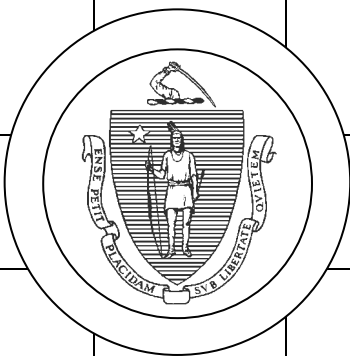




SPECIAL EDUCATION FOCUSED
MONITORING

PILOT PROCEDURES

Implementation Guide for
PQA Liaison Staff and Supervisors



School Year 2003 - 2004

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SPECIAL EDUCATION FOCUSED MONITORING

Program Quality Assurance Services Pilot Procedures

Overview

Special Education Focused Monitoring represents a significant departure from the standard monitoring process currently being implemented through the Department's Coordinated Program Review System (CPR) that measures compliance with literally hundreds of state and federal requirements. As defined by the National Center for Special Education Accountability Monitoring, "Focused Monitoring purposefully selects priority areas to examine for compliance and results while not specifically examining other areas for compliance in order to maximize resources, emphasize important variables, and increase the probability of improved results."¹

A preliminary selection of focus areas for monitoring has been identified by the Department that encompass US Department of Education, Office of Special Education Programs (OSEP) priority areas, Massachusetts Department of Education Special Education Performance Goals and Indicators, and targeted special education requirements included in the Massachusetts Special Education Continuous Improvement Plan (CIP). These areas as well as others were considered by a Massachusetts Focused Monitoring Stakeholders Group jointly convened during the 2002-2003 school year by the Department and the OSEP funded Northeast Regional Resource Center (NERRC).

For purposes of the Department's Program Quality Assurance Service's (PQA) FY '04 pilot activities, the selected focus areas have been listed below along with their origin and links to current monitoring criteria specified in the special education Coordinated Program Review Procedures for 2003 - 2004.

Focus Areas	Origin of Focus Area	Related CPR Criteria
Placement and Least Restrictive Environment	OSEP	SE 18B, 20, 33, 48
Students With Disabilities (SWD) participation in MCAS	OSEP Mass. Performance Goals and Indicators (Goal 1)	SE 5, 33
SWD performance in MCAS	OSEP Mass. Performance Goals and Indicators (Goal 1)	SE 5, 33
Parent participation at Team meetings	Mass. CIP OSEP	SE 8, 24, 25, 26
Secondary and Early Intervention transition services	Mass. CIP OSEP	SE 6, 17
Graduation rates of (SWD) verses non-disabled peers	OSEP	
Child find	OSEP	SE 15, 16
IEP development	OSEP	SE 9, 18A, 22, 36
Discipline	OSEP	SE 43, 44, 45, 46, 47
Pre-referral	OSEP	SE 50
Disproportionality	OSEP/OCR	MOA 4

¹ See the US Department of Education (OSEP) funded Power Point presentation on Focused Monitoring at http://www.monitoringcenter.lsuhs.edu/PDF%20PPT/NERRC_CIFMS_09212003.pdf

Focused Monitoring assesses a district's performance in the targeted focus areas based upon a variety of information sources including, but not limited to:

- Department of Education data collection;
- the results of a district's self-assessment completed by a Local Work Group;
- CPR documentation that describes the district's programs and practices in the focus areas;
- student record reviews;
- observation of selected programs; and,
- interviews of staff, parents and students.

A key difference between Focused Monitoring procedures and standard CPR monitoring procedures is that **Focused Monitoring activities are designed and implemented with a greater degree of district participation in the monitoring process.** This participation is directed through the district's **Local Work Group** that is constituted of local representatives from general and special education administrators, instructional staff, and parents. The Local Work Group actively participates in this process beginning with the district's self-assessment and continuing through to the design and implementation of any necessary corrective action activities and program improvement strategies.

The following is a brief overview of each of the 6 Focused Monitoring Implementation Phases:

Phase 1 The Desk Review of Data

The Department of Education Review Team (the Team) under the direction of the DOE Chairperson will review and analyze the data collected by the Department, the Local Work Group's self-assessment based on the selected focus areas, and any required district documentation. (Refer to the 2003-2004 PQA Special Education CPR instrument for the documentation requirements pertinent to each focus area.)

The results of this analysis will be carefully documented in a Focused Monitoring Work Plan found at the end of this document. Should the data or documentation reviewed raise areas of possible concern regarding compliance or implementation practices, the Team will indicate the information source, a description of the concern and finally develop a work plan that will describe next steps and justification for those activities to be implemented in Phase 2 of the Focused Monitoring procedures. These activities may include but are not limited to general and special education record reviews, selection of persons to receive general and special education parent surveys and/or a review of additional data or documentation. If the analysis of the data and other required information indicates no areas of concern, the Team must indicate the basis for this determination.

Phase 2 Onsite Document and Student Record Reviews

Using the Focused Monitoring Work plan for Phase 2 that is developed as the result of the Desk Review, the Team will conduct an onsite review of pre-selected special and general student records, analyze parent survey results, review any additional district documentation that may have been requested, and any other activities that the Team considers essential to the information gathering process.

These activities will be recorded and analyzed in the Focused Monitoring Work Plan, as in Phase 1, for the purposes of designing appropriate onsite activities during Phase 3.

Phase 3

Onsite Interview and Program Observation Activities

Using the Work Plan developed in Phase 2, the Team will conduct onsite interviews selected as the result of earlier analysis of data and documents, as well as other information gathering activities the Team considers essential to document noncompliance and its root cause(s).

Again, as in the previous 2 Phases, the Focused Monitoring Work Plan will be edited and will include the synthesis of all monitoring activities concluding with these onsite activities. A resulting plan will serve as the basis for the Department’s Focused Monitoring Report.

