IDEA Mixologists and RDA Alchemists

Mixing Results, Compliance, and Other Data to Fuel IDEA Monitoring, Determinations and Professional Development

0011 0010 1010 1101 0001 0100 1011

A Facilitated Discussion

2013 OSEP Leadership Conference

Bruce Bull, Jane Nell Luster, Tiffanie Owens

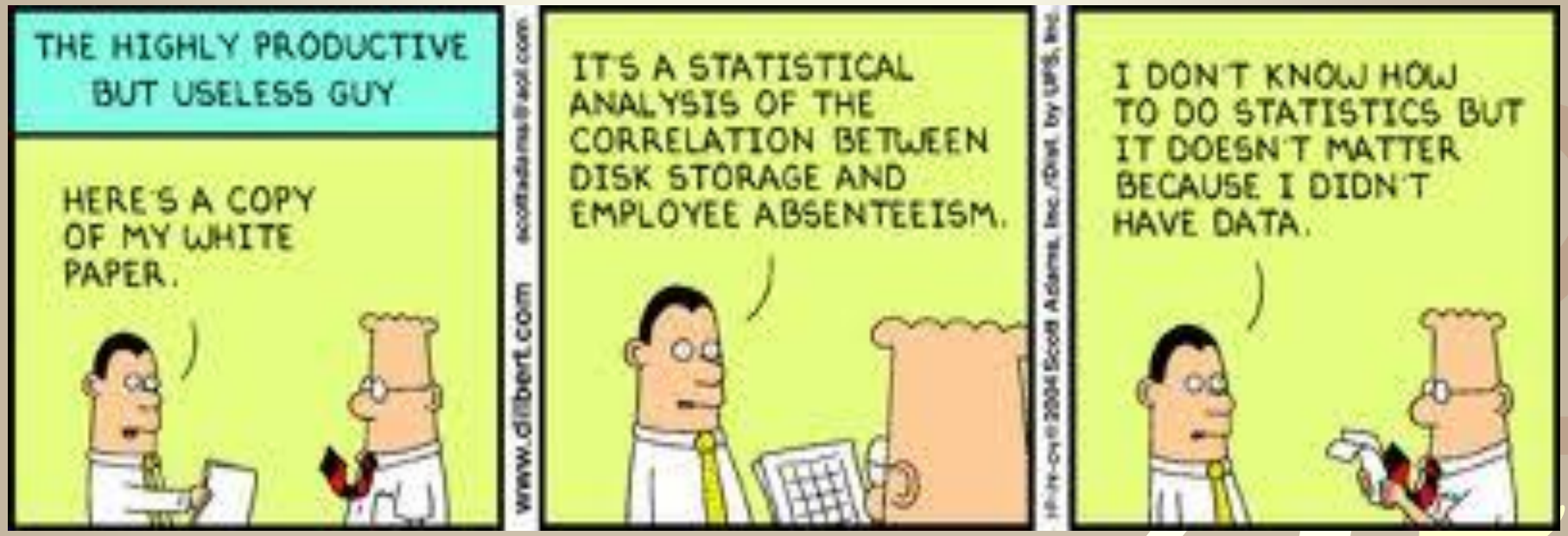
IDEA 2004

Focused monitoring.--The primary focus of Federal and State monitoring activities described in paragraph (1) shall be on--

- ``(A) improving educational results and functional outcomes for all children with disabilities; and
- ``(B) ensuring that States meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

Compliance and results . . . the correlation?

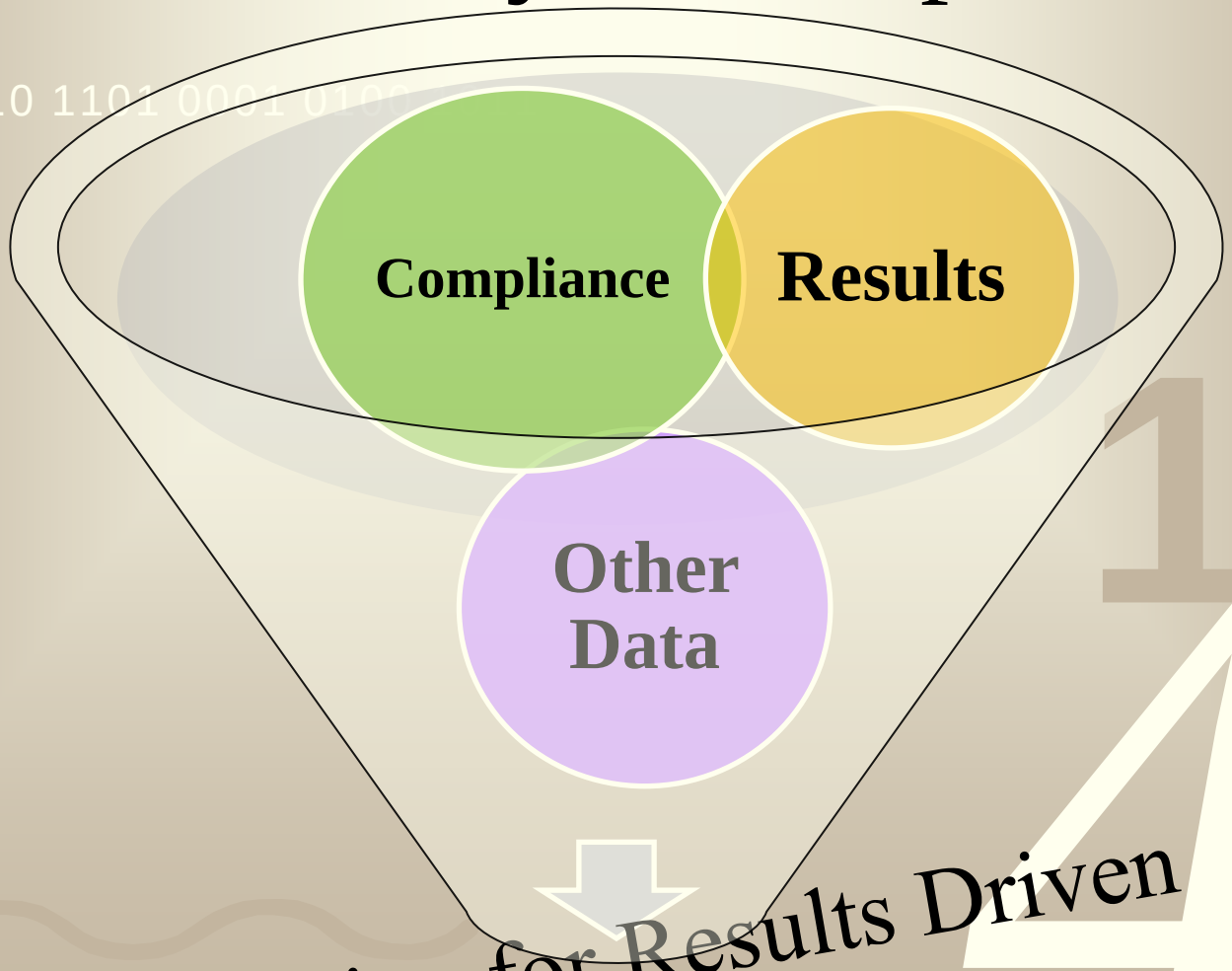
0011 0010 1010 1101 0001 0100 1011



001

	National Trends	
(APR B Indicators)	Has it Improved System or Student Results?	> 5 % Points?
1. Grad rate	No	No
2. Dropout rate	**Yes**	No
4. Reading proficiency	**Yes**	No
4. Math proficiency	**Yes**	No
5. General ed inclusion	**Yes**	No
6. Parent involvement	**Yes**	No
11. Timely Initial Evals	**Yes**	**Yes**
12. Part C to B Trans	**Yes**	**Yes**
13. Secondary Transition Planning	**Yes**	No
15. Timely and Accurate Data	**Yes**	**Yes**

What is your recipe?



