

# 2019 Fall Data & Monitoring Training

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Special Education Monitoring & Compliance Team



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

# Agenda

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- Introductions
- Content
  - Differentiated monitoring
  - Next steps
  - News you can use



# General Supervision Requirement

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- Main Purpose of the OSDE-SES:
  - To monitor the implementation of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004.
  - The OSDE provides monitoring oversight of local education agencies and interlocal cooperatives to ensure adherence to the Federal and State regulations under the IDEA and its amendments.
- Part B: Supports special education and related service programming for children and youth with disabilities ages 3-21.



# Differentiated Monitoring

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- The differentiated monitoring process expands state monitoring of district performance into two areas beyond IDEA compliance:
  - Fiscal risk to the state
  - Student outcomes
- This expansion meets two federal intents:
  - a requirement to assess sub-grantees' risk to the state educational agency (SEA)
  - a goal to move toward “results-based accountability”



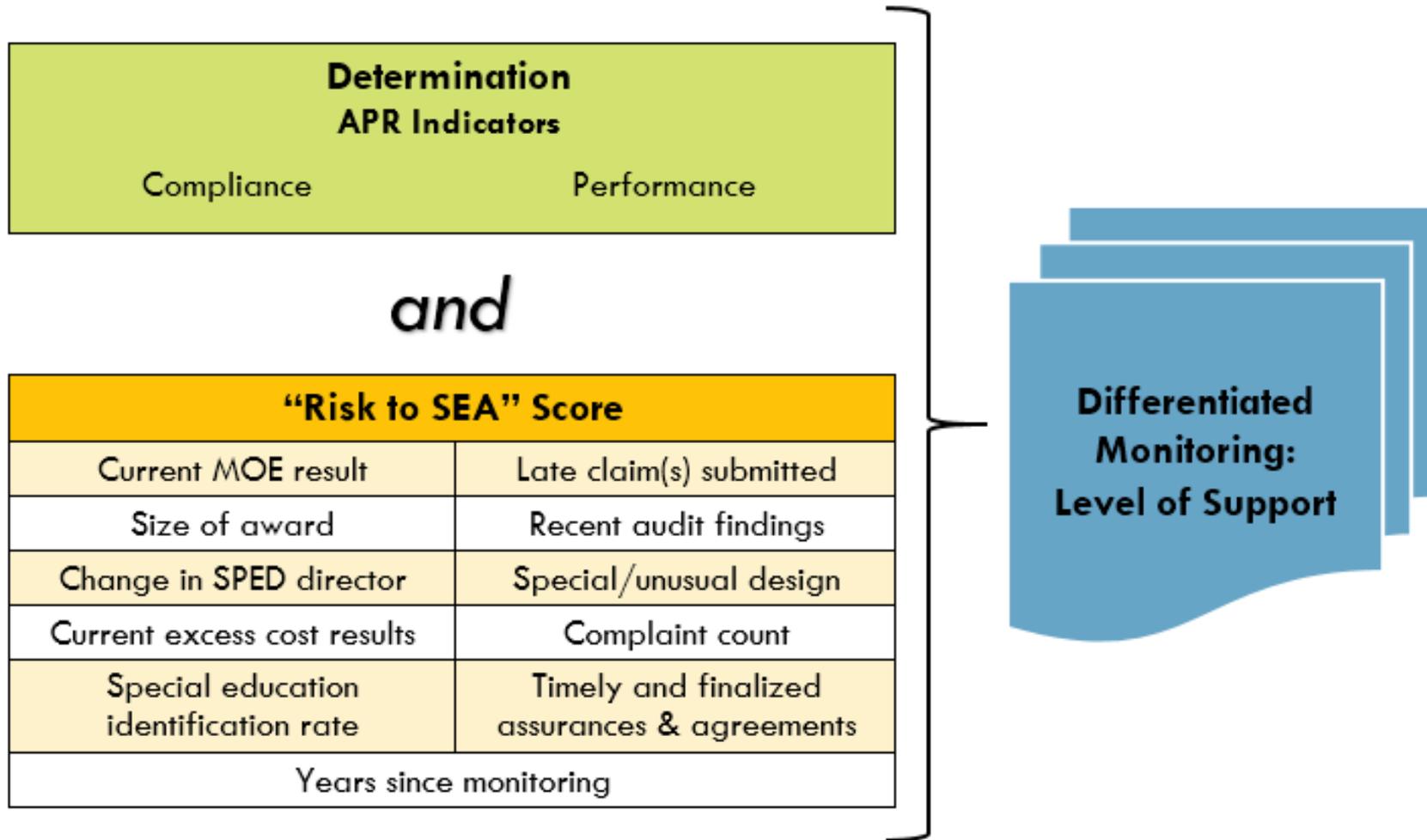
# Differentiated Monitoring Result (DMR)