Phase 4

Focused Monitoring Report Preparation

Using the completed Focused Monitoring Work Plan, the Review Team will generate a narrative report for special education. The special education Focused Monitoring findings will be incorporated within the body of the district’s full Coordinated Program Review Report that includes all other regulated programs reviewed by the Department.

Phase 5

Continuous Improvement Planning

The **Local Work Group** will develop a Continuous Improvement Plan with the assistance of the Review Team, as needed, that is designed to describe the activities necessary to address any areas needing improvement or areas of noncompliance. The district will then submit the Continuous Improvement Plan to the Department for final approval by the Department’s Review Team.

Phase 6

Local Monitoring of Continuous Improvement Plan

The Local Work Group, established at the beginning of the Focused Monitoring process, will have the responsibility to not only prepare and submit to the DOE any required progress reports to document the results of the district’s corrective action and program improvement activities, but also it will become the district’s mechanism to implement and document ongoing internal monitoring and refinements of the Improvement Plan.

Foundation/ Work in Preparation of Phase I, Desk Review

The Focused Monitoring Work Plan template [attached] will become the vehicle to document all monitoring activities, findings and subsequent improvement activities determined through the collaborative effort of the Department’s Review Team and the district’s **Local Work Group**. The description of the new process and the district’s participation will be carefully explained during an orientation meeting and should be scheduled no less than 4 months prior to the first onsite visits. This lead-time will provide ample opportunity for both the Department and the district to prepare for all Focused Monitoring activities.

District Responsibility and Participation in the Monitoring Process

- Upon the district’s notification of its Focused Monitoring review, the district must establish a **Local Work Group**. This group must be composed of representatives from general and special education including administrators, teachers, and parents. Districts may find that the local Special Education Advisory Council and general education School Councils may be good sources of parent members to assist in the activities of the Focused Monitoring Work Group. The Local Work Group will become the foundation of the district’s participation in the Focused Monitoring process, beginning with the district’s self-assessment and continuing through the development of program improvement plans and necessary follow-up activities. In an effort to build an atmosphere of collaboration and cooperation, the Review Team Chairperson will meet with the representatives of the **Local Work**

Group to share the findings and plans at the conclusion each of the first three Phases of the Focused Monitoring procedures. The **Local Work Group** should be constituted and led in a manner so as to reinforce the district's responsibility for ensuring that all students with disabilities in the district receive the services to which they are entitled under the law and have a full opportunity to access the district's curriculum that will maximize their successful transition toward achieving post secondary goals.

- One of the key district activities in this process is the district's initial self-assessment of its implementation of the targeted special requirements. During this process the district, through its **Local Work Group**, will use Department and locally collected data and district documentation to assess the district's performance in meeting performance standards under the targeted focus areas as specified in the Phase 1 Work Plan. The results of this self-assessment and documentation preparation are to be submitted to the Review Team Chairperson according to the timeline determined during Phase 1, The Desk Review.

Data and Documentation

The data and documentation listed below will serve as the base upon which the **Local Work Group** and the Onsite Review Team will validate the district's performance in the targeted focus areas during Phase 1, and it will lay the foundation for the development of a Focused Monitoring Work Plan that will be unique for each district.

MADOE data [to be made available by the Department's Chairperson before the district's orientation session]:

- reports generated from SIMS, MCAS and other data sources collected by the Department;
- DOE state and district profile data; and,
- the Department's record of complaints and inquiries received through the Problem Resolution System for the Fiscal Years 2002 and 2003 and disaggregated by complaint category and closure code.

District provided data and documents:

- the profile of the **Local Work Group** including the names and positions/roles of all of the participants;
- self-assessment results (Using copies of the data collected by the Department as well as the district's internal information, the Local Work Group will complete a self-assessment of its implementation practices in meeting the targeted elements by completing Phase 1 Focused Monitoring Work Plan template.);
- the completed CIP (Massachusetts Continuous Improvement Plan) supplementary data report for FY '04 [See the CPR Special Education Information Package - *Appendix III*];
- description of district and individual school implementation of DCAP (District Curriculum Accommodation Plan) requirements including documentation of building based procedures to provide instructional supports to all students;
- list of the names and other identifying information for those students who have been referred for instructional support for FY '03 and '04 through the local DCAP procedures;
- copies of school and district improvement plans with special emphasis on their impact on the Focused Monitoring topics;
- description of the continuum of services offered by the district to meet student needs;
- a copy of the district's special education student roster (i.e., student database) for all eligible students including information sorted by school and level, disability, type of evaluation for FY03 through fall of FY04 including those cases where no eligibility was determined by the IEP Team;
- additional data/documentation to be submitted as specified by the Review Team Chairperson and described in *Appendix I* of the CPR School District Information Package for Special Education as they relate to the criteria specified in the table on page 3 of this document; and,
- the completion of the data table for MOA 4 - *Appendix I*, Disproportionality

Phase 1: The Desk Review

Note

Emphasis must be made to insure the careful and thoughtful analysis of the data/information reviewed during Phase 1 by both the Local Work Group and the Review Team. This analysis will be critical in establishing the basis for all subsequent Focused Monitoring activities in the selected focus areas.

The Process

Once the Review Chairperson receives the Local Work Group's self-assessment and the other required documentation as specified on page 5, The Chairperson will convene the Review Team to assess the materials and assign tasks to team members as well as generating a schedule of meetings, as needed, to discuss the information and findings and possible next steps in Phase 2. This desk review should take place at least 2 months in advance of the first onsite activity (Phase 2).