Monitoring for Results Driven Accountability

Facilitated Discussion Format

0011 0010 1010 1101 0001 0100 1011

1) Utah Shares **2) Audience Input** **3) Facilitators Facilitate**

Facilitated Discussion Format

0011 0010 101

Utah Sp

x 3: Mor

nt

Facilitated Discussion Topics

0011 0010 1010 1101 0001 0100 1011

1. **Monitoring**
2. **Improvement Planning**
3. **Professional Development**

What do you mean when you say, Monitoring?

0011 0010 1010 1101 0001 0100 10

Results

Interviews

Compliance

Determination-driven

Prong 1, Prong 2

Targeted

Fiscal

Consolidated

Resource-dependent

Data-driven

Tiered

Cyclical

Focused

00

Agency Selected: **USOE** Data Collection Year: **2012-2013** Logged in as: bruce.bull@spedsis.com | Log out

UPIPS

Utah Program Improvement Planning System for Special Education

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

- Dashboard: Self-Assessment
- Dashboard: On Site Review
- Self-Assessment: Compliance Summary Report
- Self-Assessment: Student Noncompliance (Prong 1)
- Self-Assessment: Verification Report (Prong 2)
- On Site Review: Compliance Summary Report
- On Site Review: Student Noncompliance (Prong 1)
- On Site Review: Verification Report (Prong 2)
- LEA Internal: Compliance Summary Report
- LEA Internal: Individual Student Noncompliance
- LEA Interview Report
- B11 Report
- B13 Report

Welc

Welcome
compliance
reports on
in the UPIP
process, a
LEAs can
without sul
Monitoring

llect
rate
used
sit
ly,
LEA

LEAs will a
Plans durin
Improveme

nent

The USOE
resource li
of complia

ariety

Additionally, the UPIPS website has a document storage function. The USOE and LEAs can use this function to upload and store information.

The USOE will continue to add functionality to the UPIPS website to meet the growing compliance, data submission, professional development and

stBack('ctl00$RadMenu1','ctl00$RadMenu1$m1')

Events

UPIPS Website Training
The archive of the Adobe Connect training held on February 14, 2013 can be found here:
http://connect.schools.utah.gov/p38mcip357k/
An in-person training is still to be determined.

Compliance Monitoring Updates

Information

New FAQ Section!

We're happy to announce that there is a new Frequently Asked Questions section for UPIPS in general and the website in particular. To access the FAQ, just hover over the Help tab and select the FAQ link. Note that the FAQ are a work in progress, so not all topics may currently be covered there, but if you check back in a week, it might be!

Agency Selected: USOE | Data Collection Year: 2012-2013 | Logged in as: bruce.bull@spedsis.com | Log out

UPIPS

Utah Program Improvement Planning System for Special Education

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

Survey Manager

Add New Survey

- 2010 - 2011 Surveys
- 2011 - 2012 Surveys
- 2012 - 2013 Surveys
  - 2012 - 2013 Fiscal Monitoring Surveys
  - 2012 - 2013 Interviews
  - 2012 - 2013 Onsite Surveys
  - 2012 - 2013 Other Findings
  - 2012 - 2013 Self-Assessment Surveys
  - 2012-2013 Complete Record Review MASTER
  - 2012-2013 Complete Record Review MASTER questions deleted
  - 2012-2013 Personnel Report
  - delete this survey - items missing
  - LEA Internal 2012 - 2013 Complete File Review
  - USOE/UPDC 2012-2013 Professional Development Record

00

UPIPS

Utah Program Improvement Planning System for Special Education

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

Indicator B11 Summary 2011-2012

Viewing Data For

- [redacted]
- 2011-2012

LEA	# Initial Referrals	Timely Evaluation #Compliant	Timely Evaluation / Acceptable Delays # Compliant	Parent did not produce student for assessment	Student with serious medical issues	Student transferred during the evaluation	Late Evaluation #Noncompliant	Total % Compliant	B11 Findings
[redacted] DISTRICT	34	31	0	0	0	0	3	91.17%	1
State Total	650	618	2	1	1	0	30	95.38%	

Compliance Summary Report: On Site Review

Date of Notification: 2/23/2012

Date of Verfication: 12/10/2012

Viewing Data For
[redacted] (2011-2012)

View by School:
[redacted]

Select Cluster

Number of reviews completed: 102

Compliance Item	Initial #C	Initial #NC	Initial #NA	Initial %	Final #C	Final #NC	Final #NA	Final %
FAPE in the LRE								
33) Current IEP in File III.B.(1), III.C.(4)	62	1	0	98.4%	63	0	0	100%
34) In-state Transfer: LEA Implements IEP III.C.(1)(a)(1)	1	0	0	100%	1	0	0	100%
39c) IEP Timeline Requirement III.I.(4)(a)	43	15	0	74.1%	58	0	0	100%
44a.1) IEP Team Participation: Parent/Guardian III.E.(1)	58	1	0	98.3%	59	0	0	100%
44a.2) IEP Team Participation: Adult Student III.E.(1)	3	0	0	100%	3	0	0	100%
44b) IEP Team Participation: Student VII.B.(4)(a)	19	4	36	82.6%	23	0	36	100%
44c) IEP Team Participation: Regular Education Teacher III.E.(2)	60	2	0	96.8%	62	0	0	100%
44d) IEP Team Participation: Special Education Provider III.E.(3)	61	1	0	98.4%	62	0	0	100%

Individual Student Noncompliance: On Site Review

Date of Notification: 2/23/2012

Date of Verfication: 12/10/2012

Viewing Data For
[redacted] (2011-2012)

Expected Submission Dates: **1. 2/2/2012**
2. 2/1/2013

001

Not Corrected | Student View | School View | Teacher View

Student view

Student: [redacted]

Student: [redacted]

Student: [redacted]

Student: [redacted]

Cluster: Parent Involvement
14f) Adult Student Consent for Reevaluation
II.C.

File Review Comment:
14f)Did not sign either the Permission to evaluate or the review of existing data....

Compliance Criteria:

LEA Status
- Corrected
- Not Corrected
- Not Applicable

USOE Approval
- Approved
- Not Approved

Notes:
Signed 1/18/12 Corrected.
Posted by [redacted]

Add Note

Cluster: Parent Involvement
15b.2) Adult Student Provided Written Notice of Reevaluation

On Site: Verification of Compliance (Prong 2)

Date of Notification: 5/9/2012

Date of Verfication: 4/24/2013

Viewing

- [redacted]
- [redacted]

Items For Prong 2 Verification:

	Record Review Compliance item	Number Yes	Number No	Number NA	%	Files To Submit	Number Files Submitted	Number Files Verified
+	**15b.2) Adult Student Provided Written Notice of Reevaluation** IV.D.(1)(b)	0	1	0	0.0	[redacted]		
+	**31) Speech Language Impairment: Evaluation Criteria** II.J.(11)(a)	2	1	0	66.7			
+	**39c) IEP Timeline Requirement** III.I.(4)(a)	13	1	0	92.9			
+	**46a) Goal Addresses Educational Need** III.J.(2)(b)	14	1	0	93.3			

Files Provided for Verification of LEA Level Correct Implementation of IDEA Regulations

Date	File Name

Upload New File

Choose File No file chosen

Upload

Additional Supporting Documents

Date	File Name	Description
No records to display.		

