

Department of Elementary and Secondary Education
DESE Update




Compliance



Parent Revocation of Consent

- According to CFR § 300.300(b)(4), parents may revoke consent for special education and related services.
- Revocation must be in writing.
- Agency must provide NOA for Change of Services.
- Agency not required to amend child's records following revocation.



Revisions

- Due to new regulations, the Compliance Standards and Indicators have been revised. Latest version is on the web.
- Procedural Safeguards have been revised and will be distributed.
- Parent Guide and Local Model Compliance Plan revisions are being considered.
- State Plan changes will be recommended.

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Determinations

- All states and districts must receive annual determinations in one of 4 categories:
 - Meets requirements
 - Needs assistance
 - Needs intervention
 - Needs substantial intervention
- Missouri received “Meets Requirements” for 2009

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Determinations

- For 2009, DESE used the required criteria to look at districts.
 - Audit findings
 - Disproportionality
 - Part C to B transition
 - Correction of noncompliance
 - Timely/accurate data
 - Initial eval timelines
 - Postsecondary transition

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Determinations (Cont.)

- All Missouri districts received “Meets Requirements.”
- Performance indicators may again be used in the future:
 - Graduation
 - Dropout
 - Assessment in elementary communication arts

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Consultation with Private Schools and Homeschool Parents

- Reminder: All districts must schedule a consultation meeting with officials of private schools within the districts and parents of homeschool children.
- Must keep documentation of consultation in sped files.

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Improvement Planning Training



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4th Cycle Special Education Monitoring & Improvement Planning Training
for districts going through MSIP 2010-2011 school year or districts applying for grants

- St. Louis – October 13, 2009
- Cape Girardeau – October 14, 2009
- Kansas City – October 19, 2009
- Maryville – October 20, 2009
- Kirksville – October 28, 2009
- Columbia – October 29, 2009
- Rolla – November 2, 2009
- Warrensburg – November 5, 2009
- Springfield – November 11, 2009

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Improvement Planning (IP)

- Development of improvement plans is mandatory for districts completing self-assessment for monitoring purposes when selected SPP indicators are not met
- Improvement plan is also the competitive grant application
- Scoring guide for use in development of IP
- Training is provided on data analysis and improvement planning
- RPDC consultants available to districts in the development and implementation of IPs

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Improvement Plan

- Entered in ePeGS
- Main components
 - Needs assessment (data-based)
 - Objective
 - Evaluation Procedures
 - Strategy
 - Action steps and timelines
 - Impact measures and timelines
 - Budget

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Timelines for IP

- For Self-Assessment Districts – Improvement Plan must be submitted to DESE by 5:00 p.m. on March 1, 2010
- For districts applying for grants-
 - Must submit a letter of intent to DESE by 5:00 p.m. on January 11, 2010
 - Plan must be submitted to DESE by 5:00 p.m. on March 1, 2010

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IMACS & ePeGs

- electronic Planning and electronic Grants System (ePeGs)
 - DESE's consolidated planning and grant system
 - Used for special education improvement plans
- Improvement Monitoring, Accountability and Compliance System (IMACS)
 - Special Ed's web-based monitoring system
 - Used for special education compliance monitoring and CAPs
 - Improvement plan data previously entered in IMACS will not be transferred to ePeGs

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Data Coordination



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DESE Data Collection

- MOSIS (Missouri Student Information System)
 - New primary data collection
 - Student/educator level reporting
 - Limited number of files used for many different collections
 - A data file upload is called a TRIAL
 - Certifying a trial populates & overwrites Core Data Screen data

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MOSIS/Core Data

- Beginning this fall, the Core Data System will have a new look. Navigation will be similar to ePeGs
- Core Data Screens will no longer be editable
- This means that data **MUST** be entered/corrected via MOSIS

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Things we contact you about...

