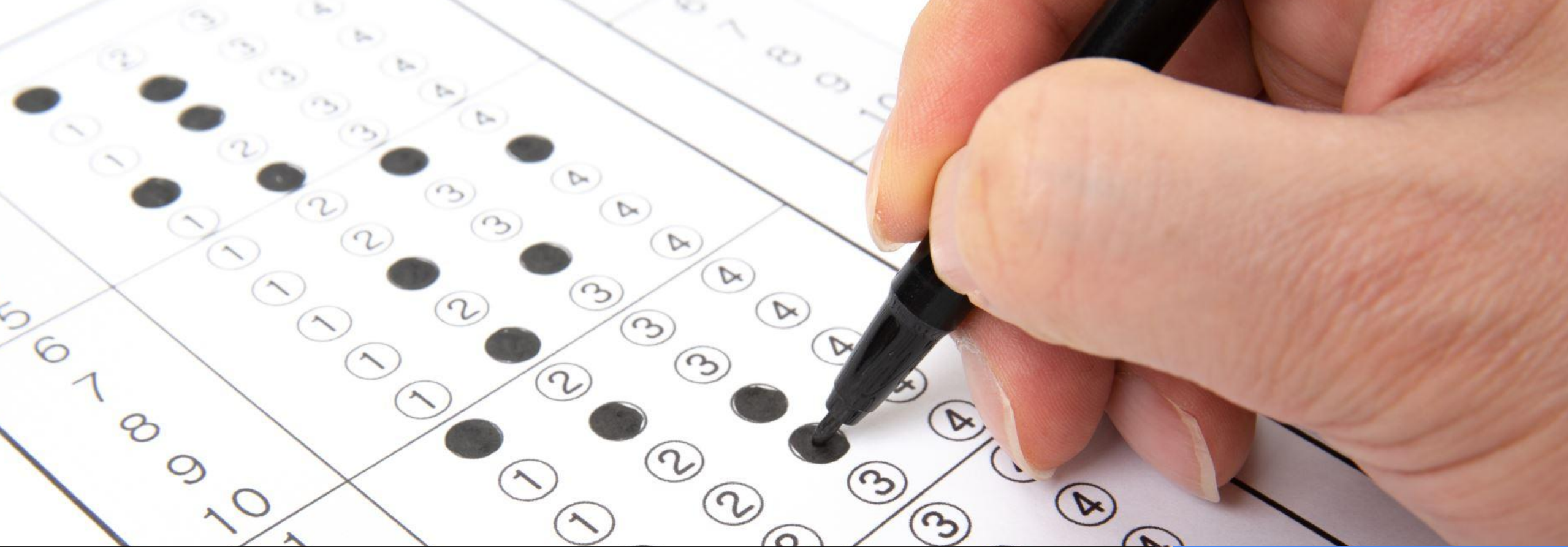
# Data that is shared with our Advisory Council

- ✓ Data that provides evidence of how we are addressing the stated goals of the IESE Network; and
- ✓ Data that begins conversations about help we need from the experts on our Advisory Council



Data that provides evidence of how we are addressing the stated goals of the IESE Network





Post-PD Survey Responses:  
March – September 2023



# Post-PD Responses: March – September 2023 (N=874)

<i>This professional development ...</i>	M/SD	To no extent (1)	To a small extent (2)	To some extent (3)	To a significant extent (4)
increased my professional <u>knowledge</u> as an educator of students with disabilities.	M=3.55 SD=.63	N=5 0.6%	N=48 5.5%	N=284 32.6%	N=533 61.3%
increased my ability to <u>apply</u> the knowledge to my own teaching or professional practice.	M=3.56 SD=0.61	N=3 0.3%	N=44 5.0%	N=287 32.9%	N=538 61.7%
increased my ability to <u>reflect upon, evaluate, and adjust</u> my own teaching or professional practice	M=3.60 SD=0.60	N=6 0.7%	N=36 4.1%	N=256 29.4%	N=572 65.7%
will be <u>incorporated</u> into and <u>affect</u> my teaching and professional practice.	M=3.63 SD=.58	N=2 0.2%	N=38 4.4%	N=235 27.1%	N=591 68.2%
will increase the <u>success of my students</u> with disabilities.	M=3.59 SD=.61	N=6 0.7%	N=40 4.6%	N=255 29.3%	N=568 65.4%
increased the likelihood of my <u>remaining in education</u> .	M=3.30 SD=.89	N=63 7.2%	N=60 6.9%	N=295 33.9%	N=451 51.9%
increased my ability to <u>communicate with parents</u> of students with disabilities.	M=3.30 SD=.82	N=38 4.4%	N=82 9.4%	N=326 37.6%	N=422 48.6%