Upload New File

Description

Choose File No file chosen Upload

LEA Communication Log

UPIPS

Utah Program Improvement Planning System for Special Education

00

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

Self Assessment Dashboard

District	Number Reviews Completed	Date of Notification	Submission Date 1	Submission Date 2	USOE Date of Verification	Student Files to be Corrected	Number of Noncompliance Items	Remaining Items to be Approved
[redacted]ISTRICT	0					0	0	0
[redacted] DISTRICT	0					0	0	0
[redacted]ER [redacted]T	0					0	0	0
[redacted]ISTRICT	0					0	0	0
[redacted]S DISTRICT	0					0	0	0
[redacted] DISTRICT	50	08/20/2012			06/10/2013	0	63	0
[redacted]T DISTRICT	0					0	0	0
[redacted]STRICT	0					0	0	0
[redacted]NE [redacted]T	0					0	0	0
[redacted]ISTRICT	0					0	0	0
[redacted]D DISTRICT	44	06/29/2012			05/01/2013	0	79	0

Quantifying Interviews to Inform Improvement Plans and Professional Development

I1 When should an IEP team conduct a Functional Behavior Assessment (FBA) and write a Behavior Intervention Plan (BIP)?

	SPED Teacher	Gen Ed Teacher	SPED Admin	Principal	School Psych	Preschool Education	Related Service: OT/PT	Related Service: SLP	LEA Summary
Possible Response Items	N=47	N=1	N=0	N=0	N=2	N=5	N=0	N=0	
I1.1 When student's behavior disrupts his/her learning	43 of 47	1 of 1	0 of 0	0 of 0	2 of 2	5 of 5	0 of 0	0 of 0	51 of 55 = 92.73
I1.2 When student's behavior disrupts the learning of others	34 of 47	1 of 1	0 of 0	0 of 0	1 of 2	5 of 5	0 of 0	0 of 0	41 of 55 = 74.55
I1.3 When it is part of addressing behavior goals	8 of 47	0 of 1	0 of 0	0 of 0	1 of 2	0 of 5	0 of 0	0 of 0	9 of 55 = 16.36
I1.4 When there is a removal of more than 10 days	11 of 47	0 of 1	0 of 0	0 of 0	1 of 2	2 of 5	0 of 0	0 of 0	14 of 55 = 25.45
I1.5 When there is a safe school violation	11 of 47	0 of 1	0 of 0	0 of 0	2 of 2	1 of 5	0 of 0	0 of 0	14 of 55 = 25.45
I1.6 Other approved response	9 of 47	0 of 1	0 of 0	0 of 0	1 of 2	0 of 5	0 of 0	0 of 0	10 of 55 = 18.18
I1.7 No approved responses given	0 of 47	0 of 1	0 of 0	0 of 0	0 of 2	0 of 5	0 of 0	0 of 0	0 of 55 = 0.00
LEA Responses/Possible Responses	116 of 329	2 of 7	0 of 0	0 of 0	8 of 14	13 of 13	0 of 0	0 of 0	
LEA Position Percentage	35.26%	28.57%	0%	0%	57.14%	100%	0%	0%	
SEA Percentage (moving ave.)	35.26%	28.57%	0%	0%	57.14%	100%	0%	0%	
Number queried in each question	329	7	0	0	14	35	0	0	

Comments:

Stakeholder Input Survey on Data Types for Possible USOE Tiered Monitoring Consideration

February 26, 2013, Bruce Bull SPEDSIS

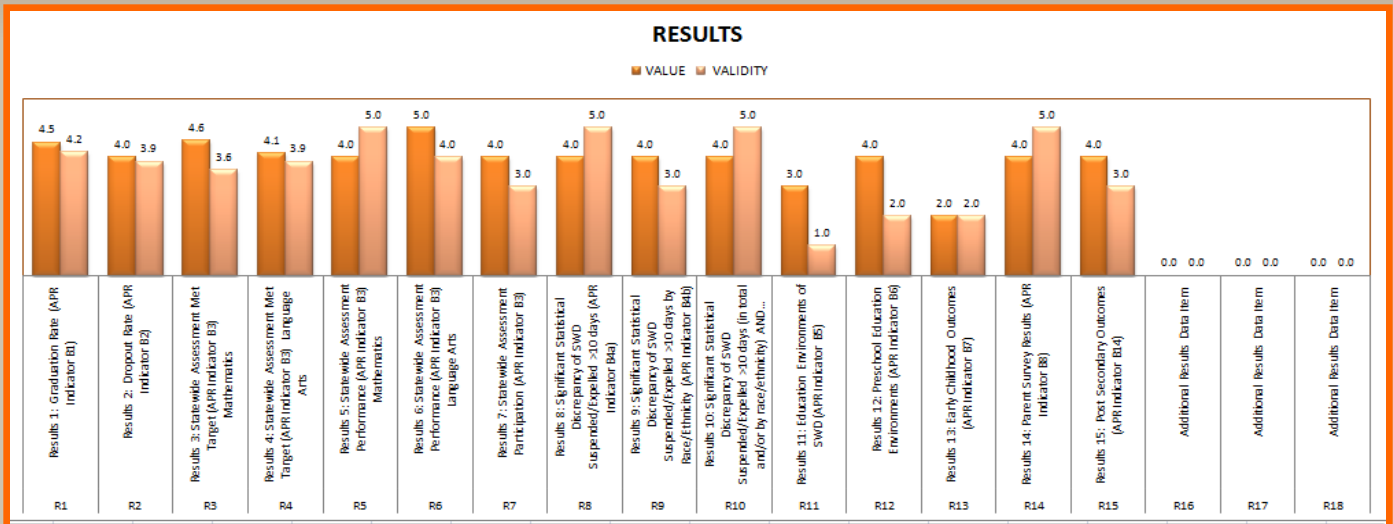
Your input is requested on the perceived value and validity of the following data items. USOE will use your input when considering a possible tiered monitoring rubric. (If you are not familiar with a specific data item, a Don't Know option is provided.)

