

Addendum D

District Survey of the New Hampshire Focused Monitoring Process

In April, 2012, the 24 districts that had been monitored between 2007-08 and 2010-11 were emailed a survey that asked about their experiences with the monitoring process. This survey asked about the monitoring report, findings of noncompliance, corrective action plans, technical assistance received from NHDOE, technical assistance received from SERESC, student outcomes, and their overall impression of the monitoring process. Seventeen out of 24 districts (71%) responded to our survey. The following display shows the number of districts by focus monitoring year that completed the survey.

Display 1

Monitoring Year	# Districts Monitored	# District Responded	% of Districts Responded
2007-08	7	5	71.43%
2008-09	6	4	66.67%
2009-10	6	5	83.33%
2010-11	5	3	60.00%
Total	24	17	70.83%

Note: One district was monitored in both 2009-10 and 2010-11. It is only counted in the 2009-10 year.

Highlights

In general, the results are quite positive. Districts express positive attitudes about the monitoring process, the monitoring report, the corrective action plan (CAP), support from NHDOE, support from SERESC, the impact of the monitoring process on student outcomes, and the ability of the monitoring process to ensure compliance with IDEA.

For example:

- All districts stated that the report was timely and clear. The large majority of districts stated that they had engaged in program improvement activities as a result of the report and that it was appropriate for them to be monitored.
- The large majority expressed positive attitudes about the clarity and accuracy of the findings and the thoroughness of the IEP review process. In addition, 79% stated that the findings were related to achieving better outcomes for students.
- All of the districts that stated that they had findings of noncompliance indicated that they developed a CAP and indicated that it was reviewed and approved by either NHDOE or SERESC. In addition, over 90% stated that the CAP ensured correction of child-specific and district-wide noncompliance.

- 90% stated that the help they received from NHDOE was “good,” “very good,” or “excellent.” 93% stated that the help they received from SERESC was “good,” “very good,” or “excellent.”
- When asked to what extent the NHDOE focused monitoring process ensures compliance with the program requirements to IDEA, 88% said “quite a bit” or “a lot.” An additional 13% said “some.”

Although the results were mostly positive, some potential areas of improvement include:

- Three districts indicated that they thought it was inappropriate for them to be chosen for monitoring.
- Three districts indicated that they alone wrote their focused monitoring report.
- Two districts indicated that they self-monitored whether noncompliance had been corrected within their district.
- Three districts did not think that the findings made were closely related to achieving better student results.
- Two districts did not think that the IEP review process was thorough enough.
- Two districts stated that they would have benefitted from technical assistance and support from NHDOE.
- 57% said that the focused monitoring process as applied to their districts led to better performance by students with disabilities “quite a bit” or “a lot.” An additional 31% said some.
 - Four districts said that they did not have any data that could point to improvements in performance, outcomes, and/or results of students with disabilities since the time they were monitored. (Note: two of these districts were monitored in 2010-11, one in 2007-08, and one in 2009-10.)

A. Monitoring Process

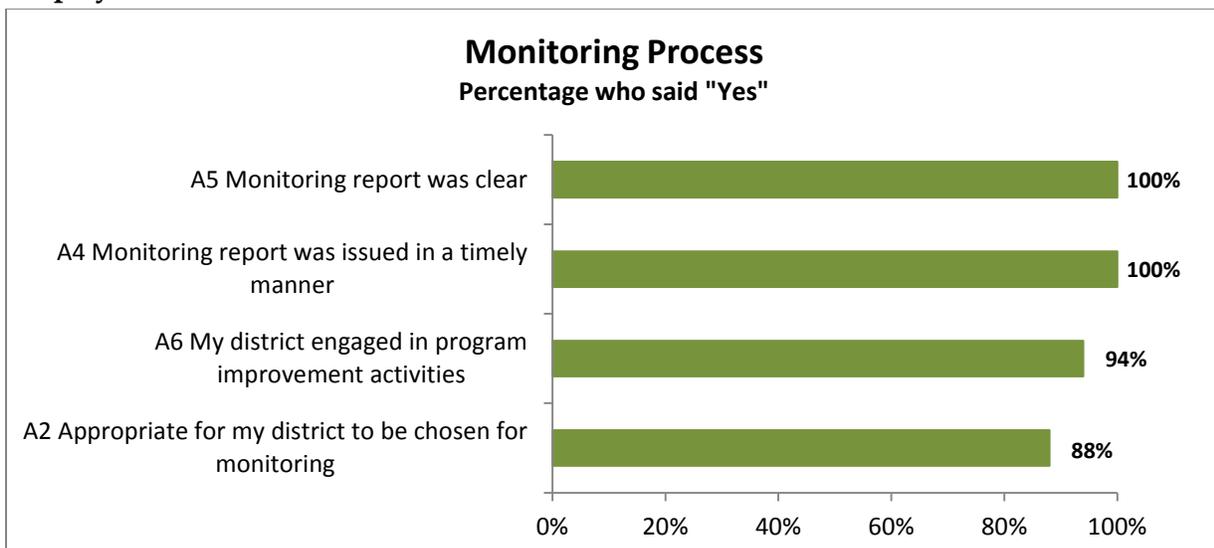
Several questions asked about the monitoring process:

- if districts knew why they were chosen,
- if the report was issued in a timely and clear manner,
- who wrote the report, and
- if the district engaged in program improvement activities as a result of the report.

