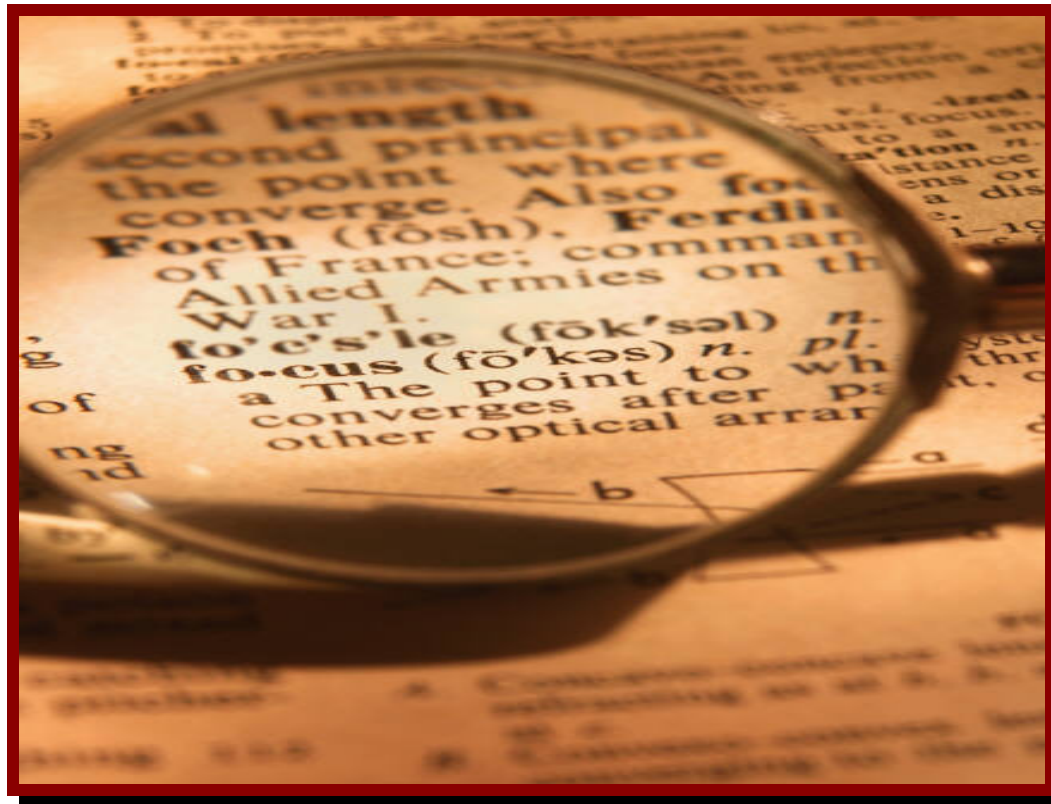


Department of Elementary and Secondary Education  
Division of Special Education

# FOCUSED MONITORING MANUAL



Updated August 2007

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# INTRODUCTION



A focused monitoring visit to a public agency is an important assignment. During the visit, the Division of Special Education (DSE) objectives are to:

- Review and evaluate critical elements of the public agency's special education services based upon the State Performance Plan (SPP) indicators
- Assist the public agency in identifying some of the potential causes of poor performance by students with disabilities
- Provide information to the public agencies in order for them to focus on strategies for improvement planning
- Identify any areas of **systemic** non-compliance related to poor performance of students with disabilities

The emphasis of the focused monitoring visit is to provide beneficial information to the district not a reprimand for poor performance.

Please do not hesitate to contact Jackie McKim at 751-0993 or Robin Martin at 751-2512 if you have any questions prior to and/or during the focused monitoring visit.

# **SECTION 1: PRE-SITE ACTIVITIES**

## Team Leader Checklists

### **In this section you will find:**

- Team Leader Procedures
- Team Leader Talking Points
  - Pre-Site Tasks
  - Entrance Conference Outline
  - Exit Conference Outline

**Missouri Division of Special Education Focused Monitoring**

**Team Leader Procedures**

	Task	Timeline	Date Completed (MM/DD/YY)
<b>PRE-SITE:</b>			
1.	Notify area supervisor and/or MSIP team leader.** Use Team Leader Talking Points to discuss.	Prior to contact with district	
2.	Email review packet of information to LEA (Description Of Process and Critical Element & Look Fors) and establish time to call LEA rep(s)	10 weeks prior to onsite	
3.	Establish communication with LEA rep(s) to review the process – use Description of Process document, plus Team Leader Talking Points to discuss. Set up time for interview to collect pre-site information.	10 weeks prior to onsite	
4.	Interview with LEA representative (usually the Special Education Director) to gather information for the Pre-Site Information Form (programs, at-risk, service delivery models, personnel, etc.)	10 weeks prior to onsite	
5.	Schedule data drill down meeting and preview data portfolio. Gather any additional data needed for data drill down meeting (use Data Review Checklist)	10 weeks prior to onsite	
6.	Convene team for data drill down; review district information and develop hypotheses (use Data Drill Down Worksheet questions, decide on files to review and building/staff/grades/parents etc, pick questions for interviews. Use Drill Down Worksheet to record hypotheses/critical elements/additional questions, and for files, use Student File Review List and File Review Items.	10 weeks prior to onsite	
7.	Send RPDC team members that were not present for data drill down a copy of data portfolio and hypotheses and request feedback	10 weeks prior to onsite	
8.	Continue conversations with district to establish agenda, interview schedules, classroom observations and files for review**	6-9 weeks prior to onsite	
9.	Send the district the agenda, list of interviewees, classroom observations and files for review**	6 weeks prior to onsite	
10.	Compile on-site team member forms (interview forms/protocols/file review forms/classroom observations, etc)	6 weeks prior to onsite	
11.	Develop team assignments for onsite (use interview & classroom observation schedule and agenda)	6 weeks prior to onsite	
12.	Touch base with team members, confirm dates, times, agenda. Send MSIP team leader and area supervisor the finalized agenda, list of interviewees, classroom observations and files for review.	6 weeks prior to onsite	
13.	Arrange transportation and lodging	6 weeks prior to onsite	
14.	Check with district's assigned Compliance Supervisor on status of 7.1	2 weeks prior to onsite	
15.	Gather information to take to onsite – data packet, compliance review info.	2 weeks prior to onsite	
16.	Compile packet for each team member (use On-Site Team Member Packet Contents). A heavy-duty pocket folder for each team member works well for this (See #28).	2 weeks prior to onsite	

<b>ON-SITE</b>			
17.	Meet with team for quick overview - walk through daily tasks, team member assignments and resolve questions	Afternoon, evening or morning before review	
18.	Entrance conference with superintendent, special education director, building principals (Use Entrance Conference Outline)**	Day 1 (usually morning)	
19.	File review	Days 1-2**	
20.	Interviews – individuals for administrators**	Days 1-2**	
21.	Interviews – groups for general education and special education teachers**	Days 1-2**	
22.	Interviews – group for students (secondary transition only)**	Days 1-2**	
23.	Interviews – group for parents**	Evening of Day 1**	
24.	Classroom observations**	Day 1-2**	
25.	Team staffing at end of EACH DAY. Team members report out daily findings and determine if additional information/data should be collected the next day.	Days 1-2**	
26.	Consensus/report writing – use Critical Elements & Look Fors and the Report form. Finalize 7.1 (add comments and additional areas of non-compliance identified during the on-site)	Day 3**	
27.	Exit conference with superintendent, special education director, building principals and at district's choosing their RPDC Improvement Consultant (Use Exit Conference Outline)**	Day 3 (afternoon)**	
28.	Collect all notes, protocols and on-site documents from all team members. If a heavy-duty pocket folder was used, team members can keep everything in it and return it to you. NOTE: If MSIP review, keep a copy of classroom observations conducted by your team, and if applicable, those that your team selected to observe but were conducted by other MSIP team members.	Day 3	
<b>POST-REVIEW:</b>			
29.	Finalize written report and have on-site team members review	Preferably within 14 days but no more than 30 days after the review	
30.	Send report to DSE review team who will apprise you of revisions. Once revised, the DSE review team will send to coordinator for approval*	Within 30 days after the review	
31.	Put all necessary items in a file and give it to the compliance supervisor assigned to the district (see Items To Be Retained In File)	After the report has been sent to district	

\*Compliance will send the report to the district. Districts will be asked to complete a feedback survey about the process including the report.

**\*\*If in conjunction with MSIP review, COORDINATE WITH MSIP TEAM LEADER.**

**Missouri Division of Special Education Focused Monitoring**

**Team Leader Talking Points**

**Pre-Site Tasks**

Pre-Site Tasks	Talking Points	Recording Form & Documents Needed
Call to area supervisor and/or MSIP team leader	<ul style="list-style-type: none"> <li>• Confirm on-site dates</li> <li>• Explain process – file review, interviews with staff (special education and if <u>not</u> MSIP, general education teachers, building and district administrators and counselors), interviews with parents and/or students, and classroom observations if needed.</li> <li>• Notify of intent to contact special education director or appropriate LEA representative to set-up on-site BUT ask if they need to talk to the district first</li> <li>• If in conjunction with MSIP review, coordinate scheduling of team member activities with the MSIP team leader. Also, some of the information needed will be collected by other MSIP team members such as general education teacher focus group, interviews with building and district administrators and guidance counselors.</li> </ul>	None
Emailing of District Packet	<ul style="list-style-type: none"> <li>• See sample email.</li> </ul>	<input type="checkbox"/> Sample email <input type="checkbox"/> Description of Process <input type="checkbox"/> District Critical Elements & Look Fors
Call to special education director or appropriate LEA representative (2 -3 days after emailing District packet)	<p>Open channel of communication with district:</p> <ul style="list-style-type: none"> <li>• Explain purpose - to gather information the district can use for improvement planning (try to put them at ease – this is not a “gotcha”)</li> <li>• Explain why selected and focus of the review</li> <li>• Confirm review dates</li> <li>• Identify Team members (names and section)</li> <li>• Explain process – file review, interviews with staff (special education and general education teachers building and district administrators and counselors), interviews with parents and /or students, and classroom observations if needed)</li> <li>• Will be requesting information needed to set up the review</li> <li>• Indicate when they can expect an agenda, interviewee and/or classroom observation schedule, list of files to review</li> <li>• Answer any questions and discuss any concerns</li> <li>• Schedule a date to collect pre-site information</li> </ul>	<input type="checkbox"/> Agenda <input type="checkbox"/> Pre-Site Information Record & Pre-Site Information Questions
Interview to collect Pre-Site Information	<ul style="list-style-type: none"> <li>• Use the Pre-site Information Record to document information</li> <li>• Use the other two documents to assist with gathering information from the district</li> </ul>	<input type="checkbox"/> Pre-Site Information Record <input type="checkbox"/> Pre-Site information Questions <input type="checkbox"/> List Of Suggested Information For Districts To Supply
Data Drill Down	<ul style="list-style-type: none"> <li>• Preview data portfolio so you can facilitate the discussion.</li> </ul>	<input type="checkbox"/> Data Portfolio <input type="checkbox"/> Data Review Checklist <input type="checkbox"/> Data Drill Down Worksheet <input type="checkbox"/> Critical Elements & Look fors

## Missouri Division of Special Education Focused Monitoring

### Team Leader Talking Points

#### Entrance Conference Outline

- Introductions
- Explain the purpose of the review and why selected
  - Purpose:
    - to gather information that the district can use for improvement planning relative to student performance (not a gotcha)
    - Focus is on performance (elementary achievement or post-secondary transition)
    - Any issues of non-compliance that arise during the review will be addressed (not a full blown compliance review as in previous years, will be looking at areas requiring verification as a result of desk review and those related to the performance area being reviewed)
    - Regarding the file review that was completed last summer (which was primarily a compliance review), a letter and report from that review was sent/will be sent (you might ask the compliance team member to explain this for you)
  - Why selected:
    - Districts selected for on-site reviews based on performance levels and distance from SPP targets
      - MAP Communication Arts and Mathematics grades 3-5 and/or
      - Graduation and dropout rates
    - Looked at a number of factors
      - Size of district (total enrollment no less than 750)
      - Looked at lists of districts in various size groupings (over 750) – looked at performance within 9 different groups
      - Looked at performance level trends, not just current year
- Explain what they can expect during and after the on-site
  - Interviews
  - File reviews
  - Classroom observations, if needed
  - Exit conference – preliminary findings
  - Final report – team findings by critical element
- Allow time for questions and for discussion of any concerns or information the district finds pertinent to the review

## Missouri Division of Special Education Focused Monitoring

### Team Leader Talking Points

#### Exit Conference Outline

Note: Team Leader conducts exit conference and presentation to school district unless team leader asks for participation from team members during the exit conference.

#### OPENING:

- Thank the district for time and assistance in pulling the review together with us

#### OVERVIEW:

- Explain the purpose of exit conference:
  - To present and discuss the preliminary findings as a result of interviews, focus groups, file reviews and classroom observations conducted
    - The review team talked to...
    - Looked at files for.....
    - Looked at documents regarding.....
    - Observed various classrooms to get global view of district. (Site things observers viewed)
  - As stated in entrance conference, the purpose of the review is to provide information that will be useful for improvement planning and improved performance on the SPP indicators selected by DESE.
  - Ultimately the district will receive a more detailed report summarizing the findings for the critical elements

#### PRESENT FINDINGS:

- As we go through our findings we welcome any questions or comments you may have.
- For the review, the critical elements the review team looked at were. Discuss critical elements globally and focus on a few specific critical elements that pertain to the district.
  - Cite specific critical elements reviewed, put them in a logical order to be discussed – whatever makes sense for this district).  
(Note: You may decide to present your findings in another way if logical, but be sure there is a connection between the written report they will receive and the information presented at the exit conference)
- Summarize findings by critical element using your consensus notes on the Focused Monitoring Report Form
  - Cite items that may be considered strengths first to set a good tone and cite items that may be considered concerns in the positive.
  - Remember this is preliminary so more detail will be provided in the written report
- Summarize ONLY those areas of non-compliance that arose during the review (usually systemic), especially those related to the performance area being reviewed (might be best to have compliance team member go over this)
  - Indicate that they will receive detailed information later in the written report

#### CLOSING:

- In closing, we hope you find the information we provided today and in the written report that you will receive later useful for improvement planning
- If you are interested, technical assistance is available through the special education consultant located at the RPDC in your region.
- Note: If district has been invited to apply for grant in the priority area being reviewed, you might point out that they will have an opportunity to request funds to support their improvement planning activities

## District Packet

### **In this section you will find:**

- Sample Email (to send district packet)
- District Packet
  - Description of Focused Monitoring Process
  - Critical Elements & Look Fors

Missouri Division of Special Education Focused Monitoring

Sample Email to District

**From:** You  
**Sent:** Monday, December 04, 2006 1:51 PM  
**To:** 'Barb\_SpecialEdDirector@anyschool.k12.mo.us'  
**Cc:** 'Mark\_Superintendent@anyschool.k12.mo.us'  
**Subject:** On-site visit

**Attachments:** Description of Process.doc  
Critical Elements & Look Fors.doc

Dear Ms. SpecEdDirector,

Regarding the letter you received in \_\_\_\_\_, the Missouri Division of Special Education will be conducting an on-site visit of your district as part of the Missouri School Improvement (MSIP) review on February 6, 7 and 8.

