

# Monitoring in Missouri





# The Show Me State

The most widely known story gives credit to Missouri's U.S. Congressman **Willard Duncan Vandiver** for coining the phrase in 1899. During a speech in Philadelphia, he said:

*"I come from a state that raises corn and cotton and cockleburs and Democrats, and frothy eloquence neither convinces nor satisfies me. I am from Missouri. You have got to show me."*



The phrase is now used to describe the character of Missourians - not gullible - conservative and unwilling to believe without adequate evidence.

# One Thing You Probably Don't Know





# You know you're in Missouri...

- Someone mentions “Down South” and means Arkansas
- Schools are cancelled because of heat, cold and deer season
- You have had to switch on the heat and A/C all in one day
- The local paper covers national and international headlines on one page but requires 6 pages for sports
- You have to use a butter knife to cut summertime air
- Harry Truman’s birthday is a Holiday
- You are in the “Entertainment Capital of the World” but it’s Branson, not Hollywood
- And, depending on what part of the state you are in, it is either Missouri“ee” or Missouri“uh” (or if on the MU campus...Mizzou “rah”!

# Link to Websites

## Special Education Program Monitoring

- <https://dese.mo.gov/special-education/program-monitoring>

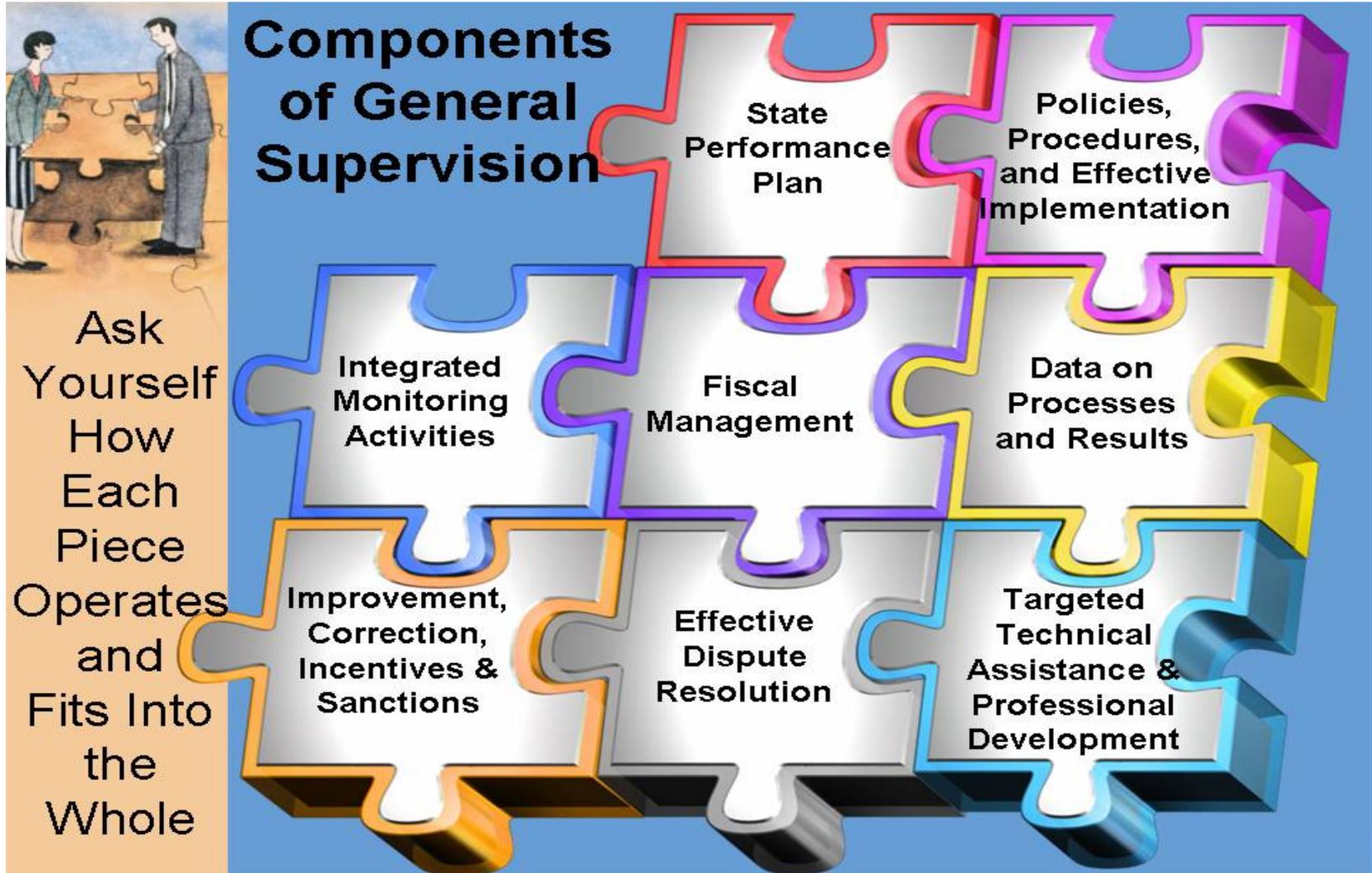
## Federal Tiered Monitoring

- <https://dese.mo.gov/quality-schools/federal-programs/nclb-tiered-monitoring>

## Missouri Monitoring Materials for NCSI Learning Collaborative

- <http://dese.mo.gov/ncsi-rba-learning-collaborative>

# Components of General Supervision

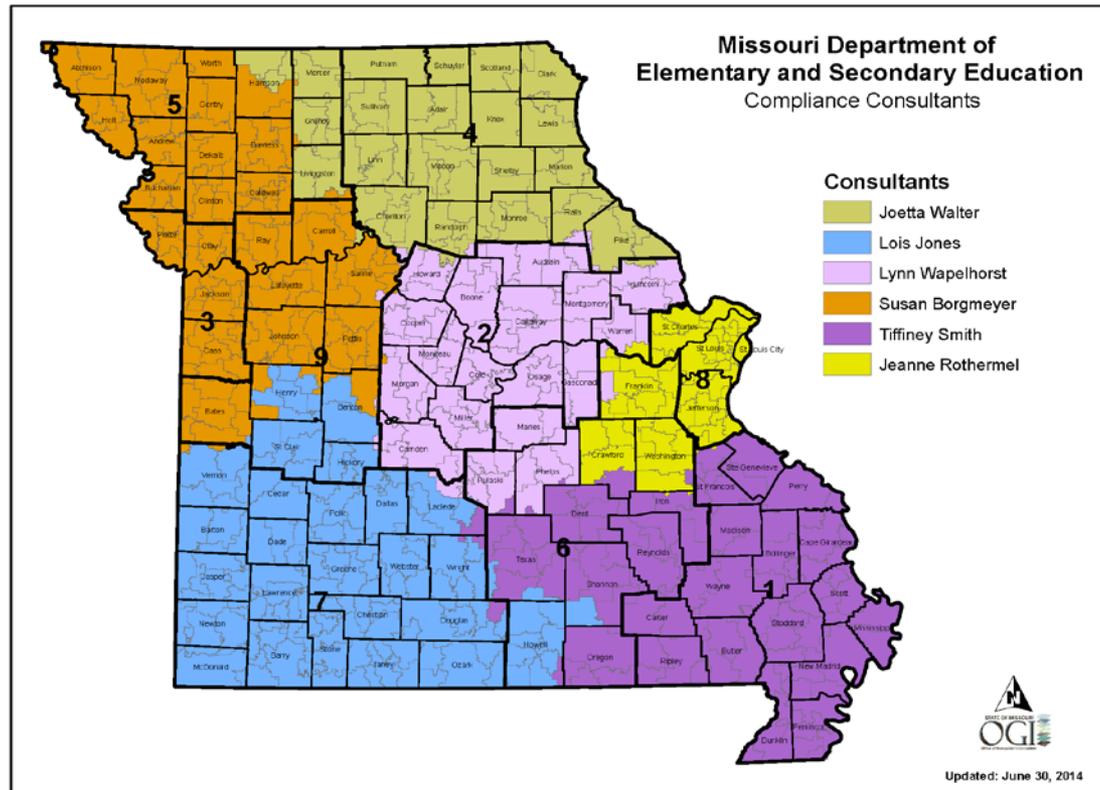


# Compliance Section Staff

- 1 Director
- 2 Assistant Directors
- 6 FTE Supervisors (5=1.0, 2=.5)
- 6 FTE RPDC Compliance Consultants
