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).
Focused Monitoring

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

<table>
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<tr>
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<tr>
<td><strong>D. Least Restrictive Environment</strong></td>
<td><strong>1. Ages 3-5</strong>&lt;br&gt;• Maryland Special Education/ Early Intervention Services Census Data and Related Tables, (October 29, 2004)**&lt;br&gt;<strong>2. Ages 6-21</strong>&lt;br&gt;• LSS/PA Collected Data</td>
<td>2004</td>
<td>1. The percentage of children with disabilities, ages 3-5, receiving special education services in environments for non-disabled students (LRE M) will increase annually.</td>
<td>Met: 1.</td>
<td>2.</td>
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<td>2. The percentage of students with disabilities, ages 6-21, receiving special education services in general education settings (LRE A) will increase annually.</td>
<td>Not Met: 1.</td>
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<tr>
<td><strong>E. Transition From Part C To Part B</strong></td>
<td><strong>LSS/PA Collected Data</strong></td>
<td></td>
<td>Individualized Education Programs (IEPs) for children transitioning from Part C to Part B are in effect by the child’s third birthday.</td>
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<td><strong>F. Participation in Statewide Assessment Programs</strong></td>
<td><strong>1. Maryland Model for School Readiness (MMSR) – (Kindergarten Assessment)</strong>&lt;br&gt;• Maryland School Assessment (MSA)&lt;br&gt;• Alternate Maryland School Assessment (ALT-MSA)&lt;br&gt;• Kindergarten Assessment&lt;br&gt;<strong>2. Maryland School Assessment (MSA)</strong>&lt;br&gt;• Kindergarten Assessment&lt;br&gt;<strong>3. Alternate Maryland School Assessment (ALT-MSA)</strong>&lt;br&gt;• Kindergarten Assessment&lt;br&gt;<strong>4. High School Assessment (HSA)</strong></td>
<td>Fall 2004</td>
<td>All students with disabilities participate in the appropriate testing program.</td>
<td>Met: 1.</td>
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<td>Not Met: 1.</td>
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<td><strong>G. MSA Results</strong></td>
<td><strong>1. Reading</strong>&lt;br&gt;• MSDE Web-site&lt;br&gt;• mdecard.org&lt;br&gt;• mdk12.org&lt;br&gt;<strong>2. Math</strong>&lt;br&gt;• MSDE Web-site&lt;br&gt;• mdecard.org&lt;br&gt;• mdk12.org</td>
<td></td>
<td>1. Special education students, as a sub-group will improve in meeting Adequate Yearly Progress (AYP) in reading.</td>
<td>Met: 1.</td>
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<td>Not Met: 1.</td>
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<td>2. Special education students as a sub-group, will improve in meeting AYP in math</td>
<td>Met: 2.</td>
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<td></td>
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<td>Not Met: 2.</td>
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| **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 non-disabled students. | | | |
| **II. GENERAL SUPERVISION** | | | | | | |
| A. Student Record Reviews | - Comprehensive 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. | |
| **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 is on file with MSDE. | | 1. 2. 3. | |
| **III. COMPLAINT MANAGEMENT** | | | 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). | | | |
| A. Complaints | - LSS/PA Collected Data  
- MSDE letters of findings | Period July 1, 2004 – June 30, 2005 | | | |
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| 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                            |                               | 1. An active Special Education Citizen’s Advisory Committee is maintained.          |               |                                 |                   |
|                                        | • Agendas  
                                        • SECAC Activities  
                                        • Surveys                      |                               | 2. A copy of the Special Education Citizen Advisory Committee budget is submitted and filed with MSDE. |               |                                 |                   |
|                                        | B. Parent Input                                                              |                               | Parent input is systematically gathered and used to improve the provision of special education and related services. |               |                                 |                   |
|                                        | • Parent Survey  
                                        • Forums  
                                        • Focus groups  
                                        • Other                         |                               |                                                                                   |               |                                 |                   |
|                                        | C. Public/Community Input                                                    |                               | Public/community input is systematically gathered and used to improve the provision of special education and related services. |               |                                 |                   |
|                                        | • Surveys  
                                        • Forums  
                                        • Other                         |                               |                                                                                   |               |                                 |                   |
|                                        | D. Staff Input                                                               |                               | Staff input is systematically gathered and used to improve the provision of special education and related services. |               |                                 |                   |
|                                        | • Survey  
                                        • Forums  
                                        • Focus groups  
                                        • Other                         |                               |                                                                                   |               |                                 |                   |
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,
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,

[Signature]

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
<table>
<thead>
<tr>
<th>NAME</th>
<th>AGENCY</th>
<th>PHONE NO.</th>
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<tbody>
<tr>
<td>Ellen Meyer</td>
<td>AAePS</td>
<td>410-222-5442</td>
</tr>
<tr>
<td>Lisa Black</td>
<td>AAePS</td>
<td>410-222-5410</td>
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<tr>
<td>Paul Baring</td>
<td>MDOE</td>
<td>240-988-6664</td>
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<tr>
<td>David Patterson</td>
<td>MDOE</td>
<td>410-767-0766</td>
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<tr>
<td>John Smith</td>
<td>MDOE</td>
<td>410-767-0768</td>
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