- Big changes from previous year to current year (+/- 10% change)
- No data reported
- Students in residential facilities or separate schools
- Students reported by more than one district
- Errors that need to be corrected

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Determinations

- Timely and Accurate Data Criteria
 - In place for 2009-10 data submissions
 - Details via SELS

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Educator, Course and Assignment

- All personnel employed or contracted are to be reported to DESE
 - Teachers
 - Paraprofessionals
 - Ancillary (Therapists, diagnosticians, etc.)
 - Administrators

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Educator, Course and Assignment

- Special Education teachers should use codes that start with "19"
 - 195000 designates core content
 - 195010 designates non-core content
 - Other 19xxxx codes as appropriate
- Special Education staff should use Program Codes 06, 09, 17 or 19
- Will allow use of Combined Class (C1-C9) delivery systems: equated to Self-Contained (SC)

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Graduate and DROPOUT Follow-up

- For many years, districts have reported follow-up on graduates
- Beginning in 2009-10, also need to report follow-up for dropouts who had an IEP at the time of dropping out
- Report follow-up category and “Met IEP Definition” Y/N field
- May need to talk to guidance staff about this

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Graduate and Dropout Follow-up

<ul style="list-style-type: none"> • Follow-up categories – 4-year college – 2-year college – Non-college – Military – Employment (competitive) – Other employment (not competitive) NEW! – Not available – Unknown – Other 	<ul style="list-style-type: none"> • Met IEP Definition? – Yes: If enrolled, enrolled for at least one complete term; If employed, employed for a period of 20 hours a week for at least 90 days – No
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Early Childhood Outcomes

- Progress made from entry to exit in ECSE in each of the following areas:
 - Positive social-emotional skills
 - Acquisition and use of knowledge and skills
 - Use of appropriate behaviors to meet needs

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Early Childhood Outcomes

- Data collected by district at entry and at exit from ECSE using a 5 point rating scale
- Data reported to DESE at end of year
 - All entry data compiled during that school year
 - All exit data compiled during that school year
 - Report via **June MOSIS Student Core file**
 - MOSIS ID required
- <http://www.dese.mo.gov/divspeced/ECOtraining.html>

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Data TA and Tools

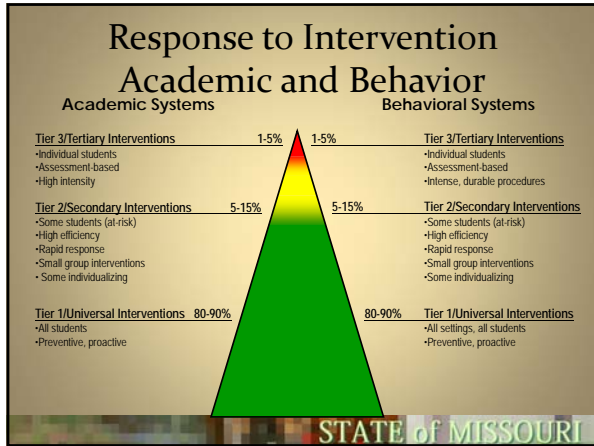
- 2008-09 Data Summaries were sent to each district in July
- 2008-09 Special Education District Profiles will be available by early October
- Updated Profile Review Guide with considerations
- Updated Graphing Template
- Other TA on web at <http://www.dese.mo.gov/divspeced/DataCoord/>

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Response to Intervention



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National Center on Response to Intervention

The American Institutes for Research and researchers from Vanderbilt University and the University of Kansas -- through funding from the U.S. Department of Education's Office of Special Education Programs (OSEP) -- have established the National Center on response to intervention.

The Center's mission is to build the capacity of State Educational Agencies to assist Local Educational Agencies in implementing proven and promising practices within a Response to Intervention (RTI) framework.

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Levels of Technical Assistance

The National Center of Response to Intervention's TA strategy specifies three levels of TA intensity for the provision of support to individual states:

- **Universal States**
- **Targeted States**
- **Intensive States**

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States to Receive Intensive Technical Assistance

Hawaii	New Mexico
Kansas	Maine
Missouri	Oklahoma
Pennsylvania	South Carolina

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What's Happening in Missouri?

