The slide features a large, thin-lined rectangular frame. Inside, a horizontal line spans the width, with a small rectangular box on the right side. Below this line, the title "IDEA 2004 Training Series" is centered in a large, black, serif font. Further down, a smaller, thick-bordered rectangular box is centered, containing the text "Missouri Department of Elementary & Secondary Education" and "Fall 2007" in a smaller, black, sans-serif font.

# IDEA 2004 Training Series

Missouri Department of Elementary & Secondary  
Education  
Fall 2007

The Individuals with Disabilities Education Act was reauthorized and signed into law on December 3, 2004 and final federal regulations were published on August 14, 2006. After publication of the final federal regulations, the State of Missouri revised State Regulations and the Compliance Program Review Standards and Indicators Manual and numerous model forms. This presentation, Special Education Administration, is one in a series of trainings to inform the field of the major changes in state and federal regulations and the implementing changes made in the Compliance Standards and Indicators Manual and the state model forms.

We hope you enjoy this series of trainings and find the information useful in your role as an educator, parent, advocate or other individual interested in the education of children with disabilities.

Other topics in this series are:

Discipline for Children With Disabilities

Special Education Data Collection and Reporting Overview

Finance of Special Education

The Special Education Process and Changes in IDEA

The Special Education Complaint Process  
and Postsecondary Transition

## Special Education Training Series Fall 2007

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

Resources and handouts for each of the presentations in the series can be found at the website shown on the screen. We encourage you to obtain the documents for this presentation prior to viewing.

The Division of Special Education welcomes questions that participants may have after viewing the presentations. Questions can be submitted to the mailbox shown or by calling the Division of Special Education at 573-751-0699.



# Special Education Administration

The purpose of this presentation on Special Education Administration is to provide an overview of some of our responsibilities for monitoring and general supervision as the State Education Agency, and in turn, touch on how the requirements of IDEA related to compliance and student outcomes affect those of you who are in any way responsible for the administration of special education programs on the local level.