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- OSDE-SES identifies each district's DMR based on a risk score and a determination rating (which takes into account IDEA compliance and student performance reporting requirements).
- The DMR determines the level of support a district will be assigned for the designated school/fiscal year.
- It is reported each November for the current year.



# DMR Diagram



# Risk to SEA Scoring

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Risk Category	FY19 Risk Score
<b>Category 1:</b> Very Low Risk	0 – 9 points
<b>Category 2:</b> Low Risk	10 – 18 points
<b>Category 3:</b> Moderate Risk	19 – 32 points
<b>Category 4:</b> High Risk	33 – 50 points

Districts will fall into one of these four categories according to their calculated risk. Districts in categories 2, 3 or 4 will be required to complete activities intended to reduce their risk level over time.



# District Determination

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- IDEA requires district “determinations” to measure district achievement in meeting the state’s APR compliance and performance targets.
- Not all APR/DDP indicators are included because some indicators are less valuable for assessing the quality of a district’s work with SWDs, since they are more state-oriented.



# Determination: Compliance Measures

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**Indicator 4A:** Risk Ratio for students with disabilities with long-term suspensions/expulsions

**Indicators 9 & 10:** Degree of disproportionate representation of racial and ethnic groups in special education in general and in specific disability groups due to inappropriate identification.

**Indicator 11:** Timely initial evaluation (within 45 days)

**Indicator 12:** Individualized Education Program developed/implemented by third birthday

**Indicator 13:** Secondary transition documented

**Timely Completing of Monitoring Requirements**

**Longstanding Noncompliance:** 2 or more years noncompliant on any one indicator

**Bonus:** Timely on Child Count & End of Year Data Submissions & Certification

**Bonus:** Attendance at Child Count *and* End of Year Training



# Determination: Performance Measures

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**Indicator 3C:** Percent of students with disabilities across all grades participating in Regular Statewide Assessments who achieve Proficient or Advanced scores, separated for math and reading, and growth in that rate over time

**Indicator 1:** Percent of youth with IEPs, in Cohort Year 2017, who graduated with a diploma

**Indicator 2:** Percentage of students with disabilities dropping out of high school SY 2018-19

**Indicator 7:** For each early childhood outcome: of those preschool children who entered or exited the preschool program below age expectations, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

**Bonus:** 50% or greater *response rate* on parent survey or annual response increase of 5%

**Bonus:** District-driven improvement activities to enhance student outcomes or district processes



# Determination Rating

Determination Rating	Rating Percentage
<b>Tier 1:</b> Meets Requirements	90 – 100 percent
<b>Tier 2:</b> Needs Assistance	70 – 89 percent
<b>Tier 3:</b> Needs Intervention	50 – 69 percent
<b>Tier 4:</b> Needs Substantial Intervention	Less than 50 percent

Based on the ability of a district to meet the compliance and performance targets, the district is assigned a determination tier. Districts in tiers 2, 3 or 4 will be required to complete activities intended to improve their target achievement over time per the differentiated monitoring process.