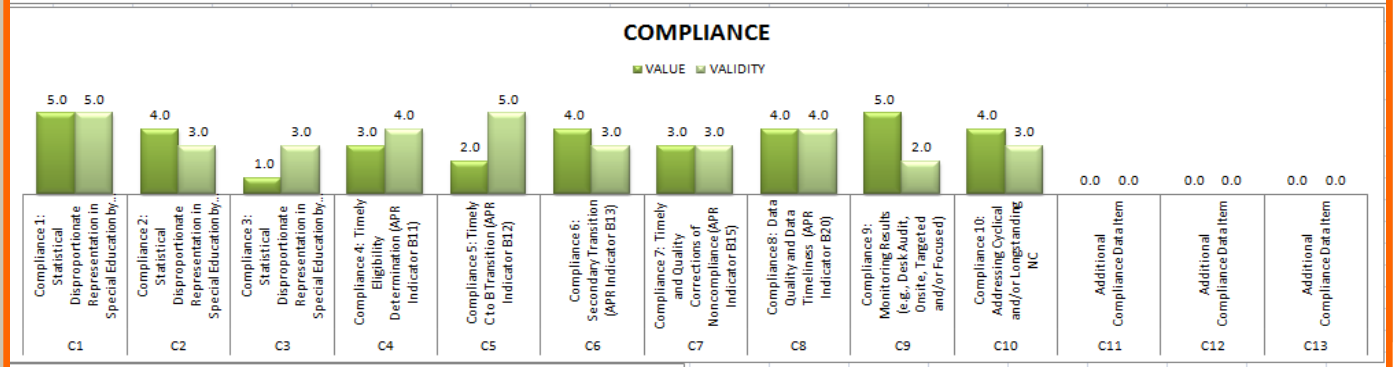
Please provide your current role: _____

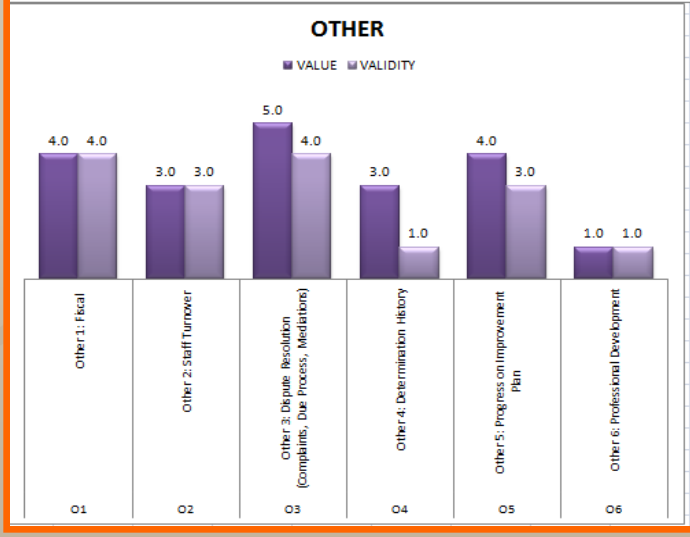
Results Data Items			Very Low				Very High	Don't Know
R1	**Results 1: Graduation Rate (APR Indicator B1)** Did district meet/not meet the State target for percent of youth with IEPs graduating from high school with a regular diploma? (Does not include students receiving certificates.)	**Value**	**1**	**2**	**3**	**4**	**5**	**DK**
		Validity	1	2	3	4	5	DK
R2	**Results 2: Dropout Rate (APR Indicator B2)** Did district meet/not meet the State target for percent of youth with IEPs (ages 14-21) who exited special education by dropping out?	**Value**	**1**	**2**	**3**	**4**	**5**	**DK**
		Validity	1	2	3	4	5	DK
R3	**Results 3: Statewide Assessment Met Target (APR Indicator B3) *Mathematics*** Did district disability subgroup (that met the State's minimum *n* size) meet/not meet the State AMO targets for Mathematics?	**Value**	**1**	**2**	**3**	**4**	**5**	**DK**
		Validity	1	2	3	4	5	DK
R4	**Results 4: Statewide Assessment Met Target (APR Indicator B3) *Language Arts*** Did district disability subgroup (that met the State's minimum *n* size) meet/not meet the State's AMO targets for Language Arts?	**Value**	**1**	**2**	**3**	**4**	**5**	**DK**
		Validity	1	2	3	4	5	DK
R5	**Results 5: Statewide Assessment Performance (APR Indicator B3) *Mathematics*** TBD measure of percent of children with IEP's, including modified and alternate academic achievement standards that scored at or above proficient in Mathematics.	**Value**	**1**	**2**	**3**	**4**	**5**	
		Validity	1	2	3			
R6	**Results 6: Statewide Assessment Performance (APR Indicator B3) *Language Arts*** TBD measure of percent of children with IEPs, including modified and alternate academic achievement standards that scored at or above proficient in Language Arts.	**Value**						
								DK
R7	**Results 7: Statewide Assessment Participation (APR Indicator B3)** TBD measure of percent of children with IEPs participated in all expected statewide assessments.					**4**	**5**	**DK**
			1	2	3	4	5	DK
R8	**Results 8: Significant Statistical Discrepancy of SWD Suspended/Expelled >10 days (APR Indicator B4a)** Did district (that met minimum *n* size) have/not have a significant *statistical discrepancy* in the rate of suspensions and expulsions more than 10 days/school year) for students with IEPs? (Regardless of the outcome of the required review of policies, procedures, and practices.)	**Value**	**1**	**2**	**3**	**4**	**5**	**DK**
		Validity	1	2	3	4	5	DK