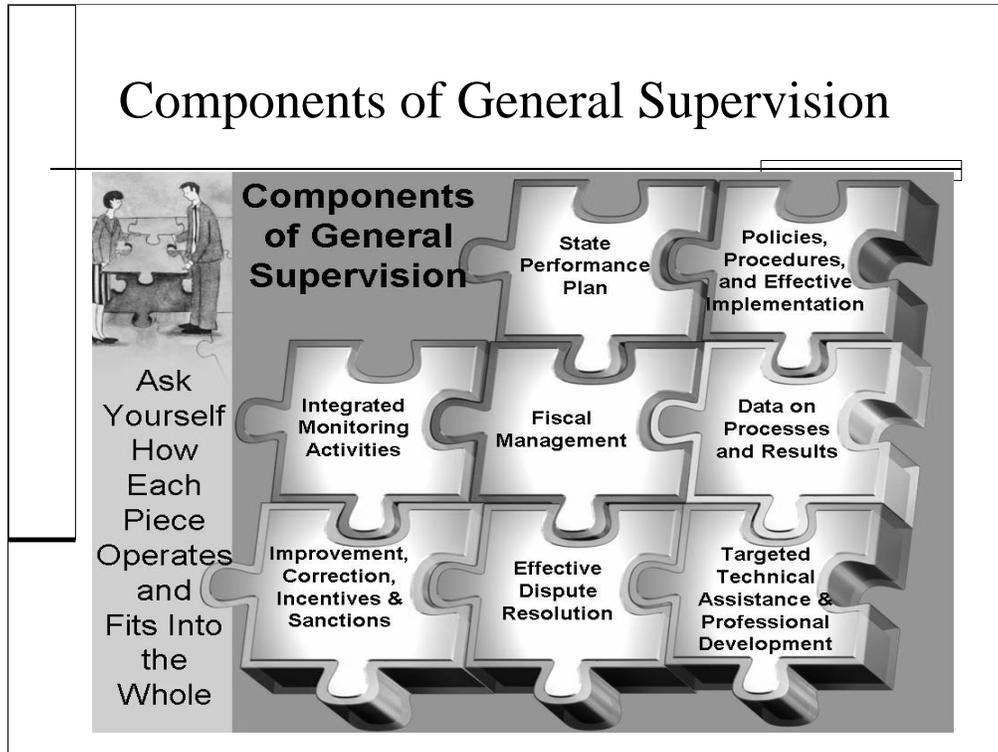
## General Supervision System

- 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

One role of OSEP (Office of Special Education Programs) is to ensure that the States are exercising general supervisory responsibilities as required by the Individuals with Disabilities Education Act (IDEA).

The State Education Agency (SEA – better known here as DESE), in turn, must have systems in place to monitor and oversee school districts and other responsible public agencies as part of their responsibility for ensuring General Supervision.

## Components of General Supervision



•This graphic is from the National Center for Special Education Accountability and Monitoring (NCSEAM) and is used to show the components of General Supervision and how they all fit together to create a whole.

•It will probably become obvious to you as we cover these pieces of the puzzle how closely related they are to each other and sometimes how difficult it is to isolate them as separate entities.

•As I mentioned at the beginning of this presentation, this is just one in a series of presentations related to changes in IDEA regulations and how they are implemented in Missouri. Some of the presentations will focus on the Fiscal Management and Effective Dispute Resolution puzzle pieces, so I won't be covering those today, and while Data is an important part of today's discussion, there will also be a separate session that will cover Data in much more detail.

•So, we will primarily focus today on

•the State Performance Plan and how that guides our work at the state level and impacts those of you who are working with students or serving in a school administrator capacity

•Policies and Procedures and Effective Implementation

•Integrated Monitoring Activities

•Improvement, Correction, Incentives and Sanctions and

•Targeted Technical Assistance and Professional Development



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

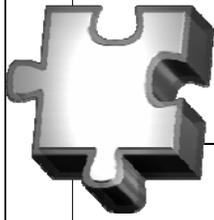
- Required by IDEA 2004
- Set of 20 performance indicators established by OSEP (14 apply to districts)
  - Targets set for 2005-06 through 2010-11
  - Improvement activities that will enable the state to meet the targets
- The development and implementation of the SPP leads to improved results
- Public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

IDEA 2004 required each State to develop a State Performance Plan or SPP that covers 20 performance and compliance indicators established by OSEP. The SPP is a six year plan. Each year, the State agency is required to report to the US Department of Education its progress on meeting the targets in the SPP through an Annual Performance Report or APR. Because the SPP and APR are so central to the process of General Supervision and monitoring it seems important to start with this piece of the puzzle.

One of the handouts that was available for you to download for today's presentation was the OSEP Part B State Performance Plan Monitoring Priorities and Indicators and along with that, the Missouri Part B- State Performance Plan Targets which outlines the targets set for 2005/06 through 2010/2011.

If you look at the indicators listed on the first handout I mentioned, you'll see performance or results indicators that target areas like graduation and drop out rates, participation and performance on state assessments (MAP and MAP A), rates of suspension/expulsion, services in the least restrictive environment, parent involvement etc. You'll also see some indicators that are more related to compliance, such as timelines for completing initial evaluations and evaluations of children coming to ECSE from First Steps, postsecondary transition goals and services, and correction of non-compliance. Whether the indicators are specifically related to student results or are related to compliance or perhaps timely and accurate data reporting, the entire SPP is designed with the purpose of ultimately improving results or outcomes for students with disabilities.

When you look at the second handout that shows the target for each indicator for



## 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

It would be hard to talk about an effective system for general supervision and monitoring at the state or local level without considering the importance of the policies and procedures that guide our work and what it takes to have effective implementation of those policies and procedures. In addition, what are we doing and what are you doing in districts to evaluate whether policies and practices are being implemented appropriately?

