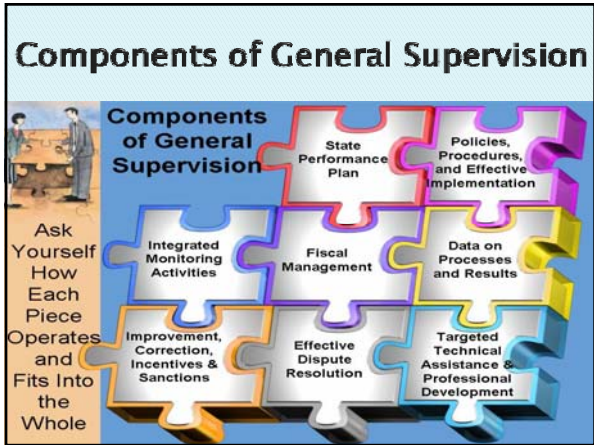


Division of Special Education

Administration of Special Education Programs
New Directors' Institute, July 2008



Division Trainings

- ▶ Special Education Webstream Training Series
 - Special Education Process
 - Post-secondary Transition
 - Complaint Process
 - Admin of Special Ed Programs
 - Discipline
 - Data Collection
 - Finance
 - RtI/Early Intervening Services
- ▶ <http://dese.mo.gov/divspeced/wsintro.html>



- ▶ State Performance Plan (SPP) & Annual Performance Reports (APR)
- ▶ Data on Processes and Results

State Performance Plan and Annual Performance Reports

- ▶ Twenty (20) performance indicators for the state (14 apply to districts)
- ▶ Targets for six years were established in the SPP
- ▶ Improvement activities
- ▶ Annual state progress to be reported in Annual Performance Reports
- ▶ District/LEA progress to be publicly reported annually (School Data and Statistics)

Different focus for the work

- ▶ The SPP is the basis for Missouri's special education general supervision process in the 4th cycle of MSIP



District Profiles

- ▶ Used for public reporting of SPP Indicators and targets met or not met
- ▶ Jot down the one or two areas that you feel your district needs to focus on to improve results for students with disabilities
- ▶ Share those focus areas with others at your table
- ▶ Use this information as context for the rest of this training

Policies, Procedures and Effective Implementation



Highly Qualified Teachers (HQT)

- ▶ IDEA and NCLB are aligned in the area of Highly Qualified Teachers
- ▶ Need to be concerned particularly at high school level
- ▶ Guidance on web site <http://www.dese.mo.gov/divspeced/EffectivePractices/>
- ▶ Reporting/evaluation detail covered in Data session

Private/Parochial

- ▶ Statute and regulations identify requirements for consultation with representatives of private schools
- ▶ More info in Funds section
- ▶ Make sure it's been done
- ▶ Information and sample forms available on website at:
<http://www.dese.mo.gov/divspeced/IDEA-PPPSCD.html>



- ▶ Integrated Monitoring Activities
- ▶ Improvement, Correction, Incentives & Sanctions

4th Cycle Monitoring

- ▶ Continuous nature (annual and cyclical)
- ▶ Reviews mainly self-assessment and desk review with very limited on-sites
- ▶ Focus is mainly on performance through improvement planning
- ▶ State Performance Plan (SPP) is central
- ▶ Compliance monitoring limited and relates to performance targets
- ▶ Interactive system (IMACS & now ePeGS too)

IMACS

▶ Improvement Monitoring, Accountability and Compliance System

- Web system for management of monitoring system
- Certain districts must use the system – MSIP districts, grant applicants, discipline & disproportionality reviews
- Improvement planning functionality moving to ePeGs
- Other districts can use most parts of the system on a voluntary basis for self-review
- See web for demos
<http://www.dese.mo.gov/divspeced/DataCoord/GenSupIndexpg.html>

ePeGS

- ▶ Electronic Planning and Electronic Grants System
- ▶ Web based system developed by DESE for integrating districts planning and grant application processes
- ▶ Improvement plans for special education will now be entered in ePeGS

Two Types of Plans

- ▶ Improvement Plan (IP) – Plan resulting from data and systems analysis that will improve outcomes for students
- ▶ Corrective Action Plan (CAP) – Plan addressing identified noncompliance and actions/timelines to ensure correction within 12 months

Monitoring

- ▶ Comprised of two parallel processes:
 - **Cyclical process** for reviewing all districts once within the five year MSIP cycle – performance and compliance checks
 - **Annual process** for reviewing all districts every year – primarily performance checks and determinations