- 2 Support Staff

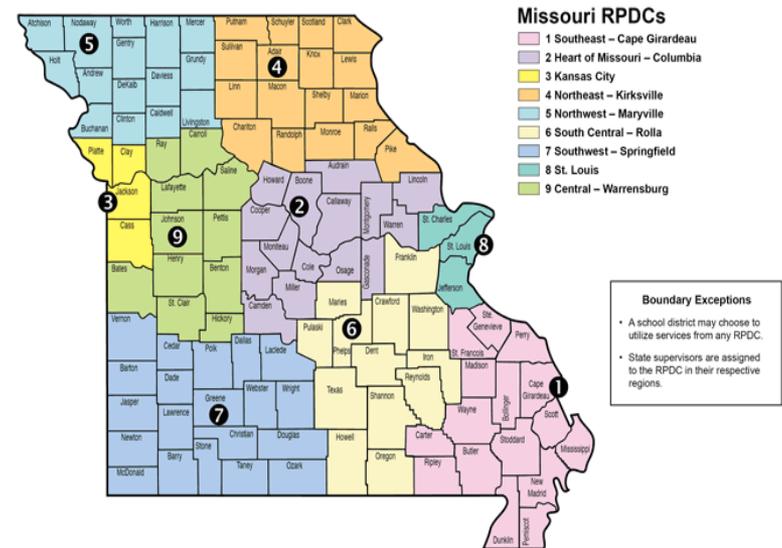


# Compliance Consultant Map



- Nine regional professional development centers (RPDC)
- In existence since 1995
- In 2008 lost state funding
- Mission shifted to predominantly support for special education SPP/APR/SSIP
- Currently, 120+ regional consultants
  - CW (SSIP)=39 FTE
  - SW-PBS=25 FTE
  - PLC=12 FTE
  - Special Education Improvement=10 FTE
  - Special Education Compliance=6 FTE
  - Others (MELL, Technology, Curriculum, Blind Skills Specialists, etc.)

## Statewide Social-Behavioral & Academic Instructional Support System (PD, TA, Coaching)



# School Statistics (Part B)

**Total Administrative and Supervisory Personnel** 18,655  
(duplicated count)

## Classroom Teachers

High School .....	20,204
Junior High .....	1,847
Middle School .....	9,829
Elementary .....	32,637
Early Childhood Education .....	1,336
Other .....	1,962
Total Classroom Teachers (duplicated count) .....	67,815
Total Certificated Staff (duplicated count) .....	86,470

## Number of School District (Actual as of July 1, 2015)

Elementary Districts .....	70
Districts Maintaining High School .....	448
Total Number of School Districts .....	518
Charter LEA's .....	39

## Number of School Buildings (Actual as of July 1, 2015)

High Schools .....	611
Jr. High Schools .....	52
Middle Schools .....	285
Elementary .....	1,232
Other .....	112
Charter High Schools .....	14
Charter Middle Schools .....	15
Charter Elementary Schools .....	40

## Fall Enrollment (2014-2015)

Elementary Schools (Grades K-8) .....	617,727
Secondary Schools (Grades 9-12) .....	268,696
Total .....	886,423



# Special Education State Data

Missouri Department of Elementary and Secondary Education  
Office of Special Education  
Students with Disabilities Child Count as of December 1, 2014 (School Year 2014-2015)