Your district was chosen for the post-secondary transition priority area. To provide some introductory information to that end, attached you will find a description of the process and a list of critical elements and the respective items we might be looking for during the visit. Information will be collected through file and document review, classroom observations and interviews with staff, parents and students. We hope this visit will provide information the district will find useful for improvement planning.

As the team leader, I was hoping to touch base with you sometime this week to explain the process further and answer any questions. Would you perhaps be available Wednesday morning? Thanks.

**Missouri Department of Elementary and Secondary Education  
Division of Special Education**

**Part B General Supervision:  
Description of Missouri's Focused Monitoring Process**

**What is focused monitoring?**

Focused monitoring is a process that selects priority areas to examine for results in order to maximize resources, to emphasize important variables and to increase the probability of improved results. In 2004, the Missouri Division of Special Education (DSE) began piloting a process to incorporate the concept of focused monitoring into its system of general supervision with full implementation in school year 2006-07.

The outcome of this new system is to improve the performance of students with disabilities while ensuring continued procedural compliance with state and federal laws and regulations. The intent of this combined compliance and focused monitoring review process is to collect information that districts might find useful in planning for improvement. For this process, districts are selected for an on-site review based primarily on student performance.

**How are districts selected for an on-site review?**

At present, the priority areas for focused reviews are elementary achievement and post-secondary transition as identified by the Special Education Advisory Panel (SEAP) in 2003. Primary performance measures analyzed for elementary achievement were MAP grades 3-5 communication arts and mathematics and for post-secondary transition were graduation and dropout rates.

**What happens before the on-site review?**

The review team for this year is composed of two or three DSE staff, including one team leader and one co-team leader, and two to three RPDC-DSE special education consultants. The size of the team will be based on district size. In the future the team may include trained staff from other districts and a trained parent representative.

About six to eight weeks before the on-site review, the team leader will hold a telephone conference with the district's special education director to collect contextual information such as district structure, types of programs and staffing. The review team analyzes district data in order to identify critical elements that will be focused on during the on-site review. Critical elements are based on research and evidence based practices (a copy of the critical elements is included in this packet). Files to be reviewed, classroom observations and interviewees will be selected based on district data reviewed. Four to six weeks prior to the on-site, the district will receive an agenda outlining the schedule, the types of student files to be reviewed, classrooms to be observed and the list of interviewees.

**What happens during the on-site review?**

The on-site review entails reviewing student files to gather precursory information, conducting classroom observations and then interviews with district staff, parents or students. Interviews may be held individually and/or as a group. Interview questions and discussions are based on critical elements identified by DSE as well as those compliance areas most related to improved student performance.

Prior to reviewing files and conducting classroom observations and interviews, the on-site team will hold an entrance conference with the district's special education director and, if available, the superintendent and building principals to discuss the process and expectations of both the review team and the district. After files are reviewed and interviews and classroom observations conducted, the on-site team will develop a consensus and then hold an exit conference to provide precursory feedback about findings. Any identified areas of non-compliance will also be discussed. Districts going through a full MSIP review may require some scheduling modifications to coordinate with other MSIP review activities.

**What happens after the on-site review?**

After the on-site review, the district will receive a final report summarizing the findings for the critical elements. The district is encouraged to use this information for improvement planning and for other purposes the district deems useful. Subsequent to receipt of the report, district staff that participated in the review will be asked to complete a brief survey about the monitoring process.

**Missouri Department of Elementary and Secondary Education  
Division of Special Education**

**Focused Monitoring Review:  
Critical Elements & Look Fors**

Note: Bolded Look Fors indicate OSEPs related requirements to SPP/APR Indicators. NASET Look Fors from standards established by the National Alliance for Secondary Education and Transition. For further information, see National Standards on Related Links at [http://www.ncset.org/teleconferences/transcripts/2005\\_01.asp](http://www.ncset.org/teleconferences/transcripts/2005_01.asp).

Critical Element		Look Fors
Code	Short Description	
AC	Access to general education curriculum	<ol style="list-style-type: none"> <li>1. <b>Students with disabilities and students in public or private institutions or other care facilities, and including preschool students with disabilities, have access to the general curriculum and supplementary aides and services and are educated with students who are not disabled. The removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily [20 USC 1412 (a) (5) (A)] (SPP Ind. related req. 0).</b></li> <li>2. <b>In selecting the LRE, consideration is given to any potential harmful effects on the student with a disability, including preschool students with disabilities, or on the quality of services needed, and the child is not removed from education in age-appropriate regular education classrooms solely because of needed modifications in the general education curriculum [current 34 CFR §300.552 (d)-(e); proposed 34 CFR §300.116 (d)-(e)] (SPP Ind. related req.T).</b></li> <li>3. <b>To the maximum extent appropriate to the needs of a student, students with disabilities including preschool students with disabilities, are educated with nondisabled peers, including participation in nonacademic and extracurricular activities [current 34 CFR §300.500 (b); proposed 34 CFR §300.114 (a)(2)](SPP Ind. related req. U).</b></li> <li>4. Specific accommodations and modifications to instruction that support participation in the general education curriculum are provided and listed on IEPs.</li> <li>5. There is access to students' IEPs and knowledge of teacher's specific responsibilities for implementing students' IEPs.</li> <li>6. Evidence that there is a description of collaborative instruction; common planning times, administrative support, opportunities to evaluate program.</li> <li>7. Co-teaching or similar types of instructional models are available.</li> <li>8. Indication that curriculum and instructional materials are consistent with the State learning standards and are available to students with disabilities.</li> <li>9. Evidence that a correlation exists between curriculum and assessment.</li> <li>10. Programs, such as communication arts and/or mathematics, reflect that:             <ol style="list-style-type: none"> <li>a. Program is based on research related methodology.</li> <li>b. Indicators of success of program identified and used for periodic evaluation.</li> <li>c. Professional development relative to improved outcomes is provided to all teachers.</li> </ol> </li> </ol>
CD	Involvement in curriculum development	<ol style="list-style-type: none"> <li>1. Indication that special education teachers are members of general education curriculum development teams.</li> <li>2. Special education teachers have an opportunity to provide input in the development of the general education curriculum.</li> <li>3. Special education teachers help to revise the general education curriculum.</li> </ol>

Critical Element		Look Fors
Code	Short Description	
DA	Data analysis	<p>Data Reporting:</p> <ol style="list-style-type: none"> <li>1. <u>NASET 1.3.3</u> - The district uses reliable and valid instruments and data collections strategies.</li> <li>2. Required data reports are verified for accuracy.</li> </ol> <p>Data Utilization:</p> <ol style="list-style-type: none"> <li>3. Data, including but not limited to performance measures for State Performance Plan (SPP) indicators, are analyzed at least annually to determine areas in need of improvement.</li> <li>4. <u>NASET 1.3.2</u> - Data and resulting reports are widely disseminated throughout the education community, to policymakers, school board members, school administrators, parent groups, postsecondary educators, public and private school educators and the community.</li> <li>5. Staff have access to the data including but not limited to achievement and post-secondary transition data.</li> <li>6. Staff are appropriately trained in interpreting the data.</li> <li>7. <u>NASET 1.4.5</u> - Educators, families and youth receive training on using data for planning and informed decision-making.</li> <li>8. Data analyses and improvement planning are a multi-disciplinary team effort, including but not limited to special education teachers, general education teachers and parents.</li> <li>9. Indication that staff teams analyze drill down data for evidentiary support, for decision-making, identification of problem areas and improvement planning.</li> <li>10. Staff and administrators cite specific examples of data analyzed and reasons.</li> <li>11. Staff and administrators describe a drill down type process of data analysis.</li> <li>12. Special education data are compared to general education data.</li> <li>13. Staff provide description(s) of identified root causes that are the result of data analyses.</li> <li>14. Gaps identified through data analysis are addressed.</li> <li>15. Evidence that data analysis is the basis for annual and long-term goals and objectives.</li> </ol>
DI	Individualized instruction	<ol style="list-style-type: none"> <li>1. General education teachers deliver instruction in varied ways to meet the needs of diverse learners through the use of individualized instruction or implementation of the Differentiated Instruction teaching model.</li> <li>2. General education teachers DO NOT regularly send their special education students to the special education classroom for coverage of their instructional materials.</li> </ol>
DP	Disproportionate representation by race/ethnicity	<ol style="list-style-type: none"> <li>1. Indications that data are disaggregated by race/ethnicity to determine if all students are making progress.</li> <li>2. Indications that potential bias in assessment is considered when determining eligibility.</li> <li>3. Indications that placement data are disaggregated by race/ethnicity to determine if practices, policies or procedures are contributing factors to disproportionate representation.</li> <li>4. <b>The district ensures that:</b> <ol style="list-style-type: none"> <li>a. <b>Evaluations are conducted using a variety assessment tools and strategies to gather relevant functional, developmental and academic information, including information provided by the parent; a single measure or assessment is not used as the sole criterion for determining whether a student has a disability or in determining an appropriate educational program.</b></li> <li>b. <b>Assessments and evaluation materials used to assess a student are selected and administered so as to not be discriminatory on a racial or cultural basis and are provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally, unless it is not feasible to so provide and administer {20USC 1414 )b)(2)(A)(B)(C) and (3)(A)(i)(ii) (SPP Ind. related req. AD).</b></li> </ol> </li> </ol>
HE	High expectations for all students	<ol style="list-style-type: none"> <li>1. Special education students are expected to progress at a level commensurate with their non-disabled peers.</li> <li>2. Special education students are held accountable for learning the same general education curriculum as their peers.</li> </ol>

Critical Element		Look Fors
Code	Short Description	
		<ol style="list-style-type: none"> <li>3. Special education students are removed as little as possible from the general education classroom.</li> <li>4. High expectations are conveyed to students with disabilities by choices of classes they can and do take and by expected performance.</li> <li>5. Examples of supports and modifications provided to students with disabilities to allow participation in full range of programs and services, including extracurricular.</li> </ol>
IM	Instructional methods/special education services	<ol style="list-style-type: none"> <li>1. Instruction is aligned with the grade level expectations.</li> <li>2. Teaching methods used are shown to be effective based on research.</li> <li>3. Teachers are appropriately certificated for the classes they teach, including content areas such as communication arts, mathematics, science and social studies.</li> <li>4. Assessment methods that are sufficiently sensitive to incremental change are used to determine if students are making adequate progress.</li> <li>5. Indication that re-teaching and mastery is part of instructional methods.</li> <li>6. Teachers are given time for consultation, testing and IEP meetings outside of the minimum instructional plan time (250 minutes per week) and are using it.</li> </ol>
LRE	Placement decisions based on the least restrictive environment	<ol style="list-style-type: none"> <li>1. Steps are taken to ensure students are placed in the LRE; the time special education students spend outside the general education environment is considered as the last option and is based on individual student need not teachers' needs, philosophy/personal attitude, school structure and/or scheduling of classes.</li> <li>2. Placements are judiciously considered on the basis of the least restrictive environment that is likely lead to progressive and measurable improvements in student performance.</li> <li>3. <b>In selecting the LRE, consideration is given to any potential harmful effects on the student with a disability, including preschool students with disabilities, or on the quality of services needed, and the child is not removed from education in age-appropriate regular education classrooms solely because of needed modifications in the general education curriculum [current 34 CFR §300.552 (d)-(e); proposed 34 CFR §300.116 (d)-(e)] (SPP Ind. related req</b></li> <li>4. <b>A continuum of alternative placements is available to meet the needs of students with disabilities, including preschool students with disabilities, for special education and related services [current 34 CFR §300.551; proposed 34 CFR §300.115] (SPP Ind. related req. Q).</b></li> <li>5. <b>Students with disabilities, including preschool students with disabilities, are placed based on the decisions made by a group of persons knowledgeable about the child, the meaning of the evaluation data and the placement options [current 34 CFR §300.552 (a) (1); proposed 34 CFR §300.116 (a) (1)] (SPP Ind. related req. R).</b></li> <li>6. <b>The placement of a student with a disability, including a preschool student with a disability, is determined at least annually, based on the student's IEP, and is as close as possible to the student's home, so that education occurs in the school that the student would attend if nondisabled unless the IEP requires some other arrangement [current 34 CFR §300.552 (b)-(c); proposed 34 CFR §300.116 (b)-(c)] ( SPP Ind. related req. S).</b></li> <li>7. <b>Arrangements are made with public and private institutions to implement LRE placement options for students with disabilities, including preschool students with disabilities, such as memorandums of agreements or special implementation procedures for those arrangements [current 34 CFR §300.554; proposed 34 CFR §300.118]( SPP Ind. related req. V).</b></li> </ol>
PA	Participation and performance on assessments	<ol style="list-style-type: none"> <li>1. Evidence that students with disabilities prepare for the MAP.</li> <li>2. Evidence that all students are expected to reach proficient levels on the MAP.</li> <li>3. <b>All students with disabilities are included in all general statewide and district wide assessment programs,</b></li> </ol>