Current Action Plan with National Center

- RtI awareness level trainings
- Common language document
- Alignment of three-tiered model document
- Development of assessment tool to collect data on statewide RtI implementation

Cross-Division Work at DESE

- Timeline of activities (see handout)
- Establishment of "Director of Three-Tiered Model Coordination" position

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School-wide Positive Behavior Supports



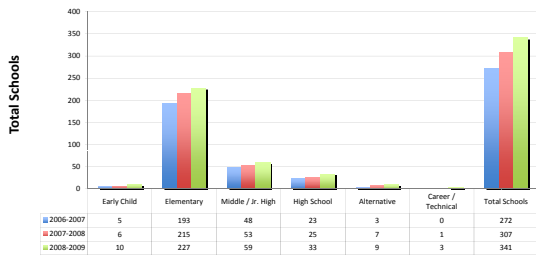
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SW PBS

- School-wide Positive Behavior Support (SW-PBS):
 - Proactive approach to put strategies in place for all children while building in supports for children at risk for and/or who receive special education services for behavior problems
 - Requires a 3-5 year commitment

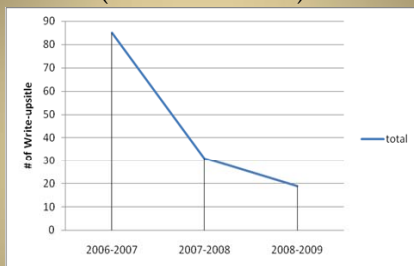
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Missouri SW-PBS Schools By Grade Level
Spring 09



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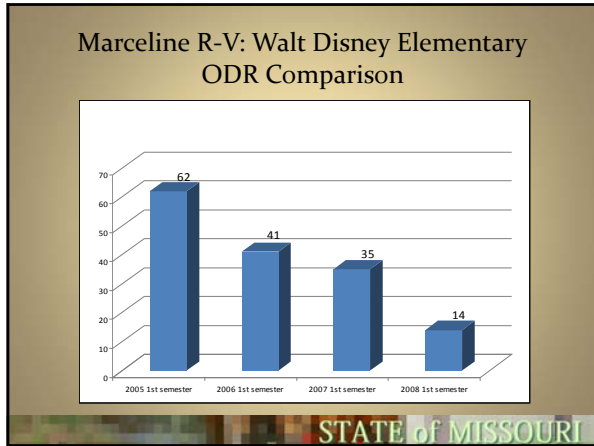
Daniel Boone Elementary in Warrenton (Warren Co. R-III)



total	2006-2007	2007-2008	2008-2009
	85	31	19

These are the totals up to Nov. of each school year. I want to thank you all for doing an outstanding job and it is really appreciated. You are a wonderful staff and I cannot say enough good things about you.

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Golden City, MO High School Southwest Region

High School Data	2 nd Semester 2006-2007	2 nd Semester 2007-2008	2 nd Semester 2008-2009
Tardies	265	163	134
Detentions	86	181	88
ISS (#days)	28	50	20
OSS (# days)	11	29	0

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Instruction and Discipline

- Missouri School Example:
2004-5 = 236 ODR
2005-6 = 133 ODR
- Time gained from 2004-5 to 2005-6:
6 Student days
4 Administrator days

<http://www.pbismaryland.org/costbenefit.xls>

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Targeted Technical Assistance and Professional Development



Tools for Improving Student Performance

- RPDC Consultants
- PD offerings, including Improvement Planning
- Project ACCESS
- School wide PBS
- KU Transition Coalition
- Administrator Mentoring Program
- DESE website

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RPDC Consultants

- Improvement Consultants
- Compliance Consultants
- Regional Positive Behavior Supports Consultants
- Blindness Skills Specialists
- <http://dese.mo.gov/divteachqual/leadership/rpdc/index.html>