DMR Table			Required Activities												
Level of Support	Corresponding...		Integrated Monitoring									Response to Noncompliance			
	Risk	Determination	A	B	C	D	E	F	G	H	I	W	X	Y	Z
1	VL	MR	x									x	x	x	x
2	L	NA	x	x	x	x						x	x	x	x
3	M	NI	x	x	x	x	x	x		x		x	x	x	x
4	H	NSI	x	x	x	x	x	x			x	x	x	x	x

A. Front-loaded technical assistance

B. Targeted technical assistance

C. Self-assessment

D. Professional development modules

E. Data retreat

F. Improvement plan

G. Targeted on-site monitoring

H. Comprehensive on-site monitoring

I. Withheld funds

W. Letter of Assurance

X. Data correction (prong 1)

Y. Improvement plan

Z. Data verification (prong 2)



# GMS

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## Select GMS Access/Select for Grant Applications



### Administrative

Administrative Web Pages

Allocation Tool

Payment Administration

Reports

Special Education Compliance

### **GMS Access / Select**

Funded Applications

Non-Funded Data Collections



# GMS

Overview

Contact  
Information

District  
Entry

Improvement  
Activities

Submit  
for Review

Data  
Review

## Special Education Compliance and Monitoring Results Programs

### Compliance and Differentiated Monitoring Results

**Purpose:** To monitor the implementation of IDEA by Local Education Agencies (LEAs). States are accountable for enforcing requirements and ensuring continuous improvement. The system is designed to: a) ensure compliance with federal and state regulations and b) improve services and results for students with disabilities.

**Manual:**

[General Supervision System](#)

**OSDE Program Contacts:**

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# GMS

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# Blank Tabs

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## Indicator 9 Racial and Ethnic Representation

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Indicator 9: disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification

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**This page is intentionally left blank because you are compliant for Indicator 9.**

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Compliance			Differentiated Monitor Result			
Compliance Overview	Indicator 4 Suspension Expulsion	Indicator 9 Racial Ethnic Rep	Indicator 10 Disp of Race	Indicator 11 Child Find	Indicator 12 Early Child Transition	Indicator 13 Secondary Transition

## Overview

### Purpose:

Your district has been notified of noncompliance in one or more indicators. Districts are federally required to resolve and address noncompliance at the student level and the systemic level. For each indicator in which your district is noncompliant, you are required to complete the following by **December 31st**:

**1. Select the appropriate indicator tab for which you have been identified as noncompliant and address the following:**

- a. Areas Needing Improvement
- b. Current areas of strength
- c. Barriers to improvement

**2. Select the Improvement Activities tab to describe your improvement activities and address the following:**

- a. Establish district improvement activities that will be implemented over the next few months.
- b. Identify the progress monitoring tool to assist in identifying the effectiveness of the activity

**3. Select Submit for Review tab and address the following:**

- a. Select the submit button when completed and ready for SDE review.

### Steps for Progress Monitoring:

The district will submit progress monitoring data to assist in identifying the effectiveness of the activity. If the data demonstrates the activities is not meeting the target, the district will have the opportunity to amend activities.

### First Progress Check Due March 31st

### Second Progress Check Due June 30th

### Indicators:

- 4a. a significant discrepancy, by race or ethnicity, in the rate of suspensions of greater than 10 days (cumulative) in a school year for children with IEPs
- 9: disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification
- 10: disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification
- 11: percent of children with parental consent to evaluate, who were evaluated and eligibility was determined within 45 school days
- 12: percent of eligible children transitioning from the Part C program who had an IEP by their third birthday
- 13: percent of youth with IEPs that meets secondary transition requirements



Compliance		Differentiated Monitor Result		
DMR Overview	Fiscal	Indicator 1_2	Indicator 3C	Indicator 7

## Differentiated Monitoring Results (DMR) Overview

**Purpose:**Based on your Differentiated Monitor Result your district is required to complete an assessment. The assessment is a tool designed to encourage districts to consider strengths and areas of needed improvement related to one or more indicators on the determination or risk. The assessment is meant to give an accurate picture of district, school, and teacher practice supported by documentation. This tool lays the groundwork for reflective practice that is focused on improving outcomes. **The assessment and professional development declaration are due by March 1st.**

**The professional development documentation (agenda and sign-in sheet) are due by May 31st.**

**1. Select the appropriate tab for which you have been identified as noncompliant and address the following:**

**Assessment Purpose:**

Assess district's current implementation of supports to improve the educational outcomes of students with disabilities and the implementation of state and federal fiscal requirements.

