

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR LEARNING SUPPORT:
EQUITY AND ADVOCACY**

SPECIAL EDUCATION TEAM

PROCEDURES FOR FOCUSED MONITORING

SEPTEMBER 2007

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INTRODUCTION

The Wisconsin Department of Public Instruction (WDPI) has developed a Continuous Improvement and Focused Monitoring System (CIFMS) to achieve positive results for children with disabilities in Wisconsin while ensuring continued procedural compliance with state and federal laws and regulations. Focused monitoring is one component of the State's system of general supervision.

Stakeholder Involvement

A key principle of an effective focused monitoring system is input and feedback from a diverse group of stakeholders. The WDPI Special Education Team has worked with the National Center for Special Education Accountability Monitoring (NCSEAM) on the development of CIFMS and the stakeholder process. The WDPI State Superintendent approved the creation of an ad hoc group of stakeholders to advise the WDPI on its Continuous Improvement and Focused Monitoring System. This ad hoc committee is composed of parents of children with disabilities, parent advocates, special education administrators, regular education administrators, special education teachers, and school board representatives. A listing of the current CIFMS stakeholders (Appendix A) may be found on the WDPI website at <http://dpi.wi.gov/sped/cifmstake.html>.

WDPI involves stakeholders in the on-going development of CIFMS including the identification of priority areas for focused monitoring in Wisconsin. The CIFMS stakeholders analyzed statewide student outcome data to determine the current priority areas. The stakeholders determined two priority areas for focused monitoring: 1) improving the reading achievement of students with disabilities as measured by the Wisconsin Knowledge and Concepts Examinations (WKCE) and 2) improving the graduation rates of students with disabilities.

Focused monitoring efforts are continually evaluated by the WDPI Special Education Team and the CIFMS stakeholder group.

Background

The No Child Left Behind Act of 2001 (NCLB) focused attention on improving outcomes for all students. This law holds schools accountable for student progress using indicators of adequate yearly progress (AYP), including measures of academic performance and rates of school completion.

Like NCLB, the Individuals with Disabilities Education Improvement Act (IDEA 2004) places greater emphasis on results for children with disabilities. Since 2000, the United States Department of Education, Office of Special Education Programs (OSEP) has refocused its monitoring of States to place a greater emphasis on performance. OSEP has worked to shape its accountability system in a way that drives and supports improved results for children with disabilities, while continuing to require that States protect the individual rights of children with disabilities and their families. OSEP

concentrates its monitoring efforts on those requirements most closely related to improving results for children with disabilities and on those States most in need of support to improve compliance and performance. WDPI has developed the State's Focused Monitoring process following this OSEP model.

WDPI is responsible for ensuring that the requirements of IDEA 2004 are carried out within the state and that each educational program for children with disabilities administered within the state is under the department's general supervision.

FOCUSED MONITORING PROCESS

Focused monitoring is a process that purposefully selects state priority areas to examine for compliance and results while not specifically examining other areas for compliance. Focused monitoring is intended to maximize resources, emphasize important variables and increase the probability of improved results.

The primary goal of focused monitoring is to positively impact educational results and functional outcomes for all children with disabilities while ensuring that districts meet state and federal requirements under IDEA 2004. It draws attention to those requirements that are most closely related to improving educational results for children with disabilities. This goal is addressed by the department through focused monitoring activities that include:

- Verification of accurate data reporting by districts.
- Helping districts identify why students with disabilities are not achieving desired outcomes.
- Helping identify research-based strategies to address needs.
- Helping identify district and state resources.
- Providing technical assistance.

These activities occur at various stages in the focused monitoring process.

During the development of the focused monitoring process, WDPI conducted a literature review to identify research-based practices that positively impact outcomes for students with disabilities. These practices became the basis for the questions used during the focus forums and interviews (see Appendices B and C for Graduation protocols and the Reading Achievement rationale).

DISTRICT SELECTION

WDPI uses student outcome data to identify districts that are in need of improvement in the priority areas. In 2004, the CIFMS stakeholder group identified eight student enrollment groups within the state from which a select number of school districts are identified for focused monitoring. These eight groups were collapsed into four in 2007 (see chart below). WDPI ranks districts within the enrollment groups using data related to each priority area. WDPI uses trend data to identify districts for focused monitoring. The districts within each enrollment group most in need of improvement are selected for

focused monitoring. Data is also used to determine which school buildings within a district the WDPI onsite team visits. In addition to selecting districts for focused monitoring based on student outcome data, districts may also be selected due to a pattern of issues identified through the IDEA complaint process.

Enrollment group number	Enrollment #	Number of districts within enrollment group
1	25,001 +	1
2	5,001 – 25,000	26
3	3,001 - 5,000	35
4	0 - 3,000	364

Each of the two priority areas have adopted data decision rules to direct district selection:

Reading Achievement Data Decision Rules

- School districts are selected from the Enrollment Groups.
- Two years of data, which include scores of students with disabilities on the WKCE 8th grade reading test, are analyzed.
- The analysis involves a review of 8th grade reading proficient and advanced scores on the WKCE for students with disabilities. Using Full Academic Year (FAY) Students with Disabilities total enrollment Wisconsin State Assessment System (WSAS), a comparison is made with the State Performance Plan (SPP) target for Indicator 3 Participation and Performance on Statewide Assessments <http://dpi.wi.gov/sped/spp-assessment.html>.
- If a comparison between these two percentages results in a gap, the distance from the SPP target is used to rank each district in each enrollment group.
- Ranking positions for each year are added together to determine a final ranking score. The district with the lowest ranking score is chosen in each enrollment group for an onsite visit.

Graduation Data Decision Rules

- School districts are selected from the Enrollment Groups.
- The three most recent years of data reported by districts are used.
- A comparison is made between the district's graduation rate of students with disabilities with the State Performance Plan target for Indicator 1 Graduation Rates <http://dpi.wi.gov/sped/spp-grad.html>.
- Based on a comparison between the two percentages, districts are ranked from highest to lowest within each enrollment group.
- This process is repeated for three consecutive years, producing a graduation rank for each year. The ranking position for each of the three years is added together and sorted from low to high to identify the final ranking score.
- The district with the lowest ranking score within each enrollment group is selected to receive a focused monitoring visit.

PRE-ONSITE ACTIVITIES

Prior to a focused monitoring visit, the district administrator in each district is notified of the visit in writing by the Assistant State Superintendent Division for Learning Support: Equity and Advocacy (see Appendix E). The WDPI onsite team analyzes student outcome data related to the priority area to identify which school buildings within the district will receive onsite visits and to determine which parents, students, and district staff will participate in the focused monitoring activities. For example, if it is determined that a high number of students with specific learning disabilities are dropping out of school, then parents of students with specific learning disabilities from the identified school would be invited to participate.

In preparation for the onsite, districts are required to participate in a WDPI-sponsored data analysis activity to focus on student outcome data related to the priority area and identify district strengths, weaknesses, and hypotheses. Districts submit their initial hypotheses to the WDPI prior to the onsite visit. Districts are also required to review policies and practices that pertain to the priority area and submit copies to the WDPI for review. If a survey of parents, adult students, and staff will be conducted by WDPI, the district receives information about the survey.

Prior to the visit, the WDPI onsite team meets to review the following information to identify potential strengths and areas of concern:

- District's student outcome data;
- District's root cause analysis;
- District's policies and practices related to the priority area;
- Results of parent, student, and school staff surveys, if available;
- IDEA complaint and due process hearing decisions; and
- Other district information pertaining to the priority area.

The WDPI onsite team leader works with the district's Director of Special Education/Pupil Services to prepare for the visit, including scheduling focus forums and interviews, and determining who from the district will be a member of the district team. Approximately 30 days prior to the focused monitoring visit, the team leader sends a letter to the district to confirm the dates and arrangements for the onsite (sample letter to the district and to parents are included in Appendix E).

The time required to complete a focused monitoring visit is approximately three days. The number of days in a district is dependent upon the size of the district. Each focused monitoring team is typically composed of four WDPI staff members. The number of members needed for a monitoring visit varies depending on the size of the school district.

ONSITE ACTIVITIES

Opening Meeting

Upon arrival in the district, the WDPI onsite team meets with a district team and provides an overview of focused monitoring onsite activities. The following may be discussed at the entrance meeting:

- The department's statutory responsibility for monitoring each district;
- Focused monitoring onsite procedures;
- Agency questions;
- Onsite logistics;
- Review the results of the district's data analysis; and
- Review of district policies and procedures.

Building Tour

A tour of the school building(s) may be requested in order for the onsite team to observe research-based strategies that impact the priority area.

Focus Forums and Interviews

The WDPI onsite team gathers information from district staff, parents, and students. Focus forums are conducted with district personnel including administrative staff, the local education agency (LEA) representative, special education and related services staff, and general education staff, as well as with parents of students with disabilities and with students with disabilities when appropriate. Individuals are also interviewed, including specific district staff and parents of students with disabilities who have dropped out of school and adult students with disabilities who have dropped out of school.

Research shows that student engagement, dropout prevention and high quality instruction begin at the elementary level; therefore monitoring teams focused on improving graduation rates typically conduct a district-wide review. Protocols include questions related to district policies and procedures, research-based strategies, professional development, resources, and supervision (see Appendix B and C for focus forum and interview protocols). Every effort is made to conduct focus forums and interviews at times that are convenient to students, parents and district staff. Some interviews may be conducted by telephone.

