

Proposed Services

CREC Resource Group will conduct a review of the Brookfield, CT Public Schools’ special education programs during the 2022-23 school year. A mixed-methods approach of qualitative and quantitative data will be used. This proposal outlines the framework that will be used including planning the review with the district, data collection, data synthesis and analysis, and a final report and presentation. This proposal includes a comprehensive review of all students with disabilities in the district. This includes focus groups and surveys with parents that have children with and without disabilities, regarding special education practices in the district.

Framework

The framework that underpins CREC’s special education program reviews includes four domains that will assess the quality of Brookfield Public Schools' special education programs and services through an equity lens. Upon confirmation of the final evaluation questions with the district, the domains and quality indicators will be adjusted as needed.

Domain	Quality Indicators will
<p>Domain 1: Resources— assess the use of district resources to effectively and efficiently meet the needs of students with disabilities including staff utilization and structures</p>	<ul style="list-style-type: none"> ● assess the quality of the program(s) and services ● use evidence to create and/or fine-tune an action plan reflective of today’s best practices and landscape in special education ● determine priority need areas ● describe proposed goals and activities to change practices and meet/exceed improvement targets for both educators and students with disabilities
<p>Domain 2: Organizational Processes and Structures— measure the extent to which: (a) the instructional core is built on a foundation of equity and inclusion, (b) processes are implemented per federal and local requirements, (c) instructional practices are effective for students with disabilities, and (d) the district’s intervention system is contributing to special education identification. In addition, a review of referral and evaluation timelines and meetings that are in compliance will be included.</p>	
<p>Domain 3: Student Learning and Outcomes— assess the educational benefit students derive from special education programs and services and analyze achievement outcomes, through an equity lens; this will include a review of reasons behind parental</p>	

requests for Independent Educational Evaluations (IEEs).	
<p>Domain 4: Communication and Collaboration within the School Community— assess the effectiveness of district communication and engagement with parents as partners, as well as communication among and between districts staff and administration</p>	

CREC utilizes a three-phased process to assess Brookfield Public Schools’ current special education profile and diagnose the current system according to the domains listed above:

1. **Visit Planning and Data Collection**– Meet with district leaders to refine specific evaluation questions, confirm protocols and standards, identify quantitative and qualitative sources, and ensure connectivity with all stakeholders.
2. **Data Synthesis and Analysis**– Analyze data, corroborate (triangulate) results, identify themes, confer with school/district leaders to contextualize findings, and generate recommendations.
3. **Reporting and Debriefing** - Generate a written report, support delivery of findings, and process results with school and district leaders. Presentations can be added if requested.

Data Sources

Qualitative and quantitative data described below will be collected and analyzed to answer the evaluation questions and inform our analysis. Additional data and sources may be used as necessary:

- district or school documents and reports
- school and student schedules
- professional development planning
- Individual Education Plans (IEPs)
- aggregated and disaggregated trend data at the state and local level regarding special education, including comparable school districts
- district and state reports and fiscal data
- student achievement and progress data within the district
- FERPA file review
- district intervention system study

Student IEP Review

A random representative sample of special education students with varying disability types will be selected by CREC. IEPs for the sample will be reviewed utilizing an established protocol designed to assess the extent to which IEPs are developed to provide educational benefit. CREC will report the results of the overall rubric review and scores for each of four domains within the IEP rubric:

- a) Gap Analysis of Present Level of Performance
- b) Levels of Support: Supplemental Instruction, Accommodations, and Modifications
- c) IEP Goals and Objectives
- d) Types of Support and Placement

FERPA File Review

In addition to an IEP File Review, a sample of student records will be reviewed for compliance with the Family Educational Rights to Privacy Act (FERPA). School and central office files will be cross-referenced for accuracy and consistency.

Selected Student In-Depth Review

A sample of students representing various disability categories and ages at each school will be selected. In addition to an IEP review, observation of selected students during classroom instruction will occur, student work products will be analyzed, and case managers will be interviewed when appropriate. Data from classroom observations of the selected students will be used to assess the learning environment for inclusion and instructional practices, school/ classroom climate, implementation of IEPs, and specially designed instruction to answer the review questions. In addition, the student files will be reviewed to determine patterns and trends in requests for Independent Educational Evaluations (IEEs). This will include an in-depth review of these selected student files.

Instructional Observations

The learning environment will be reviewed for inclusion and instructional practices, school/classroom climate, collaboration and communication, utilization of resources, and implementation of the IEP. Student programming will be analyzed based on confirmed evaluation questions such as resources, compliance, program offerings, and continuum of services. Students selected for further in-depth review will be observed in their classrooms in various educational environments as appropriate.

Individual and Group Focus Interviews

Throughout the review, focus interviews will be completed among certified and noncertified staff, administrators, parents, and students, as appropriate. CREC's inquiries will address issues relevant to the evaluation questions to generate insight for Brookfield Public School leaders. All focus group meetings can be held virtually using a variety of platforms. CREC has extensive experience facilitating online meetings with up to 200 participants.

Online Parent and Staff Surveys

In addition to focus interviews, an online survey will be administered to Brookfield Public Schools parents that have children with and without disabilities and special education staff. The parent survey solicits feedback on their experiences with special education services and communication in Brookfield Public Schools. The staff survey polls all educators (teachers, administrators, staff) regarding special education services for students with disabilities, including communication. Both survey tools are intended to collect information from a broad base of stakeholders through quantitative rating scales, with options for open-ended

responses. The surveys will be anonymous (non-identifying for participants), and results will be shared in the aggregate.

District Requirements

To complete the proposed services promptly CREC Resource Group requests that Brookfield Public Schools provide the following:

- Coordinate meetings with CREC review team members to finalize evaluation questions and priorities, as well as a reasonable timeline for completion of activities.
- Provide a designated staff member as a communication liaison between the CREC review team and Brookfield Public Schools staff.
- Give the CREC review team access to data management resources such as their IEP management tool, if appropriate, for ease of data analysis. If this cannot happen, provide CREC with the requested IEPs to review as well as any additional data requested.
- Supply relevant requested documentation and/or provide access to the CREC review team, which may include, but is not limited to fiscal reports, student data, improvement plans, staff schedules, staff ratios, and caseloads.
- Coordinate and schedule focus interviews with the CREC review team, including communication with staff, families, and students.

A draft timeline is provided at the end of this document and will be updated upon conferring with district leadership.

Services, Deliverables, and Cost

Service	Days	Cost
Strategic Planning and Data Collection <i>Planning discussions with Brookfield Public Schools leaders; document collection and review; IEP reviews; instructional observation; select student in-depth reviews; focus interviews; EdSight data ollection</i>	*15	*\$21,950
Data Synthesis and Analysis <i>Analysis and triangulation of data from multiple sources, including information collected by CREC during the review process; corroborate findings</i>	5	\$7,250
Reporting and Delivery <i>Report writing (draft and final copies); review findings with Brookfield Public Schools leaders, and a presentation to the Board of Education</i>	4.5	\$6,525
*Total	*24.5	*\$35,725

* Includes one (1) day to study requests for Independent Educational Evaluations (IEE) during the in-depth student reviews, at the request of the district.