# Things to note about Post-PD results

- In **EVERY single item**, the IESE Network moved from the largest percentage and number of respondents indicating that this item influenced them to a “significant extent,” from the previous modes of “to some extent”!
- There was a statistically significant difference found to be dependent upon years of teaching between those teaching three years or less and those teaching 16-24 years in the following items:
  - Early career educators perceived that the PD **increased their ability to apply the knowledge to their own professional practice** (M=3.67, SD=0.52) to a greater extent than those teaching 16-24 years (M=3.50, SD=0.64) ( $F(4.851) = 2.594, p=.035$ ); and
  - Early career educators perceived that the PD **increased their ability to reflect upon, evaluate and adjust my own professional practice** (M=3.70, SD=0.52) to a greater extent than those teaching 16-24 years (M=3.53, SD=0.64) ( $F(4.849) = 2.512, p=.040$ ); and
  - Early career educators believed that this PD **increased their likelihood of remaining in education** (M=3.52, SD=0.70) to a greater extent than those teaching 16-24 years (M=3.21, SD=1.02) and those teaching 25 years or more (M=3.06, SD=0.99) ( $F(4.848) = 5.961, p<.001$ )

# More Things to Note

- There were statistically significant differences in Post-PD Perceptions between Special Educators and General Educators, notably:

Special educators perceived that the PD **will increase the success of their students with disabilities** (M=3.64, SD=0.57) to a greater extent than general educators (M=3.55, SD=0.65) ( $t= 1.753$ ,  $p=.040$ ); and

Special educators perceived that the PD **will increase the likelihood of their remaining in education** (M=3.40, SD=0.82) to a greater extent than general educators (M=3.09, SD=0.99) ( $t= 4.180$ ,  $p<.001$ ); and

Special educators perceived that the PD **increased their ability to communicate with parents of students with disabilities** (M=3.41, SD=0.74) to a greater extent than general educators (M=3.12, SD=0.89) ( $t= 4.314$ ,  $p<.001$ ).

# Perception of Knowledge and Implementation Growth, N=852

	Prior to PD	After PD	<i>t</i> score	<i>p</i> value
Perception of Content Knowledge	M=61.23 SD=23.22	M=81.30 SD=14.86	<i>t</i> =30.74	<i>p</i> < .001
Perception of Content Implementation	M=61.65 SD=23.85	M=83.79 SD=15.03	<i>t</i> =30.66	<i>p</i> < .001

According to the table above, there is a statistically significant increase in participants' perceptions of both their content knowledge and intent to implement the content, found to be dependent upon attending the professional development sessions from March - September 2023, .

