Attachment 7

Monitoring Overview and Self-Assessment

Agenda

Monitoring for Continuous Improvement and Results (MCIR)

MSDE, DSE/EIS Priorities

Focused Monitoring

Self-Assessment IDEA 2004, Part B

Next Steps: Preparation for the Self-Assessment IDEA 2004, Part B Review

Questions

Monitoring Overview and Self-Assessment
Agenda
Talking Points

Monitoring for Continuous Improvement and Results (MCIR)

Purpose:

- Federal/State requirements to monitor.

- Foundation of MCIR is continual improvement.

- Results in improved educational results and functional outcomes for children with disabilities.

- Reports (publicly) on the 'state' of special education in the State and LSS.

- Implementation of requirements in IDEA/COMAR.

- Correction of noncompliance within a year.

- OSEP and results of visit to MSDE:

    Standardized Self-Assessment.

    Annual progress/ annual review of results.

- MSDE determination of LSS performance on State's priorities:

    Meets requirements.

    Needs assistance.

    Needs intervention.

    Needs substantial intervention.

- Emphasis on quantifiable data to show improvement or slippage...

MSDE, DSE/EIS Priorities

- Defined in MSDE State Performance Plan (same as in Self-Assessment)

    OSEP priorities = State priorities

- MSDE priority/performance areas (see Self-Assessment)

    Continued performance in meeting State standards/ goals.

    Performance Areas (see Self-Assessment, Section I. A - H).

General Supervision (see Self-Assessment Section II. A – C).

Complaint Management (see Self-Assessment Section III. A – C).

Stakeholder Input (see Self-Assessment Section IV. A – D)

Focused Monitoring

- Based on OSEP findings
- MSDE Monitoring Priority for 2005 – 2006

    LRE 3-5 (includes Part C to Part B transition)

    LRE 6-21 (includes secondary transition)

    Provision of related services.

    Includes OSEP priorities: Secondary transition; Disproportionality; C to B transition.

Self-Assessment IDEA 2004, Part B

- Review of purpose of Self-Assessment.

    Defines how the LSS is doing on the State's priorities.

    Initiatives in Self-Assessment should come from Master Plan.

    Will change as requirements change or based on State's data.

        Example: Disaggregation of data by race, disability, gender; etc.

    Expect changes annually.

- Self-Assessment describes the "state" of special education in the LSS.
- Use of Self-Assessment to define and broadcast local issues.

    Identifies strengths and weaknesses.

    Use as blueprint to target areas for improvement.

    Documents improvement over time.

- Inform stakeholders of the "state" of special education and initiatives in the LSS.

    MSDE will fold in local issues identified through complaints of systemic nature.

- Use to gather public input into priorities and initiatives.
- Post as public information.
    - Post on LSS site.
    - Post on MSDE web site.
- **WORK SESSION:** Review of (LSS) Self-Assessment document.

Next Steps: Preparation for the Self-Assessment IDEA 2004, Part B Review

- Edit Self-Assessment and send within two weeks: __projected date__
- Send hard copy to Linda Bluth.
- Send electronic copy to Linda Bluth.
- Receive letter from MSDE re On-Site Validation of Self-Assessment.
- Gather supporting documentation and data.
- Have blank copy of IEP FORMS including notices/letters currently in use.
- Self-Assessment posted to MSDE web site by _____.