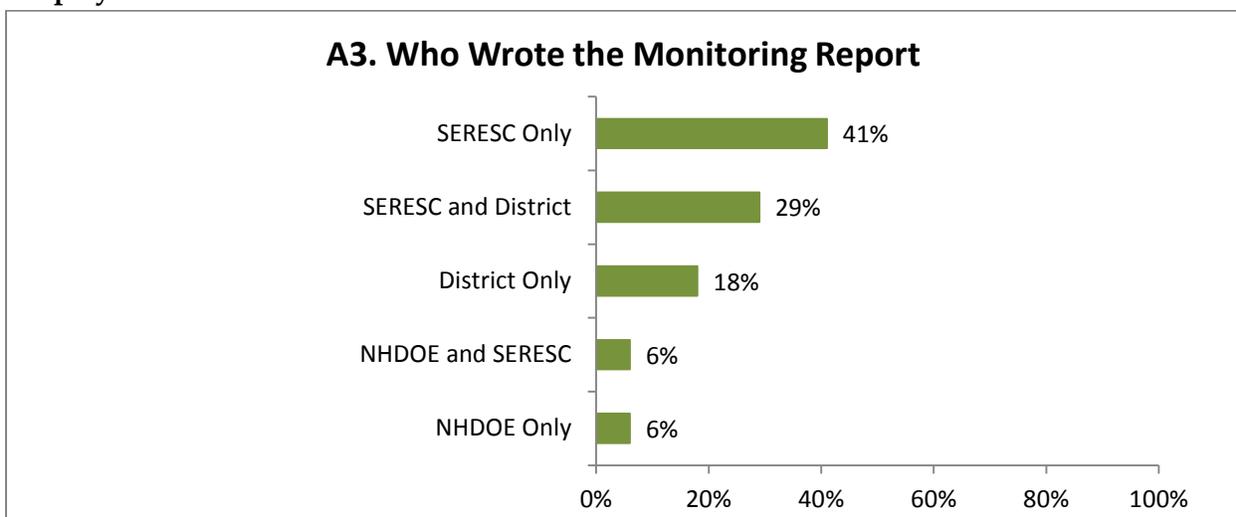
The districts expressed positive attitudes about the monitoring process. All districts stated that the report was timely and clear. The large majority of districts stated that they had engaged in program improvement activities as a result of the report and that it was appropriate for them to be monitored (see Display A-1).

When asked who wrote the report, the majority (77%) said SERESC (either alone or with the NHDOE or the district). Three of the seventeen districts (18%) said that they alone wrote the report (see Display A-2).

Display A-1



Display A-2



When asked why their district was chosen for focused monitoring, 11 mentioned the achievement gap, two mentioned they were chosen at random, and four mentioned some other reason.

Example comments made by the districts on why they were chosen:

- “Gap in achievement between regular education students and special education students.”
- “A persistent achievement gap between regular and special education students on state testing.”
- “The district was chosen at random.”
- “We were due to engage in the program approval process based on the previous visit/approval process. We were one of the two largest school districts and the other District had more recently been through the process.”

When asked if the district believed it was appropriate for them to have been chosen on these grounds, the majority said it was and the most frequently given reason as to why they thought it was appropriate was that the district did in fact have an achievement gap. Example comments:

- “Our district has consistently struggled to make AYP, in particular with our students who have disabilities.”
- “Our district had shown an achievement gap for several years and was not closing the gap with current practices.”

For the three districts that stated that it was inappropriate for them to be chosen on these grounds, their reasons were:

- “No - Their students are making progress, just not at typical rate, due to disabilities.”
- “Selection is not determined on an equal and objective basis. Cohort groups across the state vary significantly.”
- “The process did serve to bring together regular educators and special educators into a more collaborative and communicative unit (this also included District Administrators as well).”

