Figure 1 **Revised COOR Clusters**

Triggering Question: *"What prevents COOR ISD and its constiteuent local districts from creating a seamless delivery system for all students especially special education students?"*

Cluster 1: Supportive Culture

1: Supportive Culture: Successfuly included students have supportive families, all students need supportive families.(jschloop) (merged with factor 12)

23: Who's Student: who takes ownership of students who receive Sp Ed services? (jschloop)

25: Community Resources: collaboration/communication between community agencies and ISD/LEA. (marcwills)

34: Parents: It is important to remember the parents in this process and their educational level. We may be asking them read things they cannot read (moemama)

35: Parent Involvement: a struggle in the system is not only funding, lack of staff but lack of parental involvement. School is not daycare but a foundation for eductation to be supported with parent involvement (lajamison)

40: Student Needs: we have increasing numbers of students who have mental health issues which schools are not equiped to handle or deal with. CMH and Courts are also streached....(sshepardson1)

44: At risk families: limited community resources is a barrier in meeting social, emotional & behavioral needs of sudents (brookelaurent)

45: At risk families: many of our students come from at-risk- homes & are impacted by a multitude of factors.............(brookelaurent)

50: Time: we struggle to find time for gen. ed. and sp. ed. teachers to plan together. Sometimes sp. ed. staff are not included in data/planning sessions (vsloan)

58: Behaviors: it s difficult to manage extreme behaviors, especially with fewer social workers and teachers. (hugheyg)

63: Staffing: we need to support our students in gen. ed. as well as those on a certificate track (sshepardson1)

65: Higer ratio of at risk students: even though we are losing students overall our at risk population is higher (hugheyg)

Cluster 2: Reaching All Students

2: EBP's: We must be aware of and used evidenced based practices.(brendajudy)

3: Trainings: a reluctance by local districts to take advantage of COOR trainings (brendajudy)

4: Infrastructure: Much inconsistency in ISD with infrastructure w/in buildings to problem solve....(brendajudy)

8: Instructional: What are the delivery systems for SE that are being explored/utilized in LEA's ? What is COOR's strategy to help? (teammurphy)

12: Differing Philosophies: With all the differing philosophies and delivery systems it would be difficult to have just one system for the whole ISD, sharing best practice would be good. (morgensj)(factor1 merged here)

13: Lack of Collaboration: it is difficult to meet all of the demands without collaboration among all the various staff (morgens)(merged with factor 28)

21: Curriculum: using common core standards in the goal developement process for Sp Ed Students (dozzir) (merged with factor 60).

22: Lesson Planning: Development of alternative and differentiated lesson plans for all to use and shared with other districts. (jschloop)

26: Assessments: use of multiple measures to support school wide decision making & understanding which assessment is appropriate for which students. (marcwills) (factor 52 merged here)

28: Programs: It would be helpful if teachers had time to share with each other in other districts about what is working (jonesd71) (factor 13 merged here).

29: Instructional Delivery: equitable access for all student to the gen ed. curric. Research based strategies to differentiate instruction. (marcwills)

30: Improvement Plans: the school improvement plan and CIMs

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allows for consideration of strategies and evaluating resources (marcwills)

41: Curric. Expectations: the MMC is difficult for some students with special needs. These students are forced to struggle through material that may be irrelevant or they cannot get a diploma (bobbiross) (factor 47 merged here)

47: Increased Academic Expectations: providing support in a way that does not interfere with the student's exposure to the curriculum. Traditional interventions are difficult to implement with raised expectations (brookelaurent) (merged with factor 41)

49: Materials: curricular materials used by sp. ed. and gen. ed. are different and not always compatible. We many be trying to teach student with competing strategies (vsloan1)

52: Modification: Use of MEAP is at odds with modifying the curriculum to meet the needs of special ed. students.................. (mayess) (merged with factor 26)

60: CCSS: it is tough for both sp. ed. and gen. ed. to wrap their heads around the ideas of CCSS for all students. Special ed. has been focused on skill based vs standards based teaching. (reesk) (factor 21 merged here).

Cluster 3: Common Vision

5: Knowledge/Awareness: Much planning w/out all stakeholders involved. Information is not shared. (brendajudy)

7: Instructional: Where is COOR's vision in helping LEA fully incude students to meet mandates? (teammurphy)

14: Vision: All stakeholder understand special ed is a service not a place that integrates into the general ed environment (dozzir)

15: Training: All stakeholders developea a common understanding of the role of Special Ed. in the Educational process. (dozzir) (merged with factor 19).