Questions

Name of LSS/PA:_____

Date Submitted: _____

Self-Assessment IDEA 2004, Part B

Priority Areas	Data Source(s)	Date of Data	MSDE Standard/Goal	Standard/Goal		Initiatives to Address Standard	MSDE Verification
				Met	Not Met		
I. STATE PRIORITY AREAS **A. Over-representation** 1. All disabled students 2. By disabilities: Mental Retardation Emotional Disturbance Specific Learning Disability 3. Over-representative in LRE C	• Maryland Special Education – Focused Monitoring Over Representation, Rank Ordered by Percentages (October 29, 2004)	2004	1. Proportionate representation of African American students in special education compared to the general population. 2. Proportionate representation within disability categories. 3. Proportionate representation within LRE C.	1. 2. 3.	1. 2. 3.		
B. Exit 1. Dropout 2. Graduation with a diploma	• Maryland Special Education/ Early Intervention Services Census Data and Related Tables • mdreportcard.org • mdk12.org	2004	1. Dropout rate for students with disabilities will not exceed 3%. 2. The percent of students with disabilities exiting with a diploma will equal that of general education students.	1. X 2.	1. 2.		
C. Suspension/Expulsion Rate 1. Summing to > 10 days 2. Extended suspension of >10 days	• Maryland Special Education/ Early Intervention Services Census Data and Related Tables • MSDE Web-site	2004	1. The percentage of students with disabilities receiving suspensions summing to greater than 10 days will be proportionate to nondisabled students. 2. The percentage of students with disabilities receiving extended suspensions greater than 10 days will be proportionate to nondisabled students.	1. 2.	1. 2.		

Name of LSS/PA: _____

Date Submitted: _____

Self-Assessment IDEA 2004, Part B

Priority Areas	Data Source(s)	Date of Data	MSDE Standard/Goal	Standard/Goal		Initiatives to Address Standard	MSDE Verification
				Met	Not Met		
D. Least Restrictive Environment 1. Ages 3-5 2. Ages 6-21	• Maryland Special Education/ Early Intervention Services Census Data and Related Tables, (October 29, 2004)	2004	1. The percentage of children with disabilities, ages 3-5, receiving special education services in environments for nondisabled students (LRE M) will increase annually. 2. The percentage of students with disabilities, ages 6-21, receiving special education services in general education settings (LRE A) will increase annually.	1. 2.	1. 2.		
E. Transition From Part C To Part B	• LSS/PA Collected Data		Individualized Education Programs (IEPs) for children transitioning from Part C to Part B are in effect by the child's third birthday.				
F. Participation in Statewide Assessment Programs 1. Maryland Model for School Readiness (MMSR) – (Kindergarten Assessment) 2. Maryland School Assessment (MSA) 3. Alternate Maryland School Assessment (ALT-MSA) 4. High School Assessment (HSA)	• MSDE Web-site • mdreportcard.org • mdk12.org • Kindergarten Assessment	Fall 2004	All students with disabilities participate in the appropriate testing program.	1. 2. 3. 4	1. 2. 3. 4.		
G. MSA Results 1. Reading 2. Math	• MSDE Web-site • mdreportcard.org • mdk12.org		1. Special education students, as a sub-group will improve in meeting Adequate Yearly Progress (AYP) in reading. 2. Special education students as a sub-group, will improve in meeting AYP in math.	1. 2.	1. 2.		

Name of LSS/PA:_____

Date Submitted: _____

Self-Assessment IDEA 2004, Part B

Priority Areas	Data Source(s)	Date of Data	MSDE Standard/Goal	Standard/Goal Met	Standard/Goal Not Met	Initiatives to Address Standard	MSDE Verification
H. HSA Results	• MSDE Web-site • mdreportcard.org • mdk12.org		Test results for students with disabilities participating in the HSAs are monitored and compared to results for nondisabled students.				
II. GENERAL SUPERVISION A. Student Record Reviews	• Comprehen-sive Student Record Review • Focused Record Review		1. LSS/PA has an annual process for record review and focused professional development designed to ensure compliance with federal and state regulations. 2. Special education student records will demonstrate compliance with federal and State regulations.	1. 2.	1. 2.		
B. Written Procedures: Public Agency Submission Standards (PASS)	• Assurance Statements • Public Agency Written Policies • Special Education Handbook		Each public agency shall have on file with MSDE revised policies and procedures, including applicable forms, documents, handbooks, manuals, etc. that demonstrate the public agency meets the requirements of IDEA 2004.				
C. Staffing	• Board approved staffing plan		1. Board approved staffing plan is on file with MSDE. 2. Data on classes taught by highly qualified teachers is on file with MSDE. 3. Data on highly qualified and certified teachers I s on file with MSDE.	1. 2. 3.	1. 2. 3.		
III. COMPLAINT MANAGEMENT A. Complaints	• LSS/PA Collected Data • MSDE letters of findings	Period July 1, 2004 – June 30, 2005	A corrective action plan has been developed and implemented to correct areas of identified noncompliance within the timelines specified by MSDE (in no case longer than one year).				