Critical Element		Look Fors
Code	Short Description	
		<p><b>including assessments described under section 1111 of the Elementary and Secondary Education ‘Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicted in their respective IEPs [20USC 1412 (a)(16)(A)] (SPP ind. related req F).</b></p> <p>4. <b>IEPs include statements of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the students on statewide and district wide assessments [20USC 1414 (d)(1)(A)(i)(VI)(aa)] (SPP ind. related req J).</b></p> <p>5. <u>NASET 1.2.4</u> - The district uses assessment results to review instruction and implement appropriate educational plans.</p>
PD	Training/Professional Development	<p>1. <u>NASET 1.4.2</u> - Staff development programs are based on careful analysis of data about the school and youth achievement and are evaluated for their effectiveness in improving teaching practices and increasing student achievement.</p> <p>2. PD is chosen and provided to staff based on building level needs for improving student performance as identified through data analyses.</p> <p>3. Evidence of appropriate and ongoing evaluation to determine the effectiveness of the personnel development activities that are based on measures of effective implementation of staff development knowledge /skills.</p> <p>4. PD provided is based on research and shown effective with the district’s special education population.</p> <p>5. PD about working with students with diverse learning needs is provided to general education teachers and special education teachers.</p> <p>6. <u>NASET 1.5.3</u> - School staff members are provided training on determining and implementing appropriate accommodations and on determining eligibility for alternate assessments.</p> <p>7. Staff development opportunities for all teachers include:</p> <ol style="list-style-type: none"> <li>general education curriculum/learning standards</li> <li>collaboration</li> <li>learning strategies/modifications for diverse learners (differentiated instructional practices)</li> <li>reading achievement</li> <li>cultural differences</li> </ol>
PI	Evidence of active parent/family involvement	<p>1. <u>NASET 4.3.4</u> – School staff participate in training on creating a welcoming school climate and working collaboratively, respectfully and reciprocally with youth and families.</p> <p>2. Parents indicate they feel they can discuss their child’s needs any time they need to.</p> <p>3. Indications that parents feel they have input in their child’s IEP.</p> <p>4. Parents know if their child is making progress.</p> <p>5. Students participate in the development of their IEP.</p> <p>6. <b>In developing each student’s IEP, the IEP team considers the concerns of the parents for enhancing the education of their child [20 USC1414 (d) (3) (A) (ii)] (req. AA).</b></p> <p>7. <b>The district ensures that the IEP team revises the IEP as appropriate to address information about the student provided to or by the parents [20 USC1414 (d)(4)(A)(ii)(III)] (SPP Ind. related req. AB).</b></p> <p>8. <u>NASET 4.1.1</u> –School programs and activities support a wide range of family involvement and actively engage families and youth in the home, classroom, school and community.</p> <p>9. <u>NASET 4.1.2</u> – School programs and activities are designed, implemented and shaped by frequent feedback from youth and families.</p> <p>10. <u>NASET 4.3.2</u> – School staff provide flexible meeting arrangements to accommodate the varied needs of youth and families, addressing childcare needs, transportation needs, language barriers and time schedules.</p> <p>11. <u>NASET 4.3.5</u> – All school information, materials, training and resources reflect the diversity of the community.</p>

Critical Element		Look Fors
Code	Short Description	
		12. <u>NASET 4.4.3</u> – School staff ensure school policies respect the diversity of youth and family cultures, traditions, values, and faiths found within the community. 13. <u>NASET 4.4.5</u> – Youth and families have a variety of opportunities to participate in decision-making, governance, evaluation and advisory committees at the school and community levels. 14. Parents are involved in improvement planning. 15. <u>NASET 4.4.4</u> –School staff provide youth and families with training on school policies, budgets, and reform initiatives to ensure effective participation in decision-making.
PM	IEPs developed for progressive movement over the time continuum	1. IEP present levels of performance describe progress made from previous year. 2. IEP goals and objectives show evidence of sequential growth from year to year. 3. IEPs at the elementary and middle school levels lead one to suspect that future post-secondary outcomes are being assessed and considered 4. <b>IEPs include measurable annual goals including academic and functional goals to enable the student to be involved and make progress in the general curriculum and meet each of the student’s other educational needs, and the services and supports to enable the students to advance appropriately to attain those goals</b> [20USC 1414 (d) (1) (A) (i) (II) and (IV)] (SPP ind. related req J.1).
PS	Interventions based on student needs	1. A system is in place to provide research-based interventions to all students based upon their specific needs in general education settings. 2. Interventions are provided for both behavioral and academic needs. 3. <b>In the case of a student whose behavior impedes the student’s learning or that of others, the IEP team considers the use of positive behavioral interventions and supports and other strategies to address that behavior</b> (SPP Ind. related req. M) 4. Behavioral interventions are: a. whole school programs b. research-based c. appropriate to and based on individual student need
ASPI	Evidence of student and parent involvement in transition planning	1. Transition plans are based on student’s needs, preferences and interests. 2. Students indicate they are actively involved in their IEP and are preparing for life beyond high school. 3. <u>NASET 2.4.2</u> – Youth complete career assessments to identify school and post-secondary preferences, interests, skills and abilities. 4. <u>NASET 4.1.3</u> – School staff development includes training on youth and family involvement based on individual strengths, interests and needs 5. <b>The public agency invites the student to the IEP meeting if purpose is to consider post-secondary goals and the transition services needed to assist the students in reaching those goals. If the student does not attend, the public agency takes steps to ensure the student’s needs and interests are considered</b> (SPP Ind. related req. C). 6. Present levels of performance include parent’s thoughts relative to transitional needs. 7. Indication that parents feel discussion/planning is helping to determine their child’s post-secondary outcomes and preparation for life beyond high school.
CUTN	Curricula and programming meet the transition needs of students with disabilities	1. <u>NASET 1.1.1</u> -Youth are aware of and have access to the full range of secondary education curricula and programs designed to help them achieve state and/or district academic and related standards and meet admission requirements for post-secondary education. 2. A variety of career and vocational classes are available in a variety of technological and non-technological areas to

Critical Element		Look Fors
Code	Short Description	
		<p>meet the needs of students with disabilities.</p> <ol style="list-style-type: none"> <li>3. Job shadowing/exploration opportunities are available.</li> <li>4. <u>NASET 2.1.1</u> – Schools and community partners offer course, programs and activities that broaden and deepen youths’ knowledge of careers and allow for more informed post-secondary education and career choices.</li> <li>5. <u>NASET 2.1.2</u> – Career preparatory courses, programs and activities incorporate contextual teaching and learning.</li> <li>6. <u>NASET 2.1.3</u> – Schools, employers and community partners collaboratively plan and design career preparatory courses, programs and activities that support quality standards, practices and experiences</li> <li>7. <u>NASET 2.2.1</u>– Schools offer broad curricula that allow youth to organize and select academic, career or technical courses based on their career interests and goals.</li> <li>8. <u>NASET 2.2.4</u> - Career preparatory courses, programs and activities provide the basic skills crucial to success in a career field, further training, and professional growth.</li> <li>9. <u>NASET 2.4.1</u> – Youth have multiple opportunities to develop traditional job preparation skills through job-readiness curricula and training.</li> <li>10. <u>NASET 3.2.4</u> – Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.</li> <li>11. <u>NASET 3.3.4</u> – Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions and solving problems.</li> <li>12. <u>NASET 3.3.6</u> – Youth identify and access resources in their community.</li> </ol>
MWAR	Procedures/methods of identifying and working with at-risk students used	<ol style="list-style-type: none"> <li>1. A drill down process of data analysis is used to determine why students are dropping out.</li> <li>2. Disaggregated data are analyzed by a multi-disciplinary team.</li> <li>3. Dropout reduction methodology/programming is based on evidence of root causes and is research based.</li> <li>4. Staff are aware of the district’s graduation rate, drop out rate and follow-up data on previous year’s graduates for general education and special education students</li> <li>5. <u>NASET 1.3.4</u> – Data are used to evaluate current programs and services and to make recommendations for future programs and services linked to positive post school outcomes.</li> <li>6. <u>NASET 1.2.3</u> - The district uses assessment and accountability systems reflecting standards that prepare graduates for successful postsecondary education experiences, meaningful employment and civic engagement.</li> <li>7. Staff awareness of student behaviors and personal issues that indicate students are or may be at-risk of dropping out and/or are no longer engaged in their learning.</li> <li>8. Indications that research-based behavioral and academic interventions are in place for at-risk students and teachers know how to refer students and/or access them.</li> </ol>
PDOP	Policies and related procedures conducive to preventing dropouts.	<ol style="list-style-type: none"> <li>1. Disciplinary practices, policies and procedures are considered and implemented on the basis of helping to keep students in school and engaged in their learning.</li> <li>2. Attendance policies are conducive to keeping students in school (consider automatic drop related policies with no alternatives in place to circumvent if possible).</li> <li>3. <b>There is no significant discrepancy in the rates of long term suspensions and expulsions of students with IEPs, including by race/ethnicity, as compared to students without disabilities</b> (SPP Ind. related req. K).</li> <li>4. <b>Policies, procedures and practices related to the development and implementation of IEPs and the use of positive behavioral supports and procedural safeguards ensure the rates of long term suspensions and expulsions of students with IEPs, including by race/ethnicity, do not vary significantly as compared to students without disabilities</b> (SPP Ind. related req. L).</li> </ol>
TPCE	Transition planning is a multi-disciplinary and	<ol style="list-style-type: none"> <li>1. Counselors participate in students’ transition plans and assist with scheduling course work as it relates.</li> <li>2. Examples that outside agencies are involved in transition planning.</li> </ol>

Critical Element		Look Fors
Code	Short Description	
	collaborative effort	<ol style="list-style-type: none"> <li>3. Career and vocational teachers understand the needs of students with disabilities and are sufficiently prepared to address those needs.</li> <li>4. <u>NASET 1.1.7</u> – The district integrates advising and counseling into the education program of every youth and ensures that supports are readily available to enable each youth to successfully complete secondary school and enter postsecondary education or other chosen post school options.</li> <li>5. <b>To the extent appropriate and with consent of parent or student who has reached age of majority, representatives of any agency likely to be responsible for providing or paying for transition services is invited to the IEP meeting</b> (SPP Ind. related req. D).</li> <li>6. <u>NASET 2.2.2</u>– With the guidance of school and/or community professionals, youth use a career planning process (e.g. assessments career portfolio, etc.) based on career goals, interests and abilities.</li> </ol>
TPPO	Transition plans are results oriented	<ol style="list-style-type: none"> <li>1. Transition plans are developed based on student’s needs, preferences and interests.</li> <li>2. Transition plans contain goals and objectives that pertain to and can lead to post-secondary outcome(s) specified.</li> <li>3. Course of study is based on goals and objectives.</li> <li>4. Four year plans are based on student’s transition plans, i.e. the transition plan helps drive the four year plan not the reverse.</li> <li>5. Transition goals and objectives show evidence of sequential growth from year to year.</li> <li>6. Transition goals and objectives promote movement from school to work or post-secondary education or training.</li> <li>7. All staff are trained in transition plan development.</li> <li>8. <u>NASET 1.1.2</u> – The district provides youth with information about the full range of post-secondary options and encourages youth to participate in secondary courses that will enable them to meet the admission requirements of their selected postsecondary program of study.</li> <li>9. <u>NASET 1.1.6</u> - Youth are aware of and have access to technology resources to enhance learning.</li> <li>10. <b>At age 16 and above, IEPs include appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills and the transition services (including course of study) needed to assist the student in reaching those goals</b> (req. B).</li> <li>11. <b>Youth with disabilities receive transition services that meet the definition in 20 USC 1402 (34) (A)-(C)</b> (SPP Ind. related req. A).</li> <li>12. <u>NASET 4.3.6</u> – School staff provide referrals to community programs and resources that meet the individual needs of youth and families and allow youth and families to make informed choices.</li> <li>13. The district has a systematic way of tracking post-school follow-up information on students and uses that information to help analyze the effectiveness of transition plans and related programming and processes.</li> </ol>
VEPU	Career/Vocational Education Programs used by students with disabilities	<ol style="list-style-type: none"> <li>1. Students indicate they participate in career or vocational classes/programs.</li> <li>2. Evidence that the career and vocational classes offered are used by all students.</li> <li>3. Enrollment in career and vocational classes is based on student desires and needs relative to their post-secondary outcomes.</li> <li>4. Consideration is given to access limitations for students with disabilities caused by the entrance requirements or criteria to get into career or vocational programs (e.g. GPA, attendance, grade level standing, having a disability), and the district has determined and implemented options to ensure the needs of students with disabilities are being met.</li> <li>5. Someone is charged with the responsibility of coordinating and ensuring students with disabilities have access to and utilize a variety of career and vocational classes/programs that are available.</li> </ol>
WEPU	Work experience programs	<ol style="list-style-type: none"> <li>1. Students indicate they participate in job shadowing, training, or other employment opportunities to gain work</li> </ol>

Critical Element		Look Fors
Code	Short Description	
	used by students with disabilities	<p>experience.</p> <ol style="list-style-type: none"> <li>2. A variety of community-based job sites are available to students with disabilities and are utilized based on student need.</li> <li>3. <u>NASET 1.1.3</u> – Youth are aware of and have access to work-based learning (programs that connect classroom curriculum to learning on job sites in the community), service learning (programs that combine meaningful community serviced with academic growth and civic responsibility) and career preparatory experiences such as job shadowing and information interviewing.</li> <li>4. <u>NASET 2.3.2</u> – Youth participate in quality work experiences that are offered to them prior to exiting school (e.g. apprenticeships, mentoring, paid and unpaid work, service learning, school-based enterprises, on-the-job training, internships, etc.</li> <li>5. <u>NASET 2.3.3</u> – Work experiences are relevant and aligned with each youth’s career interests, post-secondary education plans, goals, skills, abilities and strengths.</li> <li>6. <u>NASET 2.3.3</u> – Youth participate in various on-the-job training experiences, including community service (paid and unpaid) specifically linked to school credit or program content.</li> <li>7. <u>NASET 2.3.4</u> – Youth are able to access, accept and use individually needed supports and accommodations for work experiences</li> </ol>

## Pre-Site Information Collection

### **In this section you will find:**

- Pre-Site Information Record (form to fill out)
- Pre-Site Information Questions (to help fill out the above form)
  - Post-Secondary Transition Review
  - Elementary Achievement Review
- List of Suggested Information for Districts to Supply

## **Pre-Site Information Record**

### A Note for the Designated Team Leader:

The purpose of this recording form is to assist the team leader with gathering contextual information from the district during the pre-site telephone conference. The information collected during the pre-site telephone conference will save the review team valuable time while on-site and will be used in conjunction with disaggregated data to select student files and interviewees. Completion of this form will help the review team understand the structure of the district, who is in charge of what, what special programs the district offers and staffing by building and in general.