Data/documentation review

- During Phase 1 the Review Team will analyze the local Work Group's self-assessment, accompanying documentation and compare the district's statistical data to the state's averages for the same focus area. This comparison may extend to intra-district practices and procedures as well. If the difference between the district rate (%) and the state rate (%) in a particular category is greater than 10% it may warrant further investigation. For example, the results contained in Table 2, Disability by Placement and Table 8, Placement by Race/Ethnicity, Gender and Primary Language may provide insights as to how disabled students are placed according to requirements of LRE. The reviewer will then compare the district placement rates to the Department's composite numbers on this topic as well as comparing individual school placement rates to the district's average. If difference is less than 10%, then the team may conclude that the district is engaged in providing inclusive activities to disabled students. If, on the other hand, if a particular school presents a profile greater than 10%, then this may require further investigation during the Phase 2 portion of the process.
- The information contained in the district provided CIP report will be reviewed for the district's practices for secondary transition and parent involvement. This information would be viewed in conjunction with data reports and will contribute to the development of Phase 2 activities such as a focus on particular records.
- The data derived from the Problem Resolution System will provide a list of the closure categories and codes associated with the letters of finding. These issues may present patterns of noncompliance at the district or school level. This information may be used in conjunction with other data in the development of Phase 2 activities.

Record selection process for Phase 2

The goal of the student record selection process is two-fold. One is to generate a mailing list of general and special education children's parents for survey purposes, and the other is for the selection of both general and special education records to be analyzed by the Review Team. The selection of specific records will be based on areas of concern resulting from the desk review.

Parent input (surveys)

General Education

These parents will be selected from the list provided by the district whose children have been or are being reviewed through the building-based team process or other procedures that exist at the building level in order to meet the requirements of MGL c.71, Section 38Q and MGL c.71B, Section 2. The purpose of the survey is to assess the effectiveness of the school-based process for meeting the unique learning needs of all students, possible outcomes, and assurance that the process is a general education process and not an obstacle to referral. The students' names will be selected from each school such that proportionate representation is obtained.

Special Education

The Review Team will select the parents of children in special education from the special education database provided by the district. The names will also be selected from each district and out of district school such that equal representation of district-based programming is obtained.

Each of these surveys should be prepared and mailed in time for the responses to be received by the Review Team Chairperson for review and analysis during the onsite site activities in Phase 2.

Record Review

The quantity and content of student records to be reviewed will be determined based on the results of the data analysis by the Review Team. Only those areas of concern will be reviewed during Phase 2.

Outcome

The end result of this critical analysis will be a carefully documented Focused Monitoring Work Plan. All findings must be documented and explained as previously discussed. This document will provide the framework for all onsite activities by the review team. If the Review Team determines compliance in a particular area they must present reasons for their decisions based on the evidence. If, on the other hand, areas of concern are raised from the data/documentation analysis then the Review team must present the justification for their concern and reasons for raising this issue in the Focused Monitoring Work Plan. Finally, the Team must develop appropriate topics and strategies to further "drill down" and clarify the root causes of the non-compliance during the onsite activities in Phase 2.

Once the Focused Monitoring Work Plan for Phase 1 has been completed the following actions will transpire:

- The results will be shared with PQA Area Supervisor.
- Once the Phase 1 analysis is complete and reviewed it becomes the guide to the onsite activities specified in Phase 2
- The findings of the Phase 1 review and the substance of Phase 2 activities will be shared with district's Local Work Group
- Parent Surveys mailed.

Timeline

This process should take place at least 2 months after the orientation meeting and at least 2 months prior to Phase 2. During this lead-time the district will have time to prepare any additional documentation or other preparation activities as may be deemed necessary.

Phase 2: Onsite Document and Student Record Reviews

The Process

The Review team will be using the targeted areas and the associated planned activities developed in the Focused Monitoring Work Plan during Phase 1 as a **guide** as it continues to investigate the identified issues of concern and to determine the root cause(s) of the problem areas. The goal is to more clearly identify the root cause of the problem areas and to determine whether they are systemic issues or particular to one level or school.

The Phase 2 activities specified during the Desk Review in Phase 1 will include but are not limited to:

- Special education student record review
- If as the result of the record review the Review Team finds evidence of non-compliance then the Team will select a few records, as determined by the Review Team, to complete a case study investigation for more in-depth activities during Phase 3. This procedure will be explained in greater detail in Phase 3 description
- General education record review [if deemed appropriate as the result of areas of concern with building based activities]
- Review of both general and special education parent surveys.
- Review any additional data or documentation, which the district was required to provide as the result of the Desk Review in Phase 1.
- Discussions with district's Local Work Group concerning areas needing clarification.

Outcome

Throughout Phase 2 the Review team will be amending/expanding the elements of the Focused Monitoring Work Plan developed at the end of Phase 1 to define, in greater detail, the issues of concern to be investigated during Phase 3. For example, if during Phase 2 the evidence indicates that the district is in compliance with a particular area of concern indicated during Phase 1, and then this must be documented in the Focused Monitoring Work Plan and removed from consideration in Phase 3. If on the other hand a new issue arises then it must be added to the Focused Monitoring Work Plan for investigation in Phase 3. For example, if during the record review portion it is determined that progress reporting does not reflect annual achievable goals in a particular school, and then activities would be designed for further investigation in that particular school.

As with Phase 1, the goal is to further refine and identify areas of noncompliance and their root cause in preparation for the next phase of onsite activities documented in the Focused Monitoring Work Plan for Phase 3. Again, the Phase 2 plan will be edited to reflect the results of the onsite activities and to develop appropriate activities to further investigate areas of concern.

At the end of Phase 2, the results will be shared with the district's Local Work Group as well as plans for the activities specified in Phase 3. The work plan must include written justification and probable causes as previously discussed.

Timeline

The duration of the Phase 2 activities will be determined by the Review Team based on the findings and may be 2-5 days and shall be scheduled approximately 2-3 weeks before Phase 3 to provide the Department and district sufficient planning time to successfully implement the goals of the Focused Monitoring Work Plan for Phase 3.