The federal government issues statutes and regulations (IDEA) and from these, states develop their own state regulations. We also develop standards and indicators to give more specific guidance and we publish a model local compliance plan that districts can adopt or revise if they choose.

## 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

We not only need to be concerned with general supervision as it relates to IDEA, but those of us who are responsible for services for students with disabilities also need to be concerned with other overarching laws, such as No Child Left Behind.

Remember that NCLB also requires a state plan and performance targets are established. Data is collected for all students and Adequate Yearly Progress data is assessed for all students and disaggregated for students with disabilities as well as other sub groups.

Many students with disabilities benefit from Reading First initiatives that are part of No Child Left Behind, and No Child Left Behind also includes improvement and correction components.

## 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

One of the major places in which IDEA and NCLB are now aligned is in the area of Highly Qualified Teachers. There are a number of things that are extremely important for program administrators to know about Highly Qualified Teacher requirements, however because we covered this topic in detail in one of our other web stream presentations “The Special Education Process and Changes in IDEA”, I will not take time to repeat this information at this time. Please refer to that presentation, and also to the State Plan for Part B of IDEA for guidance in this area.

## NIMAS/NIMAC

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

To refresh your memory, the puzzle piece we are concentrating on now is Policies, Procedures and Effective Implementation, and I'll take just a moment to point out a couple of other Policy areas it is important for you to be familiar with in addition to Highly Qualified Teacher requirements. One of these areas falls under the terms NIMAS and NIMAC. NIMAS stands for National Instructional Materials Access Standard and NIMAC refers to the National Instructional Materials Access Center. This new provision in IDEA 2004 is about giving children with blindness or other print disabilities access to instructional materials in a timely manner. The adoption of NIMAS is intended to improve the speed, quality, and consistency of instructional materials converted into a specialized format. Textbooks, workbooks, and other instructional materials can be provided in alternate formats such as Braille, audio, digital text, and large print.

Districts must choose whether or not to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials.

If a district chooses not to coordinate with the NIMAC, the district must provide an assurance to the State that they will provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

The web address shown will give the viewer more information on NIMAS/NIMAC and the procedures to follow for obtaining accessible instructional materials for individuals with blindness or other print disabilities.

## 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>

I won't spend much time covering the area of Private/Parochial services since there are aspects of this that were covered in the Special Education Process and Funding web stream presentations included in this series. I will primarily point out, from an administrative point of view that it is very important to be aware of the requirement to consult with representatives of private schools in your district each year, and this should take place prior to making decisions about the use of your proportionate share funds for students parentally placed. Please refer to our web site at the address shown above for sample forms and more information about districts responsibilities related to private/parochial schools.



## 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

What do we mean when we say Integrated Monitoring Activities? In many ways, the answer to this comes back to the interrelatedness of the General Supervision puzzle pieces we looked at earlier.

First and foremost, monitoring activities should encompass both compliance with IDEA and performance (results) for students with disabilities throughout the state.

IDEA 2004 emphasizes that monitoring activities should focus on two things (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring compliance with Part B, with particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

In addition, multiple data sources and methods must be used to monitor every district, every year. Does this mean it is necessary to conduct a comprehensive review of every district each year? Thankfully, no. However, data is reviewed and publicly reported each year and certain SPP indicators, such as (9 and 10) that cover disproportionality do require a review of data for all districts each year with subsequent reviews for districts that are identified under the state's criteria for disproportionate racial and ethnic representation.

Monitoring reviews may be conducted on-site or off-site, and focused monitoring on site activities are geared toward identifying areas in which there can be improved performance as well as correcting non-compliance, as appropriate.

## 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)

If you've been in the field of Special Education for awhile, you might remember when Special Education School Improvement (now known as Compliance) conducted an on-site for every district that had an MSIP review. That gradually changed along the way. Self assessments came into play during the last cycle of MSIP, and DESE started doing fewer on-site reviews and more desk reviews to verify results of self assessment. We even conducted some pilot focused monitoring visits during the past two years that focused on performance issues - AND we did start pointing out levels of performance in our monitoring and MSIP reports but the emphasis was still primarily on compliance.