**Instructions:**

**1. Form a Team.** Identify site-based personnel (including administrative, instructional, specialized, and/or support staff) to participate as members of this team. Your team needs to consist of experts in this area who have the ability to implement improvement strategies.

**2. Review Tool and Gather Supporting Documents.** Prior to meeting, provide each team member a copy of the paper assessment to allow time to become familiar with this tool and gather supporting documents\* that describe the district's current practices and procedures.

**3. Meet to Review Practices and Procedures.**

Schedule approximately 1-3 hours to meet as a team to consider the probing questions, develop a summary response, and consider ways to improve (which includes identifying the professional development to pursue). A team member identified as the "recorder" may also document barriers, concerns, and questions raised by the team.

**4. Complete the Self-Assessment.**

The summary should be completed as a team. Once the team has answered the probing questions, provide a summary describing what you learned from the review, and what barriers are preventing you from meeting the target. Finally, the team will develop action steps or an improvement plan and describe the needed professional development to support the plan.

**5. Continued Monitoring and Improvement.**

Once the plan has been submitted and implemented, the team should meet again to analyze results, identify areas of improvement, and make adjustments to the plan as you move towards improving performance.

**2. Select the Improvement Activities tab to describe your improvement activities and address the following:**

Establish district improvement activities that will be implemented over the next few months. Identify the progress monitoring tool to assess the effectiveness of the activity.

**3. Select Submit to review tab to finalize all tasks:**

Select the submit button when completed and ready for SDE review.

**Steps for Progress Monitoring:**

The district will submit progress monitoring data in an effort to assess the effectiveness of the activity. If the data demonstrate the activity does not meeting the target, the district will have an opportunity to amend activities.

**First Progress Check due on March 31st**

**Second Progress Check due June 30th**



Overview	Contact Information	District Entry	Improvement Activities	Submit for Review	Data Review
Compliance Improvement			Progress Monitoring		

**For each noncompliant indicator, identify at least one activity to improve in this area. Write the activity below, select the appropriate indicator(s), identify who will be responsible for completing the activity, and provide the target completion date. If the improvement activity addresses multiple indicators, select all that apply.**

**When you have written all of your activities and related information, save the page. Go to the Submit tab and submit your completed documentation for all noncompliant indicators.**

Your district needs to address the following indicators:

Indicator 11: Child Find

**Improvement Activity (0 of 500 maximum characters used)**

**Indicator**

Indicator 4 
  
 Indicator 9
   
 Indicator 10 
  
 Indicator 11

**Staff responsible for conducting activities (0 of 200 maximum characters used)**

**Completion Date**

Add Additional Activities



Overview	Contact Information	District Entry	Improvement Activities	Submit for Review	Data Review
Compliance Improvement			Progress Monitoring		

**Progress Monitoring**

**For each noncompliant indicator, record your progress toward your improvement goals. Analyze data used to create improvement plans, and any data collected since then that measures the effectiveness of your activities.**

Possible guiding questions:

- Does the data demonstrate growth towards intended outcomes?
- Was the activity implemented with fidelity?
- Are goals met? How do you know?
- Do you need to make changes to the improvement activity?

Your district needs to address the following indicators:

**Provide a summary of your improvement plan progress in the box below. If adequate progress is not made, the improvement plan must address the reason why and if appropriate amend the plan.(0 of 500 maximum characters used)**

- Indicator 4 ^
- Indicator 9
- Indicator 10 v
- Indicator 11

Add Additional Activities

# GMS

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## Submit for Review

All monitoring elements have been completed and all available supporting documentation has been uploaded by the district. District monitoring input is ready for review by the OSDE monitor.