B. Findings of Noncompliance

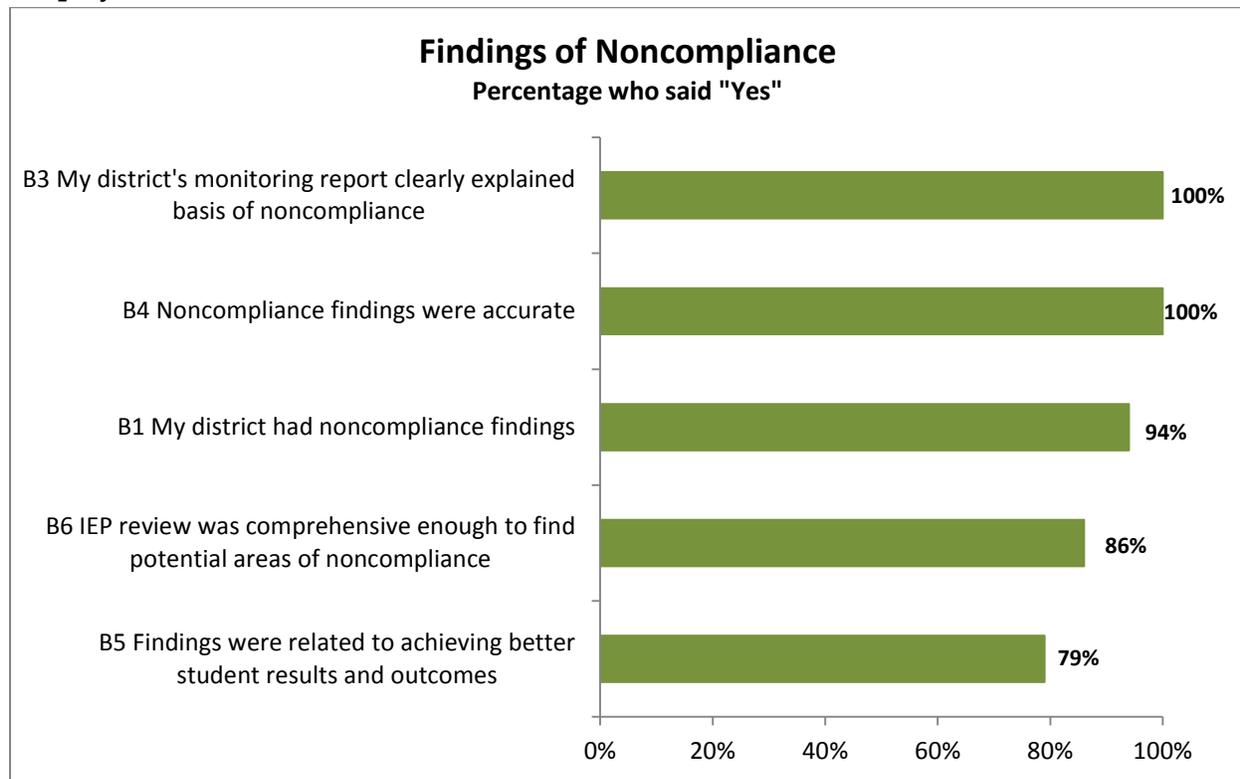
Several questions asked about findings of noncompliance:

- if the district had any findings,
- who made the findings,
- if the findings were accurate, clearly explained, and related to student achievement,
- if the IEP review process was thorough enough to find all potential areas of noncompliance,
- if the district developed a corrective action plan (CAP) to address the findings of noncompliance,
- if the CAP was helpful, reviewed by NHDOE or SERESC, and ensured correction of child-specific and district-wide areas of noncompliance, and
- if another monitoring visit was conducted by NHDOE or SERESC to verify correction of findings of noncompliance.

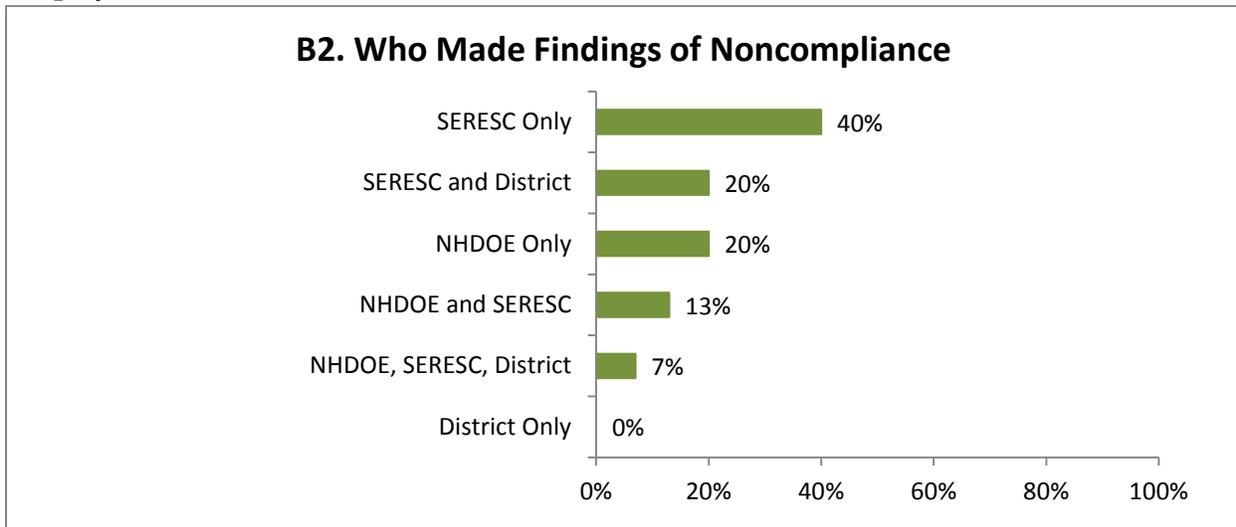
94% of the districts reported that they had findings of noncompliance. Of these districts, the large majority expressed positive attitudes about the clarity and accuracy of the findings and the thoroughness of the IEP review process. In addition, 79% stated that the findings were related to achieving better outcomes for students (see Display B-1).