This chart shows a side by side comparison of a few of the areas that have changed most significantly as we've moved into the 4<sup>th</sup> 5 year cycle of MSIP, which began with the 2006-2007 school year. These changes were made by DESE with a great deal of help from NCSEAM as well as several groups of stakeholders that provided input.

In the past, reviews were primarily cyclical, and we've attempted to move toward a process of continuous review and improvement. So, yes, we still conduct cyclical reviews in conjunction with the MSIP cycle, but as mentioned earlier, there are aspects of monitoring that go on each year.

We've also greatly decreased the numbers of reviews we conduct as on-site reviews, using the onsite process to focus in on a small number of districts with the intent of comprehensively looking at one or both of our two focus areas selected in Missouri (postsecondary transition and elementary achievement).

The focus in the past was mainly compliance and the focus now is primarily on improvement in specific areas addressed by the SPP, with improvement planning now being a central theme in the process.

In addition, our previous compliance monitoring data system has been replaced by a web based interactive system called IMACS (Improvement Monitoring, Accountability and Compliance System).

# 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

IMACS is a newly developed system used by the DESE Special Education division to monitor our general supervision activities with the districts. The system should help us at DESE to do a better job of managing data related to general supervision – generate letters, reports and meaningful data (for ourselves, districts, stakeholders) and maintain back and forth communication between ourselves and districts.

When your district is in the self assessment year (the year prior to your MSIP review) you will now be using IMACS as a vehicle for conducting your self assessment, addressing any corrective actions resulting from your review as well as completing any required Improvement plans that may be a component of your self assessment. If your district undergoes a special review, such as one that is related to disproportionate representation or discipline that are conducted annually, and you are required to complete a Corrective Action or Improvement Plan, you would also be using the IMACS system.

It is also our intent for districts to have access to the system for voluntary use, including file reviews and improvement planning.

## 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

I've mentioned 2 types of plans (corrective action plans and improvement plans) and I want to clarify the differences between these two plans up front.

Improvement Plans start with an analysis of your district's data and a needs assessment that will lead to development of objectives and strategies to improve one or more areas of student performance, such as graduation rates, dropout rates, achievement on the MAP test etc.

Many of you are familiar with the term CAP, or Corrective Action Plan which refers to findings of non-compliance that resulted from a file review or possibly an on-site review. When systemic non-compliance with any of the Part B Compliance Standards and Indicators is identified, the specific indicators are listed on a CAP, and districts are required to develop a plan for correction, which must be approved by the Compliance Section at DESE. OSEP requires that identified non-compliance be corrected within 12 months. DESE Compliance staff conduct follow ups which involve a review of documentation to confirm that the district has corrected each identified area of non-compliance.

There will be other times that the districts will complete improvement plans off cycle (for grant applications and for voluntary use) and also there could be times when a district may be required to complete a CAP in an off cycle year (e.g. for reviews of disproportionality and suspension/expulsion – but the primary use we are talking about right now is in relation to your special education monitoring review connected with your status in the MSIP cycle.

## 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

I've mentioned that monitoring now involves both the annual and cyclical process, and I'll take each of these and outline briefly what each process involves.

## 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

In some ways, the cyclical process is similar to what districts have experienced in the last MSIP cycle. Districts are required to complete a self assessment the year prior to their MSIP year. (This is true for Charter Schools as well as waiver districts that don't have an MSIP on-site review.)

In addition, there are some necessary data pieces we require you to submit.

Corrective Action Plans may be required if systemic non-compliance is identified, and enforcement actions may be used if correction is not accomplished in 12 months.

A couple of new components include Improvement Planning that is now an integral part of the self assessment in the cyclical process as well as a decrease in the number of on-site reviews and more of a focus on performance with those reviews.

I'll cover each of these components of the cyclical process in more depth.