Age	ID	ED	LI	SI	OI	VI	HI	LD	OHI	DB	MD	AU	TBI	YCDD	Total
3EC	*n	0	31	699	*n	22	33	*n	67	0	22	85	*n	2,501	3,480
4EC	*n	7	86	1,863	22	19	44	*n	95	0	30	148	10	3,808	6,144
5EC	13	0	44	705	*n	8	18	*n	26	*n	14	59	*n	1,396	2,290
6	143	32	278	1,879	14	16	36	74	162	0	44	254	5	1,747	4,684
7	394	124	806	3,385	44	31	76	283	569	0	80	634	15	830	7,271
8	495	235	1,019	3,436	44	22	81	818	1,014	*n	114	763	*n		8,061
9	566	361	977	3,097	44	37	81	1,555	1,310	*n	94	831	*n		8,973
10	609	411	988	2,442	29	39	98	2,334	1,685	*n	97	848	*n		9,609
11	701	510	911	1,735	26	38	86	2,747	1,981	0	92	794	31		9,652
12	740	565	899	1,141	*n	42	98	2,977	1,973	*n	80	856	36		9,438
13	716	585	765	562	36	39	87	3,067	2,058	0	112	805	29		8,861
14	787	610	735	341	30	27	83	2,894	2,143	5	114	757	26		8,552
15	880	650	707	195	38	34	98	2,922	2,082	0	111	727	35		8,479
16	862	659	606	97	39	*n	85	2,990	1,996	*n	116	673	43		8,201
17	845	671	551	81	44	*n	69	2,844	2,015	*n	94	650	40		7,940
18	786	598	496	34	35	*n	82	2,662	1,799	*n	84	533	35		7,172
19	616	261	250	*n	28	20	52	1,499	1,002	*n	79	283	30		4,134
20	241	66	36	*n	*n	13	*n	234	174	0	59	149	7		1,000
21	135	*n	*n	0	*n	9	*n	*n	39	0	*n	92	*n		378
21	18	*n	*n	0	*n	*n	0	*n	6	0	*n	10	*n		49

**Age Group Totals:**

Age	ID	ED	LI	SI	OI	VI	HI	LD	OHI	DB	MD	AU	TBI	YCDD	Total
EC 3-5	26	7	161	3,267	37	49	95	*n	188	*n	66	292	19	7,705	11,914
5K-21	9,534	6,353	10,029	18,439	489	461	1,129	29,927	22,008	20	1,429	9,659	400	2,577	112,454
3-21	9,560	6,360	10,190	21,706	526	510	1,224	29,928	22,196	21	1,495	9,951	419	10,282	124,368
14-21	4,383	2,920	2,651	421	193	170	403	13,178	9,113	7	602	3,117	195		37,353

**School Age (5K-21) Incidence Rate based on total public school enrollment**

5K-21	ID	ED	LI	SI	OI	VI	HI	LD	OHI	DB	MD	AU	TBI	YCDD	Total
Inc Rate:	1.08%	0.72%	1.13%	2.08%	0.06%	0.05%	0.13%	3.38%	2.48%	0.00%	0.16%	1.09%	0.05%	0.29%	12.69%

First Steps Child Count:	
Age 0-1	846
Age 1-2:	1,731
Age 2-3:	2,811
Total:	5,388

State Operated Programs:	
Missouri School for the Blind:	38
Missouri School for the Deaf:	60
Missouri Schools for the Severely Disabled	866
Total:	964

**K-12 Public School Enrollment:** 886072

Note: Totals exclude Department of Corrections  
\*n: Indicates the number has been suppressed due to a potential small cell size.  
data as of 3/20/2015

Source: District reported data via MOSIS

Printed: 3/26/2015

# Special Education Compliance Monitoring



# Compliance Monitoring

- ANNUAL (All LEAs, every year)
  - Disproportionate Representation (SPP 9 & 10)
  - Discipline (SPP 4A/B)
  - Significant Disproportionality
  - Coordinated Early Intervening Services (CEIS)
  - Determinations (Includes Results Indicators)
  - Desk Audit
- CYCLICAL
  - Federal Tiered Monitoring



# Determinations

C/D	DistName	Audit	Data	SPP 9/10	SPP 11	SPP 12	SPP 13	Grad	Dropout	MAP Part	MAP Perf	Average	13-14 Det	13-14 Determination
		3	4	4	4	4	4	3	1	4	1	3.20	3	Needs Assistance
		4	4	4	4	4	4	1	1	4	1	3.10	3	Needs Assistance
		4	4	4	4	4	4	3	4	4	1	3.60	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	1	3.70	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	1	3.70	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	1	3.70	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	1	3.67	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	1	3.70	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	2	3.80	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	1	3.70	4	Meets Requirements
		4	4	4	4	4	4	4	2	4	1	3.50	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	NA	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	3	NA	NA	3.86	4	Meets Requirements
		4	4	4	4	4	4	NA	4	NA	NA	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	4	1	NA	NA	3.63	4	Meets Requirements
		4	4	4	4	4	4	NA	NA	4	1	3.63	4	Meets Requirements
		4	4	4	4	4	4	NA	4	NA	NA	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	NA	NA	NA	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	1	3.67	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	NA	NA	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	4	4	1	3.63	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	1	3.70	4	Meets Requirements
		4	4	4	4	4	4	4	4	4	4	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	NA	NA	NA	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	NA	NA	NA	4.00	4	Meets Requirements
		4	4	4	4	4	4	NA	NA	NA	NA	4.00	4	Meets Requirements

# Local Determinations Criteria

## Missouri Department of Elementary and Secondary Education Criteria for Local Determinations 2015

The criteria used for issuing determinations on implementation of the Individuals with Disabilities Education Act (IDEA) for each responsible public agency in Missouri are described in Table A. The determinations are based on 2013-2014 data except for the areas of Initial Evaluation Timelines, Part C to Part B Transition Timelines, Secondary Transition Planning and Disproportionality. For these areas, districts reviewed in 2012-2013 received a score ranging from 4 to 1, depending on their review findings and correction of noncompliance. All other districts received a score of 4 unless they had continuing longstanding noncompliance, in which case they received a score of 1.