Phase 3: Onsite Interview and Program Observation Activities

The Process

The activities in Phase 3 are the result of the careful analysis of data beginning with the Phase 1 Desk Review of gross data elements, the Local Work Group's self-assessment, and the review of submitted documentation; and the student records reviews and parent survey result analysis during Phase 2. The Phase 3 Final Focused Monitoring Work Plan is designed to investigate district practices to uncover the specific root causes for the non-compliance.

Activities to investigate areas of concern during this phase will be achieved through two primary tasks:

- Interviews,
 - District staff selected based on particular areas of concern around specific topics as identified in the Focused Monitoring Work Plan
 - Individual parents and /or parent groups
 - Staff serving students formerly enrolled in Early Intervention programs
 - Students aged 14 and older in a group setting, to discuss their involvement in transition and transition planning.
- Case Study Review will be determined as the result of findings by the Department's Review Team during the student record review phase. If the team considers the need to more fully investigate areas of non-compliance then the Review Team may select a small sampling of cases, which demonstrate the non-compliance and conduct in-depth interviews with **all** appropriate staff members who have contact with the student, parents, and perhaps the student. This may also involve more detailed observation of general and special education learning environments.

If required

- Review and/or collect additional data from the district to fulfill the goals of the Phase 3 Focused Monitoring Work Plan

Outcome

The resulting Phase 3 Focused Monitoring Work Plan will in fact be the documented basis for the final report, which will articulate the Review Team's findings of the district's performance in meeting the selected focus areas with a narrative format.

These findings, as in Phase 1 will be:

- Reviewed with area supervisor
- Shared with the district's Local Work Group.

Timeline

As with Phase 2, the duration of onsite activities during Phase 3 is based on the Review Team's determination of need and may last from 2 to 5 days. This need will be determined by the Department's Review Team according to the planned activities presented in the Focused Monitoring Work Plan generated at the end of Phase 2.

Phase 4: Focused Monitoring Report Writing

The Process

The end result of the evolved Focused Monitoring Work Plan will be converted into a report format designed to explain the Review Teams findings and rationale for those findings. This will be a narrative report that will present areas of strengths as well as describe the specific areas of non-compliance and their causes which must be addressed in the district's Continuous Improvement Monitoring Plan (formerly Corrective Action Plan).

The template for the report is attached at the end of this document and is structured as follows:

Executive Summary

Bulleted comments outlining strengths and non-compliance for targeted topics

Introduction

Narrative providing a profile of district operations

Description of Validation and Data collection

Description of improvement planning

Targeted Topics

General overview of that topic

Validation planning and data for that topic

Descriptions of strengths of that topic (if applicable)

Areas of non-compliance

Suggestions for improved results

Outcome

A Focused Monitoring Special Education report which will detail the process, strengths, areas of non-compliance, and suggestions for improved results that has evolved through the collaborative development of the Focused Monitoring Work Plan during the 3 phases of activities.

Timeline

The Review Team will convert the core elements of the Focused Monitoring Work Plan into the written report. The release of the draft report should occur within 45 business days from the last meeting date with the District's Local Work Group. A final report should be issued within 60-business day from the last meeting date of the Local Work Group.

Phase 5: Continuous Improvement Planning

The Process

Through out the process the district's **Local Work Group** has been actively involved in this monitoring process. Consequently, it is essential that the **Local Work Group**, with guidance from the Department's Review Team, if necessary, to assume the responsibility for developing the necessary corrective action that will address the specific and measurable areas of non-compliance identified as a result of the monitoring process.

Additionally, the district will provide a plan that describes the **Local Work Group's** self-monitoring procedures and activities designed to insure the implementation the plan.

Outcomes

Beginning with the **Local Work Group's** self-assessment, then continuing with the information sharing throughout the monitoring process, it is expected that the district will assume a stronger sense of ownership in the correction and self-monitoring processes. This should ultimately lead to better services for all students within the district by ensuring that they receive the necessary services to access the curriculum and ultimately experience a successful transition towards achieving post secondary goals.

Timeline

For the purposes of the pilot activities, no change has been made in the requirement that the district submit its Continuous Improvement Plan no later than 30 working days from the date of the published final report. However, this duration may need to be reconsidered given the expanded nature of the district's Local Work Group responsible for its development. If it is necessary to significantly extend the timeline, then perhaps some type of "report of progress" on its development may be required.

Phase 6: State and Local Monitoring of Continuous Improvement

The Process

Monitor district's progress in the implementation of the district's CIP through the following:

- Progress reports submitted by the district's Local Work Group that validate measurable activities supporting implementation of the corrective action measures.
- Log of activities the Local Work Group has engaged in to self-monitor the CIP.
- Documentation as required to demonstrate compliance efforts.
- Onsite activities by Department staff for the purposes of follow-up discussions with district's Local Work Groups, review of student records, interviews of staff as necessary (the specificity of which will be determined during the district's CIP approval process).

Outcome

Improved outcomes in the identification and delivery of services to the district's children in need. District's lack of approved correction of non-compliance issues may be associated sanctions as determined by the Department.

Timeline

The Department will expect evidence of ongoing corrective action activities with procedural issues resolved without unreasonable delay.

