

IDEA Programmatic Monitoring (Part 1)



Directors' Check-In

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Definitions 101: SEA vs. PEA

SEAs:

- Set policy and regulations
- Ensure compliance with federal and state laws that apply to SWD
- Acquire and distribute IDEA funding
- Assess PEA performance
- Monitor schools

PEAs:

- Operate schools
- Enforce federal and state laws, policies, and standards that apply to SWD
- Develop and implement local educational policies and curriculum
- Hire and supervise teaching staff

Why do we provide special education services?



Federal Law: IDEA

- The Individuals with Disabilities Education Act makes a free appropriate public education (FAPE) available to eligible children with disabilities aged 3-21 and ensures special education and related services are provided
- FAPE is provided at public expense, under public supervision and direction, without charge to parents and in conformity with an IEP

Special Education is Expensive!



Federal Funding

- IDEA provides funding for the education of children with disabilities as well as early intervention services
- Available to all public schools, excluding for-profit charters (that still must follow the IDEA)
- Come in the form of formula grants and SEA administrative funds to support professional development and projects

How does ADE ensure a FAPE is provided?



General Supervision

- The IDEA requires SEAs to have a system of General Supervision
 - Outlines SEA's accountability for enforcing the implementation of the IDEA and ensures continuous improvement, resulting in improved educational and functional outcomes
 - Ensures PEAs are able to provide a FAPE to children with disabilities

What are the components of General Supervision?



Who holds the SEAs accountable?



Office of Special Education Programs: Results Driven Accountability (RDA)

- OSEP oversees the implementation of the IDEA
 - OSEP’s monitoring framework is RDA, which combines **results** and **compliance**
 - 1. SPP/APR: measures results and compliance
 - 2. SEA Determinations: reflect state performance on results and compliance
 - 3. Differentiated monitoring & support

Programmatic Monitoring Requirements Outlined in IDEA (§300.600-602, §300.606-608)

State must monitor implementation of IDEA and annually report on performance

- PSM through monitoring activities

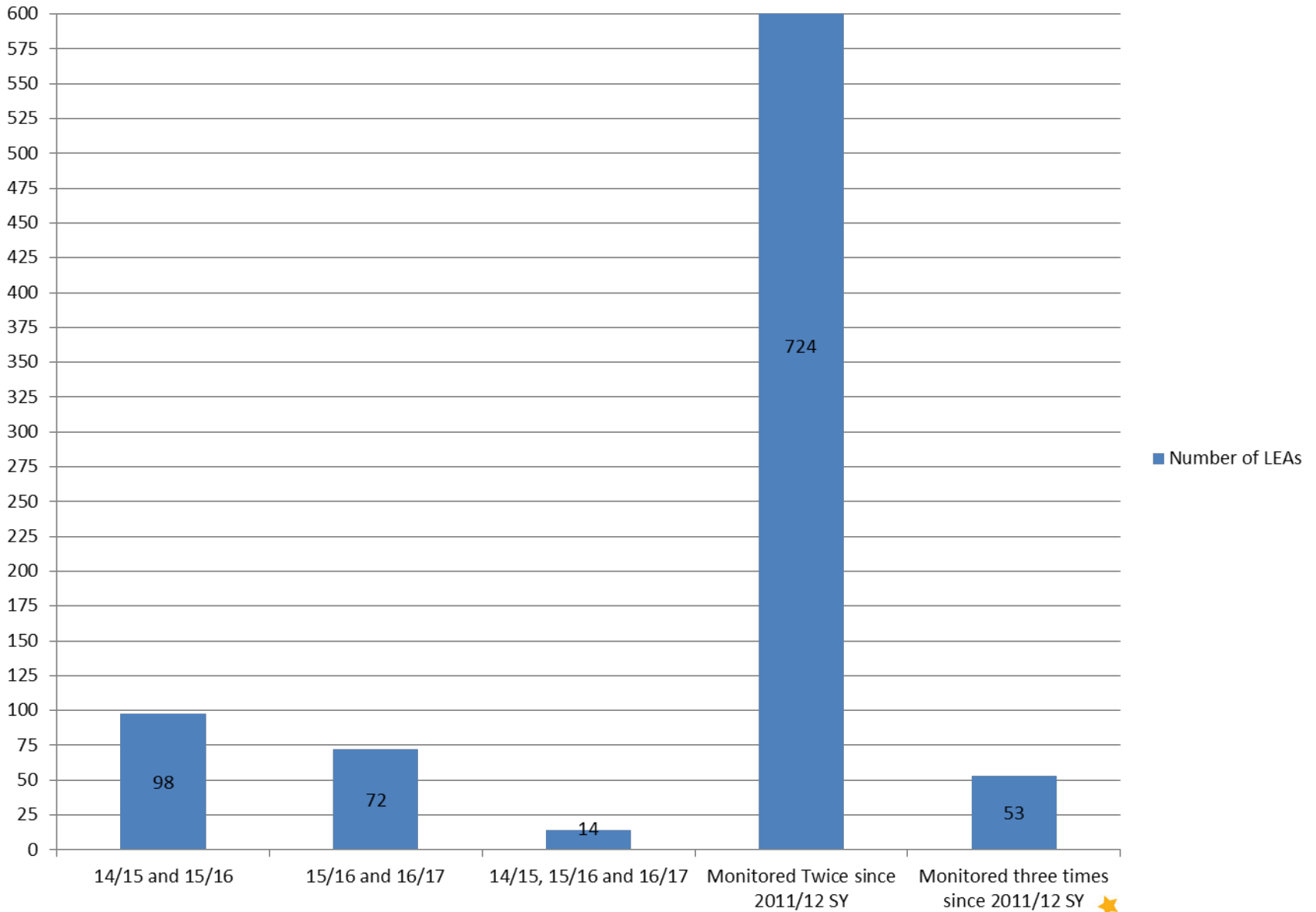
Focus of monitoring must be on improving educational and functional outcomes and ensuring that PEAs meet the requirements of IDEA