The district's determination was based upon the average of its scores in the ten categories listed in Table A in accordance with the ranges shown in Table B.

**Table A:** Criteria Used to Make Determinations

<p><b>Audit Findings</b></p> <ul style="list-style-type: none"> <li>• 4 – No Findings</li> <li>• 3 – Findings – reconciled timely (6 months)</li> <li>• 2 – Findings – reconciled untimely (+ 6 months)</li> <li>• 1 – Findings – not reconciled or not submitted to the Department</li> </ul>	<p><b>Graduation Rate (SPP Indicator 1)</b> Target 72.0%</p> <ul style="list-style-type: none"> <li>• 4 – within 5% of target</li> <li>• 3 – within 15% of target</li> <li>• 2 – within 25% of target</li> <li>• 1 – more than 25% from target</li> </ul>
<p><b>Timely and Accurate Data</b></p> <ul style="list-style-type: none"> <li>• 4 – 7-8 out of 8 possible credits</li> <li>• 3 – 5-6 out of 8 possible credits</li> <li>• 2 – 3-4 out of 8 possible credits</li> <li>• 1 – 0-2 out of 8 possible credits</li> </ul>	<p><b>Dropout Rate (SPP Indicator 2)</b> Target: 4.8%</p> <ul style="list-style-type: none"> <li>• 4 – within 1% of target</li> <li>• 3 – within 2% of target</li> <li>• 2 – within 4% of target</li> <li>• 1 – more than 4% from target</li> </ul>
<p><b>Disproportionality (SPP Indicators 9 &amp; 10)</b> <b>Initial Evaluation Timelines (SPP Indicator 11)</b> <b>Part C to B Transition Timelines (SPP Indicator 12)</b> <b>Secondary Transition Planning (SPP Indicator 13)</b></p> <ul style="list-style-type: none"> <li>• 4 – In compliance or timely correction of noncompliance (within 12 months)</li> <li>• 3 – Untimely correction of noncompliance (greater than 12 months and less than 18 months)</li> <li>• 2 – Untimely correction of noncompliance (greater than 18 months)</li> <li>• 1 – Longstanding uncorrected noncompliance</li> </ul>	<p><b>Assessment Participation (SPP Indicator 3b)</b> Target: 95.0%</p> <ul style="list-style-type: none"> <li>• 4 – within 5% of target</li> <li>• 3 – within 10% of target</li> <li>• 2 – within 15% of target</li> <li>• 1 – more than 15% from target</li> </ul> <p><b>Assessment Performance (SPP Indicator 3c)</b> Target: 23.2%</p> <ul style="list-style-type: none"> <li>• 4 – greater than or equal to target</li> <li>• 3 – within 1% of target</li> <li>• 2 – within 2% of target</li> <li>• 1 – more than 2% from target</li> </ul>

**Table B:** Range of Scores Used to Make Determinations

Needs Substantial Intervention	1-1.999
Needs Intervention	2-2.749
Needs Assistance	2.75-3.329
Meets Requirements	3.33-4

# Desk Audit

- Desk Audits are done annually through a review of various data sets:
  - All SPP/APR indicators are broken down by district and region and include trend data when possible
  - Dispute resolution data is reviewed
  - Personnel mobility is considered



# DESE FEDERAL Tiered Monitoring System

Monitoring cycle



# DESE Federal Tiered Monitoring System (Cyclical)

- Purpose—provide a comprehensive Tiered Monitoring profile for each district
  - One basic process for all federal Monitoring
  - One location for all federal grant monitoring and Audit uploads
  - One documentation repository for all federal Monitoring
  - One location to track Corrective Action Plan (CAP)

# Goals of Federal Tiered Monitoring

- The short-term goal is to consolidate all federal monitoring into a process that will allow a comprehensive LEA Tiered Monitoring profile to be created.
- Over time, this will be used to track trend data and assist the Department in identifying areas where technical assistance may be needed.

# DESE Federal Tiered Monitoring System (Cyclical)

- Conducted on a three-year cycle.
- All agencies monitored for federal programs are divided into three cohorts.
- One third of agencies are monitored each year.
- Includes all federal programs within the Department with monitoring responsibilities



# Selection process/Risk Assessment

- Cohort 1 =Total 201

- K-12= 146
- K-8 = 25
- Charters=9
- State Agencies= 2
- Other=19

- Cohort 2 = Total 207

K-12=147

- K-8= 28
- Charter=18
- State Agencies=1
- Other=13

- Cohort 3 =Total 210

- K-12=155
- K-8 = 19
- Charter =15
- State Agencies=3
- Other=18

- Total LEAs/Agencies/Programs Monitored by Federal Programs=618

- K-12=448
- K-8=72
- Charter=42
- State Agencies=6
- Other=50



# Federal Programs included in Tiered Monitoring

- IDEA Part B
- Perkins
- Federal Financial Administration
- McKinney Vento Homeless
- Charter Schools
- Adult Education and Literacy
- ESEA Title I.A, School Improvement 1003 (a), School Improvement (g) SIG, Title I.C, Title I.D, Title II.A, Title III Immigrant, Title III LEP, 21<sup>st</sup> Century



# One System for All Federal Monitoring

- All monitoring is under one link (IMACs).
- Same look and feel for all monitoring
- Activity due dates displayed on home screen.
- Comprehensive view of monitoring for all programs being monitored district-wide
- Ability to upload documentation or web links as evidence of compliance
- All monitoring communication with the Department conducted through the same system
- All monitoring reports archived in one system



# All Federal Monitoring will follow same basic process

- Desk Audit –all LEAs annually
  - Conducted by the Department based on existing data
- Self-assessment – Required for all LEAs in a designated cohort
  - Conducted by LEA
- Desk Monitoring – Review/Verification of Self-assessment
  - Conducted by the Department
- Reporting and/or Corrective Action Plan (CAP)
  - The Department will work with the LEA to assist with correction of noncompliance
- Onsite/phone Review – select LEAs based on established risk factors for each program