**MASSACHUSETTS DEPARTMENT OF EDUCATION
FOCUSED MONITORING PROGRAM REVIEW**

**Focused Monitoring Work Plan
NAME OF DISTRICT, COLLABORATIVE OR CHARTER SCHOOL**

Phase 1 Desk Review Phase 2 Record Review Phase 3 Onsite Activities

Topics Reviewed	Source Documents Used					Findings		Statement of Findings Including Any Root Causes of Implementation Problems	Description of Next Phase Activities
	DOE Data ✓	Student Record ✓	CIP Data ✓	PRS Data ✓	District Documentation ✓	Compliance Found ✓	Area of Concern ✓		
Placement and Least Restrictive Environment									
SWD (Students with disabilities) participation in MCAS									
SWD performance in MCAS									
Parent participation at Team meetings									
Secondary and EI transition									
Graduation rates of SWD vs. non-disabled peers									
Child find									
IEP development									
Discipline									
Pre-referral									
Disproportionality									
<i>Additional topics as required by Review Team</i>									

**INVENTORY OF
DATA SOURCES**

The attached table of data resources is currently available for use in assessing district performance in the selected focus areas

Inventory of Data Sources

TABLE #	TITLE	DESCRIPTION
00	Special Education Enrollment: School Year 2002-2003	District enrollment figures representing total, special education, general education disaggregated by Race/Ethnicity, Gender, and Primary Language
1	Disability by Race and Gender	Lists the number and percentage of students within each of the 13 disability categories and overall total within the district disaggregated by 5 classifications of Race and Gender
2	Placement by Disability	Lists the number and percentage of students within each of the 13 disability categories and overall total within the district disaggregated by 8 different placement categories.
3	Disability by LEP Status, Career/Technical Program Type and Level of Need	Lists the number and percentage of students within each of the 13 disability categories and overall total within the district disaggregated according to LEP students, students enrolled in Ch 74 and non-Ch 74 programs, and level of need according to PL2
4	Disability by Age	Lists the number and percentage of students within each of the 13 disability categories and overall total within the district represented by 4 age brackets: 3-5, 6-11, 12-18, 19-21
5a	Disability by Grade (frequency)	Lists the number of students within each of the 13 disability categories and overall total within the district for each grade PK – 12 and beyond.
5b	Disability by Grade (rate)	Lists the percentage of students within each of the 13 disability categories and overall total within the district for each grade PK – 12 and beyond.
6	Enrollment status by Race and Gender	Disaggregates the enrollment status by in-district, out of district and in-district (receiving only) disaggregated by students with disabilities, Race, and Gender.
7	Enrollment status by Level of Need	Disaggregates the enrollment status by in-district, out of district and in-district (receiving only) disaggregated by Low, Moderate and High levels of needs as derived from PL2
8	Placement by Race/Ethnicity, Gender, and Primary Language	Disaggregates placement in out of the district according to 8 categories
9	Placement by age	Lists the number and percentage of students within each of the 8 placement categories and overall total within the district represented by 4 age brackets: 3-5, 6-11, 12-18, 19-21
10a	Placement by Grade (frequency)	Lists the number of students within each of the 8 placement categories and overall total within the district for each grade PK – 12 and beyond.
10b	Placement by Grade (rate)	Lists the percent of students within each of the 8 placement categories and overall total within the district for each grade PK – 12 and beyond.
Unnumbered	Summary Statistics	The upper half of this page includes data that describes district's total enrollment for the years 2000-2003 as well as total state data for 2003. The totals are disaggregated by race, low income, first language not English, limited English proficient, and special education. Additional aggregate information for the years 1999-2002 and state data for 2002 is included to describe rates for attendance, retention, drop out (9-12), in-school suspension,

TABLE #	TITLE	DESCRIPTION
		out-of-school suspension, and exclusion. (This information is also available by school)
Unnumbered	Demographics & Indicators for Each School in District	This page school profile contains disaggregated by percentage for white, minority, low income, first language not English, limited English, and special education by school for the years 2002 and 2003.
Spring 2001	MCAS Summary of District Performance	Breaks down performance of all students within the district who took the test by Regular Education, Students with Disabilities, and Limited English Proficient Students http://www.doe.mass.edu/mcas/2001/results/dpsummary.pdf
Spring 2002	MCAS Summary of District Performance	Breaks down performance of all students within the district who took the test by Regular Education, Students with Disabilities, and Limited English Proficient Students http://www.doe.mass.edu/mcas/2002/results/dpsummary.pdf
Spring 2003	MCAS Summary of District Performance	Breaks down performance of all students within the district who took the test by Regular Education, Students with Disabilities, and Limited English Proficient Students http://www.doe.mass.edu/mcas/2003/results/dpsummary.pdf
Profiles	State and District Profiles	http://profiles.doe.mass.edu

DATA SOURCE REFERENCE GUIDE

The following table is a cross walk between all 58 special education criterion and the sources of information which may be used to assess compliance.

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
SE 1 Assessments are appropriately selected and interpreted for students referred for evaluation	✓	Description of local evaluation standards and procedures that the district has established for student evaluation and placement decisions			14L LRE	
SE 2 Required and optional assessments	✓					
SE 3 Special requirements for determination of specific learning disabilities	✓	Description of local implementation practices regarding identification of students with specific learning disabilities				
SE 4 Reports of assessment results	✓					
SE 5 Participation in general State and district-wide assessment programs	✓	Local guidelines for the participation of disabled students in the MCAS program. Guidance to Team Chairpersons regarding the method of determining any needed testing accommodations and/or alternate assessments for students				
SE 6 Determination of transition services	✓		✓	Table 3 “Disability by LEP Status, Level of Need, and Chapter 74 and non-chapter 74 programs	14A implementation of Chapter 688 14KK statement of transition services 14JJ opportunity for	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADDOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
					vocational education	
SE 7 Transfer of parental rights at age of majority and student participation and consent at the age of majority	✓	Sample notice to students and parents in applicable situations described under the criterion				
SE 8 Evaluation Team composition	✓	District policy to insure required participation	✓			
SE 9 Eligibility determination: Timelines for evaluation, provision of IEP and/or identification of other needed instructional programs	✓			Table 5: Disability by Grade Table 6: Disability by age Exit data for students leaving sped	14X implementation of Team evaluation procedure 14Z timeline team 14AA Issuance IEP	
SE 10 End of school year evaluations	✓				14CC Extended School Year or Extended School Day	
SE 11 School district response to parental request for independent educational evaluation	✓	Description of local implementation practices for determining child's eligibility for Independent Educational Evaluations (IEE's) conducted at public expense			14I Independent Evaluation	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADDOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
SE 12 Frequency of re-evaluation	✓	District dB of sped students				
SE 13 Progress Reports and content	✓	District mechanism to insure content and frequency of Progress Reports.		Exit data IEP goals met	14M Progress. Reports	
SE 14 Annual review Team meeting	✓	District dB of sped students				
SE 15 Outreach by the School District (Child Find)		Child Find Procedures Sample notices to agencies and schools Summary reports of the results of child find efforts		For 3 and 4 year olds Table 2: disability by placement Table 4: Disability by age Table 5: Placement by grade (PK) Table 7: placement by age	14B child search	
SE 16 Screening		Screening instruments Screening announcements and schedule Sample letter to parents regarding screening results				
SE 17 Initiation of services at age three and Early Intervention	✓			See SE 15		

