Office of the Independent Monitor
March 23, 2014

Follow-up Survey of the Impact of MiSiS on Students with Disabilities (SWD)

At the beginning of the 2014-2015 school year, the District rolled out a large bundle of functionality or modules and was to fully implement the use of the integrated student information system or MiSiS at all schools, including charters. The roll-out resulted in problems with enrollment, scheduling and programming at schools. While the District acknowledged problems with the implementation of these modules, it provided conflicting reports minimizing the impact and portrayed a quick resolution of problems. Due to these conflicting reports, and feedback provided to the Office of the Independent Monitor (OIM), a telephone survey was conducted at the beginning of the 2014-2015 school year, at 255 schools to better understand the impact on SWD.

The survey found that almost all schools using the system reported experiencing a variety of problems with MiSiS. These problems were characterized by many school officials as having a moderate to major impact on their school's ability to identify: students attending their school, the correct special education placements and services students were to receive. Other concerns noted were the lack of and inadequacy of the training, and overall lack of readiness of the program. Lastly, it confirmed that the all independent charter schools were not utilizing the system.

A follow-up survey was conducted to determine if the problems reported with MiSiS in October continued to exist, and if so, the impact on schools for identifying and providing appropriate placements and services to SWD.

Methods

To examine the usage and impact of the problems associated with the implementation of MiSiS, a telephone survey was repeated to identify the following:
- utilization of MiSiS
- impact of the problems on identifying SWD
- impact of the problems on placement of SWD
- impact of the problems on the provision of services
- potential problems to be corrected within MiSiS
- adequacy of training
- if the MiSiS improved special education programs
- additional problems or concerns

The original survey was slightly modified to ensure respondents focused on the recent problems and/or fixes to MiSiS. Respondents were asked to focus on issues observed within the past six weeks. Research assistants were trained to follow a survey protocol and enter data into a database (Attachment A). Contact information from the school for the administrator in charge of the special education program was collected during the first survey and attempts were made to survey the original respondent. For participants who reported working at multiple schools, responses were noted for the corresponding schools if they were also part of the sample and the

participant acknowledged the same problems and impact. The survey was conducted in December 2014, after the second semester enrollment period began.

Sampling

The sample includes 188 schools that previously participated in the original survey from the 255 schools that reported using MiSiS. The follow-up sample was reduced due to the removal of the independent charter schools in the original survey since they were not currently using MiSiS.

Elementary, middle and high schools were sampled separately. Span schools that served elementary and middle school students were categorized as elementary schools, since they typically served a greater number of students in the elementary grades than in the middle grades. Similarly, span schools serving middle and high school students were categorized as high schools. Table 1 shows the breakdown of the sample by service center.

Table 1. Sample of Schools Selected by Service Center (N=188)

Service Center	Elementary (N=95)		Middle (N=43)		High (N=50)	
	N	% of total	N	% of total	N	% of Total
East	19	20.0	5	11.6	5	10.0
North	27	28.4	14	32.6	6	12.0
South	25	26.3	8	18.6	5	10.0
West	19	20.0	5	11.6	5	10.0
XP	5	5.3	11	25.6	29	58.0
TOTAL	95	100.0	43	100.0	50	100.0%

Findings

This section will report the findings of the responses to the scripted questions and relevant open-ended questions which will include the frequency of the response. A complete table of the open-ended question findings can be seen in Attachment B.

Utilization of MiSiS, Alternatives and Problems Experienced

The survey found 182 schools (99.5%) were using MiSiS (Table 2). Only one school refused to participate and five were unable to be reached despite numerous calls. The findings are based on those schools who reported using MiSiS (n=182).

Schools using the program were asked if they were using any other means for entering and maintaining student data, other than the Welligent IEP system. Less than half (40.7 %) noted that they were using alternative methods for maintaining data. The most common alternatives included manually created student rosters and school-created databases. Of those using MiSiS, 83.5% reported problems with the program. This is lower than those reporting problems during the original survey, with the majority having noted experiencing problems (98%).