- Outcome focus areas and SSIP
- File review through differentiated monitoring activities

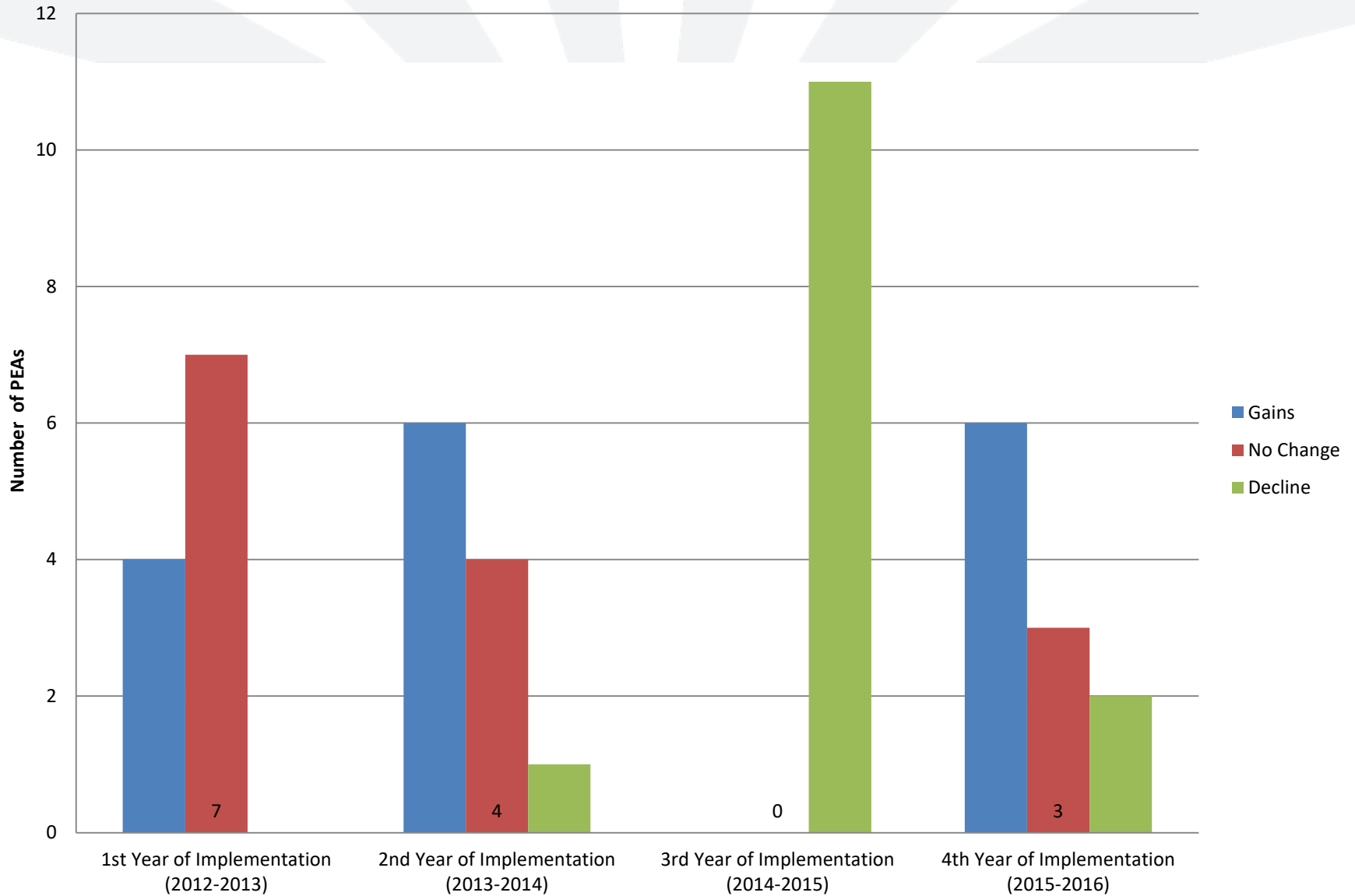
Where We Were...