Prior to requesting the information to complete this form, be sure to explain what is involved in the review (purpose, expectations and final product), identify team members and discuss relevant data findings with the district. You should have emailed the Comprehensive Special Education Review packet to the district prior to the conference call for ample review time. Also, be sure to allow time for the district to ask questions about the comprehensive review process during the conference call.

Please provide copies of the completed form to your Comprehensive Special Education Review team members.

**Missouri Division of Special Education Focused Monitoring**

**Pre-Site Information Record**

**District/CDC:**

**ON-SITE REVIEW TEAM MEMBERS:**

Role	Name	Position/Section	Phone #
Team Leader (SEA)			
Other SEA			

**DISTRICT STRUCTURE** (list building names in order of FEEDER SCHOOLS, if applicable):

Check Type of District:		Elementary	Middle	Junior High/Middle School	High School	Voc/Career Ctr.
K – 8: <input type="checkbox"/> K – 12: <input type="checkbox"/>	Building Name(s)	1				
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					

**OTHER INFORMATION PERTINENT TO THE REVIEW:**

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•
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**DISTRICT STAFFING:**

\*\*\*\*NOTE: Attach copies of master general and special education teacher schedules for each building being reviewed

Special Education						
Level	Special Education Teachers					Number of Classroom Aides* (#)
	Total Head Count (#)	Classroom assignments: (check all that apply)				
		Ability level/needs (✓)	Grade range (✓)	Disability Category (✓)	Co-teaching or similar model (✓)	
Elementary						
Middle School						
Junior High School						
High School						
Other:						
<b>TOTALS</b>		NA	NA	NA	NA	

\*Do not include personal aides.

Other Staff and Teachers (e.g. reading coaches, counselors, specialists, social workers, at-risk, post-secondary transition, etc)			
Position/Title	Building/Grade Levels	Total count	Responsibilities
Speech/Lang. Path.			
Guidance Counselor			
Guidance Counselor			
Guidance Counselor			
Basic Skills Teacher			
At-Risk Coordinator			
VRE/WEC			
Vocational Director			

Regular and Special Education Administrators:				
District Administrators		Building Administrators (Principals and Asst. Principals)		
Position/Title	Name	Building/Grade Levels	Position/Title	Name
Superintendent				
Spec. Ed. Director				

**PROGRAMS** (what programs does the district have that support the needs of at-risk students and/or students with disabilities):

Programs	Short Description/Access Requirements	Buildings/ Grade level(s)	Person in charge	students served (#)	
				IEP	Non-IEP
Early Childhood Special Education				NA	NA
Preschool					
Segregated (specify):					
Reading (specify):					
Developmental Reading:					
Care Teams or other at-risk teams					
Elementary tutors					
After school tutoring					
Missouri Options Program (GED)					
Work Experience					
At-Risk (dropout)					
Credit Recovery					
Career/Vocational School*					
Career ed. district campus classes					

**Career/Vocational School** (count of participants from district)

Program	Students with Disabilities (#)	Students without Disabilities (#)	Total	% of Total*
Auto Collision Technology				
Automotive Technology				
Welding and Manufacturing				
Construction Technology				
Heating, Ventilation and A/C				
Culinary Arts				
Commercial Printing				
Computer Maintenance				
Computer Networking				
Hospitality and Tourism				
Graphic Design				
Health Science				
Vocational Agriculture				
Vocational Preparation				
<b>Totals</b>				100%

\*If cell size adequate

Missouri Division of Special Education Focused Monitoring

## Post-Secondary Transition: Questions for Pre-Site Information Record

The following is a list of the information needed from the Junior High/Middle School(s) and High School(s) selected for review:

1. In order to plan classroom observations, we need the following information:

- Special education teacher schedules, preferably a master for each building to be visited, in effect during the on-site dates. Be sure to include the following for each teacher: class title (indicate content if not evident from title), time and location. If it is a CWC/co-teaching class, please include the name of the general education teacher.
- General education teacher schedules, preferably master for each building to be visited. Be sure to include class title (indicate content if not evident from title), time and location are included. IF MSIP, CHECK WITH TEAM LEADER FIRST TO SEE IF THEY HAVE THIS INFORMATION ALREADY.

2. How many CLASSROOM aides (not 1-1 aides) are there in each building at the junior high/middle school(s) and the high school(s)?

3. Are there any basic skills classes or basic skills teachers at either building(s)?

4. Are special education students enrolled in the following programs at the junior high/middle school and high school? If so, how many (in each grade) are general education and how many are special education?

- Reading programs?
- Math programs?
- Title I programs?

5. At each building, what kinds of tutoring programs are being offered (after school or other)? What are the criteria for being allowed to participate in tutoring? How many general education students and how many special education students attend after school or the other tutoring from each building?

6. Does your high school(s) participate in the Missouri Options (GED Options) program? If so, how many students with disabilities are in the GED Options program and how many students without disabilities are in the program?

7. Does your district have a vocational resource educator and/ or a work experience coordinator?

8. What kinds of work programs are available to any of your general education or special education students? How many regular ed students and how many special education students participate in each program?

- COOP?
- Programs coordinated with Vocational Rehabilitation?
- Community-based instruction?
- Any others?

9. What at-risk programming and/or interventions are provided by your school district in each building? Do you have any credit recovery programs? How many general education and special education students are enrolled in each of these programs?

10. What programs are offered at your career/vocational school? From your district, how many students with disabilities and how many students without disabilities attend? What grade levels can attend? What are the criteria or requirements to attend?

Program	Students with Disabilities (#)	Students without Disabilities (#)	Total	% of Total
Auto Collision Technology				
Automotive Technology				
Welding and Manufacturing				
Construction Technology				
Heating, Ventilation and A/C				
Culinary Arts				
Commercial Printing				
Computer Maintenance				
Computer Networking				
Hospitality and Tourism				
Graphic Design				
Health Science				
Vocational Agriculture				
Vocational Preparation				
Totals				100%

Missouri Division of Special Education Focused Monitoring

**Elementary Achievement: Questions for Pre-Site Information Record**

The following is a list of the information needed from the Elementary and Junior High/Middle School(s) selected for review:

1. In order to plan classroom observations, we need the following information:
  - Special education teacher schedules, preferably a master for each building to be visited, in effect during the on-site dates. Be sure to include the following for each teacher: class title (indicate content if not evident from title), time and location. If it is a CWC/co-teaching class, please include the name of the general education teacher.
  - General education teacher schedules, preferably master for each building to be visited. Be sure to include class title (indicate content if not evident from title), time and location are included. IF MSIP, CHECK WITH TEAM LEADER FIRST TO SEE IF THEY HAVE THIS INFORMATION ALREADY.
2. How many CLASSROOM aides (not 1-1 aides) are there in each building at each Elementary and Junior High/Middle School(s)?
3. Are special education students enrolled in the following programs the elementary or junior high/middle schools? If so, how many (in each grade) are general education and how many are special education?
  - Reading programs?
  - Developmental Reading programs?
  - Math programs?
  - Title I programs?
4. At each building, what kinds of tutoring programs are being offered (after school or other )? What are the criteria for being allowed to participate in tutoring? How many general education students and how many special education students attend after school or the other tutoring from each building?
5. What at-risk programming and/or interventions are provided by your school district in each building (elementary and junior high/middle school)? Do you have summer school? How many general education and special education students are enrolled in each of these programs?

Missouri Division of Special Education Focused Monitoring

**List of Suggested Information for Districts to Supply To Focused Monitoring Team Leader**

**Both Priority Areas**

- Names and class schedules for regular and special education teachers in each school to be visited.
- Maps of the schools to show where the classrooms are located
- Directions to the Central Office (or wherever you will meet first) and directions to each school from that location.
- Suggestions of the best times and places to meet with administrators or schedule focus groups with teachers, students or parents.
- Have a specific location for the team members to meet for private discussions, keep supplies, review records, eat lunch, etc.
- Suggestions of hotels and restaurants close to the schools
- Any other information you feel would be relevant for a schedule of observations and interviews to be developed, such as which regular education classes have special education students or if there will be extra activities those days, such as assemblies, etc.

**Elementary Achievement Only**

- Information on the curriculums taught for reading and math and on any other programs or interventions used in each school

**Post-Secondary Transition Only**

- Description of the current services available to students for transition
- Information on the content of courses taught at the middle and high school levels

## Data Analysis

### **In this section you will find:**

- Hypotheses Development and Focusing the Review
- Data Analysis Forms
  - Post-Secondary Transition
    - Data Review Checklist
    - Data Drill Down Worksheet
  - Elementary Achievement
    - Data Review Checklist
    - Data Drill Down Worksheet

## Missouri Division of Special Education Focused Monitoring

# Hypotheses Development and Focusing the Review

### Hypotheses Development

Preparation and organization are essential to the success of the on-site team's work, which is the basis of the final report and its subsequent usefulness to the district's improvement planning efforts. For focused monitoring, the analysis of data pertaining to the focus area is the basis for all on-site preparation, organization and activities.

Focused monitoring is a hypotheses-testing approach to monitoring. For focused monitoring, a hypothesis is:

- An educated guess regarding the potential reasons why the performance is poor
- Based on the data collected and analyzed
- As specific as possible

The team reviews the data and makes an educated guess as to why performance is poor. The *Data Drill Down Worksheets* can help the team analyze the data and determine the hypothesis(es) and the related critical elements to be reviewed.

### Selection of Critical Elements

Based on data and information reviewed (and your hypotheses), select a LIMITED number of critical elements to focus on during the review. A list of the *Critical Elements & Look Fors* can be found in *Section 1* of this manual under *District Packet*. This list is for the review team and is shared with on-site districts so that they know what the review team may be examining.

The *Look Fors* are especially important for review team members to look at in selecting critical elements. Remember this is an extensive list so select a few that are most relevant to your hypotheses. If it appears you should look at all or most of the critical elements then you should review your data again and narrow your focus further.

### Focusing the Review:

Focused monitoring involves testing hypothesis(es) that the team's data analysis suggest is a root cause for the poor performance. It is an investigative method in which data are drilled down to determine which buildings or locations, programs, staff, students, files, documents and classrooms should be reviewed. **It is NOT necessary to visit buildings, interview persons in specific positions or observe classrooms that will not provide fruitful or meaningful data or information regarding the hypotheses.** It is not efficient for a team to investigate areas beyond the hypotheses; to do so may cause the team to become unfocused and spend more time on issues unrelated to the focus area. Team member's time and activities must be utilized wisely. Ultimately the team must decide where to go, who to interview and what to observe or review.

For example, an Elementary Achievement district's data suggest that placements become more restrictive at a particular middle school level and whose performance in Communication Arts MAP is very poor. The team will want to devote time to that particular middle school and to the last grade at the elementary level feeder school to determine what is happening at the middle school and during the transition from the elementary to middle that negatively impacts placement and performance.

Focused monitoring differs in many respects from the past special education compliance monitoring which typically involved interviewing special education administrators, special education teachers, multidisciplinary teams with some general education teachers and administrators. File review routinely included IEPs within the special education file. Because concerns surrounding poor performance for students with disabilities are many times the result of behaviors and practices in general education, interviews and file reviews involve many roles and types of data. File review may include discipline records, grade reports and/or transcripts, attendance records or other information the team feels is pertinent to the focus of the review, not just the special education file.

## **Data Analysis Forms**

Note: The forms contained in this section are intended to inform you of the data available and to guide analysis of data contained in the data portfolio provided to you.

**Missouri Division of Special Education Focused Monitoring**

**Post-Secondary Transition: Data Review Checklist**

<b>Date:</b>	
<b>District/CDC:</b>	
<b>Team Leader:</b>	

REQUIRED:		
✓	Data/Information	Source
<input type="checkbox"/>	Pre-Site Information Record	On-Site Team Leader
<input type="checkbox"/>	Focused Monitoring Data Portfolio – Post-Secondary Transition <ul style="list-style-type: none"> <li>• Improvement Plan/Compliance Desk Review information (IMACS) (MSIP Self-Assessment)</li> <li>• Special Education District Profile</li> <li>• Enrollment by race/ethnicity</li> <li>• Race/ethnicity data analysis by disability and placement</li> <li>• Placements by age, by disability and by race (applicable buildings)</li> <li>• Disability by age (Child Count Verification Report)</li> <li>• MAP Comm. Arts (IEP, Non IEP, MAP-A and Total (applicable grades &amp; buildings)</li> <li>• MAP Mathematics (IEP, Non IEP, MAP-A and Total (applicable grades &amp; buildings)</li> <li>• AYP Data (applicable buildings)</li> <li>• Graduation Data</li> <li>• Dropout Data</li> <li>• Educator Data</li> <li>• Discipline Data</li> <li>• Attendance Rates</li> </ul>	DSE Data Coordination
<input type="checkbox"/>	MSIP Parent AQ (if available)	On-Site Team Leader
OPTIONAL:		
<input type="checkbox"/>	District and Building Improvement Plans	District and/or IMACS
<input type="checkbox"/>	Applicable building level reports from IMACS	On-site Team Leader
<input type="checkbox"/>	SIG documentation, if SIG grantee	DSE SIG Director
<input type="checkbox"/>	PBS schools in district and status of implementation	DSE PBS Director

List other data/information reviewed:

Missouri Division of Special Education Focused Monitoring

Post-Secondary Transition: Data Drill Down Worksheet

**Review the following data contained in your data portfolio:**

- Improvement Plan/Compliance Desk Review information (IMACS) (MSIP Self-Assessment)
- Special Education District Profile
- Placements by age, by disability and by race - middle school and high school (Core Data Screen 11)
- Graduation Data (disaggregates by disability, age and race/ethnicity)
- Dropout Data (disaggregates by disability, age and race/ethnicity)
- Building enrollment by race/ethnicity
- Race/ethnicity data analysis by disability and placement
- District Child Count Verification Report
- Missouri Assessment Program (MAP) performance results - Communication Arts and Mathematics by building and by grade level (disaggregates by disability, MAP-A, IEP, Non-IEP and totals)
- Adequate Yearly Progress (AYP) Data (district, middle school and high school)
- Discipline incidence ratios by building
- Educator Data (Screen 20)
- Attendance Rates
- Pre-Site Information Record (district structure, staffing and programs)

**Answer the Following Questions:**

**Graduation**

1. Where does it appear students with disabilities are most likely receiving the instruction necessary to meet graduation requirements?  
data Note: need to review placement
  
2. What is the graduation rate for students with disabilities?
  
3. How does the graduation rate for students with disabilities compare to their nondisabled peers?
  
4. Does the poor graduation rate appear to be more significant with a specific population of students? (e.g. race/ethnicity) If so, which population?