# One Location for Corrective Action Plan tracking (CAP)

- Corrective Action tracking, conversations, and follow-up documentation located in one place.
- Ability to visually indicate when a Corrective Action is complete
- Reporting/Corrective Action (CA)
  - The Department will work with the LEA to assist with the correction of noncompliance
- Historical record of Corrective Actions and follow-up documentation

# Federal Tiered Monitoring—District onsite selection for 2015-16

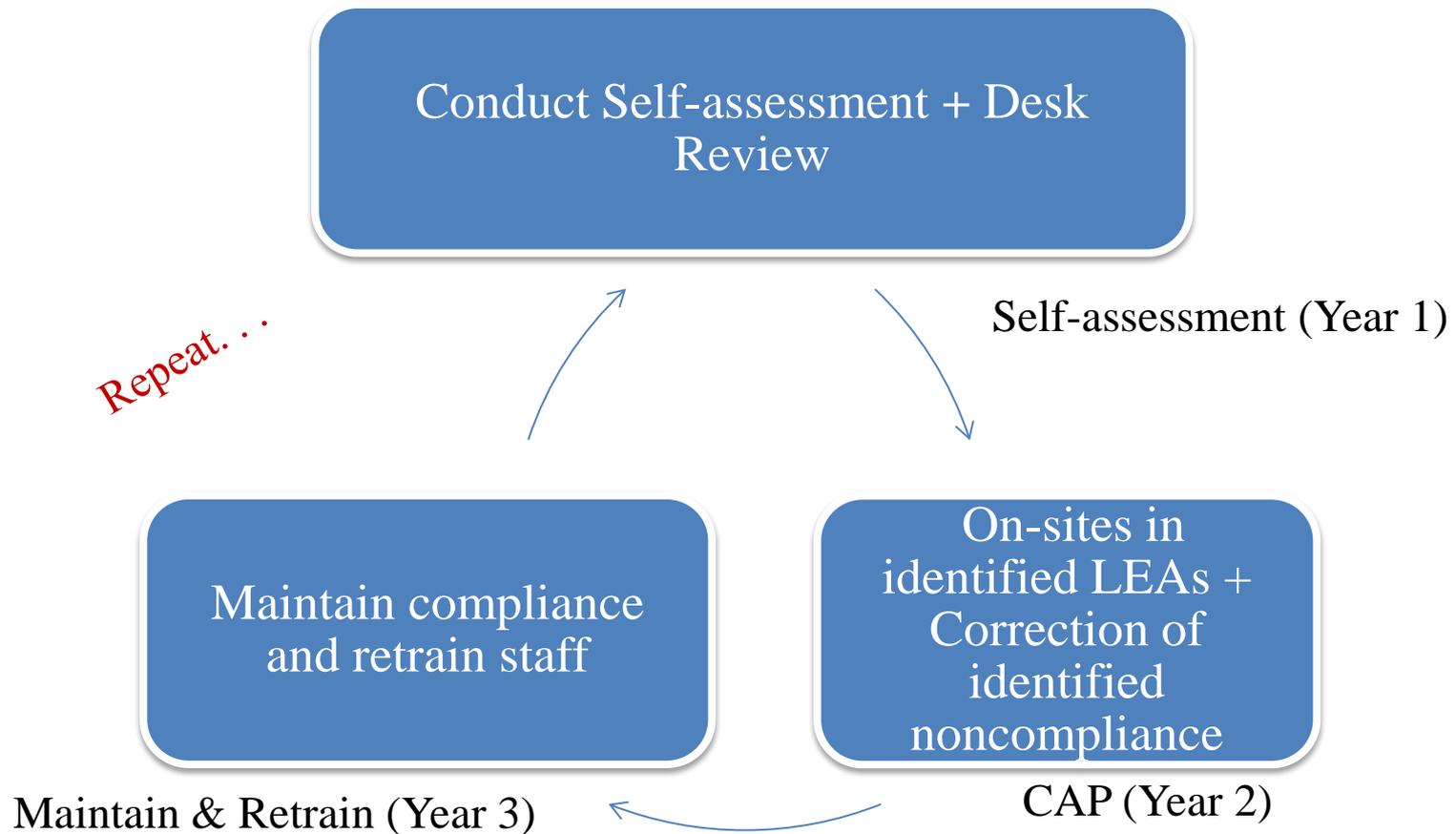
CDCode	SCHOOL	FINANCE	SPED FINANCE	NCLB	SPEC ED	EXTEND LEARN	PERKINS	SIG	TITLE III/MIG	COUNT	MONTH
		Pat or Jen	Angie Leslie	Julie	Betty/Karen	Cindy	Andy	Craig	Shawn		
		O	O		O		O	O	O	6	NOV
		O	O		O	O	O		O	6	FEB
		O	O	O			O		P	4	DEC
		O				O	O		P	3	OCT
		O				O			O	3	MAR
			O		O		O		P	3	DEC
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		O		O					O	3	FEB
					O	O	O			3	MAR
			O			O			O	3	OCT
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# Missouri Special Education Compliance Monitoring—The Basics