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADDOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
transition procedures						
SE 18A IEP development and content	✓	Job description of district's Team Chairperson(s) List of all persons who are authorized to commit the resources of the school district during Team meetings			14F IEP not a team decision	
SE 18B Determination of placement; provision of IEP to parent	✓			Table 2: Disability by placement	14L LRE	
SE 19 Extended evaluation	✓					
SE 20 Least restrictive program selected	✓	Description of district efforts to establish less restrictive special education programs and practices		Tables 2 & 3 disability by placement and level of need Table 7: placement by age	14L LRE	
SE 21 School day and school year requirements	✓	Documentation demonstrating compliance with Learning Time Regulations for students with disabilities (e.g., school calendar for the current school year, copies of sample weekly schedules or bell schedules for each elementary, secondary school and public day program in the district)				
SE 22 IEP implementation and availability		[District mechanism to insure IEPs are implemented per agreement i.e. how are cases managed and			14C & 14D IEP either partially implemented or not	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
		monitored to insure implementation]			implemented	
SE 23 Confidentiality of personally identifiable information	✓				14R Confidential Access to records	
SE 24 Notice to parent regarding proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE	✓				14W Required parent notice 14Y Parent notice /consent	
SE 25 Parental consent	✓				14Y Parent notice/consent	
SE 26 Parent participation in meetings	✓		✓		14G parent involvement in IEP	
SE 27 Content of Team meeting notice to parents	✓				14W Required parent notice	
SE 28 Parent provided the IEP or notice of no eligibility together with notification of procedural	✓				14W Required parent notice	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
safeguards and parents' rights						
SE 29 Communications are in English and primary language of home	✓			Table 1 Disability by race Table 3: Disability by LEP status Table 6: placement by race, and primary language	14G parent involvement in IEP	Data sheets entitled: 1. Demographics and indicators for each school district broken down by school 2. Special Education Enrollment 3. Special Education placement
SE 30 Elements of notice of parents' rights		Copy currently used				
SE 31 State and district responsibility for educational surrogate parents					14GG appointment of surrogate parent	
SE 32 Parent advisory council for special education		Parent Advisory Council (PAC) officer list PAC by-laws PAC meeting agendas School Committee agendas and minutes pertaining to consultation with the PAC				
SE 33 Involvement in the general curriculum	✓				14II involv general curriculum	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
<p>SE 34 Continuum of alternative services and placements</p>	<p>✓</p>	<p>Description of the range of special education program and related service options available to students in the district</p> <p>Description of the district's continuum of vocationally related programs and services available to students with disabilities who do not successfully gain admission to selective admissions vocational-technical education school programs</p> <p>District provided data for completion of Disproportionality grid for counseling, OT, PT, and SLP</p>			<p>14JJ opportunity for vocational education 14H provision for counseling</p>	
<p>SE 35 Specialized materials and assistive technology</p>		<p>Sample list of recently purchased assistive technology devices</p>			<p>14E consented components not included in the IEP 14C & 14D Approved IEP partially or not implemented</p>	
<p>SE 36 IEP implementation, accountability and financial responsibility</p>		<p>Description of local implementation practices for IEP accountability</p>			<p>14C & 14D Approved IEP partially or not implemented</p>	
<p>SE 37 Procedures for approved and unapproved out-of-district placements</p>	<p>✓</p>	<p>Listing of all public and private day and residential programs (approved and unapproved by the DOE) contracted by the district</p>				

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
		<p>A sample contract with out-of-district programs (public and private)</p> <p>Notifications and pricing information sent to the DOE as required under this criterion</p> <p>Evidence of host state approval of all out-of-state placements if not otherwise approved by the MA DOE</p>				
<p>SE 38 Educational services in institutional settings (ESIS)</p>	<p>✓</p>					
<p>SE 39 Procedures used to provide services to eligible students enrolled in private schools at private expense</p>	<p>✓</p>	<p>Most recent Child Count of eligible students enrolled in private schools at private expense</p>				
<p>SE 40 Instructional grouping requirements for students aged five and older</p>		<p>Schedule of instructional groups (by period) including names of students, teachers and aides assigned</p>			<p>14T class size</p>	
<p>SE 41 Age span requirements</p>		<p>Schedule of instructional groups (by period) including names of students and dates of birth for each student</p> <p>Copies of any current DOE approved age span waivers approved by the</p>			<p>14U age span</p>	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
		Commissioner of Education				
SE 42 Programs for young children three and four years of age		Schedule of instructional groups (by period) for young children three and four years of age including names of students (including disability status), teachers and aides assigned and dates of birth for each student		Table 5 disability by grade (PK)	14B child search/screening	
SE 43 Behavioral interventions	✓				14S Suspension expulsion issues	
SE 44 Procedure for recording suspensions		Description of local implementation practices Suspension Log of special education students			14S Suspension expulsion issues	
SE 45 Procedures for suspension up to 10 days and after 10 days: General requirements		Suspension Log of special education students Description of local implementation practices for requirements under this criterion Student Handbooks for each secondary school and other relevant notices (codes of conduct) provided to parents and students at other levels. Information on how such information is provided to parents and students who do not speak English.			14S Suspension expulsion issues	
SE 46 Procedures for suspension of students with		Codes of Conduct for each school building (<i>To be submitted under MOA 17</i>)			14S Suspension expulsion issues	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
disabilities when suspensions exceed 10 consecutive school days or a pattern has developed for suspensions exceeding 10 cumulative days; responsibilities of the Team; responsibilities of the district		Evidence of written procedures or training regarding conducting a manifestation review and other discipline procedures Description how all Interim Alternative Education Settings used by the district ensure access to all IEP services and the general curriculum				
SE 47 Procedural requirements applied to students not yet determined to be eligible for special education		Student Handbooks for each secondary school building (<i>Current handbooks must be on file in the Department of Education</i>) Evidence of written procedures or training regarding conducting a manifestation review and other discipline procedures Suspension Log of special education students			14S Suspension expulsion issues 18 Student handbook 16 student discipline	
SE 48 FAPE (Free, appropriate, public education): Equal opportunity to participate in educational, nonacademic,	✓	Description of the continuum of vocational programs available to all students in the district Description of counseling services available to all students in the district	✓	Table 3 Disability by Chapter 74 and non-chapter 74 programs		