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Table 2. Using MiSiS, Alternatives and Problems Experienced

	YES		NO		Total	
	N	%	N	%	N	%
Using MiSiS	182	100.0	0	0.0	182	100
Using Alternatives	74	40.7	108	59.3	182	100
Problems Experienced	152	83.5	30	16.5	182	100

Impact on Identification, Placement and Service Provision

More than half of schools (61.2%) reported having problems with identifying SWD enrolled at their schools (Table 3). Less than half noted problems with placing students in the correct programs (48.7%) and determining which services students were to receive (46.0%). These findings are approximately 20% lower than those reported during the first survey (Identification 82%, Placement 48.7% and Services 46.0%).

Table 3. Impact on Identification, Placement and Service Provision

	YES		NO		Total	
	N	%	N	%	N	%
Identification	93	61.2	59	38.8	152	100
Placement	74	48.7	78	51.3	152	100
Services	70	46.0	82	53.4	152	100

Degree of Impact on Identification, Placement and Service Provision

Table 4 shows the degree of the impact MiSiS problems had on the identification, placement and service provision. Enrollment data or knowing the SWD attending their respective schools was reported to have a major (29.0%), moderate (49.5%) and minor (21.5%) impact. Comparatively, a large decrease was seen from the previous survey in those reporting major impact while an increase was noted for those reporting minor impact, with moderate impact remaining relatively stable.

Placement problems were reported as having a moderate (48.7%) and major impact (27.0%), while 21.6% noted a minor impact. The majority of schools described the ability to identify which services students were to receive as being a moderate (45.7%), major (28.6%) and minor (24.3%) impact. Similar patterns were noted with the decrease in those reporting major impact, increase in the number of responses in the minor category, while the moderate category remained stable.

Table 4. Degree of Impact on Identification, Placement and Service Provision

	Major Impact		Moderate Impact		Minor Impact		No Impact		Total	
	N	%	N	%	N	%	N	%	N	%
Identification	27	29.0	46	49.5	20	21.5	0	0.0	93	100
Placement	20	27.0	36	48.7	16	21.6	2	2.7	74	100
Services	20	28.6	32	45.7	17	24.3	1	1.4	70	100

Problem Fixed Identification, Placement and Service Provision

The majority of respondents reported that the program and/or data issues had not been resolved or were unsure of any resolution (Table 5). Many school officials continued to note that the issues had been resolved through the efforts of staff and work-arounds such as going through hardcopies of IEPs, and contacting parents' and students' previous schools for resolving these issues. Participants also cited that due to the lesser numbers of new students enrolling mid-year, reliance on MiSiS was reduced and the ability to maintain records through other means were taken.

Table 5. Problem Fixed Identification, Placement and Service Provision (N=163)

	Yes		No		Don't Know		N/A		Total	
	N	%	N	%	N	%	N	%	N	%
Identification	14	15.0	61	65.6	18	19.4	0	0.0	93	100
Placement	14	18.9	48	64.9	10	13.5	2	2.7	74	100
Services	9	12.9	51	72.9	9	12.9	1	1.4	70	100

Adequacy of Training and Improved Special Education Program

The majority of respondents reported receiving inadequate training (31.9%) or not participating in training (56.6%)(Table 6). Few participants found the training to be adequate (10.4%) or more than adequate (0.05%).

When asked if MiSiS had improved their special education system, the majority stated it had not (72.5%) or were unsure (16.5%). Some expressed that it had helped improve their programs (10.4%).

Table 6. Adequacy of Training and Improved Special Education Program (N=201)

	Adequate		Inadequate		No Training		More than Adequate	
	N	%	N	%	N	%	N	%
Training	19	10.5	58	31.9	103	56.6	1	0.05

	Yes		No		Don't Know	
	N	%	N	%	N	%
Improved SPED	19	10.4	132	72.5	30	16.5

Additional Findings – Open Ended Question

Participants noted that trusting the accuracy of the enrollment data (n=32) and losing data that were entered (n=8) continue to be a problem. While many noted that due to the smaller numbers of new enrollees at this time of the school year, tracking new students and maintaining records is easier despite MiSiS being unreliable. Problems navigating the system (n=18), getting access (n=9) and the speed of the program (n=12) were reported as areas of concern.