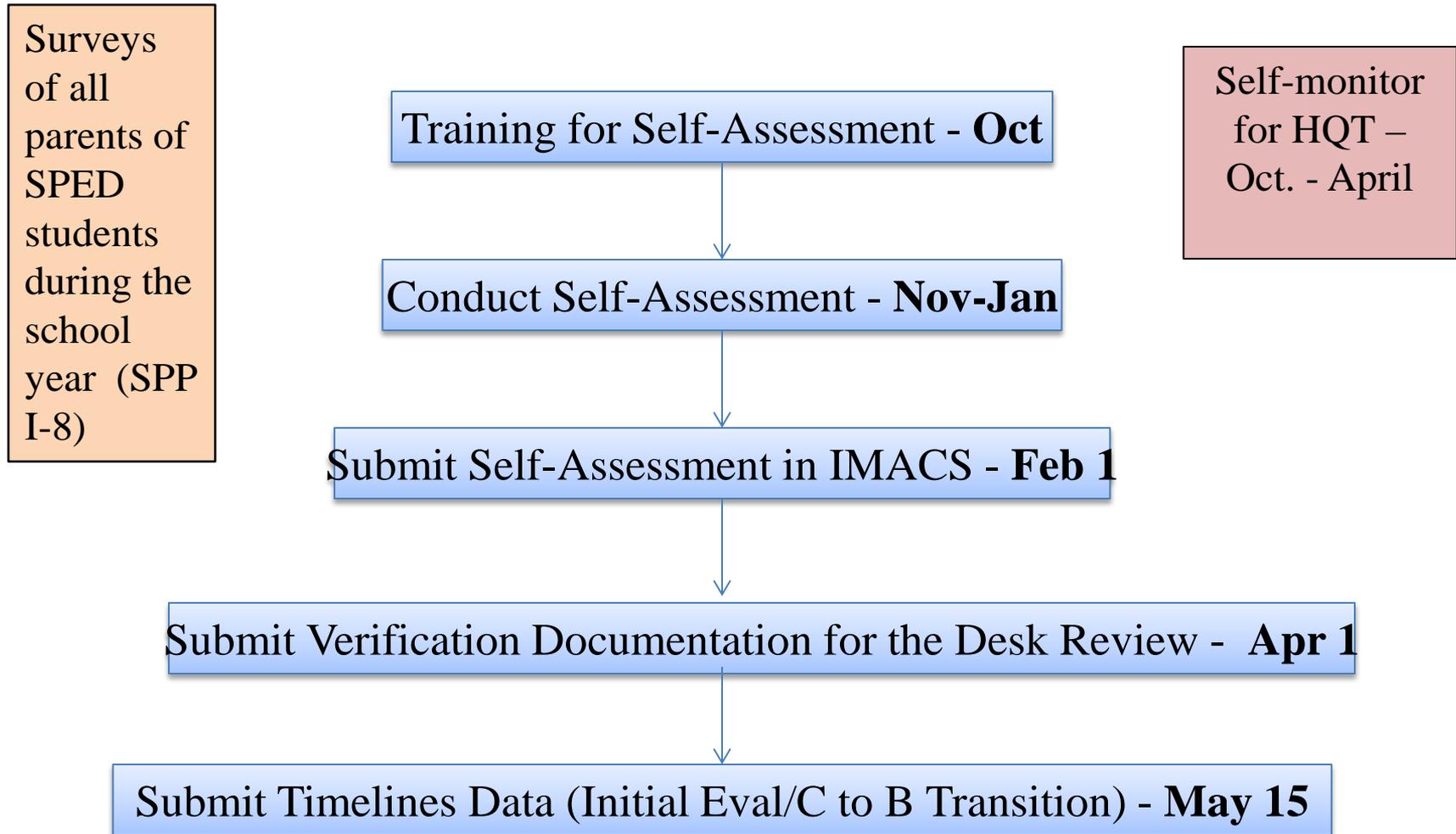




# Special Education Compliance Monitoring Process



# Self-Assessment--Year 1



# Onsite and Corrective Action Plans (Year 2)

Watch CAP Year Webinar / Receive SpEd Program Review Report - **Sept**

Complete Step 1 in IMACS 30 Days From the Date of the SpEd Program Review Report – **Oct**

Onsite  
Monitoring  
of 5 – 10%  
of LEAs in  
the Cohort  
in Year 2

Submit Documentation to Clear I-CAPs - **Dec 31 or sooner**

Submit Follow-up Timelines – **March 20 or sooner**

Submit Documentation to clear CAPs; Complete Step 2 in IMACS - **Apr 1 or sooner**

Yes

ALL noncompliance  
cleared within 1 year  
of SpEd Program  
Review Report

No

**Monitoring Complete  
for the Cycle**

**Sanctions  
Determined**

# Selection process/risk assessment for special education compliance monitoring

- LEAs are pre-selected through their Cohort to complete a self-assessment and receive a desk monitoring
- LEAs are selected for on-site monitoring through a risk analysis



# Risk Factors for LEA Onsite Visits

- MAP-A participation
- Highly Qualified Teachers (HQT)
- Incidence Rate
- Placements
- Self-assessment / Desk Monitoring results
- Speech Implementer model
- Dispute resolution
- Determinations
- Timely and Accurate Data

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

**RISK FACTORS FOR ONSITE REVIEWS 2015-16**

8/17/2015

MAP-A Participation: X indicates the district had 2013-14 Comm Arts MAP-A proficient greater than 1% of accountable

MAP Accommodations: Not reviewed

Timely Accurate Data: X indicates that district lost one or more credits for timely data for either 2013-14 or 2014-15 (to date) data submissions

HQT: X indicates that the district had less than 100% of special education teachers (PK-12) Highly Qualified for 2014-15

Incidence Rate: X indicates that the district's incidence rate was greater than 14% for 2014-15

Placements: X indicates the district was below 46% for two years for Inside Regular > 79% and/or above 12.2% for two years for Inside Regular < 40%

Self-assessment results: Reviewed, but not sure what criteria was

Determination: X indicates the district was "Needs Assistance"

Dispute Resolution: X indicates the district had findings of noncompliance from child complaints during 2014-15

Speech Implementer: X indicates the district had at least one approved speech implementer for in 2015-16

C to B Transition: X indicates the district reported at least one child in IMACS for C to B transition in 2014-15 self-assessment

