



**THE SPED PROCESS:**  
**HOW WELL?**

SPP / APR  
Special Education District Profile  
Annual Determinations  
Federal Tiered Monitoring  
Data-based Decisions

NEW DIRECTORS' ACADEMY PRESENTATION

July, 2016

Missouri Department of Elementary  
and Secondary Education

## Session 2: Learning Objectives

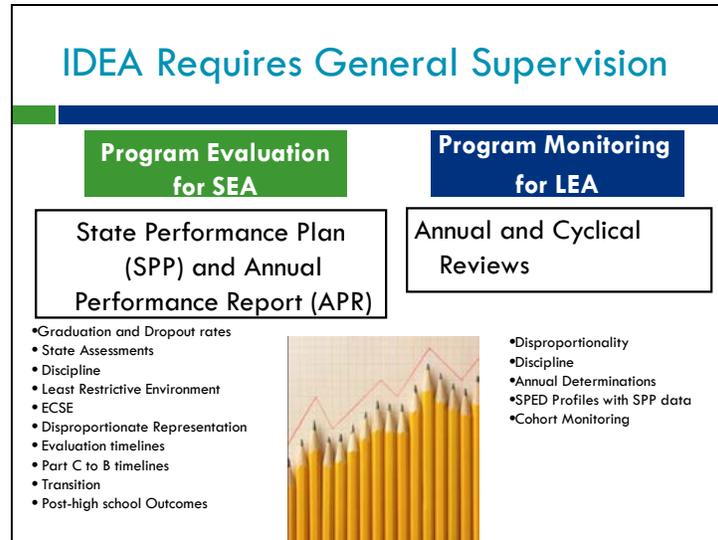
- Become familiar with the State Performance Plan (SPP) goals
- Understand how the LEA's district and student data affects the Annual Performance Review (APR) and my local district's SPED Profile
- Be able to locate and interpret my district's SPED Profile
- Know my LEA's cohort number and where we are in the federal tiered monitoring process for the 2016-17 school year
- Identify areas of strengths and concerns for the special education program in my LEA



These are the learning objectives for Session 2. . . As you can see we have lots of information to cover. So let's get started. . .

	
	<b>Monitoring for Compliance with the IDEA</b>
	<b>Oversight from the Department. . .</b>

The IDEA requires oversight for compliance of the requirements of the IDEA. The Office of Special Education Programs (OSEP) in the US Department of Education is required to monitor each state and each of the state's department of education is required to monitor the local school districts for compliance with the IDEA. This system of oversight is called general supervision.



General supervision for State (DESE) by the Feds (OSEP) includes Program Evaluation in the form of the State Performance Plan (SPP) and Annual Performance Report. The SPP and APR look at specific goal targets in the areas listed on this slide and report data showing whether a goal is met or not met. Notice that the goals address both compliance and performance areas.

General supervision for the local school districts (LEAs) by the State (DESE) includes Program Monitoring in the form of annual and cyclical reviews.

Program Monitoring is conducted in two ways – annual monitoring and cyclical monitoring.

- Annual monitoring is done for ALL LEAs in the following areas: Disproportionality , Discipline, Determinations based on performance, Public Reporting of data through the SPED profiles and Appropriately certified staff. Some of these reviews are only data reviews while others require additional desk reviews and possible onsite reviews based on data.
- Cyclical monitoring is conducted once every three years based on a cohort model. Every LEA is assigned to a cohort – It is important that you are aware of your cohort and when you will be going through the monitoring process. The monitoring process consists of a Self-assessment and Desk Review followed by Corrective Action Plans to address any identified noncompliance. Approximately 5-10% of LEAS in each cohort will be chosen to participate in an onsite monitoring annually.

Slide 5



Let's start our discussion of general supervision by looking at the state level monitoring of DESE

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## State Performance Plan (SPP)



U.S. Office of Special  
Education Programs

- Comes from OSEP (federal level)
- Consists of 17 Indicators
- Serves as the “IEP goals” for the all states’ special education programs
- Addresses both compliance and performance
- Guides all state level program decisions
- Requires public reporting of state and district-level data
- Can be found on the DESE website at:  
<http://dese.mo.gov/sites/default/files/partbsppindicator.pdf>

You have a copy of the SPP indicators in section 1 of your Standards and Indicators Manual. The SPP indicators can also be found on the DESE website at the link shown on the slide. The SPP indicators were created by the Office of Special Education Programs (OSEP) at the federal level as the compliance and performance goals for each state’s special education program. Think of the SPP Indicators as the IEP goals for the state and local special education programs.