When asked who made the findings, the majority (80%) said SERESC (either alone or with the NHDOE or the district) (see Display B-2).

Display B-1



Display B-2



When asked why they thought that the IEP review process was thorough enough, example comments were:

- “I enjoyed the process. It was a TEAM approach, looking at everything as a team, taking the time to review every single piece of the IEP. Everyone thought the process was extremely helpful!”
- “A random selection of IEPs from each school which covered students with varying disabilities and ages and meeting with the IEP Teams to review IEP development practices.”

For the two districts that did not think that the IEP review process was thorough enough, one respondent offered an explanation:

- “The team spent a day in the district & reviewed a few IEP's.”

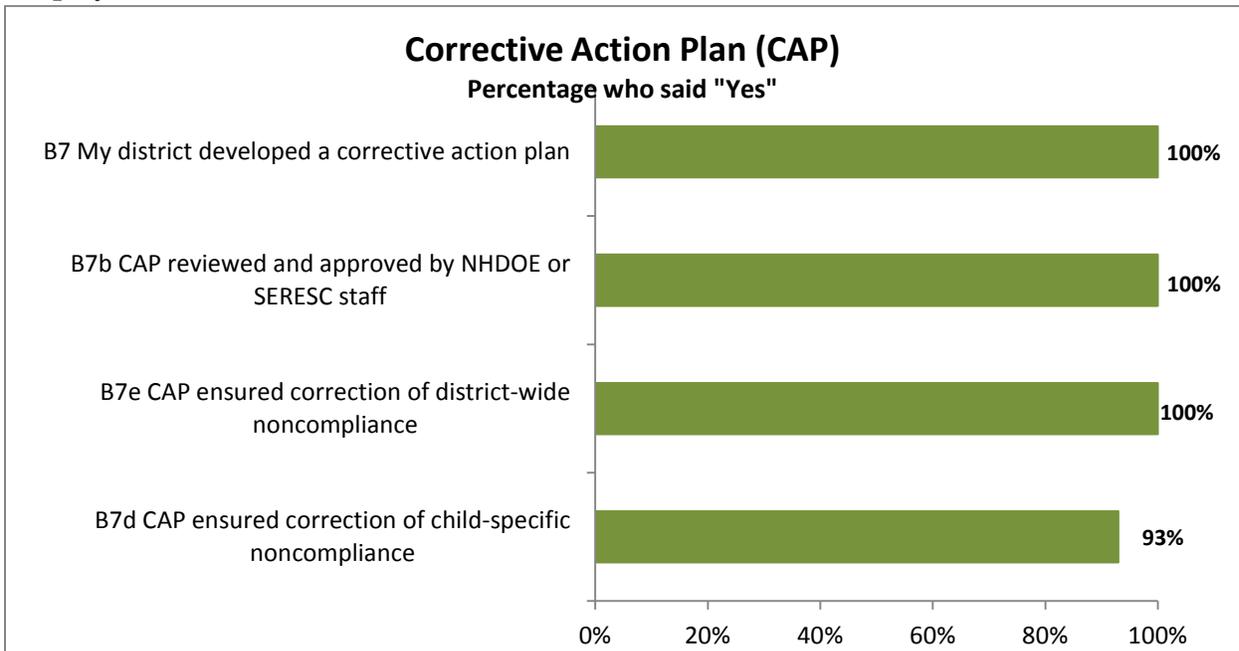
All of the districts that stated that they had findings of noncompliance indicated that they developed a CAP and indicated that it was reviewed and approved by either NHDOE or SERESC. In addition, over 90% stated that the CAP ensured correction of child-specific and district-wide noncompliance (see Display B-3).

When asked how helpful the CAP was in terms of resolving findings of noncompliance, 80% said “quite a bit” or “a lot” (see Display B-4). Specifically:

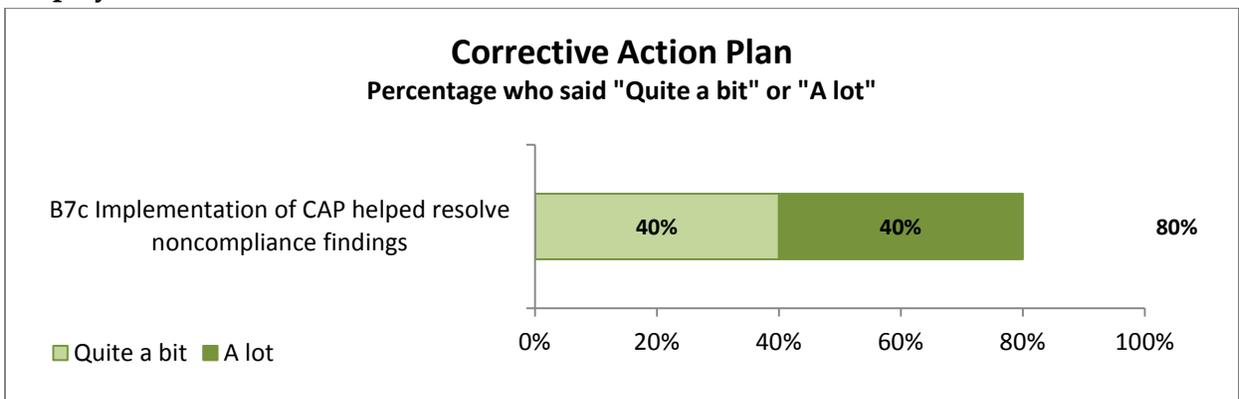
- 7% said “hardly at all”
- 13% said “some”
- 40% said “quite a bit”
- 40% said “a lot”