## 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

One of the things we heard from stakeholders during our planning process for 4<sup>th</sup> cycle monitoring was the need to reward districts that were doing well on performance. We took this seriously and designed the self assessment process in such a way that it would, to a large extent, be focused on specific SPP performance indicators, and those were Graduation rates, Dropout rates, Performance on the MAP (Elementary Achievement in Communication Arts), Least Restrictive Environments (Placement data) for grades K-12, and Rates of Suspension/Expulsion. Thresholds were established for each of these areas, and if the district meets the established threshold on any of the areas, they do not have to complete an Improvement Plan or File Review in that area. On the other hand, if they don't meet the threshold, they do complete these activities, but only in relation to the specific area or areas not met.

Training is provided to each district during the fall of their self assessment year in order to provide information on the process they will be using for the self assessment.

What is covered in the self assessment? In addition to conducting a file review using compliance indicators that are related to “not met” SPP areas mentioned above, there are some pieces all districts must submit.

States are required to report annually to OSEP on timelines for initial evaluations and First Steps (Part C) to ECSE (Part B) transition. You may have noticed these topics in the list of SPP indicators. This data is not available through any existing reporting mechanism, so we have decided the best thing we can do right now is to request that from each district during their self assessment year.

We also require that all districts complete a file review on SPP indicator 13, which

## 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

The self assessment process is now conducted using IMACS. Districts conduct their file reviews and enter their data directly into this web based system. During the summer between your self assessment year and the year your district goes through MSIP, the Compliance supervisors conduct a desk review, looking at a sample of documents the districts submit in order to verify the results of the district's review. We are working to simplify this process and require a smaller volume of documentation from districts for this purpose. We also plan to offer more flexibility in how these files are sent to us (uploading, faxing, mailing)

We are working to get monitoring reports out to districts by the end of September during their MSIP year, and these reports outline any findings of non-compliance. Districts must correct individual child non-compliance, where appropriate, and are also required to complete a Corrective Action Plan for systemic non-compliance identified. IMACS should help us and also help districts in managing these corrective actions, and the interactive capability of the system will allow us to collect documentation that verifies correction of non-compliance on an ongoing basis, helping ensure districts accomplish their corrections within the required 12 month deadline.

## 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

Another component of the self assessment is improvement planning, and this represents a significant change from previous monitoring cycles. As with file reviews, Improvement Planning is mandatory for districts completing their self assessment if they did not meet the required thresholds on the SPP indicators I mentioned earlier.

A scoring guide has been developed and is being refined this year to help us with evaluating the plans that are submitted as part of self assessment, and to provide guidance to districts that are writing these plans.

The training I mentioned that is conducted in the fall not only addresses the file review, but also the Improvement Planning component of the self assessment, and it provides guidance on the scoring guide as well as the process of analyzing your district's data and conducting a needs assessment based on that data.

The RPDC special education consultants are instrumental in helping districts work through this process.

# Improvement Plan

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

I won't attempt to cover a lot of information about Improvement Plans, but will just mention the major elements in the plans.

There are 5 steps in the full IP process. The needs assessment is an analysis of your data to determine what needs to be worked on, or what Objectives you will select.

Strategies are what types of systemic interventions you will select to improve the Objectives you selected.

In the Resource component, you will need to determine what resources would be needed to implement the strategies in your plan and which resources are already available to the district.

Only the first 3 of these are required for self assessment districts who are not applying for grants. However, if your district is using the Improvement Plan to apply for a grant from the Division of Special Education you will be required to develop a detailed Budget to submit with the application through the IMACS system.

## 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

The last area I'll be discussing related to the cyclical process is the on-site focused monitoring reviews. We are looking at going to approximately 10 districts in a school year for this focused monitoring on-site, which is a significantly lower number of districts than we have typically reviewed through on-sites.