Name of LSS/PA:_____

Date Submitted: _____

Self-Assessment IDEA 2004, Part B

Priority Areas	Data Source(s)	Date of Data	MSDE Standard/Goal	Standard/Goal		Initiatives to Address Standard	MSDE Verification
				Met	Not Met		
B. Due Process Hearings	• Office of Administrative Hearing Written Decisions • Written Decisions	Period July 1, 2004– June 30, 2005	Office of Administrative Hearings Decisions are implemented as specified in the order.	X			
C. Mediations	• LSS/PA Collected Data • MSDE mediation summary data		Each LSS/PA maintains practices that promote the use of mediation to resolve disputes.	X			
IV. STAKEHOLDER INPUT **A. Special Education Citizen Advisory Committee**	• Agendas • SECAC Activities • Surveys		1. An active Special Education Citizen's Advisory Committee is maintained. 2. A copy of the Special Education Citizen Advisory Committee budget is submitted and filed with MSDE.	1. 2.	1. 2.		
B. Parent Input	• Parent Survey • Forums • Focus groups • Other		Parent input is systematically gathered and used to improve the provision of special education and related services.				
C. Public/Community Input	• Surveys • Forums • Other		Public/community input is systematically gathered and used to improve the provision of special education and related services.				
D. Staff Input	• Survey • Forums • Focus groups • Other		Staff input is systematically gathered and used to improve the provision of special education and related services.				

MARYLAND STATE DEPARTMENT OF
EDUCATION
Achievement Matters Most

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

September 6, 2005

Mrs. Diane Black
Director of Special Education
Anne Arundel County Public Schools
2544 Riva Road
Annapolis, Maryland 21401

Dear Mrs. Black:

The primary focus of Federal and State monitoring activities is to improve education results and functional outcomes for all children with disabilities and ensure that local school systems (LSS) and public agencies (PA) meet program requirements under the Individuals with Disabilities Education Act 2004 (IDEA 2004), with a particular emphasis on those requirements that are most closely related to improving educational results. The Maryland State Department of Education (MSDE), Division of Special Education/Early Intervention Services (DSE/EIS), Office of Quality Assurance and Monitoring (QAM), is required to monitor each LSS and PA in the State using quantifiable indicators as are needed to adequately measure performance. The first step in that process is the analysis of performance resulting in a self assessment. The (LSS) have submitted its *Self-Assessment IDEA 2004, Part B* document with its Local Application for federal funds. QAM staff members would like to meet with you to review the document and provide an overview of recent changes to Maryland's Special Education monitoring system and the role of your *Self-Assessment IDEA 2004, Part B* document in that process.

A meeting with QAM staff members has been scheduled with you on September 29, 2005 at 1:00 p.m. at the Anne Arundel County Public School Board of Education Building.

During this meeting the following will be discussed:
- Monitoring for Continuous Improvement and Results (MCIR);
- MSDE, DSE/EIS Priorities;
- Focused Monitoring;
- Local Issues;
- Self-Assessment IDEA 2004, Part B; and,
- Next Steps: Preparation for the Self-Assessment IDEA 2004, Part B Review.

In preparation for this meeting you may want to consider the participation of other staff members in your system that are integral to the analysis of data and the implementation of initiatives in special education and the delivery of special education services. If you have any questions, please call Sandi Marx, Monitoring Coordinator, 410-767-0263 or email smarx@msde.state.md.us.

Sincerely,

Linda F. Bluth, Director
Office of Quality Assurance and Monitoring
Division of Special Education/
   Early Intervention Services

C: Carol Ann Baglin
       Branch Chiefs
       Quality Assurance and Monitoring Team Members

Sign In Sheet

Anne Arundel County Public Schools

September 29, 2005

NAME	AGENCY	PHONE NO.
Ellen B. Meyer	AACPS	410-222-5422
Clair Black	AACPS	410-222-5410
Paul Bolig	MSDE	240-988-6664
David Patterson	MSDE	410-767-0706
[illegible signature]	MSDE	410 767-0960