Procedural Compliance Self-Assessment

Beginning with the 2006-2007 school year, a new local educational agency procedural compliance self-assessment process was developed to ensure school district compliance with state and federal procedural requirements (see Special Education Procedural Compliance Self-Assessment manual for more information). Districts identified for focused monitoring are required to complete the Procedural Compliance

Self-Assessment prior to the focused monitoring onsite visit. Districts are directed to correct any identified procedural noncompliance as soon as possible, but within one year of identification. Through the Procedural Compliance Self-Assessment verification process, WDPI verifies that all noncompliance is corrected in a timely manner by examining required evidence of correction. The results of the LEA self-assessment are reviewed for impact on the focused monitoring priority area by the focused monitoring team prior to the district onsite.

Data Analysis

At select times during the onsite, the WDPI team pauses to synthesize and analyze collected data. The team considers evidence that may or may not support the district root cause analysis (developed prior to the onsite) about student outcomes. The team considers the root cause statements in relationship to district policies and procedures, research-based strategies, professional development, resources, and supervision. Onsite activities may be refocused as a result.

Closing

At the conclusion of the visit, the team leader compiles and organizes a summary of the data to use during the closing discussion with the district. The team leader meets with the Director of Special Education/Pupil Services to discuss observations and initial impressions as well as the remaining steps in the focused monitoring process. At the discretion of the district, a closing discussion may occur with district staff and parents. The school district may determine who from the district participates in the closing discussion.

The following may be discussed during the closing meeting:

- Review of the focused monitoring priority area;
- Overview of the purpose of focused monitoring and activities conducted;
- Feedback from focus groups and interviews;
- Review of policies, procedures, and practices;
- Summary of positive findings;
- Summary of areas of improvement; and
- Review of next-steps and timeline.

The WDPI onsite team begins to work with the district to identify improvement strategies and develop an improvement plan to address areas of concern. The department utilizes existing statewide initiatives whenever appropriate. Regional Service Network (RSN) directors may assist with the development and implementation of the improvement plan.

A WDPI consultant is assigned to work with the district to provide technical assistance, monitor ongoing progress and verify that proposed activities are completed and noncompliance has been corrected.

Findings

Research-based practices and other best practices are reviewed through focus forums, interviews and a review of policies and procedures related to the priority area. Practices that contribute to low performance in the priority area are identified as findings. The findings are based on triangulated data (information obtained from at least three sources) and are practices occurring pervasively throughout the district (or building, if the focused monitoring visit is building-based). IEP records may be used to validate reports from district staff, students and/or parents. Any noncompliance identified must be corrected as soon as possible, but within one year of identification.

POST-ONSITE ACTIVITIES

Focused Monitoring Report

Following a focused monitoring visit in a district and upon return to the department, the WDPI onsite team will review findings and develop a written focused monitoring report to the district. The report will contain:

- District root cause statements related to the priority area;
- Areas of strength related to the focused monitoring priority area;
- Findings;
- Supporting evidence;
- Information about improvement planning and the verification process.

The focused monitoring report is completed by the WDPI team leader and mailed to the district within 30 days of the focused monitoring visit. A record of the visit is maintained at WDPI as part of the focused monitoring file.

District Improvement Plan and Implementation

Within 60 days of receiving the focused monitoring written report, the district must submit to the department an improvement plan to address the findings and correct noncompliance. The plan is developed by a district team composed of the district administrator, Director of Special Education/Pupil Services, and special and general education staff working in consultation with the WDPI onsite team leader and the district's WDPI consultant (see Appendix D for an example of an improvement plan format). The improvement plan is submitted to the department for review. Within 30 days, the improvement plan is approved by the department or revised by the district working in consultation with WDPI. The district may begin to implement the portions of the improvement plan that are approved while continuing to work with the WDPI consultant to develop or revise the remainder of the plan to address all findings.

The improvement plan includes:

- District Improvement Plan team members and roles;

- Activities/improvement strategies to address findings and noncompliance including revisions to policies, procedures, and practices; professional development, and supervision;
- Personnel responsible for implementing the activities and the targeted recipients;
- Timeline;
- Evidence of change/how district will document the change;
- Needed resources and rationale;
- How the district will monitor progress; and
- Quarterly progress reporting to WDPI.

Technical Assistance

As part of the focused monitoring follow-up, WDPI works with the district to determine what technical assistance specific to the priority areas is needed. WDPI targets a percentage of each related IDEA discretionary grant at schools identified for improvement, and coordinates improvement efforts with the Cooperative Educational Service Agencies (CESAs) and the Regional Service Network (RSN).

Verification

The WDPI consultant conducts regular progress monitoring of the implementation of the improvement plan and results.

The department realizes improvement of student outcomes will likely take more than one year to achieve. The improvement plan is evaluated on an annual basis over a three-year period (as needed) by the district and WDPI consultant; revisions are made as appropriate. The review includes verification that improvement strategies are occurring as specified in the plan and that the desired results are being achieved. Continuous improvement is reported by the district over the three-year period (as needed).

SANCTIONS

A framework of sanctions consistent with IDEA 2004 is being developed:

- Needs assistance – on monitoring by WDPI consultant of plan implementation once the Continuous Improvement Focused Monitoring (CIFMS) plan is approved.
- Needs intervention – possible Focused Monitoring visit with refinement of CIFMS plan.
- Needs substantial intervention - Referred to WDPI administration for further monitoring and/or consequences.

APPENDICES

APPENDIX A – List of Stakeholders

APPENDIX B – Graduation Protocols

APPENDIX C – Reading Achievement Rationale and Protocols

APPENDIX D – Sample Improvement Plan

APPENDIX E – Letter Templates

APPENDIX F – Exit Criteria (added 11/2009)

APPENDIX A – List of Stakeholders

Wisconsin Continuous Improvement Focused Monitoring System (CIFMS) Stakeholders

A key principle of an effective improvement system is input and feedback from a diverse group of stakeholders. In November 2003, the State Superintendent approved the creation of a task force (hereafter stakeholders) to advise the WDPI on improvement of services. The stakeholders represent the categories recommended by OSEP. Stakeholders and their affiliations are as follows:

- Brian Anderson, State Superintendent's Council on Special Education, Special Education Administrator, Appleton School District
- Vauce Ashby, Madison Metropolitan School District
- John Ashley, Executive Director, Wisconsin Association of School Boards (WASB)
- Nissan Bar-Lev, Director of Special Education, Wisconsin Council of Administrators of Special Services (WCASS)
- Barb Behlen, Regional Service Network/CESAs
- Sister Patrice Colletti, Disability Rights Advocacy
- Carol Noddings Eichinger, Birth to Three Program, Department of Health and Family Services
- Cynthia Hirsch, Quality Education Coalition, Learning Disabilities Association
- Joanne Huston, Legal Counsel, Education Issues Specialist, Wisconsin Education Association Council (WEAC)
- Phil Knobel, Executive Director, WCASS
- Pete Knotek, Special Education Teacher, WEAC
- Sheri Krause, Legislative Services Coordinator, WASB
- Julie Lidbury, Department of Corrections, State Superintendent's Council on Special Education
- Pat Luebke, Principal, Wauwatosa School District
- Carolyn Madsen, Special Education Teacher (retired)
- Donald Rosin, Native American Center Coordinator, Wisconsin Family Assistance Center for Education, Training and Support, Inc. (WI FACETS)
- Pat Schaumburg, Special Education Director, Adams-Friendship Schools
- Jan Serak, WI FACETS, Autism Society of Wisconsin
- Mary Skadah, Coordinator, Wisconsin Statewide Parent Education Initiative (WSPEI)
- Jeff Spitzer-Resnick, Managing Attorney, Disability Rights Wisconsin
- Bonnie J. Vander Meulen, State Superintendent's Council on Special Education, Parent Liaison for Special Education-CESA 2, (Dane County)
- Joan Wade, Administrator, CESA 6
- Pat Yahle, State Superintendent's Council on Special Education, Director of Special Education, Milwaukee Public Schools

APPENDIX B – Graduation Protocols

Administrative Focus Forum

Parent Focus Forum or Interview

Pupil Services Staff Focus Forum

Student Focus Forum

Teacher/Staff Focus Forum

Student Interview

Attendance Policy Review

Graduation Policy Review

Suspension/Expulsion Policies Review

Administrative Focus Forum (Graduation)

LEA _____ DATE _____

BUILDING LEVELS

ADMINISTRATORS _____

INTERVIEWER _____

Reword question as necessary without changing the intent of the question.

RECORDER _____

Record comments under each question.

INSTRUCTIONS: The Department of Public Instruction (DPI) is conducting a focused monitoring visit in your school district. The purpose of this visit is to identify district strengths and areas for improvement to address improving graduation rates of students with disabilities. You have been invited to participate in the focused monitoring visit to help identify district practices and procedures around this topic. For this reason, your responses are not confidential. Your input is important. Thank you for participating.

Please answer the following questions, providing examples and describing how, where appropriate.

Positive School Climate

- 1) How does the district welcome parents in their child's school building?
- 2) Which strategies are implemented to help students feel a "sense of belonging" at school?
- 3) Describe how parents are seen as partners in their child's education?
- 4) How does the school district provide parents with the training they need to develop specific knowledge and skills to help their child at home with schoolwork?
- 5) What is your district's mission/vision/beliefs statement(s)?
 - a) Does it include learning for all students?
- 6) Does the school district have a violence prevention plan at all grade levels?
 - a) How does the plan build positive social attitudes and effective interpersonal skills?
- 7) Does the school district have a conflict resolution plan at all grade levels?
 - a) How does the plan build positive social attitudes and effective interpersonal skills?

Policies and Procedures

- 8) How does the school district identify students who may be at risk for dropping out?
 - a) Who is responsible for tracking indicators of risk?