# In Summary ....

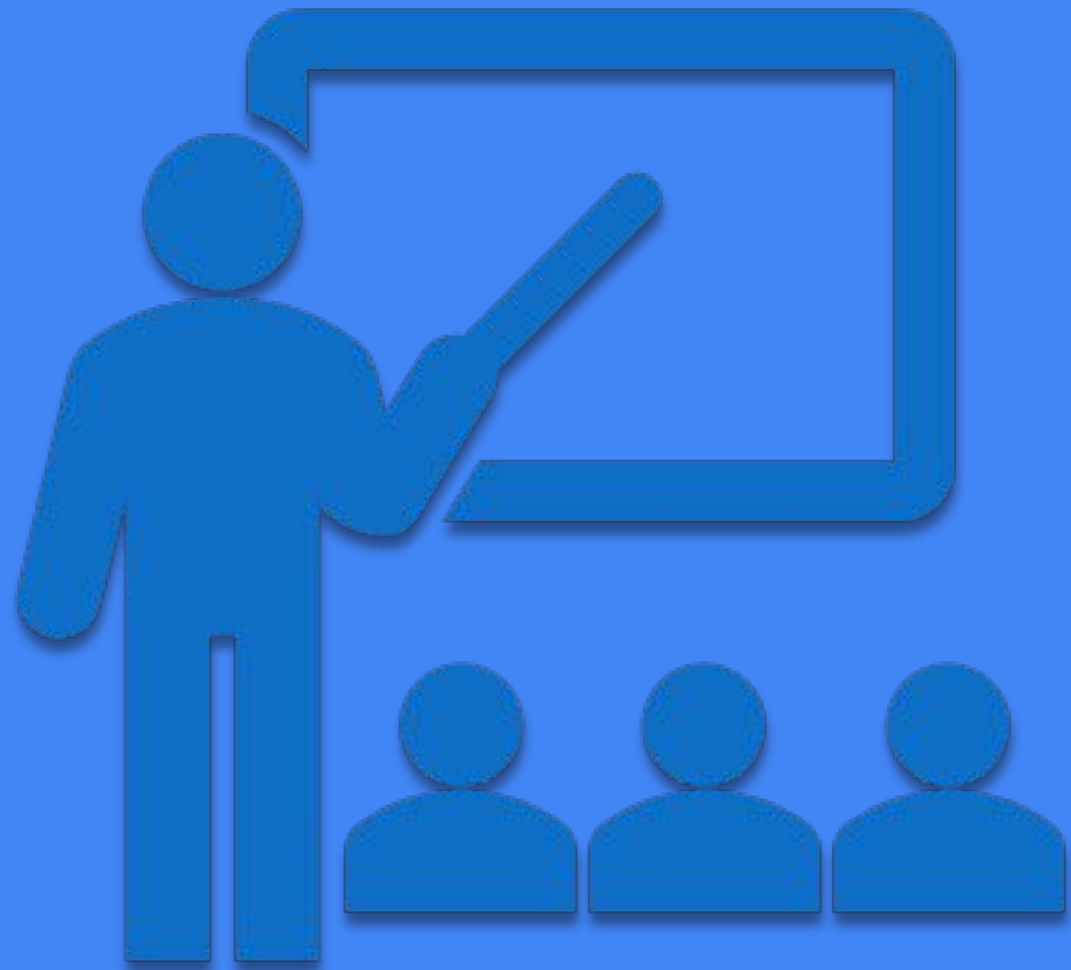
- Participants of the IESE Network PD sessions, who have completed the Post-PD surveys, report that our PD is having a greater impact upon early career educators than any other group; and
- Participants of the IESE Network PD sessions, who have completed the Post-PD surveys, report that our PD is having a greater impact upon special educators over general educators ....

**The population we are affecting are early career special educators, who are exactly the persons our grant states we intend to affect.**



# So What?

Teacher Retention  
Student Success



# Perception of Remaining in Education

March 2022 – February 2023

<i>The IESE Network opportunity increased the likelihood of my remaining in education.</i>	M/SD	No Extent (1)	Small Extent (2)	Some Extent (3)	Significant Extent (4)
<b>Post PD Survey</b> N=1466	M=2.86 SD=1.03	N=235 16.2%	N=184 12.7%	N=584 40.3%	N=445 30.7%
<b>MCT w/Content Survey</b> N=41	M=3.29 0.78	N=2 4.9%	N=2 4.9%	N=19 46.3%	N=18 43.9%
<b>MCT Survey w/o Content Survey</b> N=48	M=3.50 SD=0.76	N=2 4.5%	N=1 2.3%	N=14 31.8%	N=27 61.4%
<b>Remote PDC Survey</b> N=401	M=3.27 SD=0.76	N=15 3.8%	N=30 7.5%	N=189 47.3%	N=166 41.5%



## Baseline Retention Data

*For IESE Participating Teachers  
Performance Measure 4(a)*

	1	2	3	4	5	
	Area 1	Area 2	Area 3	Area 4	Area 5	Total
<b>Total Teachers</b>	N = 40	N = 94	N = 10	N = 103	N = 53	N = 300
<b>Retained in School</b>	87.50% N = 35	90.43% N = 85	70.00% N = 7	85.44% N = 88	88.68% N = 47	87.33% N = 262
<b>Retained in District</b>	92.50% N = 37	93.62% N = 88	80.00% N = 8	94.17% N = 97	90.57% N = 48	92.67% N = 278
<b>Retained in State</b>	97.50% N = 39	97.87% N = 92	80.00% N = 8	100.00% N = 103	98.11% N = 52	98.00% N = 294

## Baseline Retention Data

*For All Teachers Statewide  
Performance Measure 4(a)*

	1	2	3	4	5	
	Area 1	Area 2	Area 3	Area 4	Area 5	Total
<b>Total Teachers</b>	N = 10146	N = 66937	N = 9346	N = 8894	N = 8301	N = 120095
<b>Retained in School</b>	84.94% N = 8618	87.74% N = 58730	86.39% N = 8074	85.26% N = 7583	87.42% N = 7257	86.91% N = 104380
<b>Retained in District</b>	89.56% N = 9087	91.62% N = 61331	91.53% N = 8554	89.90% N = 7996	91.29% N = 7578	91.04% N = 109340
<b>Retained in State</b>	92.65% N = 9400	94.36% N = 63163	94.51% N = 8833	93.76% N = 8339	94.53% N = 7847	93.84% N = 112692