87% of the districts indicated that prior to being released from findings of noncompliance, NHDOE or SERESC conducted another monitoring visit. Two districts (13%) said that the district itself self-monitored to determine whether noncompliance had been corrected (see Display B-5).

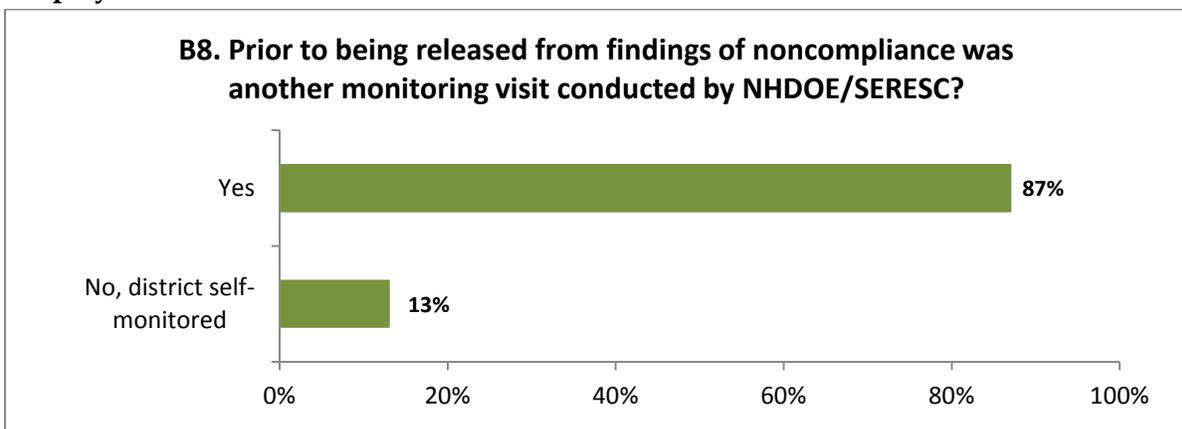
Display B-3



Display B-4



Display B-5



Those districts that stated that NHDOE/SERESC did a follow-up visit were asked to describe how NHDOE/SERESC verified that the findings of noncompliance were adequately corrected within one year. Common themes included that a review of IEPs took place and that the district had to document the action steps they took to complete their CAP. Example responses include:

- “We continuously sent copies of corrected/amended IEPs via e-mail until we were free and clear. Follow up visits also took place in our district.”
- “Very detailed documentation was required and then a visit was made on site to carefully go through each of the findings and corresponding documentation.”
- “By visits with SERESC – review of child-specific IEPs and review of newly written random-sample IEPs.”
- “We defined the noncompliance findings in measurable terms, then collected data on the areas of noncompliance over the year and were able to show improvement in all cited areas.”

C. Technical Assistance from NHDOE

The districts were asked if they received technical support from NHDOE in implementing the CAP or program improvement plan and if so, how helpful the support was.

Slightly more than half (59%) of the districts indicated that they had received technical assistance and support from NHDOE. Of those that didn't, 14% (two districts) stated that their district would have benefitted had they received support from NHDOE (see Display C-1).

Of those that received NHDOE support, 100% said that they received the right amount of support (see Display C-2) and 60% said that the quality of assistance provided was "very good" or "excellent" (see Display C-3). Specifically,

- 10% said "fair"
- 30% said "good"
- 30% said "very good"
- 30% said "excellent"