- 9) What evidence is there that shows the district engages in a continuous process of evaluating its goals and objectives related to school policies, practices and organizational structures as they impact a diverse group of learners?
- 10) How does the district share its school policies and procedures with parents?
- 11) How do the district's policies and procedures address the needs of children with disabilities?
 - a) attendance
 - b) truancy
 - c) retention
 - d) discipline
 - e) graduation

Qualified Staff and Adequate Resources

- 12) How does the district provide its staff with adequate time and resources for professional growth opportunities designed to improve student learning?
- 13) What types of district support and continuing professional development opportunities in dropout prevention are available for teachers who work with high risk youth?
- 14) Provide examples that show the district uses dropout interventions that are comprehensive, consistently implemented and sustained.
- 15) Provide examples of how teachers use instructional strategies that address a variety of learning styles.
- 16) What opportunities does the district provide for special education teachers and general education teachers to collaborate?

Multiple Options for Student Learning

- 17) What types of guidance/counseling activities does the district provide in the elementary grades to dropout prone students?
- 18) What types of early intervention focused on reading and writing skills does the district provide to low-achieving students?
- 19) What types of alternative programs does the district provide for dropout prone students?

Summary Question:

- 20) What advice do you have for improving graduation rates for students with disabilities in your district?

General Comments:

_____ **Parent Focus Forum (Graduation)**
_____ **Parent Interview (Graduation)**

LEA _____ DATE _____

BUILDING LEVEL _____

PARENT(S) _____

INTERVIEWER _____

Reword question as necessary without changing the intent of the question.

RECORDER _____

Record comments under each question.

INSTRUCTIONS: The Department of Public Instruction (DPI) is conducting a focused monitoring visit in your school district. The purpose of this visit is to identify district strengths and areas for improvement to address improving graduation rates of students with disabilities. You have been invited to participate in the focused monitoring visit to help identify district practices and procedures around this topic. For this reason, your responses are not confidential. Your input is important. Thank you for participating.

Please answer the following questions, providing examples and describing how, where appropriate.

Positive School Climate

- 1) What does the school do to make you feel welcome at school?
- 2) What tells you that your child feels a “sense of belonging” at school?
- 3) In what ways do teachers communicate regularly with you?
- 4) How does school staff show you that they see you as a partner in your child’s education?
- 5) What kind of training, if any, have you received from the district so that you can help your child at home with homework?
- 6) What kind of assignments or school projects have teachers given that require your child and you to work together? (e.g. student interviewed parent about their genealogy)
- 7) What evidence is there of positive teacher/student relationships at the school? [how do teachers get to know their students? Do teachers talk to students individually? How do teachers express enjoyment in their interactions with students?]
- 8) What evidence do you have that your child has friends at school?
- 9) What do you do to communicate high expectations for your child to do well in school and graduate?

Policies and Procedures

- 10) How does the district share its school policies and procedures with you?
- 11) How do the district’s attendance policies and procedures address your child’s needs?

- 12) How do the district's truancy policies and procedures address your child's needs?
- 13) How do the district's retention policies and procedures address your child's needs?
- 14) How do the district's discipline policies and procedures address your child's needs?
- 15) **(HS only)** How do the district's graduation policies and procedures address your child's needs?

Multiple Options for Student Learning

- 16) What types of classes have helped prepare your child for real life?
- 17) What opportunities for learning in the local community has the school given your child?
- 18) Please give examples of how your child participated in:
 - a) **(MS & HS only)** vocational education classes
 - b) **(HS only)** community-based work experience programs [systematically planned work experiences and training in the community that is linked to school-based instruction and planned by school/district staff, for credit]
 - c) **(HS only)** service learning projects such as community service for academic credit [a method of teaching and learning that combines academic work with service to the community, for credit]
 - d) instruction emphasizing independent living skills
 - e) **(MS & HS only)** training for competitive employment [training for credit for actual employment in the local labor market; training for a job with career possibilities. An integrated community employment setting working 35 hours a week or more, earning minimum wage or greater; includes supported employment and the military].
- 19) Can you think of examples of when your child was able to choose between different assignments?
- 20) What extra-curricular activities does (did) your child participate in at school?
- 21) What kinds of tutoring and supports have been available at school to help your child complete homework assignments, attend class, and stay focused on school?
- 22) How do you know that your child is taking classes that interest him/her?
- 23) What advice would you give your school to help students graduate?

Summary Question for Focus Group:

- 24) What advice do you have for improving graduation rates for students with disabilities in your district?

- OR -

Summary Question for Parent Interview:

(For parent of student who has dropped out of school or is at risk of dropping out: select the appropriate question).

- 24) What could be done to help your child return to school and graduate? What could be done to help your child stay in school and graduate?

General Comments:

Pupil Services Staff Focus Forum (Graduation)

LEA _____ DATE _____

Name	Title	Level

Interviewer: _____

Recorder: _____

Instructions: The Department of Public Instruction (DPI) is conducting a focused monitoring visit in your school district. The purpose of this visit is to identify district strengths and areas for improvement to address improving graduation rates of students with disabilities. You have been invited to participate in the focused monitoring visit to help identify district practices and procedures around this topic. For this reason, your responses are not confidential. Your input is important. Thank you for participating.

Please answer the following questions, providing examples and describing how, where appropriate.

Positive School Climate

- 1) Which strategies are implemented to help students feel a “sense of belonging” at school?
- 2) How does the district welcome parents in their child’s school building?
- 3) Describe how parents are seen as partners in their child’s education.
- 4) How does the school district provide parents with the training they need to develop specific knowledge and skills to help their child at home with schoolwork?
- 5) Do the schools you work in have a violence prevention plan at all grade levels?
 - a) If so, how does the plan enhance positive social attitudes and effective interpersonal skills?
- 6) Do the schools you work in have a conflict resolution plan at all grade levels?
 - a) If so, how does the plan enhance positive social attitudes and effective interpersonal skills?

Policies and Procedures

- 7) How do the schools you work in identify students who may be at risk for dropping out?
 - a) Who is responsible for tracking indicators of risk?
- 8) How often does the district examine how its school policies, procedures and practices impact students with disabilities? Who is involved in this examination?

- 9) How do the district's policies and procedures address the needs of children with disabilities?
- a) Attendance -
 - b) Truancy -
 - c) Retention -
 - d) Discipline -
 - e) Graduation -

Qualified Staff and Adequate Resources

- 10) How does the school district provide you with time and resources for professional growth opportunities designed to improve student learning?
- 11) What types of district support and continuing professional development are provided to staff who work with students who are at high risk for dropping out?
- 12) Provide examples that show the district uses dropout interventions that are comprehensive, consistently implemented and sustained.
- 13) How does the district provide opportunities for pupil services staff to collaborate with teachers and with each other?

Multiple Options for Student Learning and School Success

- 14) What types of guidance/counseling activities does the district provide in the elementary grades to dropout prone students?
- 15) What types of alternative programs does the district provide for dropout prone students?

Summary Question:

- 16) What advice do you have for improving graduation rates for students with disabilities in your district?

General Comments:

Student Focus Forum (Graduation)

LEA _____ DATE _____

STUDENTS _____

INTERVIEWER _____

Reword question as necessary without changing the intent of the question.

RECORDER _____

Record comments under each question.

INSTRUCTIONS: The Department of Public Instruction (DPI) is conducting a focused monitoring visit in your school district. The purpose of this visit is to identify district strengths and areas for improvement to address improving graduation rates of students with disabilities. You have been invited to participate in the focused monitoring visit to help identify district practices and procedures around this topic. For this reason, your responses are not confidential. Your input is important. Thank you for participating.

Please answer the following questions, providing examples and describing how, where appropriate.

Positive School Climate

- 1) Do you feel a connection or “sense of belonging” to your school?
- 2) Please share examples of when students and their parents worked on an assignment or school project together. (such as a family tree project or interviewing parents about their careers)
- 3) Do teachers have positive relationships with students? Can you give me examples? (How do teachers get to know their students? Do teachers talk to students individually? How do teachers express their enjoyment in their interactions with students?)
- 4) Are there teachers or other adults at school who care about students and their future? Can you share examples of this?
- 5) Do you have friends at school? Do your friends help you feel a connection to school?
- 6) Do your parents talk to you about doing well in school and graduating? What do your parents say?
- 7) Do teachers talk to students about doing well in school and graduating? What do your teachers say to you?
- 8) Is there an adult at school that you feel comfortable seeking help from if you have an important question affecting your life?
- 9) Does your school's violence prevention plan build positive social attitudes and effective interpersonal skills?
- 10) Does your school's conflict resolution plan build positive social attitudes and effective interpersonal skills?

Qualified Staff and Adequate Resources

- 11) What instructional methods do teachers use to meet students' unique learning needs? (Use printed materials, audio tapes, demonstrate hands-on learning, video)

Multiple Options for Student Learning and School Success

- 12) Do classes relate to students' lives and apply to real-life situations? Can you offer me examples of classes that connect to real-life?
- 13) What opportunities does the school provide for learning in the local community?
- 14) Do students keep track of their own progress? How?
- 15) Can you think of examples of when teachers allowed students to choose between different assignments?
- 16) Do students receive tutoring and support to help complete homework assignments and attend class? Is this an individual tutor, a peer tutor?
- 17) Do students get to choose and take classes that interest them? What classes have you taken that interested you?
- 18) **Do students participate in:** (Note the class, project or experience; if offered, but did not take because...; school does not offer; or school would not allow a student to take because...)

vocational education classes

community-based work experience [systematically planned work experiences and training in the community that is linked to school-based instruction and planned by school/district staff, for credit]

service-learning such as community service projects for academic credit [a method of teaching and learning that combines academic work with service to the community, for credit]

instruction emphasizing independent-living skills

training for competitive employment [training for credit for actual employment in the local labor market; training for a job with career possibilities. An integrated community employment setting working 35 hours a week or more, earning minimum wage or greater; includes supported employment and the military].

group projects with limited teacher supervision

extra-curricular activities at school

alternative programs

Summary Question:

- 19) What advice would you give your school to help kids graduate?