## Annual Performance Report (APR)

- Public reporting of the state's performance on the SPP goals for each school year
- Based on data collected at the district-level throughout the school year and reported in MO-SIS Core Data System
  - MAP scores, Graduation / Dropout data, December 1 Child Count, Discipline data
- Must address any slippage towards goal target
- Can be found on the DESE website at:  
<http://dese.mo.gov/sites/default/files/se-data-performancesummary-b.pdf>



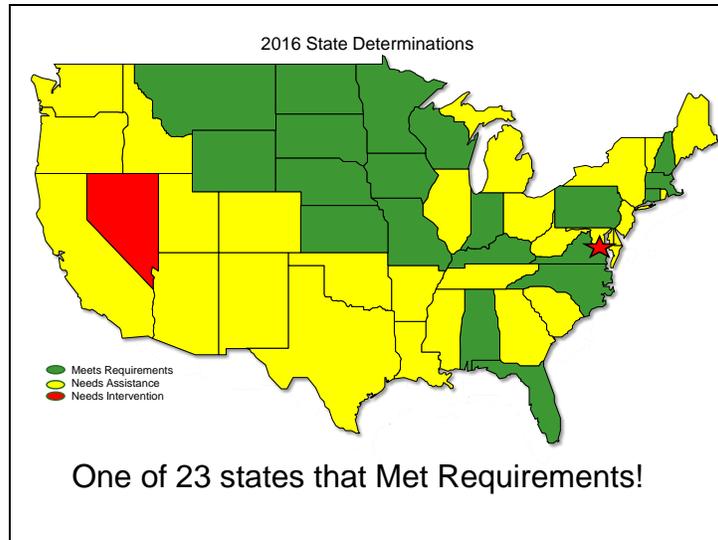
The APR is the “report card” for the SPP indicators. District data are responsible for Indicators 1 – 14 which include the areas of Graduation and Dropout rates, State Assessments, Discipline, Least Restrictive Environment, ECSE, Disproportionate Representation, Evaluation timelines, Part C to B timelines, Transition, and Post-high school outcomes. Data is collected through the annual program monitoring process and reported to the federal government each year for each of the SPP indicators. APR data can be found in the State SPED Profile and on the DESE website at the link shown on the slide.

## Annual Determination for DESE

- Each state is rated as:
  - Meets requirements
  - Needs assistance
  - Needs intervention
- Based on the Results Driven Accountability (RDA) Matrix which considers both compliance and performance
- How did Missouri rank?
  - June 2014 – one of 15 states that met requirements
  - June 2015 – one of 20 states that met requirements
  - June 2016 - ?



In June or July of each year, the Office of Special Education Programs (OSEP) reviews each state's data and make a determination if each state's special education program meets requirements, needs assistance, or needs intervention. This rating is based on both compliance and performance data which focus on results driven accountability (RDA) for students with disabilities. Think of this as the state's "REPORT CARD" for special education programs. The first year for this ranking, MO was one of only 15 states to "meet requirements." Last school year, Missouri was again ranked as "Meets Requirements" and one of only 20 states in that category. And for the 2016 ranking . . .



Missouri was ranked as MEETS REQUIREMENTS for the third year in a row!

Slide 10



Now let's take a look at the Program Monitoring of each school district in Missouri . . .