Participants also noted reporting difficulties for grades, transcripts and English Learner status information (n=19). Unreliability with producing accurate course schedules, lack of training (n=18) and taking and maintaining accurate attendance records were also noted as problem areas.

Conclusions and Next Steps

These findings continue to highlight the problems and impact schools are experiencing during this first year of implementation of the MiSiS program. While respondents reported impacts to be less severe, many noted that school staff had developed alternative ways for maintaining records and that these work-arounds helped schools function efficiently despite the MiSiS shortcomings. Users highlighted the difficulties associated with using the program such as access, the timeliness of using the system, difficulties navigating the system and limited ability to produce reports. Respondents also noted that due to the lack of training available, users had to learn the system on their own and once they figured out how to use the modules the process was easier.

As the District continues to address the problems with MiSiS, it is strongly recommended that feedback be obtained from users and an effective training system be developed and implemented. This should include in-person training, with live presentations and hands-on activities with knowledgeable trainers. The District should also address the following: improving access to the system, ensuring that the system performs with adequate speed, developing modules with the necessary edits that are easy to navigate, improving access to reports including the generating rosters of students with disabilities by grade, school, etc., and improving the efficiency of reporting mechanisms. The OIM will repeat this survey in the beginning of the 2015-2016 school year.

Office of the Independent Monitor

Survey Protocol

Interview
Hello, my name is _____ and I am calling from the Office of the Independent
Monitor for the Modified Consent Decree.

(If an Elementary school): What is the name of your APEIS or the administrator in
charge of special education? **[RECORD THE NAME and POSITION (AP, Principal,
Bridge Coordinator, Other – Type in) IN CONTACT INFORMATION]** *(If no AP is
available, ask to speak to the Principal)*

May I please speak to him or her [NAME]?
If Middle or High school: What is the name of your assistant principal in charge of
special education? **[RECORD THE NAME IN CONTACT INFORMATION]** *(If no
AP is available, ask to speak to the ridge coordinator or Principal)*

May I please speak to him or her [NAME]?

Hello, my name is _____ and I am calling from the Office of the Independent
Monitor for the Modified Consent Decree. As you may recall, in September we
conducted a brief confidential survey of school administrators regarding the
implementation of MiSiS (My Integrated Student Information System). We are calling
with a follow-up survey to determine if problems continue to exist or if improvements
have been made within the past 6 weeks. This information will be combined with survey
results from schools throughout the District and be provided to the Independent Monitor,
Information Technology Division (ITD) and the Division of Special Education for
review. Your name and your school will not be identified. Do you have 10-15 minutes to
talk me?

IF YES: **[Check the Called Box, Enter the Name of the Person in Contact
Information Area and Begin Survey]**

IF NO: When would be a good time to call back? **[Check the Called Box, Enter the
Name of the Person in Contact Information Area]**

0	How long have you been in your current position?		Select the most corresponding response: 0, 1, 2, 3+
1	Is your school still using MiSIS?		If Yes, select "YES" and go to question #1A. If no, select "NO" and go to question #2.
1A	Other than Welligent, are you currently using any other tools to manage student records?		If yes, select "Yes" go to #3, if no, enter information in text box.
2	Why is your school not using MiSIS?		Enter comments into the text box. Then, Go to Question #2A