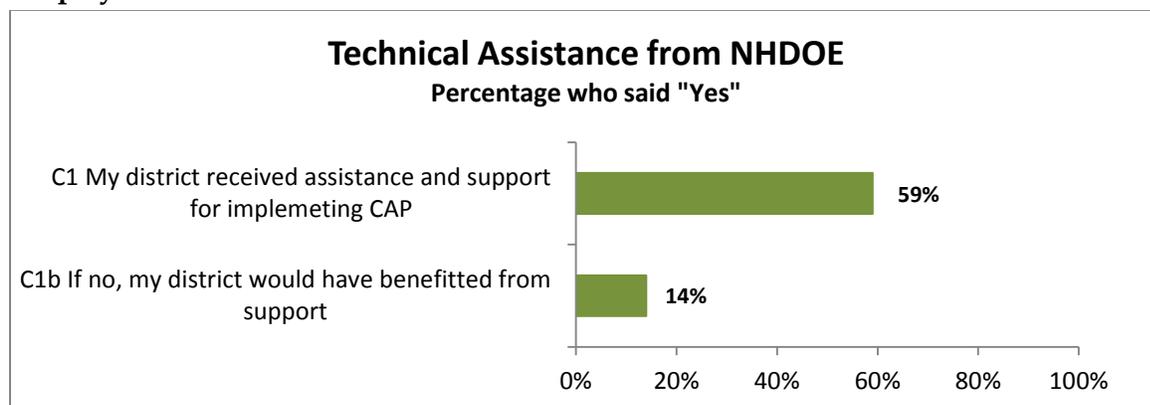
When asked what the **most** helpful aspects of the assistance were, the most commonly mentioned themes were the availability of NHDOE staff, access to training and resources, and the supportiveness of the FM facilitators. Example comments:

- "Continuous support from FM facilitators."
- "Access to state-wide trainings and resources for funding opportunities were provided."

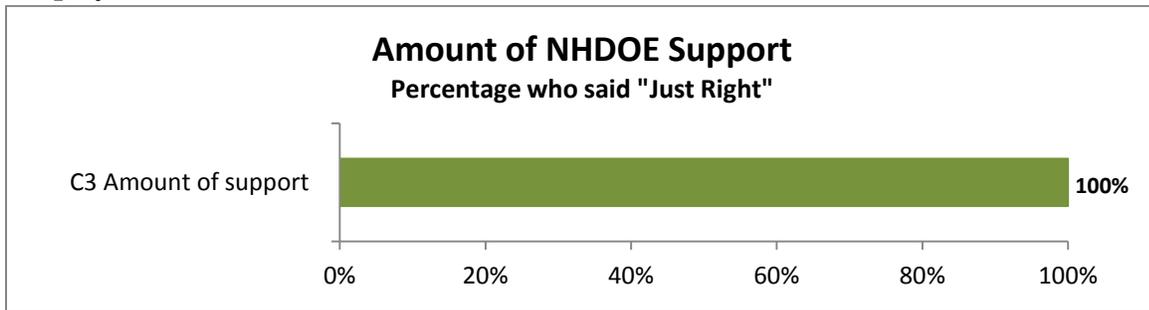
When asked what the **least** helpful aspects of the assistance were, no common themes emerged. Only five districts responded to this question. One district each mentioned the differences between NHDOE/SERESC, a state staff member being disorganized, and the process not being coordinated with other state timelines. Example comments:

- "Again, making corrections for one organization that didn't jive with the other (SERESC/DOE)."
- "The person from the DOE that we worked with us regarding Transition was a bit disorganized and confusing with a large amount of information. We hired another person that was clearer in presentation to assist us."

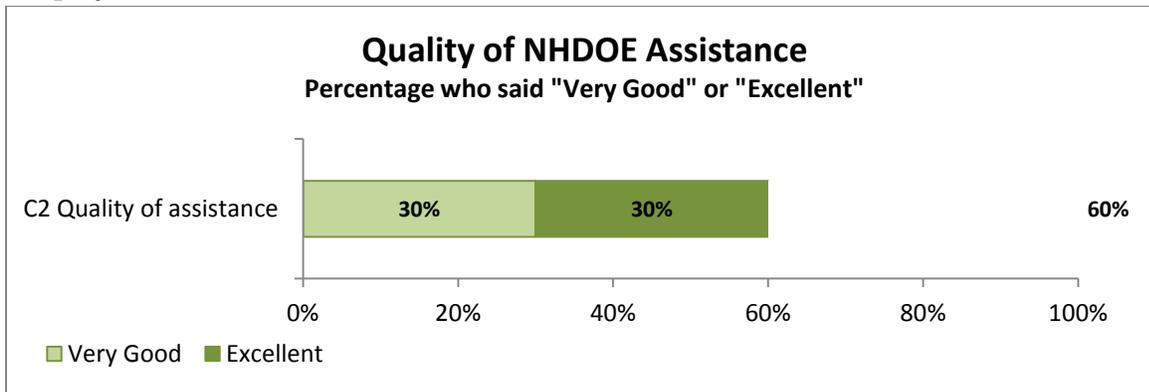
Display C-1



Display C-2



Display C-3



D. Technical Assistance from SERESC

The districts were asked if they received technical support from SERESC in implementing the CAP or program improvement plan and if so, how helpful the support was.

A large majority (82%) of the districts indicated that they had received technical assistance and support from SERESC. Of those that didn't, no district stated that their district would have benefitted had they received support from SERESC (see Display D-1).