General Comments:

Teacher/Staff Focus Forum (Graduation)

LEA _____ DATE _____

BUILDING LEVEL _____

TEACHERS/STAFF _____

INTERVIEWER _____

Reword question as necessary without changing the intent of the question.

RECORDER _____

Record comments under each question.

INSTRUCTIONS: The Department of Public Instruction (DPI) is conducting a focused monitoring visit in your school district. The purpose of this visit is to identify district strengths and areas for improvement to address improving graduation rates of students with disabilities. You have been invited to participate in the focused monitoring visit to help identify district practices and procedures around this topic. For this reason, your responses are not confidential. Your input is important. Thank you for participating.

Please answer the following questions, providing examples and describing how, where appropriate.

Positive School Climate

- 1) Which strategies are implemented to help students feel a “sense of belonging” at your school?
- 2) How does the district welcome parents in their child’s school building?
- 3) How do teachers communicate with parents on a regular basis?
- 4) Describe how parents are seen as partners in their child’s education.
- 5) How does the school district provide parents with the training they need to develop specific knowledge and skills to help their child at home with schoolwork?
- 6) Describe assignments or school projects you give that require students and their parents to work together.
- 7) Can you describe any positive relationships you have with your students? (How do you get to know your students? Do you talk to students individually? How do you express enjoyment in your interactions with students?)
- 8) How do you communicate high expectations to your students to do well in school and to graduate?
- 9) How does your school’s violence prevention plan enhance positive social attitudes and effective interpersonal skills?
- 10) How does your school’s conflict resolution plan enhance positive social attitudes and effective interpersonal skills?

Policies and Procedures

- 11) How does your school identify students who may be at risk for dropping out?
- 12) How often does the district examine how its school policies, procedures and practices impact students with disabilities? Who is involved in this examination?
- 13) How does your district share school policies and procedures with parents?

Qualified Staff and Adequate Resources

- 14) How does the school district provide you with time and resources for professional growth opportunities designed to improve student learning?
- 15) Describe how teachers and staff who work with high risk youth receive support and continuing professional development in drop out prevention strategies.
- 16) Please provide examples that show your school staff uses dropout interventions that are comprehensive, consistently implemented and sustained.
- 17) Describe the instructional strategies you use to address a variety of learning styles.
- 18) How does the district provide opportunities for special education teachers and general education teachers to collaborate?

Multiple Options for Student Learning and School Success

- 19) How do classes relate to student's lives and apply to real life situations?
- 20) Describe how the school provides opportunities for learning outside the school by using resources within the local community.
- 21) **(MS & HS only)** Give examples of how students with disabilities participate in vocational education classes.
- 22) **(HS only)** Give examples of how students with disabilities participate in community-based work experience programs [systematically planned work experiences and training in the community that is linked to school-based instruction and planned by school/district staff, for credit].
- 23) **(HS only)** Describe how students with disabilities participate in service-learning projects which include community services experiences for academic credit [a method of teaching and learning that combines academic work with service to the community, for credit]
- 24) How do students with disabilities participate in instruction emphasizing independent-living skills?
- 25) **(MS & HS only)** Give examples of how students with disabilities participate in training for competitive employment [training for credit for actual employment in the local labor market; training for a job with career possibilities. An integrated community employment setting working 35 hours a week or more, earning minimum wage or greater; includes supported employment and the military].
- 26) How do students monitor and evaluate their own progress?
- 27) Give examples of how students participate in group projects with limited teacher observation.

- 28) Describe instances in which students are given choices between assignments.
- 29) **(MS & HS only)** Give examples of how students with disabilities participate in extra-curricular activities at school.
- 30) Give examples of direct, individualized tutoring and support that are available to help students with disabilities complete homework assignments, attend class, and stay focused on school.
- 31) **(Elem only)** Describe how the district provides guidance/counseling in the elementary grades to dropout prone students.
- 32) **(Elem only)** Give examples of how the district provides early intervention focused on reading and writing skills to low-achieving students.
- 33) **(MS & HS only)** Describe any alternative programs for dropout prone students that are provided by the district.
- 34) **(MS & HS only)** How or when can students with disabilities take classes that interest them?

Summary Question:

- 35) Do you have any other suggestions for improving graduation rates in your school district?

General Comments:

Student Interview (Graduation)

LEA _____ DATE _____

STUDENT _____

INTERVIEWER _____

Reword question as necessary without changing the intent of the question. Record comments under each question.

INSTRUCTIONS: The Department of Public Instruction (DPI) is conducting a focused monitoring visit in your school district. The purpose of this visit is to identify district strengths and areas for improvement to address improving graduation rates of students with disabilities. You have been invited to participate in the focused monitoring visit to help identify district practices and procedures around this topic. For this reason, your responses are not confidential. Your input is important. Thank you for participating.

Please answer the following questions, providing examples and describing how, where appropriate.

Opening Question:

Tell me about your school experience?

Positive School Climate

- 1) Did you feel a connection or a “sense of belonging” to your school?
- 2) What kinds of assignments or school projects did teachers give which required you to work together with your parents (such as a family tree project or interviewing my parents about their careers)?
- 3) Did you have positive relationships with teachers? Can you share an example? (How do teachers get to know their students? Do teachers talk to students individually? How do teachers express their enjoyment in their interactions with students?)
- 4) Was there a teacher or other adult at school who seemed to care about you and your future? How did this person let you know that he/she cared?
- 5) Did you have friends at school? Did your friends help you feel a connection to school?
- 6) Did your parent talk to you about doing well in school and graduating? What did your parent say?
- 7) Did your teachers talk to you about doing well in school and graduating? What did teachers say to you?
- 8) Is there an adult at school that you feel comfortable seeking help from if you have an important question affecting your life?
- 9) Does your school's violence prevention plan build positive social attitudes and effective interpersonal skills?
- 10) Does your school's conflict resolution plan build positive social attitudes and effective interpersonal skills?

Qualified Staff and Adequate Resources

- 11) What instructional methods did teachers use to meet your unique learning needs? (Use printed materials, audio tapes, demonstrate hands-on learning, video)

Multiple Options for Student Learning and School Success

- 12) Did classes relate to your life and apply to real-life situations? Can you share an example with me?
- 13) What opportunities did the school provide for learning in the local community?
- 14) Did you keep track of your own progress? How?
- 15) Can you think of examples of when teachers allowed you to choose between different assignments?
- 16) Did you receive tutoring and support to help you complete homework assignments and attend class? For which classes? Was this an individual tutor, peer tutor?
- 17) Did you take classes that interested you? Yes, which classes? No, why not?
- 18) **Do you participate in:** (Note the class, project or experience; if offered but did not take because...; school does not offer; or school would not allow student to take because...)

vocational education classes

community-based work experience [systematically planned work experiences and training in the community that is linked to school-based instruction and planned by school/district staff, for credit]

service-learning such as community service projects for academic credit [a method of teaching and learning that combines academic work with service to the community, for credit].

instruction emphasizing independent-living skills

training for competitive employment [training for credit for actual employment in the local labor market; training for a job with career possibilities. An integrated community employment setting working 35 hours a week or more, earning minimum wage or greater; includes supported employment and the military].

group projects with limited teacher supervision

extra-curricular activities at school

alternative programs

Summary Questions:

- 20) What could be (could have been) done to help you stay in school?
- 21) (For students who have dropped out of school) What could be done to help you return to school and graduate?

Other Comments:

**ATTENDANCE/TRUANCY
POLICY AND PROCEDURES REVIEW CHECKLIST
(Graduation)**

Y N	1. Includes a positive vision statement that includes a statement stressing the importance of good school attendance. Examples: 1.) The School District seriously wants all students to attend school regularly. From this interest, it has developed a commitment to do whatever it can to help realize this goal. 2.) The School Board encourages a strong partnership between the home, school, and community.	Source/location/comments:
Y N	2. The policy includes a statement of non-discrimination. Example: The School District shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, color, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. WI Stat. 118.13, Title 6, Title 9, Section 504.	Source/location/comments: If not in policy, is there a non-discrimination policy that applies to all school policies.
Y N	3. Includes a statement identifying formal and informal means of communication with the home on a consistent basis about the role of the parent or guardian in assuming responsibility for the regular attendance of their children. <input type="checkbox"/> Communicates criteria for excused and unexcused absences. <input type="checkbox"/> Notifies the parents/guardians of the truancy. <input type="checkbox"/> Provides information about the policy and procedures regarding attendance/truancy.	Source/location/comments:
Y N	4. The district tracks dropout risk indicators in elementary school and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	5a. The district tracks daily class attendance and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	5b. The district intervenes when there is a concern about daily class attendance.	
Y N	6a. The district tracks tardiness and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	6b. The district intervenes when there is a concern about a student's tardiness.	
Y N	7a. The district tracks skipped classes and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	
Y N	7b. The district intervenes when a student is skipping classes.	
Y N	8a. The district tracks failing classes and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	8b. The district intervenes when a student is failing classes.	

Y N	9a. The district tracks grade retention and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	9b. The district intervenes when there is grade retention.	
Y N	10a. The district tracks number of times student changed schools and identifies patterns over time (time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	10b. The district intervenes when there is a concern with the number of times student changed schools.	