5. Does the poor graduation rate appear to be more significant with a specific disability category? If so, which category?

6. Does the poor graduation rate appear to be more significant at a school building? If so, where?

**Drop Out**

7. What is the drop out rate for students with disabilities?

8. How does the drop out rate for students with disabilities compare to their nondisabled peers?

9. Does the drop out rate appear to be more significant with a specific population of students? (e.g., race/ethnicity) If so, which population?

10. Does the drop out rate appear to be more significant with a specific disability category? If so, which category?

11. Does the drop out rate appear to be more significant at a particular age or school building? If so, where?

**AYP Data**

14. What is the percent of students with disabilities that did not meet expectations?

15. Of the schools that did not make AYP, which were due to the performance of students with disabilities?

**MAP data**

16. How does the performance of IEP students compare to non-IEP? Any differences by building? How about by disability?

17. How does building performance compare with dropout and graduation rates in each building?

**Discipline Data:**

18. How do the disciplinary incidence ratios for students with disabilities compare to their non-disabled peers? Are disciplinary incidence ratios higher or lower for a specific race/ethnicity?

Note: Need to consider a ratio of 2.0 or more (with the exception of cell size or small numbers which can inflate the ratio)

19. Do discipline incidence ratios seem to be more of an issue in particular buildings? How does that correlate with dropout rates in each building?

**Improvement Plan/Compliance Desk Review**

20. What identified non-compliance items relate to other data reviewed? Are there particular items of concern (e.g. post-secondary transition plans)?

21. Anything needing verification especially those items related to post-secondary transition?

**22. Based upon your data review, what is your initial hypothesis(es)?**

23. Based on data and information reviewed and your hypotheses, select a LIMITED number of critical elements to focus on during the review. (HINT: Use the *Look Fors* to guide your selections!)

Critical Element		
(X)	Code	Short Description
	AC	Access to general education curriculum
	CD	Involvement in curriculum development
	DA	Data analysis
	DI	Individualized instruction
	DP	Disproportionate representation by race/ethnicity
	HE	High expectations for all students
	IM	Instructional methods/special education services
	LRE	Placement decisions based on the least restrictive environment
	PA	Participation and performance on assessments
	PD	Training/professional development
	PI	Evidence of active parent/family involvement
	PM	IEPs developed for progressive movement over the time continuum
	PS	Interventions based on student needs
	ASPI	Evidence of student and parent involvement in transition planning
	CUTN	Curricula and programming meet the transition needs of students with disabilities
	MWAR	Procedures/methods of identifying and working with at-risk students used
	PDOP	Policies and related procedures conducive to preventing dropouts.
	TPCE	Transition planning is a multi-disciplinary and collaborative effort
	TPPO	Transition plans are results oriented
	VEPU	Career/vocational education programs used by students with disabilities
	WEPU	Work experience programs used by students with disabilities

**For each Initial Hypothesis(es):**

24. Where will you go? Based on data, what particular buildings do you need to go to?

Note: The review needs to be focused so where do you REALLY need to go. If you go to too many buildings, you may overtax the team at the expense of other parts of the review process. The team needs time for non-information gathering activities such as daily team consensus.

25. What data or information will you need to collect through interviews?

26. Who will you interview to collect the information?

27. Which questions will need to be answered? What “look fors” will need to be addressed?

NOTE: Ten questions to ask each focus groups should suffice. It is assumed that interviewers will probe for more information surrounding those ten questions. Some interviewers may prefer to use “talking points” instead; just be sure interviewers know what to query about and to record information.

28. What additional questions will need to be answered that are not included in the protocols? How and where will you get that information?

29. What types of records/documents will you review?

30. What data or information needs to be collected through the record review? What types of files will you review and why? What will you look for?

31. What other investigative methods will be necessary? If you observe any classrooms, which ones will provide information pertaining to the hypotheses and critical elements?

***Additional Team Support***

31. What additional data will your team need prior to going on-site?

32. What additional support will your team need prior to going on-site?

***Next Steps***

33. What are the next steps necessary for your team to prepare for the on-site visit?

**TEAM MEMBER CONTACT INFORMATION:**

	Team Member Name	Phone Number
1		
2		
3		
4		
5		
6		

**Missouri Division of Special Education Focused Monitoring**

**Elementary Achievement: Data Review Checklist**

Date:	
District/CDC:	
Team Leader:	

REQUIRED:		
<input checked="" type="checkbox"/>	Data/Information	Source
<input type="checkbox"/>	Pre-Site Information Record	On-Site Team Leader
<input type="checkbox"/>	Focused Monitoring Data Portfolio – Elementary Achievement <ul style="list-style-type: none"> <li>• Improvement Plan/Compliance Desk Review information (IMACS) (MSIP Self-Assessment)</li> <li>• Special Education District Profile</li> <li>• Enrollment by race/ethnicity</li> <li>• Race/ethnicity data analysis by disability and placement</li> <li>• Placements by age, by disability and by race (applicable buildings)</li> <li>• Disability by age (Child Count Verification Report)</li> <li>• MAP Comm. Arts (IEP, Non IEP, MAP-A and Total (applicable grades &amp; buildings)</li> <li>• MAP Mathematics (IEP, Non IEP, MAP-A and Total (applicable grades &amp; buildings)</li> <li>• AYP Data (applicable buildings)</li> <li>• Educator Data</li> <li>• Discipline Data</li> </ul>	DSE Data Coordination
<input type="checkbox"/>	MSIP Parent AQ (if available)	On-Site Team Leader
OPTIONAL:		
<input type="checkbox"/>	Applicable building level reports from IMACS	On-Site Team Leader
<input type="checkbox"/>	SIG documentation, if SIG grantee	DSE SIG Director
<input type="checkbox"/>	PBS schools in district and status of implementation	DSE PBS Director

List other data/information reviewed:

Missouri Division of Special Education Focused Monitoring

**Elementary Achievement: Data Drill Down Worksheet**

**Review the following data contained in your data portfolio:**

- Improvement Plan/Compliance Desk Review information (IMACS) (MSIP Self-Assessment)
- Special Education District Profile
- Placements by age, by disability and by race – elementary and middle/junior high school (Core Data Screen 11)
- Building enrollment by race/ethnicity
- Race/ethnicity data analysis by disability and placement
- District Child Count Verification Report
- Missouri Assessment Program (MAP) performance results - Communication Arts and Mathematics by building and by grade level (disaggregates by disability, MAP-A, IEP, Non-IEP and totals)
- Adequate Yearly Progress (AYP) Data (district, middle school and high school)
- Discipline Data
- Educator Data (Screen 20)
- Pre-Site Information Record (district structure, staffing and programs)

**Answer the Following Questions:**

**Placement**

1. Where does it appear students with disabilities are most likely receiving their communication arts instruction?

Note: need to review Placement data

**MAP data**

2. How are students with disabilities performing on the statewide communication arts assessment in all grades tested? (e.g., 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup> grade)
  
3. How are students with disabilities performing on the statewide communication arts assessment in all grades tested compared to their nondisabled peers?
  
4. At which grade does the performance of students with disabilities in communication arts appear to drop below state SPP targets?

5. Does poor performance in communication arts appear to be more significant with a specific population of students? (e.g., race/ethnicity) If so, which population?
6. Does poor performance in communication arts appear to be more significant with a specific disability area? If so, which disability area?
7. Does poor communication arts performance appear to be more significant at a particular grade or school building? If so, where?
8. How about mathematics performance for students with disabilities? Answer questions 2 through 7 for mathematics.

**District Profile**

8. Review three year trend data.
9. Compare the district's performance to the SPP target.
10. At which grade does performance of students with disabilities drop off/change?

**AYP Data**

13. What percent of students with disabilities did not meet expectations?
14. Of the schools that did not make AYP, which were due to the performance of students with disabilities?

**Discipline Data:**

15. How do the disciplinary incidence ratios for students with disabilities compare to their non-disabled peers? Are disciplinary incidence ratios higher or lower for a specific race/ethnicity?

Note: Need to consider a ratio of 2.0 or more (with the exception of cell size or small numbers which can inflate the ratio).

16. Do discipline incidence ratios seem to be more of an issue in particular buildings? How does that correlate with dropouts in each building?

**Improvement Plan/Compliance Desk Review**

16. What identified non-compliance items relate to other data reviewed? Are there particular items of concern (e.g. elementary achievement related)?

18. Anything needing verification especially those items related to elementary achievement?

**19. Based upon your data review, what is your initial hypothesis(es)?**

20. Based on data and information reviewed, select a LIMITED number of critical elements to focus on during the review. . (HINT: Use the *Look Fors* to guide your selections!)

Critical Element		
(X)	Code	Short Description
	AC	Access to general education curriculum
	CD	Involvement in curriculum development
	DA	Data analysis
	DI	Individualized instruction
	DP	Disproportionate representation by race/ethnicity
	HE	High expectations for all students
	IM	Instructional methods/special education services
	LRE	Placement decisions based on the least restrictive environment
	PA	Participation and performance on assessments

Critical Element		
(X)	Code	Short Description
	PD	Training/professional development
	PI	Evidence of active parent/family involvement
	PM	IEPs developed for progressive movement over the time continuum
	PS	Interventions based on student needs

**For each Initial Hypothesis(es):**

21. Where will you go? Based on data, what particular buildings do you need to go to?

Note: The review needs to be focused so where do you REALLY need to go. If you go to too many buildings, you may overtax the team at the expense of other parts of the review process. The team needs time for non-information gathering activities such as daily team consensus

22. What data or information will you need to collect through interviews?

23. Who will you interview to collect the information?

24. Which questions will need to be asked? What look fors will need to addressed?

NOTE: Ten questions to ask each focus groups should suffice. It is assumed that interviewers will probe for more information surrounding those ten questions. Some interviewers may prefer to use "talking points" instead; just be sure interviewers know what to query about and to record information.

25. What additional questions will need to be answered that are not included in the protocols?

26. What types of records/documents will you review?

27. What data needs to be collected through the record review? What types of files will you review and why?

28. What other investigative methods will be necessary? If you observe any classrooms, which ones will provide information pertaining to the hypotheses and critical elements?

**Additional Team Support**

29. What additional data will your team need prior to going on-site?

30..What additional support will your team need prior to going on-site?

**Next Steps**

31. What are the next steps necessary for your team to prepare for the on-site visit?

**TEAM MEMBER CONTACT INFORMATION:**

	Team Member Name	Phone Number
1		
2		
3		
4		
5		
6		

## Interviews

### **In this section you will find:**

- List of Potential Interviewees
- Steps to Creating Interview Protocols in IMACs
- Examples Interview Protocol
- Protocol Scripts
  - Post-Secondary Transition
    - Staff Focus Groups
    - Staff Interview
    - Parent Focus Group
    - Student Focus Group (Transition only)
  - Elementary Achievement
    - Staff Focus Groups
    - Staff Interview
    - Parent Focus Group

**Missouri Division of Special Education Focused Monitoring**

**List of Potential Interviewees**

Post-Secondary Transition	Elementary Achievement
<p>Staff:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Teacher</li> <li><input type="checkbox"/> General Education Teacher</li> <li><input type="checkbox"/> Guidance Counselor</li> <li><input type="checkbox"/> Principal/Asst. Principal</li> <li><input type="checkbox"/> Superintendent/Asst. Superintendent</li> <li><input type="checkbox"/> Special Education Director/Coordinator</li> <li><input type="checkbox"/> At-Risk Coordinator</li> <li><input type="checkbox"/> Social Worker</li> <li><input type="checkbox"/> Work Experience Coordinator/Vocational Resource Educator</li> <li><input type="checkbox"/> Career/Voc. Ed Guidance Counselor</li> <li><input type="checkbox"/> Career/Voc Ed Teacher</li> <li><input type="checkbox"/> Career/Vocational Director</li> <li><input type="checkbox"/> Other Related Services Staff</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parents</li> <li><input type="checkbox"/> Students</li> </ul>	<p>Staff:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Special Education Teacher</li> <li><input type="checkbox"/> General Education Teacher</li> <li><input type="checkbox"/> Guidance Counselor</li> <li><input type="checkbox"/> Principal/Asst. Principal</li> <li><input type="checkbox"/> Superintendent/Asst. Superintendent</li> <li><input type="checkbox"/> Special Education Director/Coordinator</li> <li><input type="checkbox"/> At-Risk Coordinator</li> <li><input type="checkbox"/> Social Worker</li> <li><input type="checkbox"/> Curriculum or Program Specialists</li> <li><input type="checkbox"/> Other Related Services Staff</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent</li> </ul>

**Types of Interviews:**

Interview:

- Staff (usually administrators, related service staff, counselors)

Focus Group

- Staff (usually teachers and counselors)
- Parent
- Student

Missouri Division of Special Education Focused Monitoring

**Steps to Creating Interview Protocols in IMACs**

Step 1) Select priority area

- Elementary Achievement
- Post-Secondary Transition

Step 2) Select Critical Element

Step 3) Select questions and interviewee type\*\*

Step 4) View, edit and print protocols

Ability to:

- Add questions
- Decide order of questions

**\*\*Interviewee Types:**

1. Special Education Teachers
2. General Education Teachers
3. Guidance Counselors/Other Related Staff
4. Transition Related Staff
5. Other Related Services Staff
6. Special Education Administrators/Coordinators
7. District/Building Administrators
8. Parent
9. Student (transition only)

NOTE: Protocol Scripts to help open and facilitate interviews and focus groups can found on pages 52 to 59.