19: Delivery System: a common understanding of Sp Ed services & how they are delivered amongst all LEA's (dozzir) (factor 15 merged here)

24: LEA Preferences: LEA have different philosophies & resources on how to provide services. Some districts do not have a consistent model between school districts. (billwachowiak)

31: Gen. Ed. Understanding Sp. Ed.: a lot could be done to produce a seamless delivery system if Gen. Ed. understood what Sp. Ed. is all about. (jonesd71)

33: Family Involvement: many families that have a special ed. child also have other children who are not. Self estem can be lost for all. We are asked to be cheer leaders for the family--thats ok (moemama)

54: Roles: clearly defined roles with flexibility to meet the varying needs within a building. (brendajudy)

55: Communication/Infrastructure: there seems to be little communication between districts about how services are delivered. Often there is a disagreement on how best to deliver services. (brendajudy)

68: Staffing: it is hard to deliver special ed. related services with continuity when itinerant staff members are not on a schedule (teresa922)

Cluster 4: Resource Utilization

6: Funding: How does COOR expect to help LEA offset funding decreases? (teammurphy)

9: COOR ISD/LEA S.E.: What if COOR employed all LEA SE staff? (marcwills)

10: Resources: There is a lack of money to support people. With all the cuts we have less to offer (jsyzmoniak)

17: Staffing: Sharing staff with other districts so that all needs are met (dozzir)

18: Staffing: finding and retaining staff in shortage areas such as Speech and Psychologists (dozzir)

20: Money: with shrinking revenue on all fronts LEA's must use more their financial resoucess to fund Sp Ed programs (dozzir)

42: Staff: the number of staff available. We could have more programs & better service if we could afford more people. (bobbieross)

46: Qualified Staff: certain positons (school psych & speech) that are difficult to fill has an impact on delivery of services to students in need (brookelaurent)

57: Autism Explosion: less money, resources, staff the same special ed population plus more AI kids (reesk)

61: Money: fewer students fewer dollars--just not fewer special ed. students (hugheyg)

62: Technology: special ed. teachers often do not have access to the same technology that is available to gen ed. teachers (sshepardson)

64: Staffing: increasingly we are asked to educate students outside of school as a result of expulsion. How do we do meet this need? (sshepardson)

67: Class size: I think is more difficult for teachers to be accommodating with special needs students as class size goes up. (hugheyg)

CogniScope II

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Cluster 5: Impact on Students

11: Programming: There is a lack of programming to support transition students in the workforce, tech school & colleges (jszymoniak)

16: LRE: Gen Ed. & Sp Ed delivering all servicess for appropriate students in Gen Ed. Classroom with consistency (dozzir)

27: Classroom Management: understanding policies as a continium within the district, building, classroom. Best practices for discipline. (marcwills).

36: Student Expectations: labeling mindset can sometimes limit the expectations for both sp. ed. and gen. ed. students. Strive for the best of every student w/o labeling. (lajamison)

37: Life Skills: there are focus opportunities for sp. ed. students on particular life skills that are not taught in gen. ed. classes. Could be something both gen. ed. could profit from as well. (lajamison)

38: Ed. Inclusion: sp. ed. students in gen. ed. classrooms often require a hi level of 1-1 assistance & modification to understand the material. Grades are not 'apple to apple' comparisons (lajamison)

39: Social Inclusion: there are social benefits for inclusion of sp. ed. students. Segregated classrooms often create social stigmas (lajamison)

43: Programming: one problem in the 'seamless delivery' is the lack of programming in some areas. Student who won't get diploma but may not qualify for adult transition program (bobbiross)

48: Increased Academic Expectations: how do we meet the needs of all students with the increased academic expectations, especially @ high school? (brookelaurent)

51: Balancing: it is difficult to balance between helping students be successful in gen. ed. and teaching them the skills the need in special ed. (vsloan)

56: Scheduling Issues: external factors within and outside of our control begin to run the schedule which pulls it in directions that may not be good for special ed. students. (reesk)

59: Differentiation: teachers are unfamiliar with how to meet the needs of student on different levels (hugheyg)

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