# Conclusions from Retention Data Sets

1. Educators who participated in the IESE Network had a higher percentage of educators who were retained in their schools (87.3%) as compared to the state average retention numbers in their school (86.9%);
2. Educators who participated in the IESE Network had a higher percentage of educators who were retained in their districts (92.67%) as compared to the state average retention numbers in their school (91.04%); and
3. Educators who participated in the IESE Network had a higher percentage of educators who were retained in the state (98.0%) as compared to the state average retention numbers in their school (93.8%)





# Perception of Student Success

March 2022 – February 2023

<i>This session will increase the success of my students with disabilities.</i>	M/SD	No Extent (1)	Small Extent (2)	Some Extent (3)	Significant Extent (4)
<b>Post PD Survey</b> N=1466	M=3.28 SD=0.76	N=41 2.8%	N=149 10.3%	N=620 42.7%	N=641 44.2%
<b>MCT w/Content Survey</b> N=41	M=3.56 SD=0.55	N=0 0.0%	N=1 2.4%	N=16 39.0%	N=24 58.5%
<b>MCT w/o Content Survey</b> N=48	M=3.82 SD=0.44	N=0 0.0%	N=1 2.2%	N=6 13.3%	N=38 84.4%
<b>Remote PDC Survey</b> N=401	M=3.39 SD=0.68	N=12 3.0%	N=9 2.2%	N=190 47.4%	N=190 47.4%



## IAR English Language Arts

w/ IEP vs w/o IEP Gap - 2021 & 2022

Performance Measure 5(a)

% of schools that reduced gap: **53.8%**

Area/School	2021 w/ IEP	2021 w/o IEP	2021 Gap	2022 w/ IEP	2022 w/o IEP	2022 Gap	Gap Change	Reduced Gap Y/N
<b>Area 1</b>								
Amboy CUSD 272	708.36 N = 28	728.23 N = 277	19.87	717.34 N = 29	735.07 N = 282	17.72	-2.15	Y
Oregon CUSD 220	694.26 N = 70	728.81 N = 505	34.56	697.90 N = 68	740.19 N = 502	42.30	7.74	N
Sycamore CUSD 427	697.97 N = 175	736.73 N = 1025	38.76	702.90 N = 211	737.07 N = 1370	34.18	-4.58	Y
<b>Area 2</b>								
Chicago Ridge SD 127-5	694.30 N = 83	721.14 N = 518	26.84	695.74 N = 143	719.77 N = 672	24.03	-2.81	Y
Plainfield SD 202	702.85 N = 1345	738.07 N = 8165	35.22	707.88 N = 1542	743.21 N = 9068	35.34	0.12	N
<b>Area 3</b>								
Edwardsville CUSD 7	700.96 N = 342	741.57 N = 2825	40.60	699.09 N = 355	741.64 N = 2902	42.55	1.95	N
Pekin PSD 108	689.40 N = 307	726.01 N = 1311	36.61	691.63 N = 339	729.24 N = 1551	37.62	1.01	N
<b>Area 4</b>								
Arthur CUSD 305	693.38 N = 71	742.34 N = 395	48.96	690.52 N = 69	735.34 N = 387	44.82	-4.14	Y
Gibson City-Melvin-Sibley CUSD 5	703.02 N = 64	743.54 N = 321	40.52	699.86 N = 63	746.31 N = 337	46.45	5.93	N
Hoopeston Area CUSD 11	698.61 N = 100	723.31 N = 372	24.70	698.09 N = 94	725.87 N = 375	27.78	3.09	N
Stewardson-Strasburg CUD 5A	694.28 N = 32	754.94 N = 142	60.66	696.07 N = 29	741.30 N = 135	45.23	-15.43	Y
Windsor CUSD 1	701.86 N = 14	722.17 N = 123	20.31	706.29 N = 17	725.64 N = 116	19.34	-0.97	Y
<b>Area 5</b>								
Harrisburg CUSD 3	695.28 N = 149	735.45 N = 559	40.18	703.50 N = 123	743.48 N = 569	39.98	-0.20	Y

## IAR Mathematics

w/ IEP vs w/o IEP Gap - 2021 & 2022

Performance Measure 5(a)