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
extracurricular and ancillary programs, as well as participation in regular education						
SE 49 Related services	✓	Listing of related services currently provided or contracted by the district			14H counseling	
SE 49A Special Transportation		Description of local implementation practices for the provision of special transportation to students with disabilities Number of students in the district who receive special transportation			14P spec trans	
SE 50 Responsibilities of the School Principal and Administrator of Special Education		Job descriptions of Principals and Administrator of Special Education which describe appropriate roles included under this criterion <i>(See MOA 2 and 4 documentation of DCAP including the continuum of general education instructional supports, including remedial reading and math, available through the general education program's "District Curriculum Accommodation Plan")</i> Description of special education services available to limited English-proficient students		Department provided data for: Retention [grade, gender, race] Exit data reports Home/hospital	14V implementation of referral procedures 14II involvement in the general curriculum	

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
		Building Principals' description of local implementation practices for the provision of home or hospital programs District provided data in the Disproportionality chart for Section 504				
SE 51 Appropriate special education teacher certification/licensure		Special education <u>teaching staff</u> roster for locally hired <u>and contracted</u> staff including the role of each person Copies of teacher certificates/licenses or current waivers for these persons			14Q staff cert/lics. 14J avail qualif staff	
SE 52 Appropriate certifications/licenses or other credentials— <u>related service providers</u>		Related service staff roster for locally hired <u>and contracted staff</u> , including the role of each person			14Q certification or licensure. 14J availability of qualified staff	
SE 53 Use of paraprofessionals		Training agendas and other documentation related to special education related staff development activities for paraprofessional staff Description of implementation practices for the use of paraprofessional staff				
SE 54 Professional development regarding special education		School district Professional Development Plans Staff training needs assessments, training agendas and other documentation of special education				

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
		related staff development activities for paraprofessional staff and regular and special education teachers				
SE 55 Special education facilities and classrooms		Observation by Review Team			140 special education facilities 14L LRE	
SE 56 Special education programs and services are evaluated		<p>Program evaluation reports for special education programs, services and administrative functions</p> <p>District Improvement Plans required under the Education Reform Act of 1993</p>				
SE 57 Special education child count		<p>District's most recent federal special education child count submitted to the DOE, together with documentation identifying students' names that generated this specific count.</p> <p>Separate listing of all eligible students included in the count who are attending private schools at private expense (e.g., not placed by the district) together with indication of which students are receiving public school special education and/or related services through the use of federal special education funds <u>or</u> through local funds</p> <p>Student Records (IEP's randomly selected by Onsite Chairperson)for</p>				

Table to be used as a Guide to cross reference FY04 SE Criterion and other data sources

Special Education Criterion Number	STUDENT RECORD	DISTRICT DOCUMENTS	CIP DATA	MADOE FY04 Data tables 1-7 for FM	PRS	MOA 4 data packet
		<p>each eligible student included in the district's most recent child count which were current and in effect at the time of the count and document parent consent at the time of the count.</p> <p>In cases, where no parent consent can be documented, evidence must be provided of multiple attempts using a variety of methods to secure parent consent and the district has made a local determination of a denial of FAPE. Subsequent referral to Special Education Appeals is then required to be documented..</p>				
<p>SE 58 Federal Special Education Entitlement Grant</p>		<p>Documentation of the district's expenditure of "proportionate share" requirements</p>				

**FINAL REPORT TEMPLATE
FOR
THE PILOT FOCUSED MONITORING
OF SPECIAL EDUCATION**

NAME OF DISTRICT OR CHARTER SCHOOL

Executive Summary

The attached report contains the results of the three Phase Focused Monitoring Process (Data Collection, Planning and Validation) conducted by the Massachusetts Department of Education Program Quality Assurance Services in **NAME OF DISTRICT OR CHARTER SCHOOL** during the weeks of. Dates of onsite activities. The process is designed to focus on selected topics through enhanced partnerships between the Department and the Local district.

Data Collection included multiple sources such as review of the district's self assessment, documentation of district practices, reviews of children's records, interviews with parents, district administrators, local program and school administrators, service providers, teachers and service coordinators. Members of the onsite Review Team shared information obtained from these data sources with the district's Local Work Group at the conclusion of each of the first three phases of the monitoring procedure.

The Planning of onsite activities during the monitoring process is based upon the review of data and documentation as the result of the Desk Review and further refined after subsequent onsite activities completed by the Review Team.