Cyclical Process

- ▶ Self Assessment includes:
 - File Review
 - Additional Data on timelines
 - Improvement Planning
- ▶ Limited number of on-site focused monitoring reviews

Compliance File Review

- ▶ DESE identifies SPP indicators that will trigger file reviews
- ▶ Districts conduct file review on compliance indicators related to “not met” SPP performance areas
- ▶ Additional data is reported by all districts (Initial evaluation and First Steps to ECSE timelines)
- ▶ Some file review indicators are required for all districts

Compliance File Review, continued

- ▶ Districts enter file review
- ▶ DESE conducts desk review of documents submitted by district to verify results of self-assessment
- ▶ Districts receive reports in the fall of their MSIP year
- ▶ Corrective actions are managed through IMACS (correction and timelines)
 - CAPs
 - Correction of individual child non-compliance

Improvement Planning (IP)

- ▶ Development of improvement plans is mandatory for districts completing self-assessment for monitoring purposes when selected SPP indicators are not met
- ▶ Scoring guide for use in development of IP
- ▶ Training is provided on data analysis and improvement planning
- ▶ RPDC consultants available to districts in the development and implementation of IPs

Improvement Plan

- ▶ Entered in ePeGS
- ▶ Main components
 - Needs assessment (data-based)
 - Objective
 - Evaluation Procedures
 - Strategy
 - Action steps and timelines
 - Impact measures and timelines
 - Budget

On-site Focused Monitoring Reviews

- ▶ Limited number of districts each year
- ▶ District selection based on performance levels and distance from SPP targets
- ▶ Focused on elementary communication arts/mathematics and graduation/dropout rates
- ▶ Data is used to form hypotheses
- ▶ DESE/RPDC review team members. Are considering adding trained peers in the future
- ▶ Interviews/focus groups/file review/classroom observations
- ▶ Revisions to Improvement Plans may be required

Cyclical Timeline

Letter to district notifying them of training	Late Summer prior to MSIP year
District training on self-assessment process	Oct/Nov
Self-assessments due	March
DESE desk review	Spring/Summer
Onsite districts selected	Spring/Summer
Reports to districts	By late September
Onsite reviews	School Year
CAPs due from districts	30 days from report
Correction of noncompliance due	12 months from report

Annual Process

- ▶ Data reviews and public posting
- ▶ Determinations
- ▶ Grant opportunities
- ▶ Discipline and disproportionality reviews for selected districts
- ▶ District voluntary use of IMACS
 - Improvement planning (now in ePegS)
 - Compliance review
 - Discipline & disproportionality reviews

Data Reviews and Posting – Annual

- ▶ An annual profile of Special Education data will be posted publicly for each district
 - Preliminary report available to district in October
 - Report available to public in Nov/Dec
- ▶ DESE will review performance data for districts grouped by enrollment annually
- ▶ Data considered when targeting technical assistance and awarding grants

Determinations for States

- ▶ States are placed in one of four classifications:
 - Meets Requirements
 - Needs Assistance
 - Needs Intervention
 - Needs Substantial Intervention
- ▶ Missouri’s determination this year was: Meets Requirements

Determinations for Districts

- ▶ Same four levels as for state
- ▶ What is criteria?
 - Must consider
 - LEA performance on compliance indicators
 - Whether data submitted are valid, reliable and timely
 - Uncorrected noncompliance from other sources
 - Any audit findings
 - Other things may consider
 - LEA performance on results indicators
 - Other information it deems relevant

Grant Opportunities

- ▶ Competitive grants
- ▶ Districts apply via improvement plan
- ▶ Training for grant applications includes data analysis and improvement planning
- ▶ Approval based on meeting scoring rubric criteria

Discipline and Disproportionality Reviews

- ▶ Districts identified through data review
- ▶ Districts' policies, procedures and practices evaluated through self-assessment, desk and/or onsite reviews

Annual Timeline

Data review and initial posting	September
District selection for discipline/disproportionality reviews	Sept/Oct
District training on data analysis/improvement planning	October/November
Grant applications due (improvement plans)	February
Grants awarded	March
Determinations	Fall
Discipline/Disproportionality self-assessments and reviews	School Year
Voluntary use of IMACS for district self-review	Ongoing