Districts are selected through a data review process in which we look at data on graduation and dropout rates and MAP Performance in the area of elementary achievement for districts within certain enrollment size groupings. We generally notify next year's MSIP districts of their status – on-site or desk review in the late summer or early Fall of each year. We select a small number of districts for both our focus areas (postsecondary transition and Elementary Achievement) based on districts that appear to have the most need for improvement in those areas, taking into account trend data. We also attempt to take into account districts that MSIP plans to visit through on-site reviews, and where possible, collaborate in that process.

The monitoring team, made up of DESE and RPDC staff will spend a great deal of time prior to and during the visit reviewing data from the district and forming hypotheses in advance.

During the on-site review, the teams will look at files, observe in classrooms and conduct comprehensive interviews with teachers, administrators, parents and students.

It's important to keep in mind that the focus of these reviews is on helping districts

# 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

I've already covered a lot of these timelines, but just to recap, here is a chart showing some of the timelines for major components of the cyclical review.

## 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

Now that we've covered the cyclical review process, I'd like to change gears a little and share some information on some of the general supervision and monitoring activities we are implementing on an annual basis. As with many of the cyclical processes, we will be using the IMACS system to gather and review information from districts. IMACS will also be available for districts to use on a voluntary basis for improvement planning and compliance self-monitoring.

## 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

At DESE, we conduct periodic reviews of data to analyze where we are as a state in relation to our SPP targets and also to look at district level data as we make grants available, select focused monitoring districts and track progress in districts that have been receiving various types of support from DESE. We work closely with the RPDCs in this process, because they are able to provide supports to districts in their area that appear to need assistance based on these data reviews.

It is important for districts to know how they are doing in relation to student performance every year, not just the MSIP year. OSEP requires that district data for SPP Indicators 1 through 14 be publicly posted every year for every district. We provide a preliminary report of the data that will be publicly posted so that you can correct any data errors prior to the posting. After the correction window has closed, the special education profile is posted on the School Data/Statistics website along with your district's APR, reports cards, etc. **I can't emphasize enough how important it is that the data you enter in the core data system be accurate and timely.**

## 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

We recently issued our first local determinations letters to all districts, so this may be a familiar topic to you. This is something new that was required of States as part of IDEA 2004. States will be "rated" each year in accordance with the categories show on this slide. If a state is rated as a state that "Needs Assistance" or "needs Intervention" for 2 or 3 consecutive years, OSEP is required to take some enforcement action.

Missouri received its first determination from OSEP this past summer. We were rated as "Needs Assistance" which is where most of the other states were also rated.

## 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)

Just as OSEP must rate States, IDEA 2004 also requires the States to use the same four categories to determine the status of each district. This must be done on an annual basis. As I mentioned, we have just recently sent our first determinations letters to districts. While we must use the same four categories that OSEP uses for the State, the factors upon which we base our determinations do not have to be the same as OSEP uses. There are four required elements that we must consider and then we may choose to include others at our discretion. Each state sets its own criteria levels.

The elements that states were required to consider this year for determinations were:

District performance on SPP Indicator 12 which relates to Transition timelines from First Steps to Early Childhood Special Education

District performance on SPP Indicator 15 which is timely correction of non-compliance

District performance in regard to submission of timely and accurate data, and Any audit findings.

We also decided to include the optional areas of Graduation and Drop Out Rates, and Assessment Participation and Performance on the MAP. We chose to include these areas because of the greater emphasis on performance in the general supervision and monitoring process. As was mentioned previously, determinations are required to be made annually. The areas considered may change from year to year based on OSEP requirements and the state's decisions about priority areas of performance.

## 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

We have provided State Improvement Grants to districts for several years and plan to continue doing so as long as funds are available. We usually publicize the availability of grants in the Fall of each year and provide training to districts that are interested in applying for the grants. As was mentioned earlier, grants are submitted through the IMACS system and the Improvement Plan is the basis for the grant application.