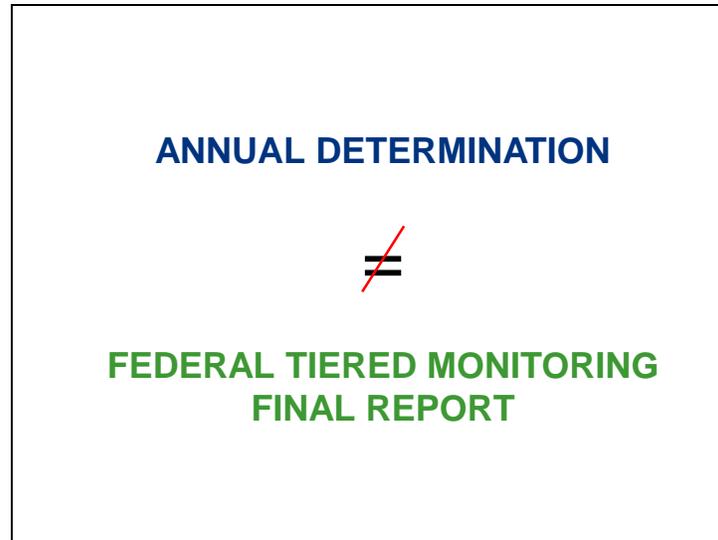
## Annual Determination for LEA

- Each LEA is rated as:
  - Meets requirements
  - Needs assistance
  - Needs intervention
- Based on each LEA's special education compliance and performance during the previous school year
  - Audit findings
  - Graduation / Drop Out rates
  - MAP participation rate and performance
  - Timely submission of data reports to DESE
  - SPP data for Indicators 4, 9, 10, 11, 12, 13

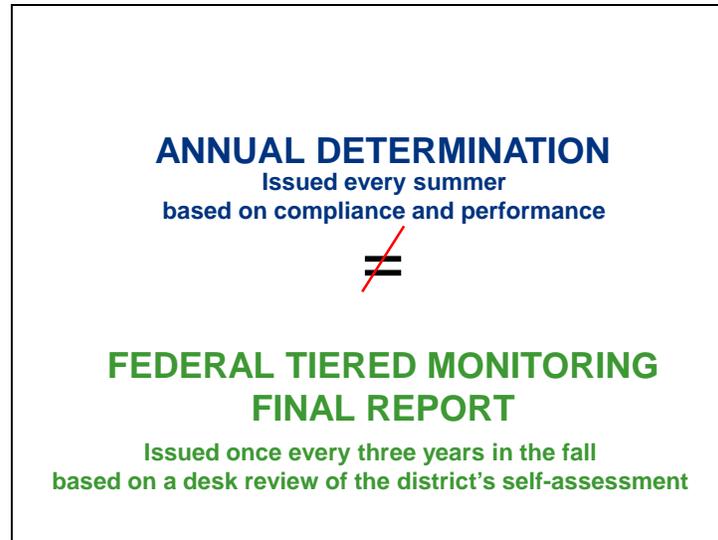


Just like the state has an annual determination from OSEP, each school district receives an annual determination from DESE. Again, think of this as the REPORT CARD for your district's special education program. School districts are rated as "meets requirements", "needs assistance", or "needs intervention."

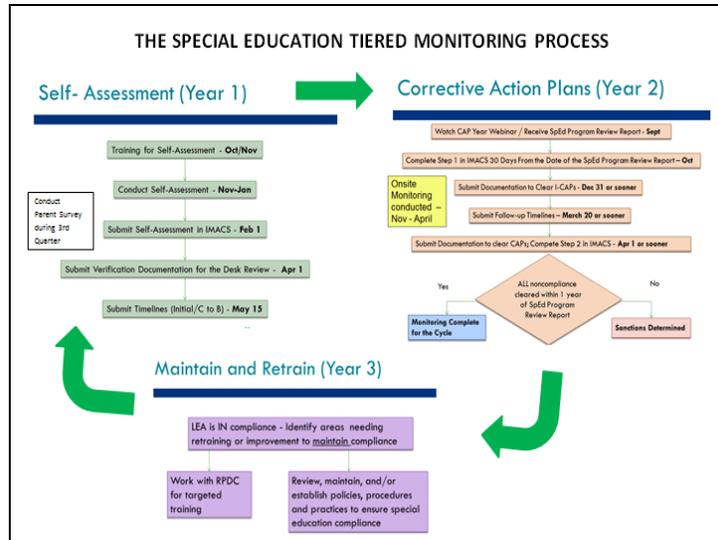
This annual determination is sent to each LEA in the summer of each school year. The rating is based on a number of factors related to the special education program including audit findings, graduation/drop out rates, MAP participation rates and special education student performance, the timely and accurate submission of special education data to DESE and the district's data for SPP indicator 4 (discipline), indicator 9 and 10 (identification of disabilities), indicator 11 (initial evaluation timelines), indicator 12 (IEP in place by 3<sup>rd</sup> birthday for children transitioning from First Steps) and indicator 13 (post secondary transition).



It is VERY important to note that the ANNUAL DETERMINATION is NOT the same as the FEDERAL TIERED MONITORING FINAL REPORT.