GRADUATION POLICY REVIEW CHECKLIST (Graduation)

Y N	<p>1. The list of specific criteria for granting a high school diploma includes options like the student's academic performance and the recommendations of teachers.</p>	Source/location/comments:
Y N	<p>2. The local school district has a policy to waive graduation requirements in exceptional cases to suit the needs of a student.</p> <p>Note: A district may decide to waive all but the core requirements.</p>	Source/location/comments:
Y N	<p>3. An alternative education program may be used as an option to meet credit requirements within the high school graduation policy.</p> <p>Note: Through an alternative education program, a student may demonstrate a level of proficiency in the designated subjects equivalent to that which would have been attained if he or she had satisfied the standard 13 credit requirements. An alternative education program could be used as an option under a local school board graduation policy to meet credit requirements for all students including students with disabilities. The student would still need to complete other board requirements as specified in policy.</p>	Source/location/comments:
Y N	<p>4. A student with a disability may meet the academic performance criterion in the district policy by meeting IEP goals.</p> <p>Note: A student with a disability may meet the academic performance criterion in district policy by meeting IEP goals based on model academic standards through the IEP process. For students with more severe impairments, alternative performance indicators may be used as extensions of the academic content standards for all students. The IEP process may identify goals and objectives or benchmarks for the student to complete content standard goals and meet criteria within the school board's graduation policy. Student performance on IEP goals and objectives may be used to meet the academic performance criteria in a school board's graduation policy. The IEP team and any other staff making decisions about academic performance must do so in the context of the district's graduation policy.</p>	Source/location/comments:
Y N	<p>5. The policy includes a statement of non-discrimination.</p> <p>Note: The School District shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, color, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. WI Stat. 118.13, Title 6, Title 9, Section 504.</p>	Source/location/comments: If not in policy, is there a non-discrimination policy that applies to all school policies..

Purpose of the checklist:

1. To provide suggested best practices to improve graduation rates for students with disabilities.

**SUSPENSION AND EXPULSION
POLICY AND PROCEDURES REVIEW CHECKLIST
(Graduation)**

Y N	1. The policy includes a statement of non-discrimination. Example: The School District shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, color, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. <small>WI Stat. 118.13, Title 6, Title 9, Section 504.</small>	Source/location/comments: If not in policy, is there a non-discrimination policy that applies to all school policies.
Y N	2. A suspended student has the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.	Source/location/comments:
Y N	3. A suspended student has the opportunity to complete course work missed during the suspension period.	Source/location/comments:
Y N	4a. The district tracks when students are sent to the office due to misbehavior and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	4b. The district intervenes when there is a concern about the pattern.	
Y N	5a. The district tracks incidents of detention and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	5b. The district intervenes when there is a concern about the pattern.	
Y N	6a. The district tracks in-school suspensions and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	6b. The district intervenes when there is a concern about the pattern.	
Y N	7a. The district tracks out-of-school suspensions and identifies patterns over time (considers source of referrals, time of year, disproportionality by gender, race, ethnicity, and disability). Provide evidence.	Source/location/comments:
Y N	7b. The district intervenes when there is a concern about the pattern.	

APPENDIX C – Reading Achievement Rationale and Protocols

Reading Achievement Group Rationale

Analysis Chart for Reading Achievement Focused Monitoring

Parent Focus Forum

Special/Regular Education Teacher Focus Forum

District/School Curriculum/Reading Specialist Interview

General Education Teacher Interview

Principal Interview

Special Education Director Interview

Special Education Teacher Interview

Rationale - Focused Monitoring (2006 - 07) **Reading Achievement Work Group**

I. Focus of Monitoring – Why is there a gap between the number of students with disabilities and the number of students without disabilities scoring proficient or better on the WKCE at 8th grade?

- Why are students with disabilities achieving below the proficient level in reading on the WKCE?
- How are students with disabilities participating in the general education curriculum and general education environment in reading?
- What supports are available to increase reading achievement for students with disabilities?

II. Rationale

A school district's ability to address the reading instructional needs of students with disabilities is affected by the **following factors**:

A. Capacity – the degree to which the district has systems and structures in place to ensure that instruction enables ALL students to acquire and demonstrate reading skills.

Capacity measures:

1. Specific learning expectations in reading for all students.
2. Explicit instructional scope and sequence in reading.
3. Universal screening for reading risk indicators.
4. Curriculum based progress monitoring data including IEP reading goals.
5. Data-based educational decision making.
6. High quality, multi-tier options defined for students not meeting expectations.
7. Family and community involvement.
8. Evidence based options to increase the achievement of students with disabilities in the general education curriculum.
9. Ongoing professional development.
10. Administrative leadership and support.
11. Structures for collaboration.

B. Access – the degree to which ALL students participate in the general education reading curriculum and in the general education reading environment with appropriate instruction, accommodations and support that enhance learning.

Access measures:

1. High quality reading instruction for all students
2. Instruction and support that allows students to effectively use general education text.
3. Meaningful and independent student participation in the general education reading environment.
4. Appropriate accommodations for participation in statewide and district assessments.
5. Instruction and support that allows students with disabilities to meet reading benchmarks and standards that apply to all students.
6. IEPs that reflect grade level benchmarks and standards in reading and include appropriate special education, related services, supplemental aids and services and supports for school personnel.

Title: Analysis Chart for Reading Achievement Focused Monitoring

School District:

Source of Data:

Directions: Check (√) each element that was present

A. Capacity	Measures	Qt.1	Qt.2	Qt.3	Qt.4	Qt.5	Qt.6	Qt.7	Qt.8	Qt.9	Qt.10	Qt.11	Qt.12	Qt.13	Qt.14	Qt.15
	1. Specific learning expectations in reading for all students.															
	2. Explicit instructional scope and sequence in reading.															
	3. Universal screening for reading risk indicators.															
	4. Curriculum based progress monitoring data including IEP reading goals.															
	5. Data-based educational decision making															
	6. High quality, multi-tier options defined for students not meeting expectations															
	7. Family and community involvement.															
	8. Evidence based options to increase the achievement of students with disabilities in the general education curriculum.															
	9. Ongoing professional development.															
	10. Administrative leadership and support.															
	11. Structures for collaboration.															
B. Access	Measures	Qt.1	Qt.2	Qt.3	Qt.4	Qt.5	Qt.6	Qt.7	Qt.8	Qt.9	Qt.10	Qt.11	Qt.12	Qt.13	Qt.14	Qt.15
	1. High quality reading instruction for all students.															
	2. Instruction and support that allows students to effectively use general education text.															
	3. Meaningful and independent student participation in the general education reading environment.															
	4. Appropriate accommodations for participation in statewide and district assessments.															
	5. Instruction and support that allows students with disabilities to meet reading benchmarks and standards that apply to all students.															
	6. IEPs that reflect grade level benchmarks and standards in reading and include appropriate related services, supplemental aids and services and supports for school personnel.															

**SPECIAL/REGULAR EDUCATION TEACHER FOCUS FORUM
(Reading Achievement)**

LEA _____ DATE _____

BUILDING LEVEL _____

TEACHERS/STAFF _____

INTERVIEWER _____

RECORDER _____

NOTE: The Wisconsin Department of Public Instruction is visiting your school district as part of a focused monitoring visit regarding reading achievement required by state and federal law. Your responses will be used to help the department develop a final report to the district. For this reason, your responses are not confidential. Thank you for agreeing to participate in this forum.

~ ~ ~ ~ ~

- 1) Tell us about reading instruction provided to all students in your school.

- 2) Do you provide supplemental reading instruction or individualized reading interventions to students? If so, please describe.

- 3) When you have students who are struggling with reading, do you discuss this at grade level or other meetings? If so, please describe.

- 4) Tell us how you know if students are progressing in reading and explain what you use to measure this progress data?

- 5) Tell us about the reading instruction provided to students with disabilities.

- 6) What opportunities for professional development in the area of reading have been provided in your school/district?

- 7) What factors do you think contribute to the wide achievement gap in reading between students with and without disabilities?

- 8) What recommendations do you have for improving the reading achievement of students with disabilities in your school?

**DISTRICT/SCHOOL CURRICULUM/READING SPECIALIST INTERVIEW
(Reading Achievement)**

LEA _____ Building (if appropriate) _____ Date _____
Name _____ Title _____ Yrs in LEA/Yrs educator _____

NOTE: The Wisconsin Department of Public Instruction is visiting your school district to review policies and procedures required by state and federal law. Your responses will be used to help the department develop a final report to the district. For this reason, your responses are not confidential. Thank you for your cooperation.

- 1) Tell us about the reading instruction provided to all students in your district/school.
- 2) How do the library services support the reading instruction in your building?
- 3) Where do students with disabilities receive reading instruction?
- 4) Do you, (or if district level position, school staff) provide supplemental reading instruction to small group of students? If so, please describe.
- 5) Do you (or school staff) provide any individual reading interventions? If so, please describe.
- 6) Tell us how you know if the students in your building or in the district are progressing in reading.
- 7) What do you (or school staff) use to measure and record student progress in reading?
- 8) How do your teachers adjust instruction to meet the unique needs of each student in their class?
- 9) In your school what does staff do when students are struggling in reading?
- 10) How do you (staff) ensure that students with disabilities in your/their classes have access to the classroom materials and text?
- 11) How is time scheduled for planning and consultation between general and special education teachers, related service providers and other professionals?
- 12) What recent training opportunities in the area of reading have you participated in? (If district level ask, what training opportunities have been offered to staff in the area of reading?)
- 13) How are parents involved in professional development or other activities related to reading?
- 14) What factors do you think contribute to the achievement gap in reading between students with and without disabilities?
- 15) What recommendations do you have for improving the reading achievement of students with disabilities in your school?