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Professional Development (PD) Offerings

- Improvement Planning training
- PD offerings available through your RPDC
 - MAP-A, Standards Based IEPs, Co-teaching, Differentiated Instruction, etc.
- Consultants can tailor trainings to meet individual district needs as identified through data/systems analysis and improvement planning

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Statewide Assessments MAP, MAP-A and EOC

- Alignment of MAP and EOC Accommodations with Special Education Forms
- MAP-A Quality Assurance Checks in alignment with all large scale assessments

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Project ACCESS

- Support center for districts and families working with students with Autism
- Located in Springfield on the campus of Missouri State University—but serves entire state
- Web site
<http://education.missouristate.edu/access/>

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Administrator Mentoring Program

- The AMP is a two-year mentoring program for new administrators.
- Why? The Transition Administrator Certificate will be issued upon completion and verification of participation in two years of district-provided mentoring during the first two years of administrator experience.

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AMP - What to expect?

- Building a trusting relationship
- Guiding, modeling and coaching
- Reflective questioning
- Focusing on leadership traits
- Balancing challenge with support
- Problem solving.
- Ten hours per year of mentoring support

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AMP Contacts

Paul Katnik - The Leadership Academy
(573) 751-2990 paul.katnik@dese.mo.gov

Dan Gordon - Effective Practices
(573)751-0185 Dan.Gordon@dese.mo.gov

http://www.dese.mo.gov/divteachqual/leadership/mentor_prog/

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Miscellaneous Online Resources

► Online presentations

- IDEA2004 Series
http://dese.mo.gov/divspeced/Compliance/IDEA_ReAuz004/
- RtI, FBA, Co-teaching presentations
http://dese.mo.gov/divspeced/EffectivePractices/web_based.htm
- NASDSE Series (variety of topics)
<http://dese.mo.gov/divspeced/EffectivePractices/nasdse.htm>

► Webinars and Q&A

<http://dese.mo.gov/divspeced/RtiSELSpg.html>

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Miscellaneous Online Resources

► NIMAS/NIMAC

http://www.dese.mo.gov/divspeced/EffectivePractices/NIMAS_Acpage.html

► Assistive Technology

<http://www.dese.mo.gov/divspeced/EffectivePractices/assistivepage.html>

► SELS & SELS2

http://dese.mo.gov/divspeced/Listserv_Archives.html

► Three-tiered Models /RtI

<http://dese.mo.gov/3tieredmodels/>
www.rti4success.org

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•<http://www.dese.mo.gov/divspeced/index.html>



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Department of Elementary and Secondary Education
Division of Special Education