Enforcement Actions

- ▶ Enforcement actions (see State Regulations, p. 86)
 - Advise the agency of available resources that may help address the areas in which assistance is needed
 - Require a Corrective Action Plan/Improvement Plan
 - Direct the use of State &/or Federal funds
 - Identify the agency as a High-risk grantee and impose special conditions on the agency's Part B grant
 - Initiate action to withhold, in whole or in part, state &/or federal special education funds
 - Initiate action to withhold, in whole or in part, any State &/or Federal funds
 - Initiate action to recover funds paid to the agency to support the provision of special education



- ▶ Effective Dispute Resolution
- ▶ Fiscal management

Targeted Technical Assistance and Professional Development



Tools for Improving Student Performance

- ▶ RPDC Consultants
- ▶ Mo Resources (MORE)
- ▶ PD offerings, including Improvement Planning
- ▶ Project ACCESS
- ▶ School wide PBS
- ▶ KU Transition Coalition
- ▶ Online Teacher Mentoring
- ▶ Administrator Mentoring Program
- ▶ DESE website

RPDC Consultants

- ▶ Improvement Consultants
- ▶ Compliance Consultants
- ▶ Regional Positive Behavior Supports Consultants
- ▶ Blindness Skills Specialists
- ▶ <http://dese.mo.gov/divteachqual/leadership/rpdc/index.html>

MO Resources (MORE)

- ▶ Searchable database organized around SPP indicators
- ▶ Current information about results areas
- ▶ Provides various evidence-based information types
- ▶ <http://www.dese.mo.gov/divspeced/>

**Professional Development (PD)
Offerings**

- ▶ DESE PD modules
- ▶ Improvement Planning training
- ▶ Other offerings available through your RPDC
- ▶ Consultants can tailor trainings to meet individual district needs as identified through data/systems analysis and improvement planning

Project ACCESS

- ▶ Support center for districts and families working with students with Autism
- ▶ Located in Springfield on the campus of Missouri State University—but serves entire state
- ▶ Web site
<http://education.missouristate.edu/access/>

SW PBS

- ▶ School-wide Positive Behavior Support (SW-PBS):
 - Proactive approach to put strategies in place for all children while building in supports for children at risk for and/or who receive special education services for behavior problems
 - Requires a 3-5 year commitment

SW PBS

- ▶ Primary Objectives of SW-PBS:
 - Active administrator support & leadership
 - Common purpose and approach to discipline
 - Clear set of positive expectations and behaviors
 - Procedures for teaching expected behaviors
 - Continuum of procedures for encouraging expected behaviors
 - Continuum of procedures for discouraging inappropriate behaviors
 - Data-based decision making for monitoring

Post-Secondary Transition

- ▶ RPDC Transition Specialists
- ▶ KU Transition Coalition
- ▶ State Interagency Transition Team – Special Education/ Vocational Rehabilitation/Career Education/Other state agencies working with adolescents with disabilities

On-line Teacher Mentoring Program

- ▶ DESE is working with Success Link
 - Mentoring tool for teachers
 - Relationship building
 - Lesson plan resources
- ▶ <http://www.successlink.org/mentor/index.asp>

Miscellaneous Resources

- ▶ Online presentations
 - IDEA2004 Series
http://dese.mo.gov/divspeced/Compliance/IDEA_ReAu2004/
 - RtI, FBA, Co-teaching
http://dese.mo.gov/divspeced/EffectivePractices/web_based.htm
 - NASDSE Series (variety of topics)
<http://dese.mo.gov/divspeced/EffectivePractices/nasdse.htm>
- ▶ Webinars and Q&A
<http://dese.mo.gov/divspeced/RtiSELSpg.html>

Miscellaneous Resources

- ▶ NIMAS/NIMAC
http://www.dese.mo.gov/divspeced/EffectivePractices/NIMAS_Acpage.html
- ▶ Assistive Technology
<http://www.dese.mo.gov/divspeced/EffectivePractices/assistivepage.html>
- ▶ SELS & SELS2
http://dese.mo.gov/divspeced/Listserv_Archives.html
- ▶ New Directors Follow-up Sessions (MOCASE, MOCASE Winter, CEC)

DESE Website

- ▶ <http://www.dese.mo.gov/divspeced/index.html>

Conclusion

- ▶ The responsibility for compliance with IDEA and positive results for students with disabilities is shared by responsible agencies and individuals at the federal, state and local levels.
- ▶ An effective system for General Supervision helps ensure both of these outcomes.