2A	What is the name of the Student Information System your school is using?		Enter the name in the text box.
3	Within the past six weeks, have you, or any other staff in your school encountered any problems when using MiSIS?		If Yes, select "YES", go to question #4. If no, select "NO" and go to question #9
4	Have these problems impacted the ability of your school to accurately identify students with disabilities attending your school?		If YES, select "YES" and go to question #4A. In no, Select "NO" and go to question #5
4A	To what degree have these problems impacted your ability to accurately identify students with disabilities attending your school?		Please select one of the following: • No Impact • Minor Impact • Moderate Impact • Major Impact
	Has THIS problem been fixed in MiSIS?		Enter the corresponding response "Yes," "No" or "Don't Know (DK)" in Box #7
5	Have these problems impacted the ability of your school to ensure the correct placement as specified in students' IEPs? *(Special day program, RSP, Gen ED)*		If YES, select "YES" and go to question #5A. In no, Select "NO" and go to question #6
5A	To what degree have these problems impacted your ability to ensure the correct placement of your students with IEPs?		Please select one of the following: • No Impact • Minor Impact • Moderate Impact • Major Impact
	Has THIS problem been fixed in MiSIS?		Enter the corresponding response "Yes," "No" or "Don't Know (DK)" in Box #7
6	Have these problems impacted the ability of your providers to deliver services as specified in students' IEPs? *(Speech, OT, RSP, PT, etc)*		If YES, select "YES" and go to question #6A. In no, Select "NO" and go to question #7
6A	To what degree have these problems impacted your providers' ability to deliver services as specified in students' IEPs?		Please select one of the following: • No Impact • Minor Impact • Moderate Impact • Major Impact
	Has THIS problem been fixed in MiSiS?		Enter the corresponding response "Yes," "No" or "Don't Know (DK)" in Box #7
8	Leave Blank		
9	Has the MiSiS improved the administration of your special education program?		If yes, select "Yes," if no, select "No," if Don't Know select "DK"

10	How would you describe the adequacy of the training you received for implementing MiSiS?		Please select one of the following: • I did not receive training • The training was inadequate • The training was adequate • The training was more than adequate
11	Are there additional problems with MiSiS that have impacted your ability to serve students with disabilities at your school? Do you have any additional comments?		Enter narrative into the "General Comments" text box.

IF SURVEY IS COMPLETE, CHECK COMPLETED SURVEY BOX
Thank you very much for your participation in this survey. If you have additional questions or feedback you may contact the Office of the Independent Monitor at (213) 241-1797. Goodbye.

Office of the Independent Monitor

Open-ended Responses

Open-ended Responses and Frequency of Comments

Code	Charter Schools	Number
C1	District did not make a sufficiently coherent effort to let charters know MiSIS was coming and required	
C2	Uploaded data, waiting for validation, or CMO using but not school	
C3	No access or log-in to MISIS	
C4	CMO decision to not use	
C5	Charter refuses to provide answer why not using	
C6	Charter not running MiSIS - Using another system	
	Data Issues	
D1	Parent contact information attached to the wrong students	
D2	Can't find service info or monitor service delivery	3
D3	Can't find new enrollees, pre-school, kinder, 6, 9, grade students	
D4	Can't see IEP dates or 30 day IEP dates	
D5	Can't access IEPs on Welligent due to students not enrolled in MISIS therefore can't have access to their IEPs until they are	
D6	Generating and printing SESAC reports	2
D7	Providers can't log service delivery	
D8	Data interface issues between MiSIS and Welligent	9
	MiSiS Issues	
M1	Enrollment issues in MiSIS, students created in Welligent (e.g. those coming from out of the District) don't populate in MiSIS and student placement is difficult or impossible due to enrollment issues Inaccurate enrollment data such as students don't show up or show up more than once, wrong school	32
M2	Unable to run an in-depth Special Ed roster from MiSIS	1
M3	Scheduling problems including master schedule	21
M4	Enter data into MiSIS and it is not saved or disappears	8
M5	Reporting is weak (e.g. cannot get ELD data), GATE, Transcripts, report cards	19
M6	Difficulty getting in to MiSIS (no access/log in, password problems) or slow response time	21
M7	Navigating system	18
M9	Attendance Rosters - Teachers having difficulty with taking attendance and/or accounting for students who are supposedly in their class	16

	Quality Assurance	
Q1	MiSIS testing should have revealed the problems in advance, and problems should have been fixed before implementing	
Q2	Timing of rollout at beginning of school year was bad for schools, due to many changes at once. Needed a better approach for rollout	
	Support Issues	
S1	Support for MiSIS is inadequate and slow	
	Training	
T1	Would like more hands-on training dates available (e.g. weekends)	
T2	Poor training approach (PowerPoint and Job Aid), without hands on	
T3	Trainers not prepared to answer subject matter questions, and not informed as to workflow changes	
T4	Training environment had software that was incomplete or unstable, so functions could not be accessed, even in demonstration mode.	
T5	Did not get training, learned by trial and error	18