SPECIAL EDUCATION REPORTING CALENDAR

Reporting Month	Due	Report Title	Section	Phone
JULY	30th	Part B Entitlement Final Expenditure Report (FER)	Funds Management	(573) 751-0622
AUGUST	15th	Core Data Screen 3	Data Coordination	(573) 526-0299
SEPTEMBER	17th	ECSE Final Expenditure Report (FER)	Funds Management	(573) 751-0622
OCTOBER	15th	MOSIS Student Core, Educator Core, Educator School, Course Assignment and Student Assignment files	Data Coordination & Funds Management	(573) 526-0299 (573) 751-0622
DECEMBER	15th	MOSIS Student Core file	Data Coordination	(573) 526-0299
	15th	Improvement Grant Activity Report - (Improvement grant districts only)	Effective Practices	(573) 751-0187
JANUARY	31st	High Need Fund Applications due	Funds Management	(573) 751-0622
	31st	Excess Cost Public Placement Fund Applications	Funds Management	(573) 751-0622
	31st	Readers for the Blind Applications due - (before serving child)	Funds Management	(573) 751-0622
	31st	Blind Literacy Survey	Data Coordination	(573) 526-0299
FEBRUARY	15th	MOSIS Graduate Follow Up file	Data Coordination	(573) 526-0299
MARCH	1st	Improvement Plans/Grants	Effective Practices	(573) 751-0187
	1st	Self Assessments due for districts scheduled for MSIP / Special Education Monitoring the following year	Compliance	(573) 751-0699
MAY	15th	Part B Entitlement (Estimated) Final Expenditure Report	Funds Management	(573) 751-0622
	15th	Improvement Grant Activity Report - (Improvement grant districts only)	Effective Practices	(573) 751-0187
	15th	Timeline Submission for MSIP districts	Effective Practices	(573) 751-0187
	15th	Readers for the Blind Verification	Funds Management	(573) 751-0622
JUNE	15th	Part B Entitlement Application	Funds Management	(573) 751-0622
	30th	MOSIS Student Core, Student Enrollment and Attendance and Student Discipline Incident files	Data Coordination	(573) 526-0299
	30th	Parentally-Placed Private School & Early Intervening Service (I-Form)	Data Coordination	(573) 526-0299
	30th	Early Childhood Outcomes collection	Data Coordination	(573) 526-0299

**Department of Elementary and Secondary Education
Division of Special Education - Data Coordination**

SPECIAL EDUCATION REPORTING TABLE 2009-10

* The Exhibit numbers refer to the *Core Data Collection System Manual*, in use during the 2009-2010 school year. Also, refer to the MOSIS User's Guide for additional information.

What reported?			How reported?			Why reported?		When reported?
Collection	Description	Selected Components*	Core Data Screen	MOSIS Files	Other	Required By	Used For	Due Date
District Contact Personnel	Contact information for district administration	<ul style="list-style-type: none"> ✓ Name ✓ Phone Number ✓ Email address 	Screen 03	No	No	<ul style="list-style-type: none"> ✓ State 	Contact Info	Aug. 15
Educator Collection	Educator demographics & buildings	<ul style="list-style-type: none"> ✓ Educator information ✓ Career information ✓ Salary information ✓ Other 	Screen 18 populated by MOSIS	<ul style="list-style-type: none"> ✓ Educator Core ✓ Educator School 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	HQT, Approp Cert, Fed Report	Oct. 15
Educator Assignment Collection	Educator assignments & course enrollment See Exhibit 16 for Reporting Guidelines	<ul style="list-style-type: none"> ✓ Course Code/Name (Exh. 10) ✓ Grade level codes (Exh. 12) ✓ Program code (Exh. 13) ✓ Delivery system (Exh. 14) ✓ Course minutes ✓ Student assignments or caseload number 	Screen 20 populated by MOSIS	<ul style="list-style-type: none"> ✓ Course Assignment ✓ Student Assignment 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	HQT, Approp Cert, Fed Report	Oct. 15
Child Count & Environments of Students with Disabilities	Child Count – ages 3-22, students with an IEP or Services Plan as of December 1	<ul style="list-style-type: none"> ✓ Primary IEP Disability (Exh. 18) ✓ Educational Environment (Exh. 19) ✓ Date of birth ✓ Enrolled on Count Date ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ LEP Status 	Screen 11 populated by MOSIS	<ul style="list-style-type: none"> ✓ Student Core (December) 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	SPP Ind. 5, 6, 9, 10 Fed Report	Dec. 15
Graduate & Dropout Follow-Up	Report of activities after graduating or dropping out of high school	<ul style="list-style-type: none"> ✓ Post-graduation activity ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ IEP Disability 	Screen 08 populated by MOSIS	<ul style="list-style-type: none"> ✓ Graduate Follow-up 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	SPP Ind. 14	Feb. 15
Exiting Data for Students with Disabilities	Report of students, ages 3-22, who exited Special Education	<ul style="list-style-type: none"> ✓ Primary IEP Disability (Exh. 18) ✓ Exit category ✓ Date of birth ✓ Gender ✓ Race/Ethnicity (Exh. 2) ✓ LEP Status 	Screen 12 and Screen 13 populated by MOSIS	<ul style="list-style-type: none"> ✓ Student Core (June) ✓ Student Enrollment and Attendance 	No	<ul style="list-style-type: none"> ✓ Federal 	SPP Ind. 1, 2	June 30
Discipline Incidents	Report of each incident resulting in in-school and out-of-school suspension and expulsion	<ul style="list-style-type: none"> ✓ Date & type of offense ✓ Type of weapon ✓ Primary IEP disability (Exh. 18) ✓ Type & Length of removal ✓ Modified length (Y/N) ✓ Alternative placement (Y/N) ✓ Number of Safe Schools Violations (Exh. 32) 	Screen 09 populated by MOSIS Screen 09 – Enter safe schools violations	<ul style="list-style-type: none"> ✓ Student Discipline Incidents 	No	<ul style="list-style-type: none"> ✓ Federal ✓ State 	SPP Ind. 4	June 30