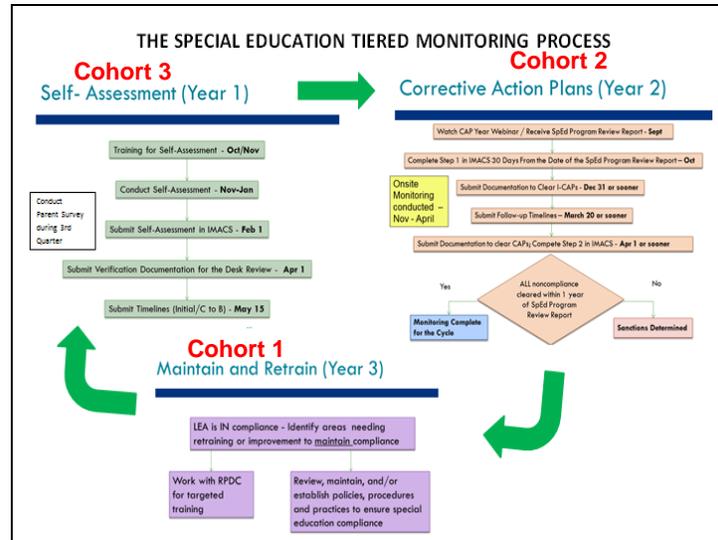
The ANNUAL DETERMINATION is issued every summer based on compliance and performance while the FEDERAL TIERED MONITORING FINAL REPORT is issued once every three years in the fall based on a desk review of the district's self-assessment.



Because special education is a federal program, it falls under the Federal Tiered Monitoring process.

This slide shows an overview of the entire special education tiered monitoring process and timelines. Note that the process encompasses a three year cycle. . . As stated previously, each LEA in the state is assigned to a Cohort that is participating in one of the years on this cycle. Let’s see what cohort you are in. . .

< Have participants look at the Cohort list in their packets - Have participants stand and move into groups according to their Cohort 1-2-3>



Cohort 3 will be in the Self –Assessment year. The “Self-Assessment Year” is when LEAs get trained to conduct a self assessment of their own program. This is a school year long process with data being collected and submitted during the school year. Then over the summer, the Department conducts a desk review of the LEA. Be watching for additional training will be held in each region.

Cohort 2 will be in Correction of Noncompliance year. The “Corrective Action Plans Year” is when LEAs who have indicators “OUT” of compliance develop corrective action plans to address the root cause of the noncompliance and then submit documentation to demonstrate subsequent compliance with the targeted indicators. Be watching for a webinar available at DESE website

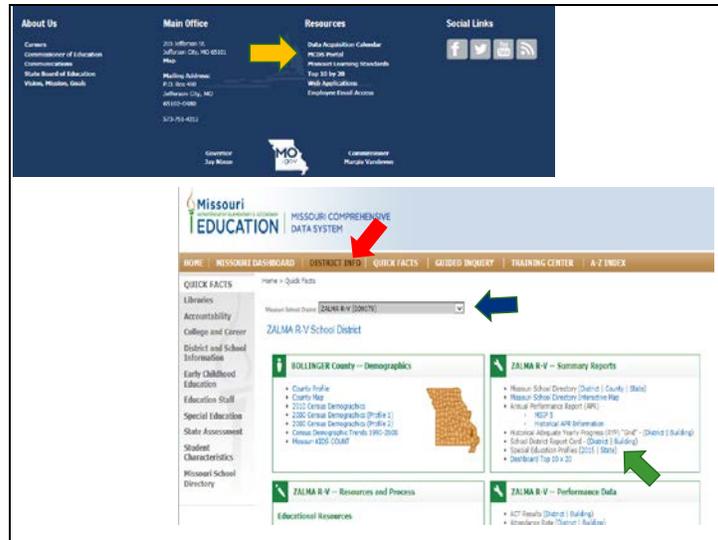
Cohort 1 will be in Train and Maintain year. Year 3 is when LEAs strive to maintain 100% compliance. This is also the year to fine tune procedures and practices that are occurring within the district to maintain special education compliance. This is a perfect time to work with your RPDC staff!

## District Special Education Profile

- A SNAPSHOT of each LEAs data for the SPP Indicators
- Shows the state targets for each SPP Indicator
- Reports the LEA's data for each SPP Indicator and rates as
  - MET
  - NOT MET
- Allows for the comparison of the LEA's data to State average data for each SPP indicator

A photograph of a person's hands holding a camera. The camera lens is prominent and has the word "DATA" written on it in a circular pattern. The person's face is partially visible in the background, looking through the viewfinder.