GENERAL EDUCATION TEACHER INTERVIEW (Reading Achievement)

LEA _____ Building _____ Date _____

General Education Teacher _____ Area of Instruction/Grade Level _____

Years in LEA/Years Teaching _____ / _____

NOTE: The Wisconsin Department of Public Instruction is visiting your school district as part of a focused monitoring visit regarding reading achievement required by state and federal law. Your responses will be used to help the department develop a final report to the district. For this reason, your responses are not confidential. Thank you for agreeing to participate in this interview.

- 1) Tell us about reading instruction provided to all students in your school.
- 2) How do the library services support the reading instruction in your building?
- 3) Where do students with disabilities receive reading instruction?
- 4) Do you provide supplemental reading instruction to small groups of students? If so, please describe.
- 5) Do you provide any individual reading interventions? If so, please describe.
- 6) Tell us how you know if students are progressing in reading?
- 7) What do you use to measure and record student progress in reading?
- 8) How do you adjust your instruction to meet the unique needs of each student in your class?
- 9) In your school what do staff do when students are struggling in reading?
- 10) How do students with disabilities have access to your general education materials and text?
- 11) How is time scheduled for planning and consultation between general and special education teachers, related service providers and other professionals?
- 12) What recent professional development opportunities in the area of reading have you participated in?
- 13) How are parents involved in professional development or other activities related to reading?
- 14) What factors do you think contribute to the achievement gap in reading between students with and without disabilities?
- 15) What recommendations do you have for improving the reading achievement of students with disabilities in your school?

PRINCIPAL INTERVIEW (Reading Achievement)

LEA _____ Date _____

Name _____ Interviewer _____

NOTE: The Wisconsin Department of Public Instruction is visiting your school district to review policies and procedures required by state and federal law. Your responses will be used to help the department develop a final report to the district. For this reason, your responses are not confidential. Thank you for your cooperation.

- 1) Tell us about the reading instruction provided to all students in your school.
- 2) How do the library services support the reading instruction in your building?
- 3) Where do students with disabilities receive reading instruction?
- 4) Does your staff provide supplemental reading instruction to small group of students? Please describe.
- 5) Do you provide any individual reading interventions? If so, please describe.
- 6) Tell us how you know if the students in your building are progressing in reading?
- 7) What does your staff use to measure and record student progress in reading?
- 8) How do teachers adjust instruction to meet the unique needs of each student in their class?
- 9) In your school, what does staff do when students are struggling in reading?
- 10) As the principal, how do you ensure that students with disabilities in your school have access to classroom materials and text?
- 11) How is time scheduled for planning and consultation between general and special education teachers, related service providers and other professionals?
- 12) What recent training opportunities have been offered to staff in the area of reading?
- 13) How are parents involved in professional development or other activities related to reading?
- 14) What factors do you think contribute to the achievement gap in reading between students with and without disabilities?
- 15) What recommendations do you have for improving the reading achievement of students with disabilities in your school?

SPECIAL EDUCATION DIRECTOR INTERVIEW (Reading Achievement)

LEA _____ Date _____

Name _____ Interviewer _____

NOTE: The Wisconsin Department of Public Instruction is visiting your school district to review policies and procedures required by state and federal law. Your responses will be used to help the department develop a final report to the district. For this reason, your responses are not confidential. Thank you for your cooperation.

- 1) Tell us about the reading instruction provided to students with disabilities in your district.
- 2) How do the library services support the reading instruction in your building?
- 3) Where do students with disabilities receive reading instruction?
- 4) Does your staff provide supplemental reading instruction to small group of students? Please describe.
- 5) Does your staff provide any individual reading interventions? If so, please describe.
- 6) Tell us how you know if the students are progressing in reading?
- 7) What does your staff use to measure and record student progress in reading?
- 8) How do teachers adjust instruction to meet the unique needs of each student in their class?
- 9) In your district, what does staff do when students are struggling in reading?
- 10) As the special education director, how do you ensure that students with disabilities in your district have access to classroom materials and text?
- 11) How is time scheduled for planning and consultation between general and special education teachers, related service providers and other professionals?
- 12) What recent training opportunities have been offered to staff in the area of reading?
- 13) How are parents involved in professional development or other activities related to reading?
- 14) What factors do you think contribute to the achievement gap in reading between students with and without disabilities?
- 15) What recommendations do you have for improving the reading achievement of students with disabilities in your school?

SPECIAL EDUCATION TEACHER INTERVIEW (Reading Achievement)

LEA _____ Building _____ Date _____
Special Education Teacher _____ Area of Instruction _____
Gr Level _____ Years in LEA/Years Teaching ____/____

NOTE: The Wisconsin Department of Public Instruction is visiting your school district as part of a focused monitoring visit regarding reading achievement required by state and federal law. Your responses will be used to help the department develop a final report to the district. For this reason, your responses are not confidential. Thank you for agreeing to participate in this interview.

- 1) Tell us about the reading instruction provided to students with disabilities who you support?
- 2) How do the library services support the reading instruction in your building?
- 3) Where do your students with disabilities receive their reading instruction?
- 4) Do you provide supplemental reading instruction to small groups of students? If so, please describe.
- 5) Do you provide any individual reading interventions? If so, please describe.
- 6) Tell us how you know if students are progressing in reading?
- 7) What do you use to measure and record student progress in reading?
- 8) How do general education teachers use information about students with disabilities to adjust instruction or learning activities in the general education classroom?
- 9) In your school what do staff do when students are struggling in reading?
- 10) How do students with disabilities have access to general education classroom materials and text?
- 11) How is time scheduled for planning and consultation between general and special education teachers, related service providers and other professionals?
- 12) What recent professional development opportunities have you participated in?
- 13) How are parents involved in professional development or other activities related to reading?
- 14) What factors do you think contribute to the achievement gap in reading between student's with and without disabilities?
- 15) What recommendations do you have for improving the reading achievement of students with disabilities in your school?

APPENDIX D – Sample Improvement Plan

_____ School District
Annual Focused Monitoring Improvement Plan: Year _____

LEA Contact Person: Phone: Date Submitted:

DPI Improvement Plan Consultant: Phone: Date Approved:

Progress Report Dates:

Annual Review Date:

District Improvement Plan Team

Name	Role	Signature

Findings that contribute to graduation rate/reading achievement:

- 1.

Required Evidence of Change:

- 1.

Focused Monitoring Improvement Plan

Goal
Statement _____

<p style="text-align: center;">Specific Activities Developed from supporting evidence statements found on the CIFMS final report.</p>	<p style="text-align: center;">Personnel 1. Who will conduct activities (name and role)? 2. Who will participate in activities (name and role)? 3. Who will ensure the activities are completed (name and role)?</p>	<p style="text-align: center;">Needed Resources What internal or external resources are required?</p>	<p style="text-align: center;">Timeline 1. When will the activities be completed? 2. On what date will the event or activity be held?</p>	<p style="text-align: center;">Outcome Documentation How will the LEA document the activities completed?</p>	<p style="text-align: center;">District Self-Evaluation How and when will progress be measured by the district to gauge the effectiveness of each activity?</p>

***SMART** goals are: **S**pecific, **M**easurable, **A**ttainable, **R**esults oriented and **T**ime bound. When writing your goal be sure it specifically indicates how success is measured based on data and when it will be accomplished.

APPENDIX E – Letter Templates

Announcement Letter to District Administrator

Onsite Logistics Letter – Director of Special Education

Final Report Letter

Special Education Focused Monitoring Final Report Template

Improvement Plan Approval Letter



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

(Announcement Letter)

Date

«first_name» «last_name»
District Administrator
«district» School District
«address»
«city» WI «zip»

Dear «rs» «last_name»:

The Division for Learning Support: Equity and Advocacy (DLSEA), Department of Public Instruction (DPI), is responsible for ensuring local educational agency (LEA) compliance with state and federal special education statutes and rules. The department's oversight responsibility is explicitly defined in s. 115.762(3)(g), Wis. Stats., and 34 CFR 76.101 of the Education Department General Administrative Regulations. The department meets this responsibility, in part, by conducting special education focused monitoring onsite in LEAs identified for improvement. The purpose of the onsite is to focus on achieving positive results for children with disabilities while ensuring continued procedural compliance with state and federal laws and regulations. During the [2007-08] school year, the areas of focus are eighth grade reading results and high school graduation rates for students with disabilities.

Using student outcome data provided by your LEA, your district was selected for a special education focused monitoring onsite to focus on improving «graduation rates»/«reading achievement» for students with disabilities. Your LEA's onsite will occur during the [2007-08] school year.

This focused monitoring process includes activities that occur before, during, and following onsite monitoring in the district. As part of pre-onsite focused monitoring activities, your district is required to conduct a Procedural Compliance Self-Assessment. The assessment uses samples of students' individualized education program records, interviews, and other sources. The self-assessment includes selected requirements of IDEA 2004 and state law, which are closely related to improving student outcomes. Directions for completing the self-assessment may be found at: <http://www.dpi.wi.gov/sped/spp-selfassmt.html>. In addition to the Procedural Compliance Self-Assessment, the district is required to participate in a DPI-sponsored data retreat, called the Special Education Focused Performance Review. The purpose of the focused performance review is to analyze student outcome data, as well as to review district policies and procedures that impact the focus area. During the focused monitoring onsite, the department's team will conduct «focus forums and interviews

with LEA staff and parents.>> << focus forums, interviews and surveys with LEA staff, parents and adult students.>> Based upon findings, your LEA will collaborate with the department to develop and implement an improvement plan to address the findings. If needed, the department will provide follow-up technical assistance to the LEA.