Of those that received SERESC support, 93% said that they received the right amount of support (see Display D-2); 7% (one district) stated that they received too little support. 86% said that the quality of assistance provided was "very good" or "excellent" (see Display C-3). Specifically,

- 7% said "fair"
- 7% said "good"
- 36% said "very good"
- 50% said "excellent"

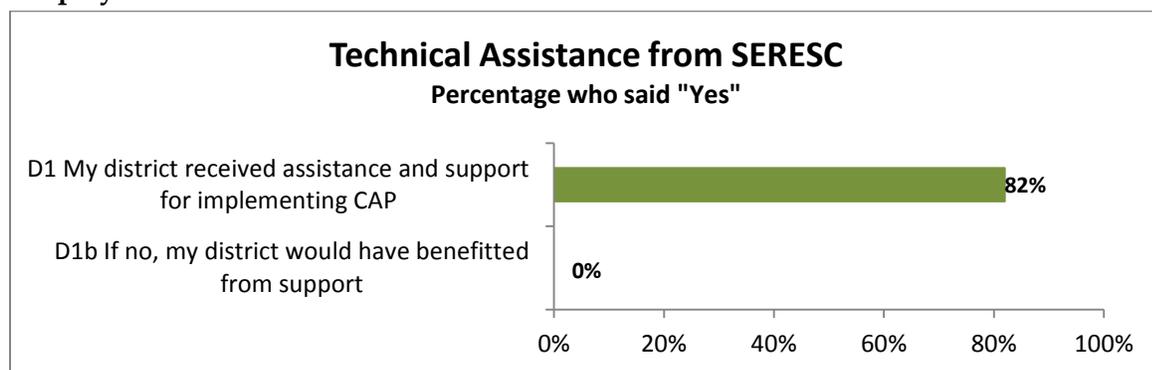
When asked what the **most** helpful aspects of the assistance were, the most commonly mentioned themes were the availability, knowledge, and expertise of SERESC staff. Example comments:

- "Face-to-face meetings and ongoing technical support by FM facilitators."
- "Our consultants from SERESC were very responsive, available, knowledgeable, and provided excellent practical advice."
- "Knowledge and experience provided by the SERESC consultants."

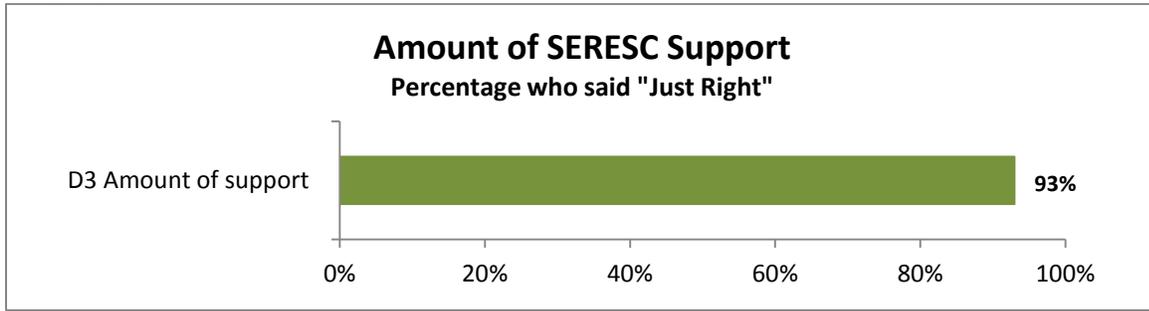
When asked what the **least** helpful aspects of the assistance were, the most commonly mentioned themes were too long of meetings, not developing a collaborative relationship with SERESC, and limitations on amount of support/resources. Example comments:

- "Inconsistencies- during preliminary visits being told one thing and then following the process having had to make more corrections that we thought we had already done."
- "We were not always ready to proceed with the SERESC's meeting agenda. We sometimes lagged behind in the actual implementation of our timeline. The full day meeting sometimes felt too long and less productive-too many people at times."
- "We did not develop a spirit of collaboration with the FM consultants. We could have used some 'team building' among the leadership team to build trust."