Note: Data VALIDITY as well as VALUE

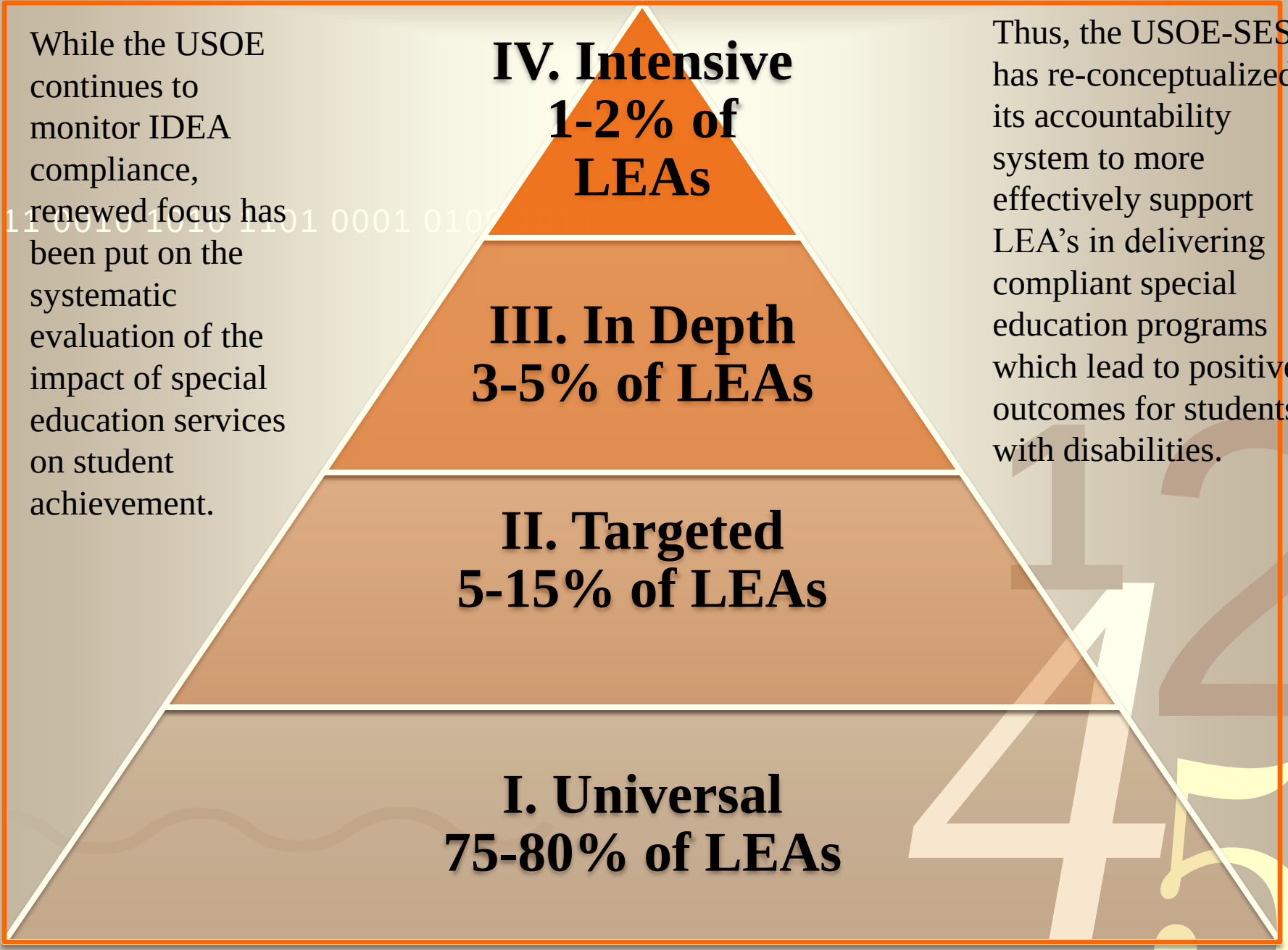
0011 0010


RESULTS
VALUE
VALIDITY
4.5 4.2
4.0 3.9
4.6 3.6
4.1 3.9
4.0 5.0
5.0 4.0
4.0 3.0
4.0 5.0
4.0 3.0
4.0 5.0
3.0 1.0
4.0 2.0
2.0 2.0
4.0 5.0
4.0 3.0
0.0 0.0
0.0 0.0
0.0 0.0
Results 1: Graduation Rate (APR Indicator B1) R1
Results 2: Dropout Rate (APR Indicator B2) R2
Results 3: Statewide Assessment Met Target (APR Indicator B3) Mathematics R3
Results 4: Statewide Assessment Met Target (APR Indicator B3) Language Arts R4
Results 5: Statewide Assessment Performance (APR Indicator B3) Mathematics R5
Results 6: Statewide Assessment Performance (APR Indicator B3) Language Arts R6
Results 7: Statewide Assessment Participation (APR Indicator B3) R7
Results 8: Significant Statistical Discrepancy of SWD Suspended/Expelled >10 days (APR Indicator B4a) R8
Results 9: Significant Statistical Discrepancy of SWD Suspended/Expelled >10 days by Race/Ethnicity (APR Indicator B4b) R9
Results 10: Significant Statistical Discrepancy of SWD Suspended/Expelled >10 days (in total and/or by race/ethnicity) AND... R10
Results 11: Education Environments of SWD (APR Indicator B5) R11
Results 12: Preschool Education Environments (APR Indicator B6) R12
Results 13: Early Childhood Outcomes (APR Indicator B7) R13
Results 14: Parent Survey Results (APR Indicator B8) R14
Results 15: Post Secondary Outcomes (APR Indicator B14) R15
Additional Results Data Item R16
Additional Results Data Item R17
Additional Results Data Item R18


COMPLIANCE
VALUE
VALIDITY
5.0 5.0
4.0 3.0
1.0 3.0
3.0 4.0
2.0 5.0
4.0 3.0
3.0 3.0
4.0 4.0
5.0 2.0
4.0 3.0
0.0 0.0
0.0 0.0
0.0 0.0
Compliance 1: Statistical Disproportionate Representation in Special Education by... C1
Compliance 2: Statistical Disproportionate Representation in Special Education by... C2
Compliance 3: Statistical Disproportionate Representation in Special Education by... C3
Compliance 4: Timely Eligibility Determination (APR Indicator B11) C4
Compliance 5: Timely C to B Transition (APR Indicator B12) C5
Compliance 6: Secondary Transition (APR Indicator B13) C6
Compliance 7: Timely and Quality Corrections of Noncompliance (APR Indicator B15) C7
Compliance 8: Data Quality and Data Timeliness (APR Indicator B20) C8
Compliance 9: Monitoring Results (e.g., Desk Audit, Onsite, Targeted and/or Focused) C9
Compliance 10: Addressing Cyclical and/or Longstanding NC C10
Additional Compliance Data Item C11
Additional Compliance Data Item C12
Additional Compliance Data Item C13


OTHER
VALUE
VALIDITY
4.0 4.0
3.0 3.0
5.0 4.0
3.0 1.0
4.0 3.0
1.0 1.0
Other 1: Fiscal O1
Other 2: Staff Turnover O2
Other 3: Dispute Resolution (Complaints, Due Process, Mediations) O3
Other 4: Determination History O4
Other 5: Progress on Improvement Plan O5
Other 6: Professional Development O6

While the USOE continues to monitor IDEA compliance, renewed focus has been put on the systematic evaluation of the impact of special education services on student achievement.



Thus, the USOE-SES has re-conceptualized its accountability system to more effectively support LEA's in delivering compliant special education programs which lead to positive outcomes for students with disabilities.

If your monitoring is changing, how and why?

0011 0010 1010 1101 0001 0100 1011

What do you mean when you say (local),

Improvement Plan?

0011 101 0001 0100 1011

Corrective Action Plan

Consolidated (with ESEA)

State-approved

Compliance-based

Data-driven

Determination-centric

Results-based

Required

Ongoing

Annual

Improvement Plan

DATA

ACTION STEPS

EVAL

UTAH SPECIAL EDUCATION PROGRAM IMPROVEMENT PLANNING SYSTEM (UPIPS)

Sample

Corrective Action Plan for Areas of Non-Compliance

LEA: USOE
Date Submitted: May 30, 2007

LEA Contact: Brenda Millo
USOE TA: Glenna Gallo

Program Areas: General Supervision, Parent Involvement, FAPE in the LRE, Transition, Disproportionality

This form is available for download on www.schools.utah.gov

Areas of Non - Compliance	LEA Findings	Corrective Actions	Desired Results	Timelines for Completion	Documentation of Compliance	USOE TA Approval Dates
PROGRAM AREA: GENERAL SUPERVISION						
Three teachers on LOA						
PROGRAM AREA: PARENT INVOLVMENT						
None.						
ng			The percentage of files with this error will be reduced to less than 20%.	1. Aug 2007 2. June 2008	1. Agenda, Participant list, copy of training materials	

UPIPS

Utah Program Improvement Planning System for Special Education

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

Improvement Plan

Dashboard | General Supervision | FAPE in the LRE | Parent Involvement | Transition | Disproportionality

Year 1 Improvement Plan () Print

General Supervision Data Sources (Hover Titles for Info) **Strength** **Need** **Priority Area**

Hide Probing Questions

1) As you look at the data within this area, which items are the most problematic for the LEA?
2) Of the items that are problematic, are they specific to or even more pronounced for certain buildings, programs, grade levels, or personnel?
3) Based upon your analysis, what actions will best address the problem?
4) How will you know that this/these action step(s) has/have been fully implemented?
5) How will you know that this area of need has been resolved?
   a) What additional data will you look at?
   b) How will you determine that improvement is being maintained throughout the LEA?
6) How will you ensure that improvement resulting from these actions is sustained?

Data Analysis: General Supervision Strengths

Using the Probing Questions above, enter a description of the data source(s) and Strengths identified in your data analysis. If no areas of Strength are identified, enter "None Identified."

Paragrap... ...

Agency Selected: USOE | Data Collection Year: 2012-2013 | Logged in as: bruce.bull@spedsis.com | Log out

UPIPS

Utah Program Improvement Planning System for Special Education

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

Improvement Plan

Dashboard | General Supervision | FAPE in the LRE | Parent Involvement | Transition | Disproportionality

SEA Improvement Plan Dashboard

- Select the Year in which agency updates are to be made.
- Select the LEA's that are entering Year 1 of the Improvement Plan cycle.