The Validation was completed as the result of the onsite Review Team's analysis review of gathered data and documentation, gathered from a variety of sources, which describes the district's practices in meeting the Key Performance Indicators selected:

- Placement and Least Restrictive Environment
- Students With Disabilities (SWD) participation in MCAS
- Students With Disabilities (SWD) performance in MCAS
- Parent participation at Team meetings
- Secondary transition services
- Graduation rates of Students With Disabilities (SWD) verses non-disabled peers
- Child find
- IEP development
- Discipline
- Pre-referral
- Disproportionality

The Report includes a detailed description of the process utilized to collect data, which was used to determine strengths, areas of non-compliance, and suggestions for improved results for children.

OVERVIEW OF DISTRICT PRACTICES IN MEETING FOCUS AREA OBJECTIVES

NAME OF DISTRICT OR CHARTER SCHOOL

STRENGTHS

ENTER A LIST OF AREAS WHICH THE REVIEW TEAM VIEWED AS STRENGTHS

SUGGESTIONS FOR IMPROVED RESULTS

ENTER A LIST OF SUGGESTIONS FOR IMPROVEMENT

AREAS OF NON-COMPLIANCE

ENTER A LIST OF NON-COMPLIANCE ISSUES

Placement and Least Restrictive Environment

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting these focus areas

Environment Students With Disabilities (SWD) participation in MCAS

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting these focus areas

Students With Disabilities (SWD) Performance in MCAS

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The Review Teams Recommendations As To How The District May Improve Its Performance In Meeting This KPI

Parent Participation At Team Meetings

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

Secondary Transition Services

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this KPI

Graduation Rates Of Students With Disabilities (SWD) Verses Non-Disabled Peers

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

Child Find

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

IEP Development

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

Discipline

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

Pre-referral

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

Disproportionality

Data Collection, Planning and Validation

Narrative description of the data collected for this topic, how it was used in planning onsite activities and lastly how the data and its analysis brought the Review Team to its conclusions

STRENGTH(S)

Brief statement describing the strength

Detailed statement describing what brought the Review Team to this conclusion

AREAS OF NON-COMPLIANCE

Brief statement describing the non-compliance

Detailed statement describing what brought the Review Team to this conclusion

SUGGESTIONS FOR IMPROVED RESULTS

The review teams recommendations as to how the district may improve its performance in meeting this focus area

**DOE ONSITE CHAIRPERSON'S CHECK LIST OF PROCEDURES
FOR THE FOCUS MONITORING OF SPECIAL EDUCATION ACCORDING TO SELECTED
FOCUS AREAS**

**PILOT PROGRAM
SCHOOL YEAR 2003-2004**

*This checklist is designed to **supplement** the chairpersons' checklist for the management of Coordinated Program Reviews for the purpose of addressing Focused Monitoring in Special Education.*

Preparation Pre-Phase 1/Orientation

- Contact district superintendent to confirm their participation in the pilot focused monitoring program and schedule an orientation date with the Local Work Group no less than four months prior to the first onsite (Phase 2)
- Send the district copies of LEA instructions for focused monitoring, e-copy of Focused Monitoring Work Plan, and MADOE collected data elements.
- Contact members of the MADOE team to explain the pilot procedures Set dates for the Phase 1 desk review

Phase 1 The Desk Review

2 months after the orientation and 2 months before the first onsite (Phase 2)

- Log in district materials when due. If district's materials do not arrive with 5 business days of the pre-determined due date follow-up with superintendent
- Review the material submitted decide on delegation of duties to team members
- Continually update Focus Monitoring Work Plan as data elements are reviewed and findings developed
- Generate mailing list for general and special education parents
- Mail surveys for receipt before the onsite
- Select which special education records to review and why
- Select which general education records to review and why
- After the review of all information review the findings with team members and develop onsite plans and activities for Phase 2
- Review findings with supervisor
- Review findings and planned onsite activities with the district's Local Work Group

Phase 2 Onsite Document and Student Record Reviews

This will occur approximately 2 months after the desks review and 2-3 weeks before the Phase 3 onsite activities and may have duration of 2-5 days

- Review parent surveys with the team
- Review special education records per guidance from the work plan
- Review general education records per guidance from the work plan
- Continually update Focus Monitoring Work Plan as data elements are reviewed and findings developed
- Select records for case study review in Phase 3 record the cause for the procedure and planned activities in the work plan
- Review additional documentation, if requested enter results in work plan
- Select which staff members to interview and why

- After the review of all information review the findings with team members and develop onsite plans and activities for Phase 3
- Review findings with supervisor
- Review findings and planned onsite activities with the district's Local Work Group

Phase 3 Onsite Interview and Program Observation Activities

This will occur approximately 2-3 weeks after the Phase 2 onsite activities and may have duration of 2-5 days

- Conduct specified interviews with staff, administrators, parents, and students as deemed necessary based on the results of Phases 1 & 2.
- Continually update Focus Monitoring Work Plan as data elements are reviewed and findings developed
- Review additional documentation, if requested enter results in work plan
- Review findings with supervisor
- Review findings and planned onsite activities with the district's Local Work Group

Phase 4 Focused Monitoring Report Writing

Should be released within 30 work days from the last meeting with the Local Work Group

- Enter the findings and basis of those findings from the record contained within the Focused Monitoring Work Plan into the template report (Refer to PQA Report Writing Guide-Catherine Sullivan 11-03)
- Share report with MADOE team
- Review findings with supervisor
- Publish report

Phase 5 Continuous Improvement Planning

- Provide the district, as necessary technical assistance in the development of the corrective measures
- Upon receipt of the district plan [hard copy and electronic] share with team for input
- Complete the written review of plan using current formats and procedures
- Release the review using current procedures [copies should be given to members of the Local Work Group as well as superintendent and director of special education]

Phase 6 State and Local Monitoring of Continuous Improvement Plan

Per specification in the accepted improvement plan