JDC: X indicates that there is a juvenile justice center in the district

Risk	Districts
0	19
1	56
2	61
3	22
4	14
5	3
6	2

C/D	District	Cohort Year	RPDC	Enr Group	K-8	Prior Onsite	14-15 Enrollment	MAP-A Part	MAP Accom	Timely Accurate Data	HQT	Incidence Rate	Placements	Self-Assess Results	Determination	Dispute Resolution	Speech Implementer	C to B transition reported	JDC	Count of Risk Factors
		2015-16	7	2		12-13	7674	X		5	43	75	22	17	1	9	24	72	5	6
		2015-16	3	2		12-13	14228	X			X	X				X		X	X	6
		2015-16	5	6			652	X			X					X	X	X		5
		2015-16	2	2		09-10 T	8932	X			X					X		X	X	5
		2015-16	6	5			1168	X			X	X					X	X		5
		2015-16	9	5			831	X				X					X	X		4
		2015-16	6	4		07-08 E&T	1517	X			X	X	X							4
		2015-16	3	2		12-13	14308				X		X	x				X		4
		2015-16	8	2			10514				X	X				X		X		4
		2015-16	1	2		12-13	5080	X			X	X						X		4
		2015-16	1	5			798	X			X	X						X		4
		2015-16	6	5			927	X				X		x				X		4
		2015-16	3	3			4965	X					X					X		3
		2015-16	1	9	Y		90	X			X	X						X		4
		2015-16	6	9	Y		127	X		X		X		x						4
		2015-16	5	9			125	X		X							X	X		4
		2015-16	2	7			302	X				X	X					X		4
		2015-16	9	7			264	X			X	X						X		4
		2015-16	9	8			199	X		X		X		x						4
		2015-16	5	8			166				X	X		x				X		4
		2015-16	6	6			665					X	X				X			3
		2015-16	4	5			1280				X			x				X		3
		2015-16	7	8			220				X	X	X							3
		2015-16	1	5		07-08 E&T	1100	X			X		X							3
		2015-16	8	1			16959							x		X		X		3
		2015-16	6	9	Y		122	X				X		x						3
		2015-16	2	4			1840				X		X				X			3
		2015-16	1	7			268	X				X						X		3
		2015-16	9	9			132	X			X	X								3
		2015-16	3	2			11770				X							X	X	3

# Onsite Monitoring

## ALL Selected Onsite LEAs:

- Highly Qualified Teachers (100.470.a-e)
- Paraprofessional Training (100.280)
- Implementation of the IEP (200.960)
  - Services / Least Restrictive Environment
  - Accommodations
  - Transition
- Discipline Procedures



## IF APPLICABLE for Selected Onsite LEAs:

- Speech implementer model (400's)
- Juvenile Justice Centers (child find)
- ELL (child find, referral/evaluation)

# Onsite Timeline

- 6 weeks\* prior to visit
  - Receive documentation request letter
- 2 weeks\* prior to visit
  - Documentation DUE to DESE
- 1 week\* prior to visit
  - Receive detailed schedule of onsite review
- Onsite visit (2-3 day)
  - Building visits
  - Exit interview with LEA
- 4 weeks\* following visit
  - – Onsite report letter

\* Approximately

# General Schedule of On-Site Reviews

- Smaller LEAs have 3 day visit / Larger LEAs have 4 day visit
- Day 1-Entrance Conference-Team Leader with appropriate District Staff
- Day 1-Interview with administrators. Larger districts Team Leader with appropriate staff.
- Day 2-3-Interviews/Observations All Team Members
- Day 2-3 Team Consensus on results dependent on size of district.
- Day 3-4-Exit Conference-Team Leaders with appropriate staff



# On-site Activities

- **Classroom Observations**
  - Are students where IEP/schedule indicates?
  - Are they receiving the services stated on the IEP?
- **File Reviews (if applicable)**
  - IEP/Student and Teacher Schedule
  - Speech Implementer
  - Discipline Procedures



# On-site Activities (continued)

- Interviews
  - Special Education Teacher
  - Student based IEP Team Members
  - Director of Special Education
  - Process Coordinators, etc.
  - Speech Implementer/Supervising SLP
  - Discipline Coordinator

# Tools for Onsite

- Individual Student Services Form
  - LEA completes to compare IEP services with student and teacher schedules
- Individual Student Monitoring Form
  - Used by team member to document findings
- Building Summary Form
  - Submitted by team member after consensus to the team leader summarizing all calls made on indicators reviewed for the building
- Exit Summary Form
  - Team Leader aggregates findings and summarizes with LEA special education administrators in an Exit Conference
- Onsite Review Report entered in system (IMACS)

# Close-out – compliance

- All CAPs must be corrected within 12 months.
- All I-CAPs must be corrected within an established timeframe, but in no case more than 12 months.



# Follow-up & improvement planning: Maintain and Retrain--Year 3

LEA is IN compliance - Identify areas needing retraining or improvement to maintain compliance

Work with RPDC consultants for targeted training

Review, maintain, and/or establish policies, procedures and practices to ensure special education compliance

# Results Driven Accountability (RDA)



- We incorporate results into our monitoring through:
  - Data. Data on the SPP/APR performance indicators is pulled for each LEA in the monitoring cohort that will be completing a Self-Assessment. Cut points are set, based on the Indicator targets. Some cut points are the target, some are a range around the target. Districts falling at or above the cut points do not have to do a compliance review of the standards related to that indicator.

Department of Elementary and Secondary Education  
Office of Data System Management - Special Education

11/2/2015

Number of areas required	Number of districts
0	39
1	105
2	38
3	8
4	2
5	1

YES = District required to address area in file review  
NO = District not required to address area file review  
NA = District not required to address area due to small cell size

C/D Code	District	Review Year	RPDC	Graduation (SPP1)	Dropout (SPP 2)	MAP Comm Arts (SPP 3c)	Placemen t Inside >80% (SPP 5a)	Placemen t Inside <40% (SPP 5b)	Number of areas required
		YES		9	3	141	44	21	
		NO		124	143	45	145	168	
		NA		60	47	7	4	4	
		2016-17	4	NO	NO	YES	NO	NO	1
		2016-17	5	NO	NO	YES	NO	NO	1
		2016-17	2	NO	NO	YES	NO	NO	1
		2016-17	2	NO	NO	YES	NO	NO	1
		2016-17	7	NO	NO	YES	YES	NO	2
		2016-17	7	NO	NO	YES	NO	NO	1
		2016-17	7	NA	NA	NO	NO	NO	0
		2016-17	7	NO	NO	YES	NO	NO	1
		2016-17	7	NO	NO	YES	NO	NO	1
		2016-17	9	NA	NO	YES	NO	NO	1
		2016-17	9	NA	NO	YES	NO	NO	1
		2016-17	9	NO	NO	YES	NO	NO	1
		2016-17	1	NO	NO	YES	YES	NO	2