District	1st Year Imp Plan		Year 1	Year 2	Year 3	Year 4	Year 5	Date of Last Email
ACADEMY FOR MATH ENGINEERING & SCIENCE (AMES)	2010-2011	LEA Submission:						
		USOE Approval:						
ALIANZA ACADEMY	2012-2013	LEA Submission:	06/05/2013					7/8/2013 11:20:04 AM
		USOE Approval:						7/8/2013 11:20:04 AM
ALPINE DISTRICT	2010-2011	LEA Submission:	06/24/2013	06/24/2013	06/24/2013			
		USOE Approval:	07/03/2013	07/03/2013	06/24/2013			

ools.utah.gov/ImprovementPlan/LEAImprovementPlan.aspx

Improvement Plan

Dashboard | General Supervision | FAPE in the LRE | Parent Involvement | Transition | Disproportionality

Year 1 Improvement Plan (2012-2013)

Print

General Supervision Data Sources

- ☐ APR Indicators, 3, 11, 15 – 20
- ☐ Stakeholder input
- ☐ Previous UPIPS Results
- ☐ Interview Responses
- ☐ Off-site data
- ☐ Teacher licenses, endorsements and highly qualified status for current assignments
- ☐ Caseloads of special education case manages
- ☐ Policies and procedures in place and followed LEA-wide
- ☐ Student progress data
- ☐ Other (Please Describe Below)

(Hover Titles for Info)	Strength	Need	Priority Area
Leadership/Administration			
• Qualified Staff	☑	☐	☐
• State-wide Assessment	☐	☐	☑
• Policies and Procedures	☑	☐	☐
• Professional Development	☐	☑	☐
• NIMAC/NIMAS	☐	☐	☐
Finance			
• Fiscal Audit	☐	☐	☐
Data			
• State and Federal Reports	☐	☐	☐
Compliance and Legal Issues			
• Child Find	☐	☐	☐
• Referral Process	☐	☐	☐
• Compliance Monitoring			
• Evaluation Matierals	☐	☐	☐
• Forms	☐	☐	☐
• Confidentiality	☐	☐	☐
• Evaluation/Eligibility Procedures	☐	☐	☐
• English Proficiency Assessments	☐	☐	☐

/ImprovementPlan/LEAImprovementPlan.aspx#

UPIPS

Utah Program Improvement Planning System for Special Education

Home | LEA Reports | Data Entry | Improvement Plan | Document Storage | Resource Library | Admin | Help

Improvement Plan

Dashboard | General Supervision | FAPE in the LRE | Parent Involvement | Transition | Disproportionality

Year 1 Improvement Plan () Print

General Supervision Data Sources (Hover Titles for Info) **Strength** **Need** **Priority Area**

Hide Probing Questions

1) As you look at the data within this area, which items are the most problematic for the LEA?
2) Of the items that are problematic, are they specific to or even more pronounced for certain buildings, programs, grade levels, or personnel?
3) Based upon your analysis, what actions will best address the problem?
4) How will you know that this/these action step(s) has/have been fully implemented?
5) How will you know that this area of need has been resolved?
   a) What additional data will you look at?
   b) How will you determine that improvement is being maintained throughout the LEA?
6) How will you ensure that improvement resulting from these actions is sustained?

Data Analysis: General Supervision Strengths

Using the Probing Questions above, enter a description of the data source(s) and Strengths identified in your data analysis. If no areas of Strength are identified, enter "None Identified."

Paragrap... ... A B I U abc

00

nload | The Right IDEA: IDE... | SPEDSIS | MSRRC | Non project Sped Info | Personal | Travel | TN

Show Probing Questions

Data Analysis: General Supervision Strengths

Using the Probing Questions above, enter a description of the data source(s) and Strengths identified in your data analysis. If no areas of Strength are identified, enter "None Identified."

Paragrap...

1. Overview

The Letter Manager is a new module for the DC Cats website which enables OSSE users to create, send, and manage letters. Templates and previous letters can be used as the starting point for new letters. A history is kept.

2. Assumptions

Design | HTML

Data Analysis: General Supervision Needs

Using the Probing Questions above, enter a description of the data source(s) and areas of Need identified in your data analysis. If no areas of Need are identified, enter "None Identified."

Paragrap...

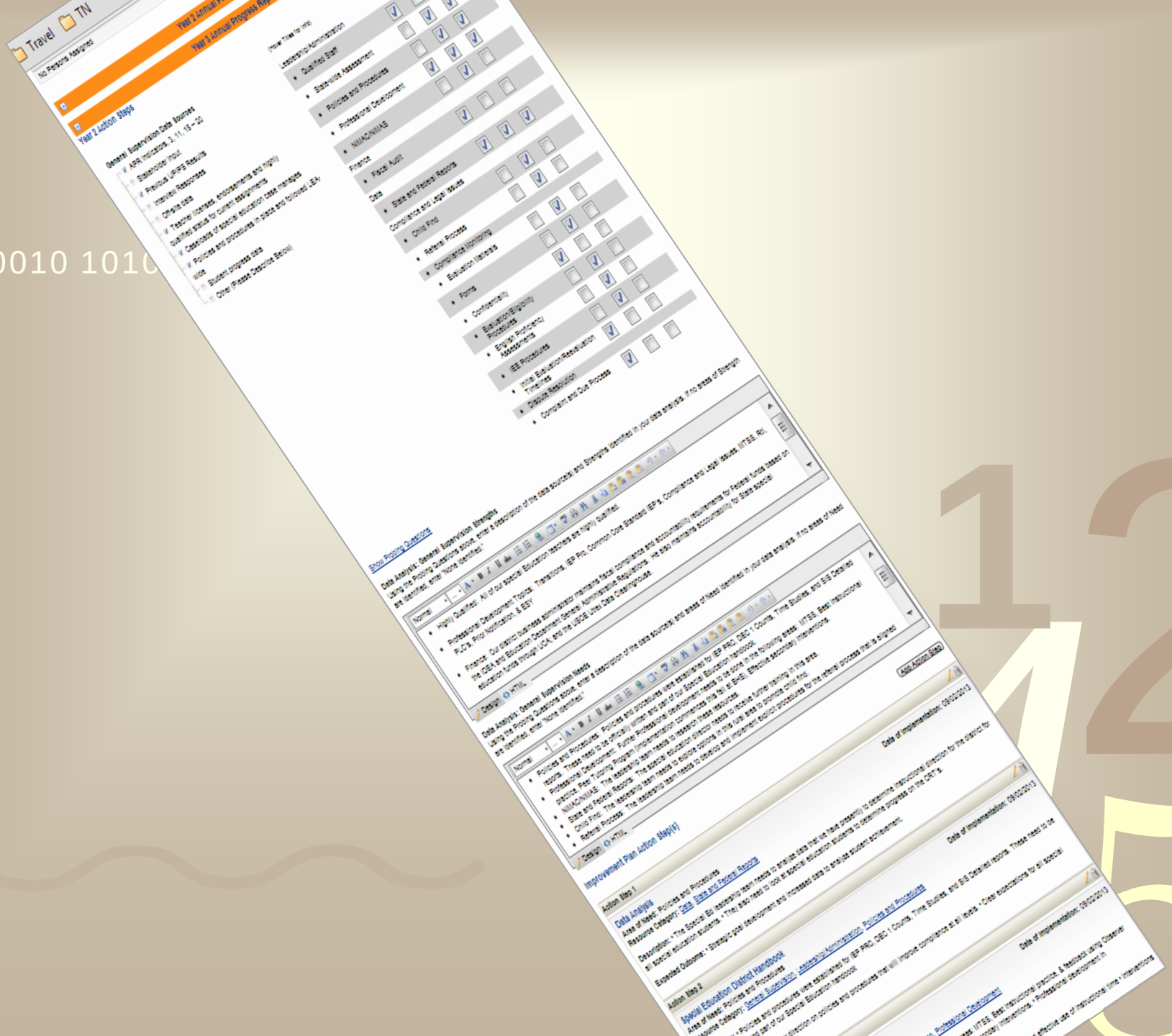
- The Jordan Child Development Center shows 100% compliance in the percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
- The Jordan Child Development Center has a seamless transition process from Part C to Part B.
- The Jordan Child Development Center has a Transition Coordinator who is responsible for setting up transition meetings, eligibility meetings, and IEP meetings to ensure that the Part C to Part B transition requirements are met.
- The Jordan Child Development Center's Transition Coordinator works with outside agencies to facilitate the transition process from Part C to B.

Design | HTML

Improvement Plan Action Step(s)

Add Action Step

0011 0010 1010



12
45

What local improvement efforts are you supporting? How?

TEMPLATE

School name

SCHOOL IMPROVEMENT PLAN
2009 - 2012

The aim of this plan is to . . . .