Every LEA in the state also has a Special Education Profile which shows the LEA's results for each of the SPP indicators and compares those results to the State results and the SPP targets. We will spend time in today's session to look at your District's Special Education Profile in order to analyze the results for an indication for the need of possible changes to policies, procedures, and practices within your district. The Special Education Profile is very important in determining areas included in the self-assessment as well as onsite monitoring selection in the tiered monitoring process.

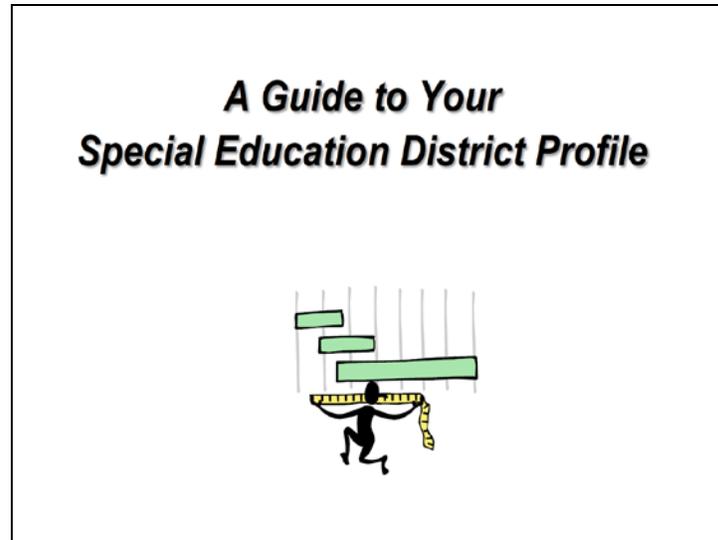


We have provided each of you with a copy of your LEA’s Special Education District’s Profile. However, we want to be sure you know how to access this information when you get back to your districts as this data is “LIVE” and changes based on data submitted by the LEA during the school year.

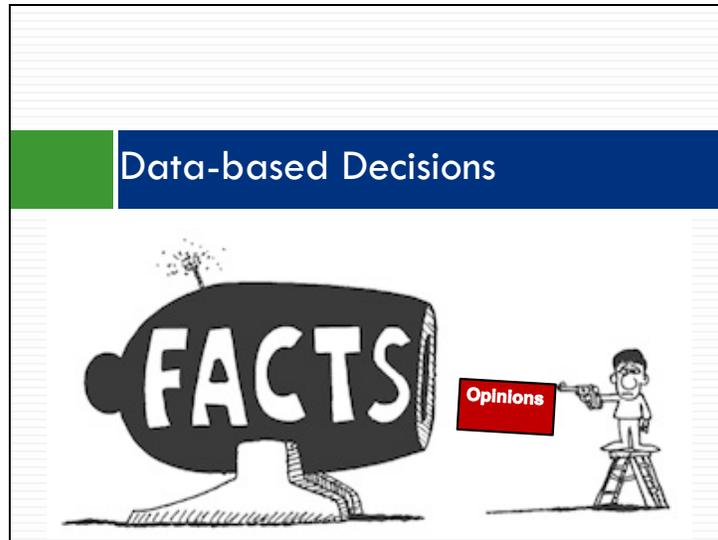
First, on the main page of the DESE website, scroll to the bottom of the page. The YELLOW arrow is pointing to the direct link to the Missouri Comprehensive Data System (MCDS) under the RESOURCES section. Clicking on this link will take you directly to the MCDS portal.

Next click on DISTRICT INFO in the ribbon on the portal page as shown by the RED arrow. Then chose your district in the text box shown by the BLUE arrow. Finally, click on the Special Education Profile for the current school year in the LEA’s Summary Reports section.

Be patient – remember the report is generated using LIVE data so it will take a little while before you can review and print your Profile.



The Data Section has developed a guide to assist you in understanding your Special Education District Profile and this will be discussed in depth during the Data session presentation. Please note that we have provided a copy of this guide for you in your SPED Notebook in the SPED Profile section.



**Guided Practice Activity:**

**Materials:** Special Education District Profile and Special Education Profile Worksheet

**Instructions:** Using their own Special Education District Profile, have each director complete the worksheet.

**Strategies:** Model the analysis of one of the data reporting areas. Allow directors to pair share the results of the analysis of another data reporting areas. Have directors work independently to complete the rest of the worksheet. Report out on "ah hah's"

What are your questions?