## Discipline and Disproportionality Reviews

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

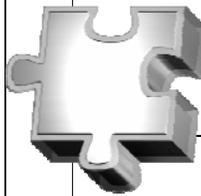
There are two areas in which the statute and regulations require the state to monitor districts on an annual basis. These two areas are discipline and disproportionality. The identification of districts for a review is done through a data review. If a district is identified as having disproportionate representation, significant disproportionality, or a discrepancy in disciplinary incidents between students with disabilities and all other students, then a review of the district's policies, procedures and practices is conducted. This may be done through a self-assessment, desk review and/or onsite reviews.

In the case of significant disproportionality and discipline, districts identified as falling in one of these categories will be required to reserve 15% of their Part B federal funds to provide Early Intervening Services, with an emphasis on the groups affected by the disproportionality or discipline issues identified.

# 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

The timelines for the various annual processes are shown on this slide.



## Improvement, Correction, Incentives & Sanctions

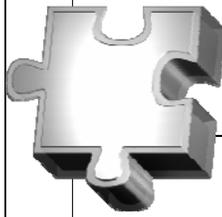
- Includes explicit State authority to enforce regulations, policies, and procedures
- Uses technical assistance to ensure correction of noncompliance
- Includes improvement planning to meet state and local targets
- Has means for corrective action planning and follow up tracking of correction and improvement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

Now we're back to another puzzle piece. IDEA 2004 contains a section that lists fairly explicit requirements for State agencies in regard to the use of activities for improvement of student performance, correction of non-compliance and the application of incentives and sanctions for agencies within the state that are responsible for providing services to students with disabilities. We have talked about many of these things over the course of this training, but the next few slides will cover in more detail the various things that we have available to districts in the area of improvement planning, technical assistance for corrective action planning, and the enforcement actions that are delineated in the state regulations, should they become necessary.

## 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

Let's get the unpleasant stuff out of the way first. The State Plan references a set of enforcement actions that the state must impose whenever "a district is unwilling or unable to meet the provisions of the IDEA, including progress toward meeting the targets in the State Performance Plan." This slide shows the various actions that are listed in the State Plan. As you can see, they are progressive in nature, starting out with the State advising the district of resources that are available to assist them, moving to the requirement of a Corrective Action or Improvement Plan, directing the use of funds and finally, withholding or initiating actions to recover funds. Obviously, the more serious actions would only be taken after other options had been exhausted and we would anticipate that withholding or recovery of funds would happen very infrequently. For the most part, we prefer to be proactive in our assistance to districts to enable them to meet the requirements of the IDEA and to show progress in performance for students with disabilities. For that reason, the Division has put in place a number of tools for districts to use.



## 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

Generally, all of our tools that we provide for districts fall into the puzzle piece entitled “Targeted Technical Assistance and Professional Development”. Districts with identified non-compliance and with areas of performance in need of improvement are offered targeted technical assistance and Professional Development from the Department. There are a number of tools that the Department has developed and is in the process of developing to assist districts.

## 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

This slide lists a number of the tools that the Department has available to districts to assist them in correcting non-compliance and improving the performance of students with disabilities. We will cover these in more detail.

## RPDC Consultants

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

The Division of Special Education supports a number of positions at the Regional Professional Development Centers. These staff are available to provide Professional Development and Targeted Technical Assistance to districts in their region.

The Improvement Consultants provide Professional Development and Technical Assistance to districts in the areas of instructional improvement and improvement planning.

The compliance consultants work with districts to help them understand and effectively implement IDEA compliance requirements and to develop and implement Corrective Action Plans to ensure that any identified non-compliance is corrected within 12 months.

The Regional Positive Behavior Supports Consultants work with districts to implement a system of Schoolwide Positive Behavior Supports and the Blindness Skills Specialists work with students, parents and districts to provide direct services, evaluations, training and technical assistance to address the needs of blind and visually impaired students.

To locate the special education consultants in your region go to the website that is shown on the screen.