Missouri Division of Special Education Focused Monitoring

**Example Interview Protocol**

**Special Education Teachers**

**MSIP 4<sup>th</sup> Cycle  
Focus Group/Interview Questions  
FY 2008**

District/CDC: [District Name and Code] Building Name: [Building Name]

**First Question:**

For starters, let's talk about your thoughts in general about.....

**Other Questions:**

1. AC – How are students with disabilities supported in the general education classroom?

2. CD – How are special education teachers involved in curriculum development?

**Ending Question:**

Of all the things we discussed, what do you think is the most important? Have we missed anything?

## **Protocol Scripts**

Note: The scripts provided in this section are optional and intended to help interviewers with opening and facilitating interviews and focus groups.

**Missouri Division of Special Education Focused Monitoring**

**Post-Secondary Transition: Staff Focus Group Script**

**Welcome:**

Good afternoon and welcome to our session. Thanks for taking the time to join us.

Introduce facilitator and co-facilitator; provide some basic background information about yourselves

**Overview**

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. We called this group together to discuss post-secondary transition as it relates to students with disabilities - that is to discuss what the district is doing to keep kids in school, engaged in their learning and to help them prepare for life beyond high school. We want to get your thoughts on this topic as it relates to you, your buildings and the district.

**Ground Rules**

- This is a focus group. It is really more of a discussion rather than an interview.
- My role as the facilitator will be to guide the discussion. My co-facilitator will primarily be taking notes about what we discussed.
- Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- We're on a first name basis
- No right or wrong answers, only differing points of view. You don't need to agree with others, but it is important that everyone listen respectfully as others share their views
- Be sure to talk to each other
- We do ask that you turn off your cell phones or if you cannot we ask that you set them to vibrate. If you must take a call please do so as quietly i.e. step into the next room and rejoin us as quickly as you can

Before we get started, any questions about who we are and why we are here?

Missouri Division of Special Education Focused Monitoring

**Post-Secondary Transition: Staff Interview Script**

Please remember to:

- ✓ First and foremost - put your interviewee at ease.
- ✓ Introduce yourself
- ✓ Thank the interviewee for taking the time to talk to you
- ✓ Explain the purpose of the review (i.e. to collect information that the district may find useful for improvement planning and reason district selected (e.g. elementary achievement an/or post-secondary transition)
- ✓ Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- ✓ Be sure to answer their questions to help assuage concerns

**Welcome**

Good morning/afternoon. Thanks for taking the time to talk to us.

Introduce yourself and fellow interviewer; provide some basic background information about yourselves

**Overview**

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. The district is being reviewed not you; All responses are confidential and will be compiled into a collective response (no names will be used). We wanted to meet with you to discuss post-secondary transition as it relates to students with disabilities - that is to talk about what the district is doing to keep kids in school, engaged in their learning and to help them prepare for life beyond high school. We want to get your thoughts on this topic as it relates to you, your buildings and the district.

Before we get started, any questions about who we are and why we are here?

Missouri Division of Special Education Focused Monitoring

## Post-Secondary Transition: Parent Focus Group Script

### Welcome:

Good morning/afternoon and welcome to our session. Thanks for taking the time to join us.

Introduce facilitator and co-facilitator; provide some basic background information about yourselves

### Overview

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. We called this group together to discuss post-secondary transition as it relates to students with disabilities - that is to discuss what the district is doing to keep kids in school, engaged in their learning and to help them prepare for what they need to do after high school (i.e. employment or continuing their education). We want to get your thoughts on this topic as it relates to you and your child.

### Ground Rules

- This is a focus group. It is really more of a discussion rather than an interview.
- My role as the facilitator will be to guide the discussion. My co-facilitator will primarily be taking notes about what we discussed.
- Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- We're on a first name basis
- No right or wrong answers, only differing points of view. You don't need to agree with others, but it is important that everyone listen respectfully as others share their views
- Be sure to talk to each other
- We do ask that you turn off your cell phones or if you cannot we ask that you set them to vibrate. If you must take a call please do so as quietly i.e. step into the next room and rejoin us as quickly as you can

Before we get started, any questions about who we are and why we are here?

## Post-Secondary Transition: Student Focus Group Script

### Welcome:

Good morning/afternoon and welcome to our session. Thanks for taking the time to join us.

Introduce facilitator and co-facilitator; provide some basic background information about yourselves

### Overview

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. We called this group together to discuss post-secondary transition as it relates to students with disabilities - that is to discuss what the district is doing to keep students in school, engaged in their learning and to help them prepare for what they need to do after high school (i.e. employment or continuing their education). We want to get your thoughts on this topic as it relates to you and your fellow students.

### Ground Rules

- This is a focus group. It is really more of a discussion rather than an interview.
- My role as the facilitator will be to guide the discussion. My co-facilitator will primarily be taking notes about what we discussed.
- Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- We're on a first name basis
- No right or wrong answers, only differing points of view. You don't need to agree with others, but it is important that everyone listen respectfully as others share their views
- Be sure to talk to each other

Before we get started, any questions about who we are and why we are here?

**Missouri Division of Special Education Focused Monitoring**

**Elementary Achievement: Staff Focus Group Script**

**Welcome:**

Good morning/afternoon and welcome to our session. Thanks for taking the time to join us.

Introduce facilitator and co-facilitator; provide some basic background information about yourselves

**Overview**

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. We called this group together to discuss the achievement of students with disabilities. We want to get your thoughts on this topic as it relates to you, your buildings and the district.

**Ground Rules**

- This is a focus group. It is really more of a discussion rather than an interview.
- My role as the facilitator will be to guide the discussion. My co-facilitator will primarily be taking notes about what we discussed.
- Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- We're on a first name basis
- No right or wrong answers, only differing points of view. You don't need to agree with others, but it is important that everyone listen respectfully as others share their views
- Be sure to talk to each other
- We do ask that you turn off your cell phones or if you cannot we ask that you set them to vibrate. If you must take a call please do so as quietly i.e. step into the next room and rejoin us as quickly as you can

Before we get started, any questions about who we are and why we are here?

Missouri Division of Special Education Focused Monitoring

**Elementary Achievement: Staff Interview Script**

Please remember to:

- ✓ First and foremost - put your interviewee at ease.
- ✓ Introduce yourselves
- ✓ Thank the interviewee for taking the time to talk to you
- ✓ Explain the purpose of the review (i.e. to collect information that the district may find useful for improvement planning and reason district selected (e.g. elementary achievement an/or post-secondary transition)
- ✓ Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- ✓ Be sure to answer their questions to help assuage concerns

**Welcome**

Good morning/afternoon. Thanks for taking the time to talk to us.

Introduce yourself and fellow interviewer; provide some basic background information about yourselves

**Overview**

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. The district is being reviewed not you; All responses are confidential and will be compiled into a collective response (no names will be used). We wanted to meet with you to discuss the achievement of students with disabilities. We want to get your thoughts on this topic as it relates to you, your buildings and the district.

Before we get started, any questions about who we are and why we are here?

**Missouri Division of Special Education Focused Monitoring**

**Elementary Achievement: Parent Focus Group Script**

**Welcome:**

Good morning/afternoon and welcome to our session. Thanks for taking the time to join us.

Introduce facilitator and co-facilitator; provide some basic background information about yourselves

**Overview**

We are here as part of the DESE review team to collect information that the district may find useful for improvement planning. We called this group together to discuss the achievement of students with disabilities. We want to get your thoughts on this topic as it relates to you and your child.

**Ground Rules**

- This is a focus group. It is really more of a discussion rather than an interview.
- My role as the facilitator will be to guide the discussion. My co-facilitator will primarily be taking notes about what we discussed.
- Explain that the district is being reviewed, not them. All responses are confidential and will be compiled into a collective response (no names will be used).
- We're on a first name basis
- No right or wrong answers, only differing points of view. You don't need to agree with others, but it is important that everyone listen respectfully as others share their views
- Be sure to talk to each other
- We do ask that you turn off your cell phones or if you cannot we ask that you set them to vibrate. If you must take a call please do so as quietly i.e. step into the next room and rejoin us as quickly as you can

Before we get started, any questions about who we are and why we are here?

## Classroom Observations

### **In this section you will find:**

- MSIP 4th Cycle Classroom Observation Form Information
- Classroom Observation Form Cheat Sheet Information

## **MSIP 4th Cycle Classroom Observations**

Missouri School Improvement Program provides training on conducting observations using the *MSIP 4<sup>th</sup> Cycle Classroom Observation Form* as part of the 4<sup>th</sup> cycle MSIP team member training.

The classroom observation form is available at <http://dese.mo.gov/divimprove/sia/msip/4th%20Cycle%20Information.html> or in the Electronic Forms List folder at Q:\commonspedata\Focused Monitoring Manual & Forms\4th Cycle Monitoring\Electronic Forms Lists.

## Classroom Observation Form Cheat Sheets

The focused monitoring team leader or the MSIP team leader will provide team members with a packet of cheat sheets to assist in conducting and recording information on the *MSIP 4<sup>th</sup> Cycle Classroom Observation Form*.

The cheat sheet packet consists of:

- Definitions of Instructional Delivery Methods
- Definitions of Instructional Strategies
- Descriptions for and examples of Depth of Knowledge (DOK) Levels
- Indicators for Technology Use Levels

Further information concerning classroom observations may be found at: <http://dese.mo.gov/divimprove/sia/msip/4th%20Cycle%20Information.html> under Trainings and Documents.

## On-Site Forms

### **In this section you will find:**

- Agenda
- Interview and Classroom Observation Schedule
- Student File Review List (types of files the team will review)
- File Review Items (particular things that the team will look at in the files)
- On-Site Team Member Packet Contents
- Daily Consensus Worksheet

**Missouri Division of Special Education Focused Monitoring**

**Review Team Agenda**

**DISTRICT/CDC:** \_\_\_\_\_

DATE		TIME	ACTIVITY
Monday	February 26, 2006	6:00 – 8:00 pm	<u>On-Site Review Team Meeting</u> (does not involve district staff) LOCATION:
Tuesday	February 27, 2006	8:00am – 9:00am	<u>File and Document Review*</u> Review team reviews students' files and other documents requested to gather precursory information
		9:00am – 10:00am	<u>Entrance Conference</u> Overview of process with: <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Special Education Director</li> <li>• Principals and Assistant Principals</li> </ul> LOCATION:
		10:00am – 5:30pm	<u>File and Document Review</u> Review team reviews students' files and other documents requested to gather precursory information  <u>Interviews/Classroom Observations*</u>
		5:30– 6:30 pm	<u>Parent Focus Group</u>  LOCATION:
Wednesday	February 28, 2006	8:00am – 4:10pm	<u>Interviews/Classroom Observations*</u>
		4:10pm – 5:30pm	<u>Review Team Re-Groups</u>

Thursday	March 1, 2006	8:00am – 12:00pm	<u>Review Team Consensus</u> Review team develops consensus & compiles precursory findings
		12:00pm – 1:00pm	<u>Exit Conference</u> Present precursory findings to: <ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Special Education Director</li> <li>• Principals and Assistant Principals</li> </ul>

\*See attached Interview & Classroom Observation Schedule and Student File Review List for interviewees, classrooms and files and documents to be reviewed.

**Parking Information:**

**District Contact Phone numbers:** Example-Special Education Director (include name) or primary district contact person

**Missouri Division of Special Education Focused Monitoring**

**Interview & Classroom Observation Schedule**

DISTRICT/CDC: \_\_\_\_\_

**INTERVIEWS/FOCUS GROUPS:**

NOTE: Please DO NOT invite parents and students who are new to district or transfers within the last three years.

<b>Day 1 - Monday</b>							
<b>Date:</b>		<b>TEAM MEMBERS (1):</b>		<b>TEAM MEMBERS (2):</b>		<b>TEAM MEMBERS (3):</b>	
		Building(s): _____		Building(s): _____		Building: _____	
Time Start	Time End	Position/Role	Interviewee Name	Position/Role	Interviewee Name	Position/Role	Interviewee Name
8:00	9:00	Entrance Conference	NA				
9:00	10:00	File Review/Doc. Review	NA				
10:00	11:00	Classroom Observations	NA				
11:00	12:00	Special Ed. Teachers	Focus Group				
12:00	1:00	Lunch/Re-Group		Lunch/Re-Group		Lunch/Re-Group	
		Building(s): _____		Building(s): _____		Building(s): _____	
1:00	2:00	Students	Focus Group				
2:00	3:00	File Review/Doc. Review	NA	Sub-Team Daily Consensus	NA	Sub-Team Daily Consensus	NA
3:00	3:30	Break		Break		Break	
3:30	4:30	Sub-Team Daily Consensus	NA				
4:30	5:30	Team Daily Summary		Team Daily Consensus		Team Daily Consensus	
5:30	6:30	Parents	Focus Group				

<b>Day 2 - Tuesday</b>							
<b>Date:</b>		<b>TEAM MEMBERS (1):</b>		<b>TEAM MEMBERS (2):</b>		<b>TEAM MEMBERS (3):</b>	
		Building(s): _____		Building(s): _____		Building: _____	
Time Start	Time End	Position/Role	Interviewee Name	Position/Role	Interviewee Name	Position/Role	Interviewee Name
8:00	9:00	Other Related Service Staff	Interview				
9:00	10:00	Classroom Observations	NA				
10:00	10:30	Break		Break		Break	
10:30	11:30	Transition Related Staff	Interview				
11:30	12:30	Lunch/Re-Group		Lunch/Re-Group		Lunch/Re-Group	
		Building(s): _____		Building(s): _____		Building(s): _____	
12:30	1:30	Special Ed. Administrators	Interview				
1:30	2:30	File Review/Doc. Review	NA				
2:30	3:00	Break		Break		Break	
3:00	4:00	Sub-Team Daily Consensus	NA				
4:00	5:00	Team Daily Consensus		Team Daily Consensus		Team Daily Consensus	