% of schools that reduced gap: **53.8%**

Area/School	2021 w/ IEP	2021 w/o IEP	2021 Gap	2022 w/ IEP	2022 w/o IEP	2022 Gap	Gap Change	Reduced Gap Y/N
<b>Area 1</b>								
Amboy CUSD 272	708.71 N = 28	726.37 N = 277	17.66	721.24 N = 29	731.54 N = 282	10.30	-7.36	Y
Oregon CUSD 220	694.62 N = 68	725.99 N = 495	31.37	703.03 N = 68	733.01 N = 502	29.98	-1.39	Y
Sycamore CUSD 427	704.87 N = 171	734.11 N = 1007	29.24	705.74 N = 205	736.37 N = 1350	30.63	1.40	N
<b>Area 2</b>								
Chicago Ridge SD 127-5	694.96 N = 83	718.78 N = 521	23.82	698.80 N = 143	720.04 N = 673	21.23	-2.58	Y
Plainfield SD 202	705.06 N = 1328	731.67 N = 8066	26.61	709.75 N = 1546	736.95 N = 9065	27.21	0.59	N
<b>Area 3</b>								
Edwardsville CUSD 7	706.75 N = 341	744.37 N = 2820	37.62	702.89 N = 350	745.24 N = 2892	42.35	4.73	N
Pekin PSD 108	696.35 N = 308	723.44 N = 1318	27.10	697.31 N = 339	722.94 N = 1550	25.63	-1.46	Y
<b>Area 4</b>								
Arthur CUSD 305	699.00 N = 71	734.07 N = 395	35.07	696.49 N = 69	731.48 N = 387	34.99	-0.09	Y
Gibson City-Melvin-Sibley CUSD 5	703.56 N = 63	733.79 N = 320	30.23	706.44 N = 63	735.84 N = 337	29.39	-0.84	Y
Hoopeston Area CUSD 11	700.13 N = 100	717.47 N = 371	17.34	700.93 N = 92	723.45 N = 374	22.51	5.17	N
Stewardson-Strasburg CUD 5A	704.63 N = 32	743.66 N = 142	39.04	700.48 N = 29	738.24 N = 135	37.75	-1.28	Y
Windsor CUSD 1	714.64 N = 14	722.74 N = 123	8.10	710.12 N = 17	729.25 N = 116	19.13	11.04	N
<b>Area 5</b>								
Harrisburg CUSD 3	694.39 N = 149	714.11 N = 559	19.72	702.55 N = 123	725.43 N = 569	22.88	3.15	N

Data that begins conversations about help we need from the experts on our Advisory Council



# Student Success: Suspensions and Expulsions



## Number of Suspensions & Expulsions

For students w/ IEPs

Performance Measure 5(g)

% of schools reduced suspensions: **7.7%**

Area/School	2021		2022		Change	Reduced Suspensions Y/N
	Suspensions	Expulsions	Suspensions	Expulsions		
<b>Area 1</b>						
Amboy CUSD 272	6	0	14	0	8	N
Oregon CUSD 220	36	0	93	0	57	N
Sycamore CUSD 427	19	0	52	0	33	N
<b>Area 2</b>						
Chicago Ridge SD 127-5	1	0	11	0	10	N
Plainfield SD 202	40	0	429	1	389	N
<b>Area 3</b>						
Edwardsville CUSD 7	43	0	137	0	94	N
Pe kin PSD 108	22	0	35	0	13	N
<b>Area 4</b>						
Arthur CUSD 305	3	0	6	0	3	N
Gibson City-Me lvin-Sible y CUSD 5	4	0	15	0	11	N
Hoopeston Area CUSD 11	3	0	63	0	60	N
Stewardson-Strasburg CUD 5A	7	0	5	0	-2	Y
Windsor CUSD 1	1	0	6	0	5	N
<b>Area 5</b>						
Harrisburg CUSD 3	10	0	33	2	23	N
<b>Total</b>	<b>195</b>	<b>0</b>	<b>899</b>	<b>3</b>	<b>704</b>	

## Help from the Advisory Council?

*As you see the data from the attendance and disciplinary data, what are suggestions that you have for ways the IESE Network might influence greater success in these areas through professional development, mentoring, coaching, and/or technical assistance?*



# Member Involvement - Lessons Learned

## High Feedback

- Padlet
- Wordle
- Chat Blasts
- Essential/Specific Questions with Discussion

## Low Feedback

- Jamboard
- Breakout Rooms