## SPP Information Support System

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

The State Performance Plan Information Support system is a searchable database that contains the latest evidence-based resources about Special Education outcome indicators such as graduation, dropout and assessment proficiency. It provides current information about a variety of special education results areas. It is intended to assist with enhancing the knowledge base of results teams and to enrich planning activities to improve outcome data. The system will be available this fall, so watch the Division webpage and the Special Education listservs for more information.

## 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

The Division of Special Education as well as the RPDCs have a number of PD offerings that are available to districts. The Special Education Consultants can also tailor trainings to meet the needs of individual districts. One training that I'd like to point out is the improvement planning trainings which cover the development of a good improvement plan, including the scoring guide that will be used to evaluate the plans submitted as a part of the self-assessment or grant application.

## 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/>

The Division of Special Education provides a support center called Project ACCESS that provides information, training and technical assistance to schools and families working with children with Autism. Project ACCESS is located in Springfield on the campus of Missouri State University, but it serves the entire state. To learn more about the services that Project ACCESS provides or to contact them, visit the website listed on the screen.

## 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

DESE works collaboratively with the MU Center for PBIS and Regional Professional Development Centers to promote SW PBS across the state. To date there are 413 implementing schools in Missouri. School-wide PBS describes a pro-active approach that addresses systems, data, and practices.

## 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

The primary objectives of School-wide PBS include: 1) an active administrator 2) a common discipline approach 3) clear expectations 4) a system for adults to support those expectations (or reinforce appropriate behaviors) 5) a system for adults to consistently address inappropriate behaviors 6) and use of data!!

## 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

DESE also provides resources to assist school districts and teachers in the area of post-secondary transition. Each RPDC region has a trained transition specialist who is available to provide technical assistance in this area. In addition, DESE has entered into a partnership with the Kansas University Transition Coalition to collaborate in the area of post-secondary transition training. The transition coalition is funded by OSEP and provides up to date information and technical assistance to DESE. Currently, there is a State Interagency team which has come together to pool services and to collaborate on methods of promoting positive outcomes for adolescents with disabilities as they transition from school to post-secondary settings.

## 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>

The DESE in cooperation with Success Link has made available a web page for the online mentoring of teachers. This tool allows for individuals to post any questions they have, to share resources, to access professional development opportunities and to contact each other. There is an area specifically for the sharing of lesson plans among practicing teachers. This page provides an outlet for teachers to reflect with one another in a community of practice format.

This is a good resource for your staff, including special education teachers, in that lesson plans are available, and PD offerings are posted in addition to the community of practice.

## 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

Any one seeking a certification as a special education administrator in the state of Missouri must have two years of mentoring. This mentoring may be provided through the Administrative Mentoring Program.

The Administrative mentoring program is part of a partnership developed through a group of stakeholders and professional organizations such as the Missouri School Board Association, Higher Education, and RPDCs, the Missouri Center for Career Development and the Department of Elementary and Secondary Education. It is designed as a comprehensive two year mentoring program for new school leaders. The first year is a total of 40 contact hours, 24 of which is direct mentoring, 8 hours of orientation, and 4 hours of mid year follow-up. Year two has an additional 22 hours of mentoring which involves direct one to one contact and 4 half day meetings. The program facilitates collegiality, collaboration and peer support for the new leader. Mentoring assists with the development of a Professional Development Plan, a school Improvement Plan and the Performance Based Administrator Evaluation. The program also allows the leader to assess their knowledge through the use of the Interstate School Leaders Licensure Consortium School Leadership Inventory.

## DESE Website

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

And, last but not least, there is a great deal of information on the Dese website. You are encouraged to check the web frequently, as new information is added regularly.

## 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.

In conclusion, I hope that we have provided an overview of administration responsibilities or General Supervision from a federal, state and local perspective and have helped clarify some of the changes in the way DESE now monitors Responsible Public Agencies.

We hope you will take advantage of the resources that are available to you as you provide oversight in your district in relation to both compliance and performance areas related to IDEA and No Child Left Behind.

Thank you.