In the next several weeks, the DPI onsite team leader will contact «title», your district's special education director, to establish the exact dates of the visit and to discuss the details of the focused monitoring activities. One month prior to the onsite, your director of special education will receive the questions that will be used during the focus forums and interviews and information regarding onsite participants. Throughout the onsite focused monitoring process, your department contact will be «dpi_contact», the onsite team leader. You may contact «dpi_contact» at 608-26<<X-phone» or by e-mail at «email»@dpi.wi.gov.

It is our hope that you will find the focused monitoring process to be a valuable and supportive addition to your efforts to achieve positive results for children with disabilities in your LEA. More information about the focused monitoring process is available on the DPI website at <http://www.dpi.wi.gov/sped/pdf/fm-manual.pdf>.

Sincerely,

Carolyn Stanford Taylor
Assistant State Superintendent
Division for Learning Support: Equity and Advocacy

XX/XXX

c «dse_first_name» «dse_last_name», Special Education/Pupil Services Director,
«district» School District
«dpi_contact», Team Leader, DLSEA, DPI
Stephanie J. Petska, Director, Special Education, DLSEA, DPI



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

DATE

(Focused Performance Review Letter)

XXX

Special Education/Pupil Services Director
School District
PO Box
City, State XXXXX-XXXX

Dear XXXX:

In an earlier letter, we indicated your district has been selected using student outcome data to participate in a Special Education Focused Monitoring onsite visit. The Focused Monitoring process includes:

- A Focused Performance Review-1 (FPR-1) Orientation Meeting on <<date>>, from <<time>> at <<location>> with a district administrative team to describe the Focused Performance Review process.
- A day-long FPR-1 on <<date>> at <<location>> with building-based district team(s) to analyze your district's student outcome data and to identify potential root causes for the district's <<graduation rates or reading achievement rates>> for students with disabilities. The <<location>> is located in <<city>> at <<address>>.
- A focused monitoring onsite visit on <<date.>> During the onsite, the Department will visit <<__ High School, __ Middle School, and __ Elementary School.>>
- A Focused Performance Review - 2 (FPR-2) Improvement Plan Orientation Meeting on <<date>>, from <<time>> at <<location>> with a district administrative team to review the Focused Monitoring Report of Findings and to preview the process for developing your Continuous Improvement Plan.
- A day-long FPR-2 on <<date>> at <<location>> with a district team to develop your Continuous Improvement Plan to address the findings identified during the onsite visit.

The Department of Public Instruction (DPI) has contracted with CESA 5 to conduct the Focused Performance Reviews and create a Special Education Data Book for use at the FPR-1. The FPR facilitators are Kathryn Richardson and Deborah Benish. Members of the DPI onsite monitoring team will observe the FPR-1.

Prior to the FPR-1, you will need to select your building-based teams and complete the attached documents:

- A Referral to Eligibility Rate Data chart which will be examined by participants during the FPR-1 process,
- An Individual Students with Disabilities Data profile which will be used during the FPR-1 process to help participants understand the relationship between data and student performance, and

- The FPR-1 Participant Registration list. An IDEA Discretionary grant will provide stipends for teacher substitutes and a continental breakfast and lunch for FPR-1 participants.

Please FAX the completed Referral to Eligibility Rate Data chart, the student profile, and the participant registration list to me at 608-267-3746 before XXXXXXXX, 20XX.

In an effort to increase parent involvement while protecting confidentiality, we ask that you invite either a Wisconsin Statewide Parent Educator Initiative (WSPEI) Parent Liaison or your district Parent Liaison to participate in the Focused Performance Review process. Contact information for WSPEI Parent Liaisons may be obtained from DPI Consultant Pat Bober at 608-266-5194.

If you have any questions about the Focused Performance Review process, the Special Education Data Book, or Focused Monitoring, please call me at 26X-XXXX or email me at XXXXXXXXXXXXXXX.

It is our hope that you will find the Focused Monitoring process to be a valuable and supportive addition to your efforts to achieve positive results for children with disabilities in your district while ensuring continued compliance with state and federal special education laws.

Sincerely,

XXXXXXX

Focused Monitoring Onsite Team Leader

Enclosures

cc _____, District Administrator, XXX School District



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

(Reading Onsite Logistics Letter - District)

Date

Special Education/Pupil Services Director
School District
City, WI

Dear:

This letter is a follow-up to our communications scheduling the Department of Public Instruction's (DPI) Special Education Focused Monitoring onsite of selected schools in the School District during the 2005-06 school year. The Focused Monitoring team will arrive in the district at 8:30 a.m. on Day 1, and conclude activities by 3:00 p.m. on Day 3.

Prior to the onsite, your local education agency (LEA) is required to complete the following tasks in preparation for the onsite:

- Send to DPI a summary of information from the DPI sponsored Focused Performance Review Data Retreat that your district attended, including district policies and procedures that impact reading achievement. During the onsite, your LEA will share both the results of their Focused Monitoring Data Retreat, including their hypotheses about the data, and the results of their review of policies and procedures.
- Assist the department in scheduling focus forums and interviews for the onsite visit. The department will conduct focus forums and interviews of school staff and parents of students with disabilities, as well as review Individual Education Program (IEP) records. Enclosed with this letter is a sample schedule for the three-day monitoring visit. Also enclosed are the focus forum protocols, interview protocols, and the record review checklist. Please invite the participants and share the schedule and protocols with them in advance. You will also need to have available for review in a central location, 20 of the most current IEP of elementary and middle school students who would be or have taken the WKCE.

If you have any questions about the contents of this letter, please do not hesitate to contact FM Co-Chair phone or email or FM Co-Chair phone or email.

On the final day of the onsite, we will meet with you, and others you invite, to share our observations and initial impressions. A formal report of the Focused Monitoring findings will be sent to you within 30 days of the conclusion of the onsite.

We encourage you to involve your staff in as much of the Focused Monitoring process as possible. We look forward to visiting your district and to assisting your district in providing quality special education programs that comply with state and federal special education law.

Sincerely,

DIVISION FOR LEARNING SUPPORT:
EQUITY AND ADVOCACY

Education Administration Consultant

Education Administration Consultant

enclosures

cc District Administrator, School District



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

(Graduation Onsite Logistics Letter - District)

Date

Special Education/Pupil Services Director

Dear :

This letter is a follow-up to our communications scheduling the Department of Public Instruction's (DPI) Special Education Focused Monitoring onsite of <<selected>> schools in the XXXXX School District during the 200X-0X school year. The Focused Monitoring team will arrive in the district at XXXXX a.m. on XXXXX, and conclude activities by XXXXXX on XXXXXX.

In preparation for the onsite, your local education agency (LEA) will invite high school students with disabilities and staff in the buildings that the DPI team will visit to participate in an online survey to gather additional input. High school students with disabilities and district staff should complete the online surveys between <<date>> and <<date>>. High school students may access the student survey at <<web address>>; staff may access the staff survey online at <<webaddress>>. Parents of students with disabilities will be invited to complete either an online or paper survey as a means of gathering additional input. Parents should complete the survey between <<date>> and <<date>>. The parent survey may be found online at << address.>> Enclosed with this letter are the full instructions and paper copies of all three surveys.

During the onsite, the Department will conduct focus forums and interviews of school staff, parents of students with disabilities, and high school students with disabilities. Enclosed with this letter is a copy of the focus forum protocols, interview protocols, and the template for the onsite Focused Monitoring schedule. We will need your assistance in identifying participants for the focus forums and interviews as well as the times and locations. I will be contacting you in the near future to discuss the schedule. Once the schedule is finalized, you will need to invite the participants and share the schedule and protocols with them in advance.

On the final day of the onsite, members of the DPI team will meet with you, and others you invite, to share our observations and initial impressions. A formal report of the Focused Monitoring findings will be sent to you within 30 days of the conclusion of the onsite.

If you have any questions about the contents of this letter, please do not hesitate to contact me at 608-XXX-XXXX or email me at XXXXXXXX.

We look forward to visiting your district and supporting your efforts to achieve positive results for children with disabilities in your district.

Sincerely,

Focused Monitoring Onsite Team Leader

enclosures

c #####, District Administrator, XXXXXX School District



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

(Final Report Letter)

XXXXXXXX, 2007

«first_name» «last_name»
District Administrator
«district» School District
«address»
«city» WI «zip»

Dear XXXXX:

Part B of the Individuals with Disabilities Education Act (IDEA) 2004 requires the Department of Public Instruction (DPI) to monitor and enforce implementation of the Act by local educational agencies (LEAs) in the state. The primary focus of DPI's monitoring activities is on improving educational results and functional outcomes for all children with disabilities while ensuring the requirements of IDEA are met, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities. The DPI must monitor LEAs using quantifiable indicators to measure performance in each of the priority areas including the provision of a free appropriate public education in the least restrictive environment. During the 2006-07 school year, LEAs were selected for focused monitoring visits based on performance in the areas of eighth grade reading achievement or graduation rates of students with disabilities. Your LEA was selected for monitoring based on <<eighth grade reading achievement or graduation rates>> for students with disabilities. The DPI's oversight authority for monitoring is found at s. 115.762(3)(g), Wis. Stats., and Sec. 616(a)(2), of IDEA.

On XXXXX, a team from DPI, Division for Learning Support: Equity and Advocacy (DLSEA), conducted a focused monitoring visit of the XXXXX's implementation of state and federal special education provisions. The team focused its review on research based strategies and procedural requirements most closely related to improving outcomes for students with disabilities. Activities included an analysis of student outcome data, a review of policies and procedures, as well as individual interviews and focus forums with district staff, parents, and adult students with disabilities. The team also analyzed results from pre-onsite activities, including the results from the district's Procedural Compliance Self-Assessment and the results from district teacher, student, and parent surveys.