DISTRICT/CDC: \_\_\_\_\_

**FOCUS GROUPS:**

**Special Education Teachers**

	<b>Teacher Name</b>	<b>Building</b>	<b>Assignment</b>
1	Mary Jones	North Cape Elementary	Grades 3-5 Communication Arts
2			
3			
4			
5			
6			
7			
8			
9			
10			

**General Education Teachers**

	<b>Teacher Name</b>	<b>Building</b>	<b>Assignment</b>
1	Mary Jones	North Cape Elementary	Grades 3-5 Communication Arts
2			
3			
4			
5			
6			
7			
8			
9			
10			

**Parents**

	<b>Parent Name</b>	<b>Student Name</b>	<b>Disability</b>	<b>Building/Age</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Students (some should be same as parent focus group)**

	<b>Student Name</b>	<b>Disability</b>	<b>Building/Age</b>
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

DISTRICT/CDC: \_\_\_\_\_

**CLASSROOM OBSERVATIONS:**

Date:		Team Member:			Team Member:			Team Member:		
Time	Time	Teacher	Subject/Setting	Bldg/Room #	Teacher	Subject	Bldg/Room #	Teacher	Subject	Bldg/Room #
8:00 AM	8:30 AM									
8:30 AM	9:00 AM									
9:00 AM	9:30 AM									
9:30 AM	10:00 AM									
10:00 AM	10:30 AM									
10:30 AM	11:00 AM									
11:00 AM	11:30 AM									
11:30 AM	12:00 PM									
12:00 PM	12:30 PM									
12:30 PM	1:00 PM									
1:00 PM	1:30 PM									
1:30 PM	2:00 PM									
2:00 PM	2:30 PM									
2:30 PM	3:00 PM									
3:00 PM	3:30 PM									

Date:		Team Member:			Team Member:			Team Member:		
Time	Time	Teacher	Subject/Setting	Bldg/Room #	Teacher	Subject	Bldg/Room #	Teacher	Subject	Bldg/Room #
8:00 AM	8:30 AM									
8:30 AM	9:00 AM									
9:00 AM	9:30 AM									
9:30 AM	10:00 AM									
10:00 AM	10:30 AM									
10:30 AM	11:00 AM									
11:00 AM	11:30 AM									
11:30 AM	12:00 PM									
12:00 PM	12:30 PM									
12:30 PM	1:00 PM									
1:00 PM	1:30 PM									
1:30 PM	2:00 PM									
2:00 PM	2:30 PM									
2:30 PM	3:00 PM									
3:00 PM	3:30 PM									



- Staff handbooks
- Any handbooks relating to school policies and/ procedures

For Post-Secondary Transition Review:

- Career/Vocational school course catalogs
- List of IEP students attending Career/Vocational School. Files requested instead. See previous page.
- Files for the  IEP students dropped out in  (Core Data Screen 12). Include complete records - attendance, transcripts/grades, discipline & special education.\*
- Exit interview documentation regarding each of the dropouts above.
- Summary of Performance for 2005-06 Exiters (students who graduated or reached maximum age)

Missouri Division of Special Education Focused Monitoring

**Focused Monitoring File Review Items**

District/CDC:  
 Building Name:  
 Team member(s):  
 Date (MM/DD/YY):

COMPLETE BEFORE THE ON-SITE REVIEW		TEAM MEMBERS COMPLETE DURING FILE REVIEW
Critical Element Code	File Review Items (what are you looking at)	Comments/Questions (what did you find or question)
<i>Example: PM</i>	<i>PLPs from year to year indicate progress made i.e. they change from year to year.</i>	<i>4 of 5 IEPs reviewed exhibited PLPs that were verbatim from the previous two years (only the ages and grade levels had been changed).</i>

COMPLETE BEFORE THE ON-SITE REVIEW		TEAM MEMBERS COMPLETE DURING FILE REVIEW
Critical Element Code	File Review Items (what are you looking at)	Comments/Questions (what did you find or question)

Missouri Division of Special Education Focused Monitoring

**On-Site Team Member Packet Contents**

Team Member Packets

- Agenda, interview schedule (including classroom observation and focus group participants) and district contact's phone numbers
- Phone numbers to reach team members during the review
- Student file review list (completed)
- File review items sheet (completed)
- Classroom observation forms (10 or more copies as needed) and cheat sheet
- Interview/focus group protocols
- Entrance and exit conference outlines
- Pre-site information record (completed)
- Data Drill Down Worksheet
- Daily Consensus Worksheets
- Critical Elements & Look Fors
- Consensus Form (a blank copy of the Focused Monitoring Review Report with only those critical elements that will be focused on listed)

Team Leader Packet

- All of the above
- SPP Indicators and target table (front and back copies for district entrance & exit conference participants)
- Data Drill Down Worksheets (questions for data analysis activity from team leader training)
- Data Portfolio

Extras to take:

- Team member/team leader manual (from team leader/team member training)

\*\*\*\*Remind team members to bring their data portfolios and focused monitoring manuals as they will need to look at the critical elements look fors during the exit conference!

## **SECTION 2: ON-SITE ACTIVITIES**

## On-Site Information

### **In this section you will find:**

- Roles & Responsibilities
- Top 10 Tips for Team Members
- Daily Consensus Worksheet

## Missouri Division of Special Education Focused Monitoring

### Roles & Responsibilities

#### TEAM LEADER:

- Leading the focused monitoring team during all activities of the on-site review, and if in conjunction, coordinating the activities with the MSIP team leader
- Spokesperson for the entrance and exit conferences
- Scheduling the activities of the review and preparing all necessary team member forms
- Identifying team assignments and data collections activities to triangulate and corroborate findings
- Organizing, coordinating and assigning team member activities (who is doing what, when and where) and if in conjunction, coordinating these activities with MSIP team leader
- Maintaining the focus of individual team members during all team activities
- Leading daily team meetings
- Organizing daily data collection and analysis around gathering supporting evidence to test hypotheses, to validate noncompliance and to determine the underlying issues and causes of poor performance
- Collecting all documentation, review forms, etc. before exiting the district

#### TEAM MEMBER:

- Conducting interviews and focus groups, including engaging in discussions and probing for information that provide insight into the data and the reasons for poor performance and noncompliance
- Conducting classroom observations and file and document reviews
- Documenting information from your activities
- Helping to test the hypotheses
- Maintaining the focus of the review during your activities

## Top 10 Tips for Team Members

### General Information about the review and process:

1. The purpose of the review is to provide the district with information for improvement planning. This isn't a "glad game" or a "gotcha". Be sure to provide information the district can use to improve.
2. The review process is diagnostic and thus findings are not prescriptive. Suggestions of what the district should or needs to do are not part of the process. At times, this may be difficult to do, but it is in the district's best interest to make its own decisions.
3. Use the data to determine where you will go, who you will interview and what you will look at. Narrow your focus, and do not include too many critical elements. There is no need to spend time looking at things that are not problems - focus, focus, focus!
4. While conducting the on-site review, document, document, document. It is surprising how things fade from the memory so quickly.
5. It is recommended that you do not participate in an on-site review in a district where you were previously employed or have personal issues with the district and/or staff. Under such circumstances, neutrality can be difficult to maintain.

### Entrance/Exit Conferences:

6. In the entrance and exit conference, help set the right tone. Your actions and demeanor, including non-verbal behavior, can send unintended messages without saying a word.
7. In the entrance and exit conference, the team leader is the spokesperson and provides the findings; Upon request, team members may be asked to provide support such as exemplifying or helping to answer questions. Be supportive and helpful to your team leader; this will help set a constructive tone.

### Interviews/Focus Groups:

8. Remember to put your interviewees at ease.
9. In addition to interviewer introductions, it may be helpful to provide some brief background information about yourselves to interviewee(s).

### Classroom Observations:

10. If you are unsure of how to code something, don't be afraid to discuss an observation with your team members. You can always make a decision and code accordingly later. Reliability is very important.

Other suggestions:

Missouri Division of Special Education Focused Monitoring

Daily Consensus Worksheet

District/CDC:  
Building Name:  
Date:

Instructions: With your review partner(s), summarize information from your review activities conducted today by building. The entire focused monitoring review team will meet at the end of the day to share information. These do not need to be complete sentences so bulleted notes are fine.

<b>What did you find out?</b> (interviews, focus groups, observations and/or file & document reviews indicated what)	<b>Any additional questions that need to answered?</b> (as a result of findings, any questions related to the focus of the review that need answered)	<b>Does this finding support or refute the hypotheses?</b>	<b>Critical Element Code</b>

## **SECTION 3: POST-REVIEW ACTIVITIES**

## Focused Monitoring Report

### **In this section you will find:**

- Focused Monitoring Review Report\*
- Steps to Writing Your Report in IMACs
- Report Writing Tips

\*Note: A blank copy of the report serves as the consensus record while compiling findings on-site.

**Missouri Department of Elementary and Secondary Education  
Division of Special Education**

**Focused Monitoring Review Report  
Post-Secondary Transition**

**Example District (000-000)**

**FOCUSED MONITORING REVIEW REPORT  
2006-2007**

SCHOOL DISTRICT: District (000-000)  
FOCUS AREA: Post-Secondary Transition  
DATES OF VISIT: July 4-6, 2007

**Review Team Members:**

Name, Team Leader	Special Education Data Coordination Planner, DESE
Name	Special Education Compliance Director, DESE
Name	Improvement Consultant, Kansas City RPDC
Name	Special Education Effective Practices, DESE

This report is the result of the Missouri Division of Special Education's focused review of the school district's special education services. The goal of the review is to provide information to the district about improving the performance of students with disabilities. The review of district data, the input of teachers, administrators, students and parents and classroom observations are essential components of this process.

An initial task of the team was a review of district data listed below. Records selected for review on-site were based on this initial data analysis and provided additional information concerning practices, policies and procedures within the district. Interviews provided important information on individuals' perspectives and experiences regarding the effectiveness of the district's practices and how staff responsibilities are carried out within the district. Classroom observations provided information about instruction and learning environments.

Individuals interviewed included parents, students, district and building administrators, general education and special education teachers, school counselors, related services providers, and career/vocational coordinators.

### **Information Reviewed for Visit:**

- Special Education District Profile
- Placements by age, by disability and by race - middle school and high school (Core Data Screen 11)
- Graduation Data
- Dropout Data
- Enrollment by race/ethnicity
- Race/ethnicity data analysis by disability and placement
- District Child Count Verification Report
- Missouri Assessment Program (MAP) performance results - Communication Arts and Mathematics by building and by grade level
- Adequate Yearly Progress (AYP) Data (district, middle school and high school)
- Special Education Monitoring Self-Assessment (SEMSA)/Desk Review information
- Child Complaints/Due Process
- Educator Data (Screen 20)
- Missouri School Improvement Program (MSIP) 2006 - 4<sup>th</sup> Cycle Summary Data
- District structure, staffing and programs

A review of the data yielded the following relevant information (2005-06 data except where noted):

#### **Placement:**

Data indicate that in 2006-2007 (December 1, 2006 Child Count) students were primarily receiving services Outside Regular Education <21% district wide and at the middle school and high school.

#### **District:**

- Outside Regular Education <21% is 67.46% and meets the 2006-2007 State Performance Plan Target of 60.00% and the 2010-2011 State Performance Plan target of 64.00%.
- Outside Regular Education >60% is 4.78% and meets the 2006-2007 State Performance Plan Target of 10.9% and the 2010-2011 State Performance Plan target of 10.50%.
- Outside Regular Education 21%-60% at 26.79% is slightly higher than the state rate of 26.67%.

#### **High School (grades 9-12)**

- Outside Regular Education <21% is 60.00% and meets the 2006-2007 State Performance Plan Target of 60.00%
- Outside Regular Education >60% is 14.29% and does not meet the 2006-2007 State Performance Plan Target of 10.9%
- Outside Regular Education 21%-60% at 22.86% is below the state rate of 26.67%.

#### **Middle School (grades 7-8):**

- Outside Regular Education <21% is 56.90% and does not meet the 2006-2007 State Performance Plan Target of 60.00%
- Outside Regular Education >60% is 6.90% and meets the 2006-2007 State Performance Plan Target of 10.9% and the 2010 – 2011 State Performance Plan target of 10.50%.
- Outside Regular Education 21%-60% at 34.48% is higher than the state rate of 26.67%.

### Post-Secondary Transition:

Data for on-site selection originally indicated a graduation rate of 53.3% and a dropout rate of 8.4% for students with disabilities. The district indicated the dropout count was over-reported and subsequently changed it prior to the on-site visit. The change in dropout count (from 4 to 2) significantly decreased the district's distance from the State Performance Plan targets for graduation rate and dropout rate.

#### Graduation Data:

- The graduation rate for students with disabilities is 71.73% and does not meet the 2005-2006 State Performance Plan target of 73.00%.
- Trend data for students with disabilities indicate graduation rates were 42.31% in 2003-2004 and 53.33% in 2004-2005.
- The graduation rate for all students at 70.90% is lower than the graduation rate for students with disabilities.

#### Dropout Data:

- The dropout rate for students with disabilities is 2.94% and meets the 2005-2006 and the 2010-2011 State Performance Plan Targets of 4.70% and 3.80% respectively.
- Trend data indicate dropout rates for students with disabilities were 15.79% in 2003-2004 and 8.43% in 2004-2005.
- Trend data indicate the highest percent of students with disabilities that dropped out the previous two years were students who were learning disabled (LD), i.e. 46.67% of the dropouts in 2003-2004 and 100.00% of the dropouts in 2004-2005 were LD students.
- Trend data for the previous two years indicate that students with disabilities that dropped out were generally age 17 or older - 10 of 15 in 2004-2005 and 5 of 7 in 2005-2006.
- The dropout rate for all students at 5.20% is higher than the dropout rate for students with disabilities.

### Missouri Assessment Program (MAP):

- Missouri Assessment data indicate the percent of students with disabilities scoring in the top two levels (proficient and advanced) in Mathematics grade 11 is 14.3% and is higher than the state rate of 10.4%.
- Missouri Assessment data indicate the percent of students with disabilities scoring in the top two levels (proficient and advanced) in Communication Arts grade 11 is 0.0% and is lower than the state rate of 10.1%.