# Compliance Self Assessment “cutpoint” criteria

## Missouri Department of Elementary and Secondary Education Special Education

Criteria for triggering file review related to SPP indicators  
2016-17 Monitoring Reviews (2015-16 Self-Assessments)  
11/2/2015

**YES:** District required to address area due to not meeting threshold  
**NO:** District not required to address area due to meeting threshold  
**NA:** District not required to address area due to small cell size

### Graduation Rate

If district is an elementary district or [3 year total of cohort] < 5, then **NA**, else if the **FINAL GRADUATION RATE**  $\geq$  72.5% (SPP target), then **NO**, else **YES**. **FINAL GRADUATION RATE** = The best of the 2014-15 graduation rate and a 3 year graduation rate, where the 3 year graduation rate = [3 year graduate total] / [3 year cohort total]

### Dropout Rate

If district is an elementary district or 2014-15 child count for grades 9-12 < 5, then **NA**, else if the **FINAL DROPOUT RATE**  $\leq$  4.8% (SPP target), then **NO**, else **YES**. **FINAL DROPOUT RATE** = The best of the 2014-15 dropout rate and a 3 year dropout rate, where the 3 year dropout rate = [3 year dropout total] / [3 year child count for grades 9-12 total]

### MAP - CA Grades 3-5

If 2014-15 MAP Reportable for CA Grades 3-5 < 1 (removed minimum n size), then **NA**, else if the **FINAL IEP MAP CA 3-5**  $\geq$  35.0% (10% above SPP target), then **NO**, else **YES**. **FINAL IEP MAP CA 3-5** = 2014-15 IEP MAP CA 3-5 Top 2 % due to new assessment (no multiple year average)

### Placements - Inside Regular > 79% (Regular)

If 2014-15 child count for ages 5K-21 < 5, then **NA**, else if the **FINAL REGULAR PERCENT**  $\geq$  56.0% (SPP target), then **NO**, else **YES**. **FINAL REGULAR PERCENT** = The best of the 2014-15 Regular percent and a 3 year Regular percent, where the 3 year Regular percent = [3 year Regular total] / [3 year child count for ages 5K-21 total]

### Placements - Inside Regular < 40% (Self-contained)

If 2014-15 child count for ages 5K-21 < 5, then **NA**, else if the **FINAL SELF-CONTAINED PERCENT**  $\leq$  10.2% (SPP target), then **NO**, else **YES**. **FINAL SELF-CONTAINED PERCENT** = The best of the 2014-15 Self-contained percent and a 3 year Self-contained percent, where the 3 year Self-contained percent = [3 year Self-contained total] / [3 year child count for ages 5K-21 total]



# Cross-Division

- We connect with other federal initiatives for monitoring in these ways:
  - See above on Federal Tiered Monitoring

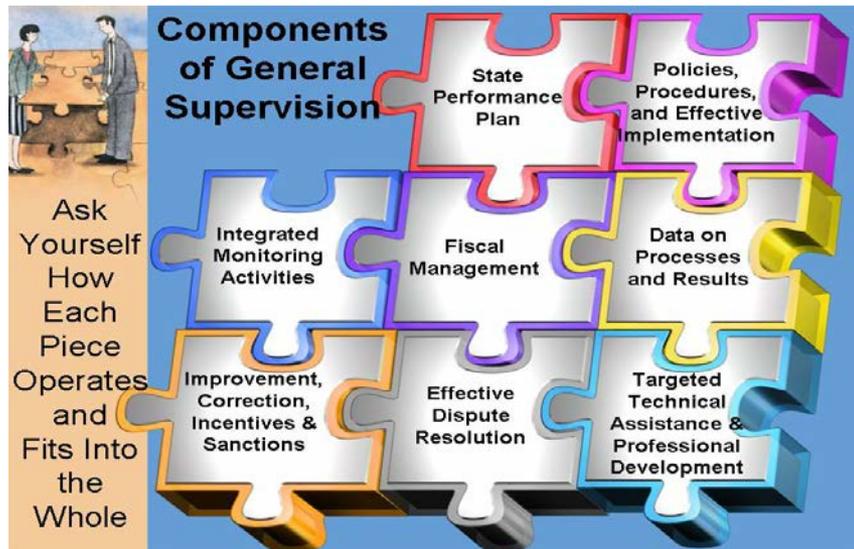


# Stakeholders

- We engage stakeholders in our monitoring process in this manner:
  - Periodically share our monitoring process and results with our State Special Education Advisory Panel (SEAP) and Missouri Council of Administrators of Special Education (MoCASE) Board of Directors
  - Hot topics and Top 10 at Local Administrators of Special Education (LASE) meetings statewide
  - Sharing of monitoring results at statewide meetings and conferences
- Specifically, we engage our parent center in this manner:
  - See above

# The SSIP

- Our monitoring is connected to the SSIP in this manner:
  - Not at this time



# If You Could Copy and Paste One Thing....

- If you wanted to copy and paste one thing from our system to your system, this is what we would recommend:
  - Collaborative tiered monitoring system with Federal Programs within the Department

# Biggest Challenge.....

- Our greatest monitoring challenge is:
  - Inter-rater reliability (Special Education)
  - Getting right people at the table when needed.  
Consistency/Coordination/collaboration among the number of programs involved (Federal Tiered Monitoring)



# Our Wish List.....



- Effective technology and tools, with the perfect support system
- A perfect data system (Effective, usable, integrated)
- Less emphasis on compliance
- More resources (time, people, \$\$\$☺)

# Thank you and come see us in Missouri!