Submit for Review



# Data & DMR Timelines

Component	State Timeline	District Timeline
District Data Profile (DDP)	Draft issued by October 15 using data collected during prior school years. Final version is sent with the DMR packet.	May respond within two weeks with questions and concerns.
Differentiated Monitoring Result (DMR)	Result is issued by November 15 via a letter identifying the assigned level of support and all associated required district activities.	All required activities must be completed by June 30, though specific activities may have earlier deadlines.
Risk Assessment	Issued each fall by November 15 in the DMR packet.	May respond within two weeks with questions and concerns.
Determination		See above.



# Response to Noncompliance Timelines

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Component	State Timeline	District Timeline
Noncompliance Findings	Issued each fall by November 15, after DDP is finalized, with the DMR packet.	Noncompliance must be corrected by January 15.
Prong 2 Review	Conducted by June 1. Results issued by June 30 by letter.	<i>If continued noncompliance, additional district activities will be assigned by June 30. The deadline for completion will extend into the following fiscal year.</i>



# Selective Reviews

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- When issues of concern are brought to the OSDE-SES's attention regarding an LEA's implementation of IDEA, a selective review may be conducted to determine the level of concern and assistance needed.
- OSDE may determine an LEA needs technical assistance and/or a targeted or comprehensive monitoring.



# More News You Can Use!

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# Topics

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- Listserv & other communication from OSDE-SES
- EdPlan
  - Goals/Progress Monitoring
  - Goal bank
- DLM Parent Brochure
- Behavior Summit
- Evaluation & Eligibility Handbook



# Parent Surveys...All New!

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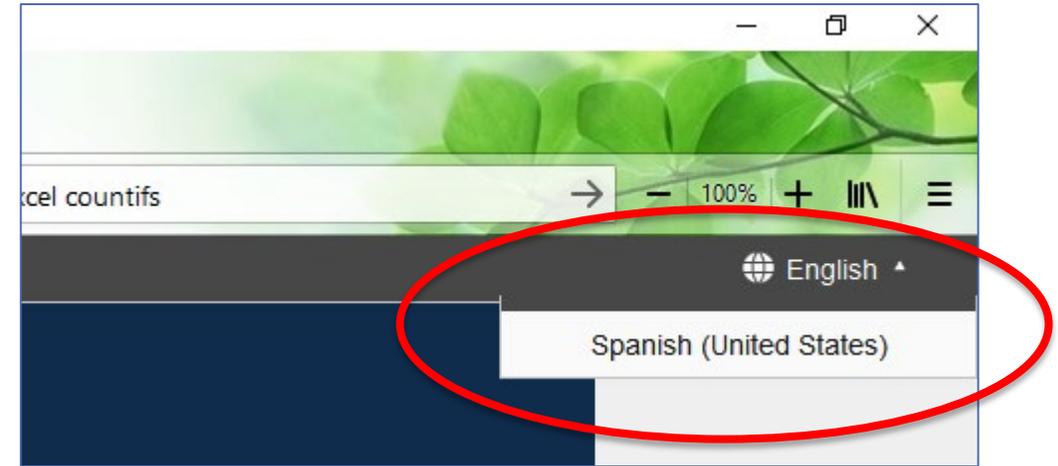
- Survey administrator: TAESE out of Utah State (Center for Technical Assistance for Excellence in Special Education)
- Informational website: <https://sde.ok.gov/part-b-parent-survey>
  - Brochures and paper surveys
  - Phone numbers and mailing address
  - Survey link (English and Spanish):  
<http://www.surveygizmo.com/s3/5140252/OKi8>
- **Do not use old brochures, 'scantron' surveys or phone numbers!**



# Spanish-language Access

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- Use the same link!
- To access the Spanish-language version, users must click on a drop-down menu in the top right corner:
- The phone number is different. Please see the informational website.



# Questions and Contacts

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# Questions and Contacts

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