The School Improvement Plan sets out the school's strategy and development planning for the three years from 2009-12
It also sets out specific Action Plans for the year ahead (2009-10).

The Plan is developed through discussion by, and consultation with, ... and is informed by School Self-evaluation.
School Self-evaluation may lead to amendment
The plan will be reviewed

CONTENTS:

- Vision
  What the school aims to achieve.
- Strategic Planning
  This section sets out the school's strategy, for the next 5 years, to realise its vision an
- Development Plan
  Priorities for the next 3 years are identified and drawn from the strategic plan. These
  well as in response to external priorities, opportunities, requirements and the recomm
- Action Plans
  The detailed operational plans for the year ahead.

What is involved with your,

Professional Development?

0011 0010 1010 1101 0001 0100 1011

Mastery???

Who provides PD?

How are PD providers evaluated?

How do data drive PD?

How are PD topics selected?

How does the state know PD was delivered to those in need?

Who tracks PD delivery?

What is effective PD?

What is measured?

How is PD evaluated?

Is higher education informed of PD needs?

???Child change????

UTAH STATE OFFICE OF EDUCATION

UPIPS Professional Development (Test)

Home | Reports | Resource Library | Administrator ▾ | Developer Tools ▾ | FAQ

Report Filter

Filter By:

Topic: transition

Year: ☑ 2013-2014

Provider: Owens

Location:

Title:

Course #:

APR Indicator:

Course Status:

Providing Agency:

Filter

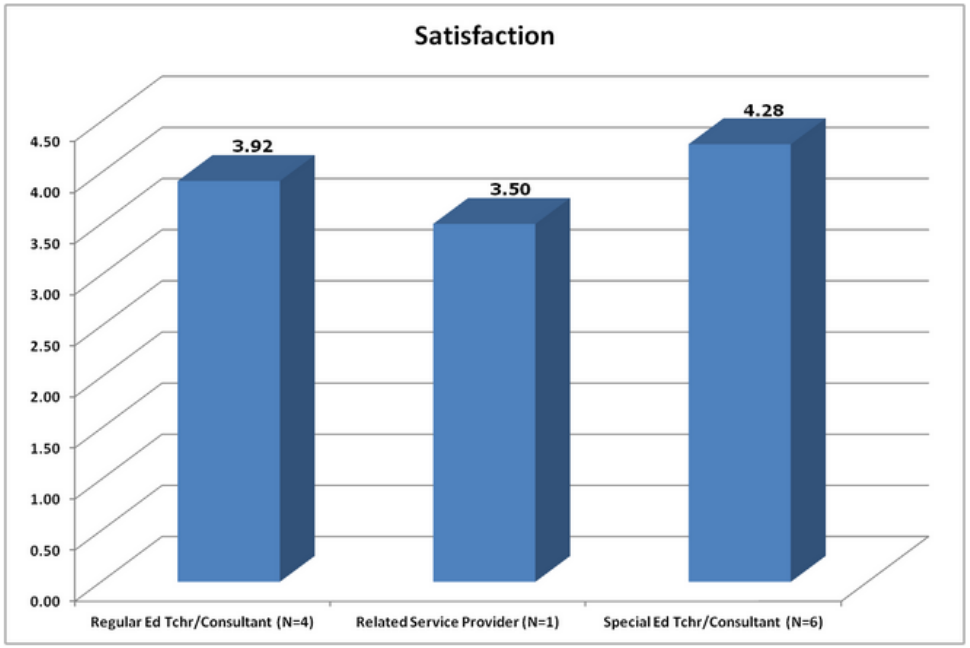
Events	Satisfaction Report Link	Knowledge Report Link	Masery Report Link	Open Ended Responses
Successful Transition for IDEA Students	Satisfaction Report Link	Knowledge Report Link	Mastery Report Link	Open Ended Responses Link
Closing the Achievement Gap	Satisfaction Report Link	Knowledge Report Link	Mastery Report Link	Open Ended Responses Link
Using Parents Effectively	Satisfaction Report Link	Knowledge Report Link	Mastery Report Link	Open Ended Responses Link
Timely Eligibility Determination	Satisfaction Report Link	Knowledge Report Link	Mastery Report Link	Open Ended Responses Link

Event: Successful Transition for IDEA Students

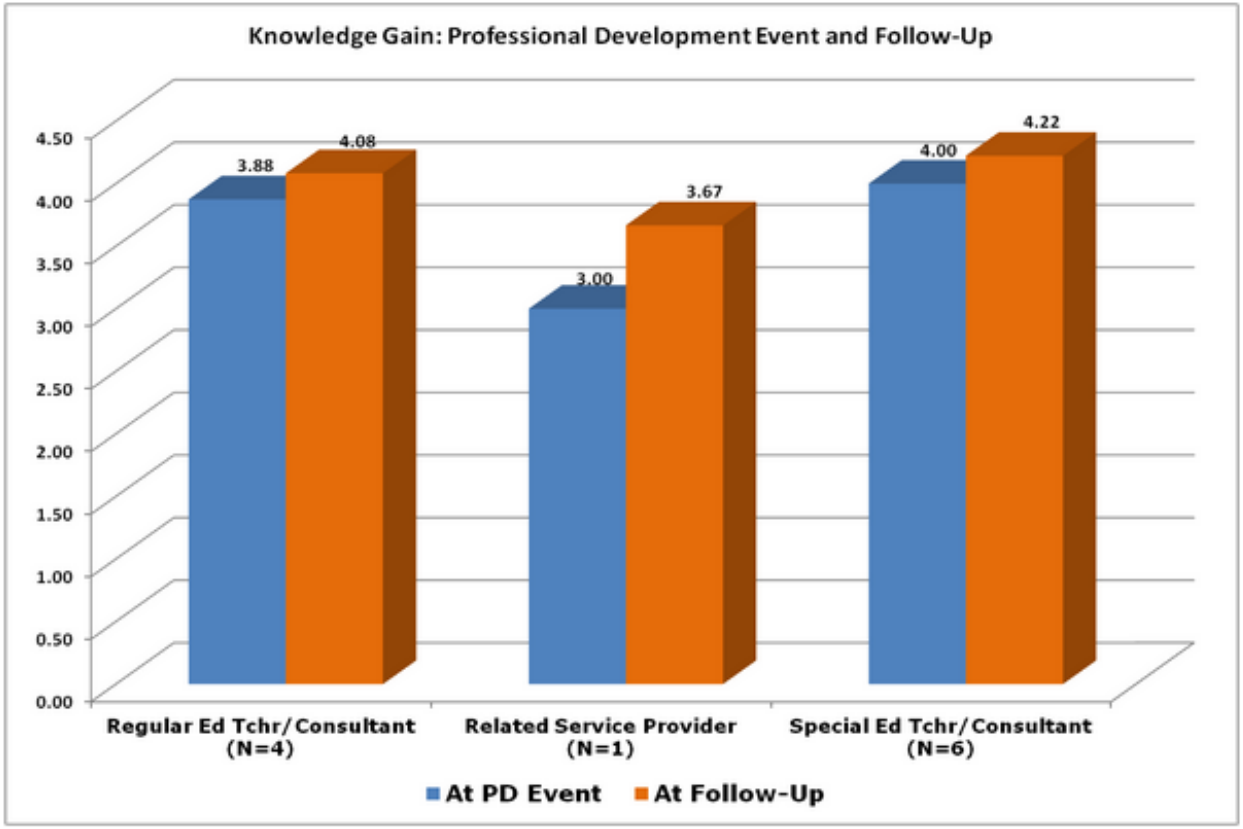
Satisfaction Report

Q#		Regular Ed Tchr/Consultant (N= 4)	Related Service Provider (N = 1)	Special Ed Tchr/Consultant (N = 6)	Grand Total (N = 11)
Sat1	The objectives of the activity were clearly specified.	4.00	4.00	4.50	**4.27**
Sat2	The presenter was well prepared.	4.25	4.00	4.33	**4.27**
Sat3	The presenter possessed the necessary expertise to meet the training objectives.	4.25	4.00	4.50	**4.36**
Sat4	The ideas and activities were relevant to my field of work.	3.25	3.00	4.17	**3.73**
Sat5	I found the information useful.	3.75	3.00	4.00	**3.82**
Sat6	The presentation and materials were of high quality and professional.	4.00	3.00	4.17	**4.00**
	Mean Average:	**3.92**	**3.50**	**4.28**	