I would like to thank you and your staff for the cooperation and hospitality extended to the team during their visit. I also would like to compliment you on the noteworthy positive aspects of your district's services for children with disabilities that were highlighted at the exit discussion and in the attached report.

Included with this letter is the XXXXXX School District Focused Monitoring Report. The report includes the district team's identified root causes for its <<reading achievement or graduation>>, areas of strength and areas for improvement identified by the DPI team, and information about the Improvement Plan the district is required to develop and implement. DPI consultant XXXXXXXX will work with your district team to provide technical assistance in developing and implementing the Improvement Plan. The plan is due 60 days from the date of this letter. Included with this letter is a draft copy of the Improvement Plan template.

DPI will engage in quarterly progress monitoring to verify improvement activities to address the identified findings have been initiated. Documentation that the activities identified in the Improvement Plan have been completed should be kept on file in your district for one year for periodic review by DPI staff. Approximately twelve months from the date of this letter, DPI staff will conduct a review of the Plan to document district progress toward <<improving reading achievement of students with disabilities>> <<improving graduation rates of students with disabilities.>>

It is our hope you find this continuous improvement and focused monitoring process to be constructive and supportive. We value our partnership with you and are committed to providing you with the technical assistance necessary to improve educational results and functional outcomes for children with disabilities while ensuring the requirements of IDEA are met. If you have any questions about the content of the enclosed report, please call XXXXXXXX at 608-26X-XXXX.

Sincerely,

Stephanie Petska, Ph.D., Director
Special Education Team

Enclosures: >>Focused Monitoring Report<<
>>Improvement Plan Template<<

c



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

Special Education Focused Monitoring Report XXXXXXXXX District

(OMIT CUES IN PARENTHESES PRIOR TO SENDING)

Date of Report: (date that begins one-year timeline for noncompliance)

Onsite Dates:

DPI Team: (list DPI onsite team; indicate team leader)

State Performance Plan Indicator 1: (include appropriate indicator)

Focused Monitoring Priority: (include appropriate priority)

District Demographics: (Include information about the district such as size of the district, number of schools, location, other unique characteristics. This information is usually found on the district website)

Background: (include district specific data/why the district was selected)

Focused Monitoring Process: (include description of FM process such as focused performance review, focus forums, interview, and other activities conducted during onsite)

Potential Root Causes Related to Graduation rate/Reading achievement rate
(identified by district team during Focused Monitoring Data Retreat)

The (graduation/reading achievement) rate of students with disabilities may be due to:

1. (include list of district identified hypotheses)

Areas of Strength Related to Focused Monitoring Priority (identified by DPI team during onsite visit):

Findings that contribute to the Graduation Rate/Reading Achievement Rate
(identified by DPI team during onsite visit):

Finding: (summary statement of supporting evidence related to research-based areas)

Related District Root Causes:

- (include hypotheses that relate to the finding, as appropriate)

Supporting Evidence:

-

Improvement Plan: Within 60 days of the date of this report, the district must submit an improvement plan to the DPI addressing the following:

1. The district must ensure improvement activities have been initiated within one year of the date of this report to address the identified findings.
 - a. (include list of findings)

Verification: Within one year of the date of this report, DPI will verify improvement activities have been initiated to address the identified findings.



State of Wisconsin
Department of Public Instruction

Elizabeth Burmaster, State Superintendent

(Improvement Plan Approval Letter)

XXXXXX

Special Education Director

Dear XXXX:

We have reviewed the Focused Monitoring Improvement Plan for (Reading Achievement) (Graduation) you submitted. This plan was developed as a result of the Department of Public Instruction Special Education, Continuous Improvement Focused Monitoring System (CIFMS) visit to the XXXX School District on XXXX and the subsequent focused monitoring report of XXXX. This letter is to inform you the Improvement Plan is approved. You may begin to implement activities in the Improvement Plan.

Evidence of improvement activities to address the findings will be reviewed on a quarterly basis.

Thank you for your cooperation and assistance in completing this step in the monitoring process. We hope the focused monitoring data retreat, onsite visit activities and implementation of your Improvement Plan will assist your district to improve outcomes for students with disabilities by improving the (reading achievement) or (graduation) rate of students with disabilities. xxx, (Education Consultant) or (School Administration Consultant), DPI will be providing technical assistance and follow-up with your Improvement Plan. If you have any questions please do not hesitate to contact (him/her) at (608) xxx-xxxx.

Sincerely,

DIVISION FOR LEARNING SUPPORT:
EQUITY AND ADVOCACY

XXXX
Co-Chair, CIFM—(Reading Achievement) or (Graduation)

XXX

c XXXX, District Administrator
XXXX, (School Administration) or (Education) Consultant

APPENDIX F – Exit Criteria

Criteria for Closing a Graduation Improvement Plan

Criteria for Closing a Reading Achievement Improvement Plan

Criteria for Closing a District's Graduation Focused Monitoring (FM) Improvement Plan

REQUIRED:

District graduation rate of students with disabilities must be at the target level for the year when initially identified for Focused Monitoring.

ADDITIONALLY:

From the assigned DPI Technical Assistance provider:

The DPI assigned technical assistance provider agrees that the district has made progress in addressing the graduation issue for their students with disabilities and has structures in place that will allow for continued improvement (have TA provider provide brief description).

From the Local Educational Agency:

A final report must be submitted that includes the following items:

1. A section that details the activities implemented and completed to address the original FM report findings via the improvement plan. If activities proposed in the original plan did not get completed, provide an explanation.
2. A section discussing data trends regarding change in graduation rates or dropout rates of students with disabilities since focused monitoring occurred. A noticeable, positive change over three years in the rates of increased graduation by students with disabilities or decreased dropping out by students with disabilities, and a noticeable, positive improvement in the rate of attendance or reduction in truancy by students with disabilities should be documented. Data can be presented in a narrative, bullet points, charts or graphs. The content of this section includes:
 - a. Brief summary analysis of data trends for at least three years or up until the original FM visit, whichever is more comprehensive. Data should be district wide unless the FM onsite occurred in only one building.
 - b. Data for a cohort group over several years (for non-graduation data)
 - c. Graduation rates for students with disabilities
 - d. Dropout rates for students with disabilities
 - e. Truancy/attendance information for students with disabilities, starting at the middle school level if not earlier.
 - f. Suspension/expulsion data for students with disabilities, starting at the middle school level if not earlier.
 - g. Survey data from parents, teachers, students with disabilities, providing information about current school climate (optional).
3. A section detailing ongoing efforts, changes and outcomes since the FM visit, linked to the improvement plan goals and activities. These outcomes could include:
 - a. Increasing the engagement of parents in the educational process.
 - b. Improving school climate, including but not limited to improving students' sense of belonging, parent-teacher communication, increasing positive relationships between students with disabilities and their teachers, and communicating high expectations.
 - c. Developing comprehensive violence prevention and conflict resolution plans that promote student engagement.
 - d. Improving students' sense of safety at school so that students report feeling safe from physical harm, harassment and bullying.

- e. Providing teachers with adequate time and resources for professional growth opportunities geared to improving student learning. Also providing teachers with support and continuing professional development in dropout prevention strategies.
- f. Providing teachers and district staff with structured opportunities for collaboration at all building levels.
- g. Providing teachers and other staff with adequate resources needed to design and implement lessons to meet the unique learning needs of students with disabilities.
- h. Developing district policies, procedures and practices that proactively address the needs of students with disabilities. Including procedures to identify and support students who might be at risk for dropping out.
- i. Increasing the amount and variety of options for student learning.
- j. Provide students with greater opportunities to take classes that interest them, relate to their lives and apply to real life situations, and to learn outside of the school. May include opportunities to or for:
 - i. Student learning in the community
 - ii. Participate in vocational education classes
 - iii. Participate in community-based work experiences
 - iv. Participate in service-learning projects
 - v. Participate in instruction emphasizing independent living skills
 - vi. Participate in training for competitive employment
- k. Provide services that assist students with disabilities to complete homework assignments, attend class and stay focused on school.

Criteria for Closing a District's Reading Achievement Focused Monitoring (FM) Improvement Plan

A final report must be submitted that includes the following items:

1. A section detailing the activities implemented and completed to address the original FM findings via the improvement plan.
2. A section discussing data trends that show growth in reading performance for students with disabilities since focused monitoring began. The content of this section could include:
 - a. **Brief** summary analysis of the data trends
 - b. Data from students in pilot schools
 - c. District wide data for grade level groups —4th graders and 8th graders
 - d. Data for cohort group of students over several years.
 - e. Data can come from screening tools, progress monitoring assessments, district level tests, and WKCE or other valid and reliable tools used to measure reading achievement.
 - f. Data can be presented in bullet points, charts, or graphs. (Out of 100 children with disabilities.....The reading achievement scores of students with disabilities have increased by)
 - g. Other relevant information such as the effect of students who have moved in and out of district.
3. A section detailing ongoing efforts and other changes made since the FM visit such as:
 - a. Increased participation of special education students in general education reading instruction at grade level with appropriate supports
 - b. Changes in the scope, amount or type of specially designed reading instruction provided to students with disabilities
 - c. Ongoing staff development with a focus on co-planning and co-teaching of reading including strategies and instruction for students with disabilities.
 - d. Increased collaboration such as special education teachers serving on district reading committees
 - e. Increased parent involvement in supporting reading achievement
 - f. Any new/ongoing efforts to improve reading achievement in schools.