Based on the above, the critical elements focused on for the review during the visit were:

- Evidence of student and parent involvement in transitional planning
- Transition plans and services conducive to ensuring post-secondary outcomes will be met (appropriate and progressive)
- Professional development relative to ensuring appropriate transition planning
- Career/Vocational Education Programs used by students with disabilities
- Work experience programs used by students with disabilities
- Procedures/methods of identifying and working with at-risk students used
- Dropout reduction methodology based on evidence of root causes
- Policies and related procedures conducive to preventing dropouts.
- Access to general education curriculum/environment
- Data analysis for all staff
- Data reporting and dissemination

The critical elements are based on research-based practices associated with effective student achievement. Findings for the critical elements reviewed follows.

**Team Findings by Critical Element:**

NOTE: Further information concerning the critical elements listed in the tables below can be found at [http://dese.mo.gov/divspeced/DataCoord/PDF/FM\\_CriticalElements.pdf](http://dese.mo.gov/divspeced/DataCoord/PDF/FM_CriticalElements.pdf)

Critical Element	Findings
Evidence of student and parent involvement in transitional planning	<ul style="list-style-type: none"> <li>• Interviews and file reviews indicated that students and parents are involved in the IEP process. Parents and students indicated that they provide input in IEP conferences and that their thoughts were taken into account. Other interviewees suggested that input was solicited from parents and students prior to and during IEP conferences. In files reviewed at the middle school and high school, present level of performance included parent input.</li> <li>• Interviews indicated that the district is moving towards a student led IEP conference for grades 5 through 12 next year. A draft written document, that is a guide for students, was also provided to the review team prior to the on-site visit.</li> <li>• Interviews with students indicated that they have knowledge and understanding of the relationship between 4 year plans and transition plans. Students articulated the need to take coursework to attain their post-secondary goal.</li> <li>• Interviews indicated that four year plans are developed and revised as part of the transition planning process.</li> <li>• Interviews with students, teachers, counselors and administrators indicated that a process is in place to identify student needs, preferences and interests (Job Exploration classes, Kudor career assessment, E-choices and other web based programs, 8<sup>th</sup> grade interest/aptitude assessment, learning styles and study skills (at the middle school), career fair in the spring with representatives from military, colleges and trade schools and job shadowing with Wal-Mart).</li> </ul>
Transition plans and services conducive to ensuring post-secondary outcomes will be met (appropriate and progressive)	<ul style="list-style-type: none"> <li>• Interviews indicated that transition plan goals are “realistic and appropriate” and that a guided process is used to help students move towards developing their own “realistic and appropriate” goals.</li> <li>• Interviews indicated that a full range of information on post-secondary options is available and that the district has a variety of ways to expose students to them, such as Job Performance and Job Exploration classes, work experience internships through A+, Vocation Rehabilitation Coop, Options and Advent Enterprises, other organized job shadowing (e.g. Wal-Mart, open house at Mexico Area Vocational School and annual career fair).</li> <li>• Interviews with students indicated that they have access to technology resources that may enhance their learning through study skills classes and the library computer lab.</li> </ul>
Professional development relative to ensuring appropriate transition planning	<ul style="list-style-type: none"> <li>• Interviews indicated that a variety of professional development relative to transition planning development is provided, such as Ten Sigma, Functional Living Skills training in Columbia and book study are some examples.</li> </ul>
Career/Vocational Education Programs used by students with disabilities	<ul style="list-style-type: none"> <li>• Interviews and file reviews indicated that on-campus career and vocational type classes such as marketing, business, computer technology and agriculture are being used by all students, including students with disabilities.</li> <li>• Interviews indicated that only three students with disabilities from District school district are attending the Mexico Area Vocational School (MAVS) and only one program, Commercial Maintenance. Interviews indicated that staff have concerns about student access to programs at the MAVS and that staff are especially concerned that the Commercial Maintenance program may be discontinued next school year.</li> <li>• Interviews indicated that an auto body course at Missouri School for the Deaf (MSD) is available to District high school students and that attendance is welcomed by MSD; in previous years students have attended but none this year.</li> </ul>
Work experience programs used by students with disabilities	<ul style="list-style-type: none"> <li>• Interviews indicated that students have access to service learning, work based learning and work experience programs; examples provided include Options program, A+ program, internship program through business/marketing department at high school, internship program for students with disabilities, internships after Job Exploration and Job Performance classes.</li> <li>• Interviews indicated that students participate in a variety of community-based job sites based on individual needs and</li> </ul>

Critical Element	Findings
	<p>interests as assessed by informal and formal assessments (i.e. informal interviews, IEP meetings, self-directed searches Kudor (career choice inventory), and E-choices were some mentioned.</p> <ul style="list-style-type: none"> <li>Interviews indicated that students have access to and participate in career preparatory classes such as Job Exploration classes, Options program and Job Performance classes.</li> </ul>
<p>Procedures/methods of identifying and working with at-risk students used</p>	<ul style="list-style-type: none"> <li>Interviews indicated that a program developed by the District School District is available to identify students who are at risk and educationally disadvantaged, that is the Student Observation and Assistance Program (SOAP).</li> <li>Interviews indicated that a formal process or procedure for referring and supporting at-risk students is not in place.</li> <li>Interviews indicated that a uniform behavioral intervention process is not in place at the middle school and high school.</li> <li>Interviews indicated an awareness of the need for follow-up data on dropouts and at-risk students such as exit interviews and that a committee is currently addressing this concern.</li> </ul> <p>District Academy:</p> <ul style="list-style-type: none"> <li>The district has had an alternative program, the District Academy, for about ten years. The District Academy has a middle school and a high school.</li> <li>Interviews and document review indicated that the alternative program is designed to serve students that are not able to be successful in a traditional environment and that selection is based on informal and formal processes that are geared toward identifying students that are more likely to be successful in the program. Based on data compiled by the district, graduation rates for District Academy have improved in recent years; interviews also suggested the program has been modified since its inception in order to improve the success rate of the program.</li> <li>Interviews at the middle school and high school indicate that staff do not understand the process for entrance into the District Academy and are unsure of the depth and value of the program. Interviews also indicated a belief that the middle school typically does not access the program.</li> <li>Interviews with middle school and high school administrators indicated that program entrance is granted based on at-risk needs and the potential to be successful in this program, not whether the student has a disability or not; it was unclear if access for students with disabilities tended to be limited. Interviews and file reviews indicated that some students with disabilities have attended the alternative program in the past and that one middle school student is currently attending.</li> </ul>
<p>Dropout reduction methodology based on evidence of root causes</p>	<ul style="list-style-type: none"> <li>Interviews and document review indicated the district has an action plan team that, in consideration of the dropout rate for all students, created a general list of intervention strategies or activities currently on-going throughout the district which might be tied to or supportive of at-risk prevention. Based on interviews and documents provided, it was unclear if data and other evidentiary support were utilized by the action plan team.</li> <li>Interviews indicated that the district is not using a drill down process of data analysis to determine why students dropped out.</li> </ul>
<p>Policies and related procedures conducive to preventing dropouts.</p>	<ul style="list-style-type: none"> <li>The district has an Alternative Placement Center for students who are suspended. Attendance is voluntary and students may continue their school work for credit. The Alternative Placement Center employs one general education teacher.</li> <li>Staff, parent and student interviews indicated that summer school classes are offered and being utilized by students with disabilities for credit recovery.</li> </ul>
<p>Access to general education curriculum/environment</p>	<ul style="list-style-type: none"> <li>Interviews, teacher schedules and classroom observations conducted indicated that Class within a Class (CWC) is widely used at the middle school and high school.</li> <li>Interviews at the high school indicated a preference for more training about a co-teaching model of instruction and usage in CWC classes and to have the option to volunteer for specific CWC classes rather than be assigned.</li> </ul>
<p>Data analysis for all staff</p>	<ul style="list-style-type: none"> <li>Interviews indicated that staff have basic access to data but no evidence was found that teaching staff have used or analyzed data.</li> </ul>

Critical Element	Findings
	<ul style="list-style-type: none"> <li>• Interviews indicated that some teaching staff from each building will be involved in the development of an improvement plan to apply for an elementary achievement grant being offered by the Department of Elementary and Secondary Education Division of Special Education.</li> </ul>
Data reporting and dissemination	<ul style="list-style-type: none"> <li>• Interviews with administrators indicated that data are shared with the Board of Education.</li> <li>• Interviews with administrators and file review indicated that the district has a process to collect and report student exit data (Core Data Screen 12).</li> <li>• Interviews with administrators indicated that in the future they plan to check data for accuracy directly after entry in the Core data collection system due to a reporting issue with dropouts on Screen 12 for 2005-2006.</li> </ul>

Missouri Division of Special Education Focused Monitoring

**Steps to Writing Your Report in IMACS**

Step 1) Enter findings by critical element in IMACS.

Note: The critical elements will automatically populate in the report template upon selection of critical elements for interview protocols (see *Steps to Creating Interview Protocols in IMACS* in Section 1)

Step 2) Enter other information in the report.

Note: Further information regarding this step will be added after the report writer is ready in IMACS

Step 3) View, edit and print the report

## Missouri Division of Special Education Focused Monitoring

# Tips for Writing the Focused Monitoring Review Report






There are two major sections to the report:

1. Information Reviewed for the Visit
2. Team Findings by Critical Element

Information Reviewed for the Visit (*what did we look at and what are we looking for?*):

In this section, you are reporting the major findings from the data analyses and based on these (and the other data reviewed), the critical elements the team looked for/at during the review.







Tips:

-  The SPP targets are always the base rate for their respective data measure. For example, cite rates and whether meeting or not meeting.
-  Other data that is not an SPP Indicator measure may be compared to the state rate; however, be careful as the state rate is essentially a watered down average and thus not a level that is considered good performance.
-  Be careful about cell size or low numbers when choosing data to cite in the report; low numbers significantly skew percents. For example, the loss or addition of one student can significantly raise or lower rates for placement, dropouts, graduation, etc.
-  Be careful about citing unverified or potentially unreliable data in this section. It is best to stick with State data collections (Core data or other). For example, a district may provide data to the team leader which is okay to talk about in the Findings by Critical Element; just be sure to indicate that it is information the district provided.
-  Hopefully, a limited number of critical elements were selected by the data analysis team to help focus the review. The “laundry list” is very tempting!

Team Findings by Critical Element (*what did we find?*):

In this section, you are providing the findings by critical element. Please keep in mind that the report is diagnostic, not prescriptive.

Tips:

-  DO NOT make recommendations or suggestions in the report, just the facts i.e. what the team saw and heard. It is up to the district to take ownership and determine what they need to do.
-  Avoid directive or suggestion type words such as must, should, need(s) or required
-  Avoid subjective words in the findings such as “the team *felt* this” or “it was the *opinion* that”.
-  Be sure to state the sources for each finding i.e. interviews, file review, classroom observations and/or data reviewed. All findings must be tied to an identified source; without sources, findings are merely unsupported assumptions that the district can and maybe should question. In this way, we are letting the district know where we got the information.
-  Keep in mind that some findings from interviews may be perception or even misconception. This is okay – what people think, whether it is or not, is important information for the district.
-  Remember to add some positive findings to the report.

## Filing and Retention of Documents

### **In this section you will find:**

- Items to be Retained in Files

## Missouri Division of Special Education Focused Monitoring

### Items to Be Retained in File Checklist

1. One complete data portfolio (can be a notated copy)
2. Data Analysis Review Notes (completed form)
3. Data Drill Down Worksheet (completed form or attached team answers)
4. Pre-site Information Record (completed form) and any supporting documentation
5. Copy of Agenda
6. Copy of Interview & Classroom Observations Schedules
7. Copy of MSIP agenda/schedule (if in conjunction with MSIP review)
8. All interview protocols with recorded answers (attach any interviewer notes and other recording documentation)
9. Student File Review List (completed form)
10. File Review Items (completed form) or other notes and documentation
11. Any file review notes made by team members
12. Classroom Observations (completed) with notes attached
13. Any other notes made by team members pertaining to the review
14. Consensus – notated copy of the Report form and/or notes for exit conference
15. Copy of 7.1 (completed)
16. Copy of Final Report sent to district

\*Give the file to the district's assigned Compliance Supervisor.

## **SECTION 4: FOLLOW-UP ACTIVITIES**

**TBD**

## **ELECTRONIC FORMS LISTS**

Note: All forms are available electronically at Q:\commonspedata\Focused Monitoring Manual & Forms\4th Cycle Monitoring\Electronic Forms Lists

## Post-Secondary Transition Forms

### Forms to fill out or print:

- Team Leader Procedures
- Team Leader Talking Points
- Description of FM Process
- Critical Elements & Look Fors
- Pre-Site Information Record (form to fill out)
- Pre-Site Information Questions (to help fill out the above form)
- List of Suggested Information for Districts to Supply
- Data Review Checklist
- Data Drill Down Worksheet
- List of Potential Interviewees
- Protocol Scripts
- MSIP 4th Cycle Classroom Observation Form & Cheat Sheet (revised for 2007-08 with training from MSIP staff)
- Agenda
- Interview & Classroom Observations Schedule
- Student File Review List (types of files the team will review)
- File Review Items (particular things that the team will look at in the files)
- Team Member Packet Contents
- Top 10 Tips for Team Members
- Daily Consensus Worksheet

Note: All forms are available electronically at Q:\commonspedata\Focused Monitoring Manual & Forms\4th Cycle Monitoring\Electronic Forms Lists

## Elementary Achievement Forms

### Forms to fill out or print:

- Team Leader Procedures
- Team Leader Talking Points
- Description of FM Process
- Critical Elements & Look Fors
- Pre-Site Information Record (form to fill out)
- Pre-Site Information Questions (to help fill out the above form)
- List of Suggested Information for Districts to Supply
- Data Review Checklist
- Data Drill Down Worksheet
- List of Potential Interviewees
- Protocol Scripts
- MSIP 4th Cycle Classroom Observation Form & Cheat Sheet (revised for 2007-08 with training from MSIP staff)
- Agenda
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