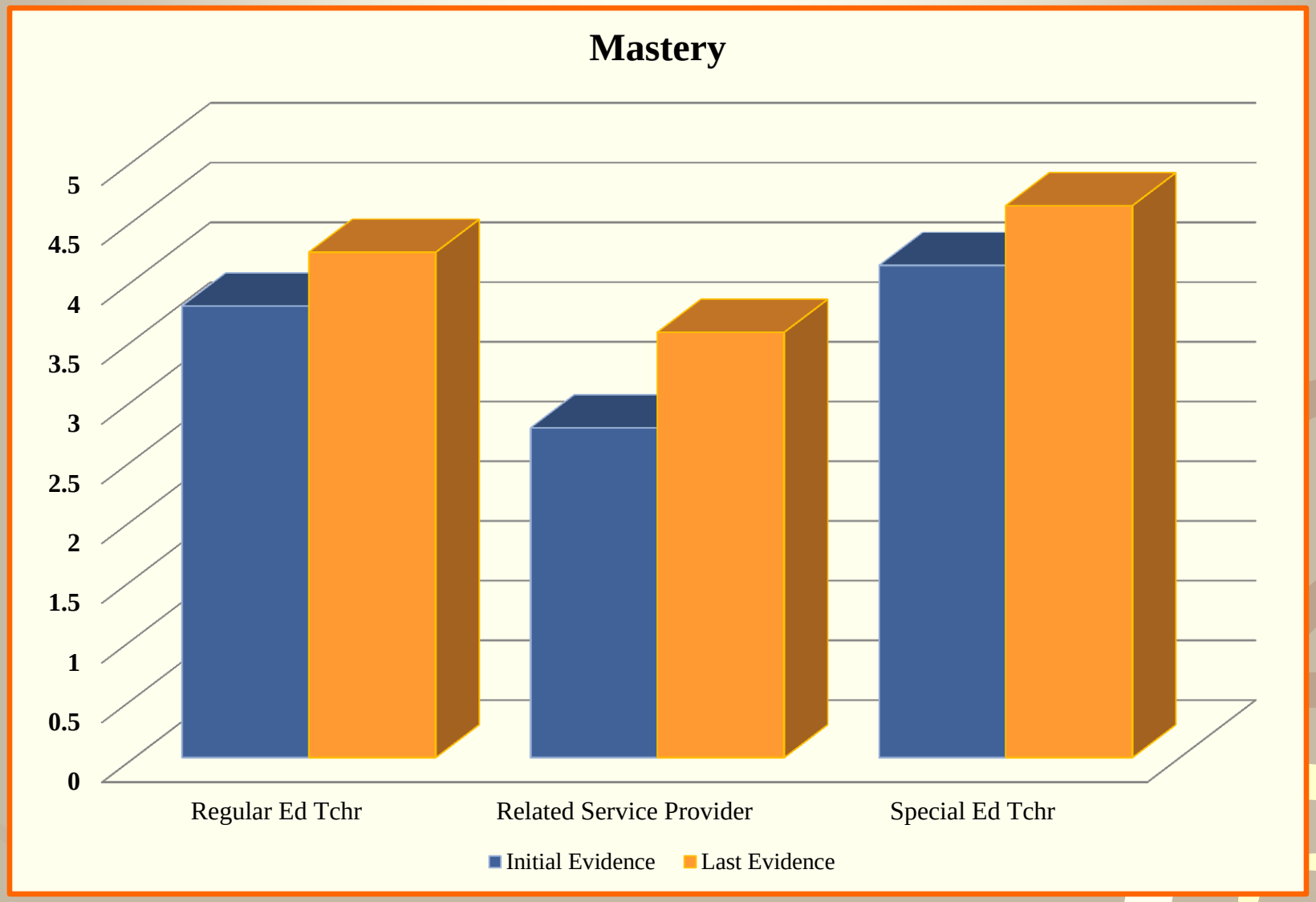
View Result Details



Event: Successful Transition for IDEA Students



0011


Mastery
5
4.5
4
3.5
3
2.5
2
1.5
1
0.5
0
Regular Ed Tchr
Related Service Provider
Special Ed Tchr
Initial Evidence
Last Evidence

Professional Development / Technical Assistance?

- How is professional development / technical assistance supported?
- How are specific PD and TA efforts determined?
- How are PD and TA efforts measured?

What are some major obstacles to improving:

- Monitoring
- Improvement Plan Process
- Professional Development

0011 0010 1010 1101 0001 01

Wow! An
OLD FASHION
paper handout!

Join us

A *non*-task force, *non*-Community of Practice, *non*-workgroup . . .

Simply a group interested, as time allows, in learning from each other through shared:

- Questions
- Strategies
- Resources
- Documents
- Training materials
- Sample Reports and
- Other processes associated with the ever changing work of IDEA monitoring and specifically it's affects on General Supervision.

CONNECT WITH OTHERS IN EFFORTS THAT SUPPORT IDEA MONITORING FOR RESULTS AND COMPLIANCE

Jane Nell Luster and Bruce Bull have provided monitoring TA for dozens of states. There are good practices out there (as evidenced by Tiffanie Owens in Utah.) Together the three of us have agreed, as our time allows, to support effective dissemination of information on monitoring.

No commitment from you, no sales pitches from us. Our goal is to facilitate sharing about monitoring and support monitoring efforts to improve results for children and families served under IDEA.

If interested, send an email, give me your business card, or complete and tear off below.

Bruce Bull, SPEDSIS
(Special Education Data Services and Information Systems)
bruce.bull@spedsis.com

Name: _____ Phone: _____

Email (print legibably): _____

Agency: _____ State: ____ Part B Part C Other: _____

Whose been talking

0011 0010 1010 1101 0001 0100 1011

Bruce Bull was Oregon's IDEA Part B/C Data Manager from 1996-2005. He has provided special education data technical assistance to over 20 states. Now president of *Special Education Data Services and Information Systems* he employs content experts and programmers to build state-specific IDEA web-based collection, reporting, and monitoring applications. bruce.bull@spedsis.com

Jane Nell Luster, Ph.D., is Coordinator of Research and Evaluation with Louisiana State University Health Science Center. For more than ten years, she has provided direct onsite technical assistance to more than 35 states and territories on data quality and use for improving results and monitoring. jluste@lsuhsc.edu

Tiffanie Owens joined the Utah State Office of Education as the Compliance Monitoring Specialist in November 2008. Prior to that, she worked as a New Teacher Mentor for beginning severe special education teachers, a special education team leader, and as a self-contained teacher for students with severe disabilities. tiffanie.owens@schools.utah.gov

Overflow topics (if time allows)

0011 0010 1010 1101 0001 0100 1011

- Local Determinations
- Supporting improvement through an integrated Resource Library
- Where do we go from here?
- Next steps for UT:

0011 0010 1010 1101 0001 0100 1011

. . . and they monitored happily ever after.

The End