What reported?			How reported?			Why reported?		When reported?
Collection	Description	Selected Components*	Core Data Screen	MOSIS Files	Other	Required By	Used For	Due Date
Parentally-Placed Private School Children with Disabilities	The number of private school children evaluated, found eligible and served during the school year	<ul style="list-style-type: none"> ✓ Number evaluated during year ✓ Number evaluated and found eligible during year ✓ Number evaluated, found eligible and served during year 	No	No	I-Form	✓ Federal	Meeting IDEA requirement	June 30
Early Intervening Services	The number of students without IEPs who received early intervening services and the number of students with IEPs that received early intervening services in the past two school years	<ul style="list-style-type: none"> ✓ Number of students without IEPs who received early intervening services ✓ Number of students with IEPs that received early intervening services in the past two school years 	No	No	Part B application	✓ Federal	EIS Fiscal Monitoring	June 30
Early Childhood Outcomes	Report of ratings at entry to and exit from ECSE in three areas: <ol style="list-style-type: none"> 1. Positive social-emotional skills 2. Acquisition and use of knowledge and skills 3. Use of appropriate behaviors to meet their needs. 	<ul style="list-style-type: none"> ✓ All entry data compiled during that school year ✓ All exit data compiled during that school year ✓ MOSIS ID required 	No	✓ Student Core (June)	Spreadsheet prior to 2009-10	✓ Federal	SPP Ind. 7	June 30
Part C to B Transition Timelines	Listing of children referred from Part C (First Steps) to Part B (ECSE) Collected the year prior to MSIP year, so not every year for every district	<ul style="list-style-type: none"> ✓ Date of birth ✓ Eligibility determination ✓ Date of IEP ✓ Reason for delay 	No	No	IMACS	<ul style="list-style-type: none"> ✓ Federal ✓ State 	Monitoring SPP Indicator 12	May 15
Initial Evaluation Timelines	Listing of students referred for initial evaluation to special education Collected the year prior to MSIP year, so not every year for every district	<ul style="list-style-type: none"> ✓ Date of referral ✓ Date of parental consent to evaluate ✓ Date of eligibility determination ✓ Reason for delay 	No	No	IMACS	<ul style="list-style-type: none"> ✓ Federal ✓ State 	Monitoring SPP Indicator 11	May 15
Blind Literacy Survey	Report of the number of blind/visually impaired students receiving Braille and other services	<ul style="list-style-type: none"> ✓ Number receiving Braille and Braille-related services ✓ Number receiving materials in Braille and Braille-related services but no longer receiving Braille instruction ✓ Number using slate and stylus or other Braille writing device ✓ Number receiving transition planning services with cooperation from Rehabilitative Services for the Blind as part of their IEP ✓ Number of referrals to RSB 	No	No	I-Form	✓ State	Annual report about blind/visually impaired to State Legislature	Jan. 31