- Prior to 2017:
 - System only reviewed outcomes for ELA specifically
 - Small number of the same PEAs were in monitoring year after year (less than 15)
 - System did not include compliance
 - System was a multi-year, one-size-fits-all approach

Duplicated Numbers



EDISA Completer Data



Some Feedback on Previous System:

System was capacity-heavy for PEA and SEA with little or no gains shown over 5 years

PEAs did not know from one year to the next what activities they were required to participate in

Increase in dispute resolution data around compliance

Increase in complaint activity

Changes Made to Meet Federal Requirements



Balanced compliance and outcomes

SSIP and outcome focus area analysis

File review



Included all outcome focus areas required by federal reporting

Changes Made to Address Some Feedback



Cycle year system with designated activities each year to aide in predictability for PEAs



Differentiated monitoring activities based on individual PEA performance related to APR indicators

Realigned indicators in risk analysis

Phrased all targets as positive

Added preschool indicators

Removed duplications (PEA Determinations)

Annual Activities



Minor changes and tweaks annually to Risk Analysis (RA) targets where not fully aligned to APR targets



Analysis of statewide data to determine cut scores for differentiated monitoring activities



Review of guide steps and training materials to enhance these, based on needs of the field

Recent Additions to Training Materials

Prior written notice AZTAS

Extended school year AZTAS

Corrective action plan close out training

Self-assessment training

Webinar on how to use the Success Gaps Rubric

OSEP Changes Coming

December 2019
OSEP guidance
clarified reporting
of indicator data
in the APR

- Requirement excludes the use of pre-correction data for purposes of APR reporting
- Issuance of findings has to occur within three months of the identification by the SEA of the noncompliance

SSIP changes (not
yet determined)

- Possibly moving due date
- Resetting the plan after this next year

Why This Is Important

Previous OSEP interpretations were based on state definition of a finding

Current OSEP interpretation is not about an SEA definition of a finding but when the SEA “sees” the noncompliance

Self assessment and data review monitoring systems allow for pre-reporting correction

What This Means



ESS/PSM has internal stopgap for this year (2019-2020) to accurately report and not require last minute changes for the field



Need to make changes moving forward to systems in order to come into full compliance

Self-Assessment

Data Review

SSIP