

IDEA 2004 Training Series

Missouri Department of Elementary & Secondary Education
Fall 2007

Special Education Training Series
Fall 2007

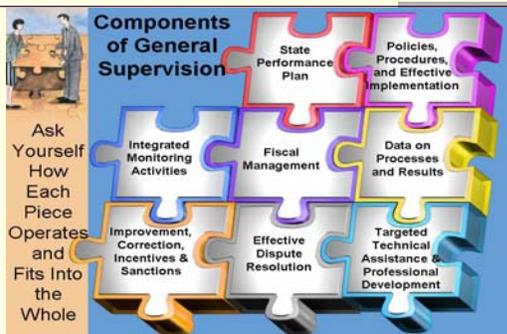
- Resources & handouts
 - <http://www.dese.mo.gov/divspeced/Compliance/index.html>
- Questions & comments
 - webreplyspe@dese.mo.gov or by calling the Division of Special Education at 573-751-0699

Special Education Administration

General Supervision System

- The State Education Agency is responsible to ensure the requirements of IDEA are implemented
- In the most basic sense, this is what is meant by General Supervision

Components of General Supervision





State Performance Plan (SPP) & Annual Performance Reports (APR)

- Required by IDEA 2004
- Set of 20 performance indicators established by OSEP (14 apply to districts)
 - Targets set for 2005-06 through 2010-11
 - Improvement activities that will enable the state to meet the targets
- The development and implementation of the SPP leads to improved results
- Public reporting of state and district performance compared to targets is critical to ensuring accountability to the public



Policies, Procedures and Effective Implementation

- Alignment with IDEA
 - State Plan (regulations) and standards and indicators
- All levels (Federal, state and local) need to have policies in place and procedures to effectively implement the policies and a system to evaluate the implementation
- Alignment with NCLB

Accountability Requirements for No Child Left Behind (NCLB)

- State Plan for NCLB
- Data on NCLB – Student Performance and Adequate Yearly Progress (AYP)
- Reading First Technical Assistance and Professional Development
- Improvement, Correction for NCLB

Highly Qualified Teachers (HQT)

- IDEA and NCLB are aligned in the area of Highly Qualified Teachers
- Detailed information on HQT was covered in The Special Education Process and Changes in IDEA web stream presentation

NIMAS/NIMAC

- National Instructional Materials Accessibility Standard (NIMAS)
- National Instructional Materials Access Center (NIMAC)
- http://www.dese.mo.gov/divspeced/EffectivePractices/NIMAS_ACpage.html

Private/Parochial

- Statute and regulations identify requirements for consultation with representatives of private schools
- Information and sample forms available on website at:
<http://www.dese.mo.gov/divspeced/IDEA-PPPSCD.html>



Integrated Monitoring Activities

- Related to noncompliance and program improvement
- Multiple methods and data sources exist to monitor every program, every year
- On site and off site reviews with written reports that specify necessary evidence of correction and/or improvement
- Technical assistance and PD support improvement and correction

Monitoring Then and Now

■ Then

- Primarily cyclical
- Conducted by on-site reviews for about 1/3 of districts
- Focus was primarily on compliance
- Comprehensive file reviews were standard procedure
- Compliance monitoring data system

■ Now

- More 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)

IMACS

- Improvement Monitoring, Accountability and Compliance System
- New web system for management of monitoring system
- Certain districts must use the system – MSIP districts, grant applicants, discipline & disproportionality reviews
- Other districts can use most parts of the system on a voluntary basis for self-review, including improvement planning and file reviews

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

- Compliance file review (self assessment) based on SPP indicators not met
- Additional data collection for SPP reporting purposes
- Corrective Action Plans/Enforcement Actions
- Improvement Planning based on SPP indicators not met
- Limited number of on-site focused monitoring reviews

Compliance File Review

- DESE identifies SPP indicators that will trigger file reviews
- Districts receive training on the self assessment process
- 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

- Main components
 - Needs assessment (data-based)
 - Objective
 - Evaluation Procedures
 - Strategy
 - Action steps and timelines
 - Impact measures and timelines
 - Resources
 - 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 and trained parents in 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
 - Data analysis
 - Improvement planning
 - 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: Needs Assistance

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 (self-report, public information)

Grant Opportunities

- Districts invited to apply by DESEdata
- Districts apply via improvement plan in IMACS
- 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 grant invitation and 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



Improvement, Correction, Incentives & Sanctions

- Includes explicit State authority to enforce regulations, policies, and procedures
- Uses technical assistance to ensure correction of noncompliance
- Includes improvement planning to meet state and local targets
- Has means for corrective action planning and follow up tracking of correction and improvement
- Includes a range of formalized strategies and/or sanctions for enforcement with written timelines
- Determines the status of local programs annually

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



Targeted Technical Assistance and Professional Development

- Directly connected to SPP and improvement activities
- Are provided to correct noncompliance and improve results
- Measure the effectiveness of implementation

Tools for Improving Student Performance

- RPDC Consultants
- SPP Information Support System
- 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>

SPP Information Support System

- 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 rapport
 - Lesson plan resources
- <http://www.successlink.org/mentor/index.asp>

Administrator Mentor Program

for Special Education Director Certification
Requirements

- Participate in two (2) years of district-provided mentoring during the first two (2) years of administrator experience
- Mentors must complete training addressing mentoring skills, Interstate School Leaders Licensure Consortium (ISLLC) standards, and the Missouri Performance-Based Principal's Evaluation (PBPE) instrument
- Training may be provided through the MPMSL

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.