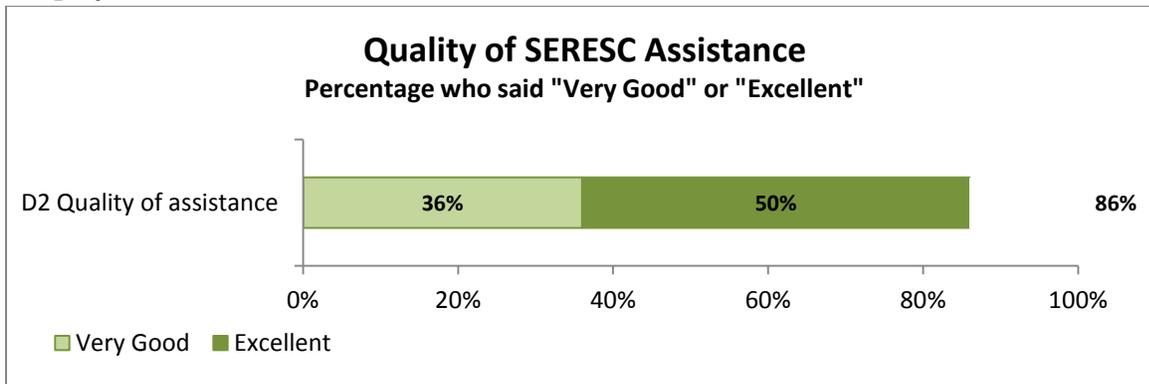
Display D-1



Display D-2



Display D-3



E. Student Outcomes

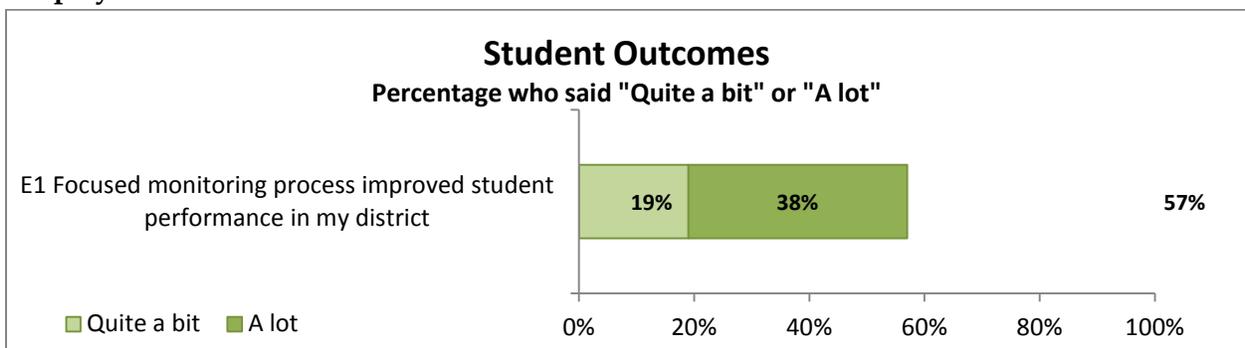
The districts were asked about the impact of the monitoring process on student outcomes in their districts.

Slightly more than half (57%) said that the focused monitoring process as applied in their district led to better performance by students with disabilities “quite a bit” or “a lot” (see Display E-1).

Specifically,

- 6% said “hardly at all”
- 6% said “a little bit”
- 31% said “some”
- 19% said “quite a bit”
- 38% said “a lot”

Display E-1



When asked to explain if the focused monitoring process led to better performance by students with disabilities, some of the favorable responses included:

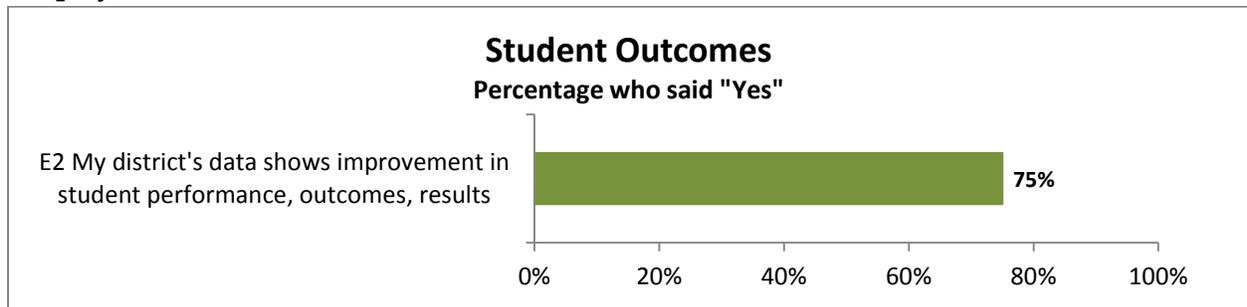
- “Focused us on a few areas for the school year – RtI, inclusion, measurable goals, transition – Indicator 13.”
- “This process helped us to identify key factors in why our students with disabilities demonstrated poor math skills. Based on those key factors, very significant changes have taken place.”
- “New instructional models were introduced for students. Training for staff was provided leading to a better understanding of targeted areas of deficiency.”
- “Our students gained more access to the general curriculum.”
- “Brought achievement gaps and deficits to the attention of those involved.”

Some of the less favorable responses included:

- “A large gap still remains between special education and regular education students.”
- “We have closed the gap significantly in some grades. However we continue to show a large gap in achievement. We have not been able to sustain improvements at the high school level.”

75% of districts indicated that they had data that shows improvement in the performance, outcomes, and/or results of students with disabilities (see Display E-2).

Display E-2



When asked to explain what data the districts have that show improvement for outcomes of students with disabilities, responses included positive gains in NWEA testing, AIMS web, NECAP assessments, and DRA scores. Example comments:

- "Graduation rates, grades, NECAP scores, NWEA scores, individually-administered achievement tests all show growth for special education students."
- "The data has shown that we have made significant improvement in our reading proficiency rates for students with disabilities (first time since 2006 when District Data Profiles were established)."

F. The Big Picture

Districts were asked to think about the monitoring process that their district experienced, what they know about what other districts have experienced, and what they know in general about the monitoring process used by the NHDOE and then respond to two questions about the focused monitoring process

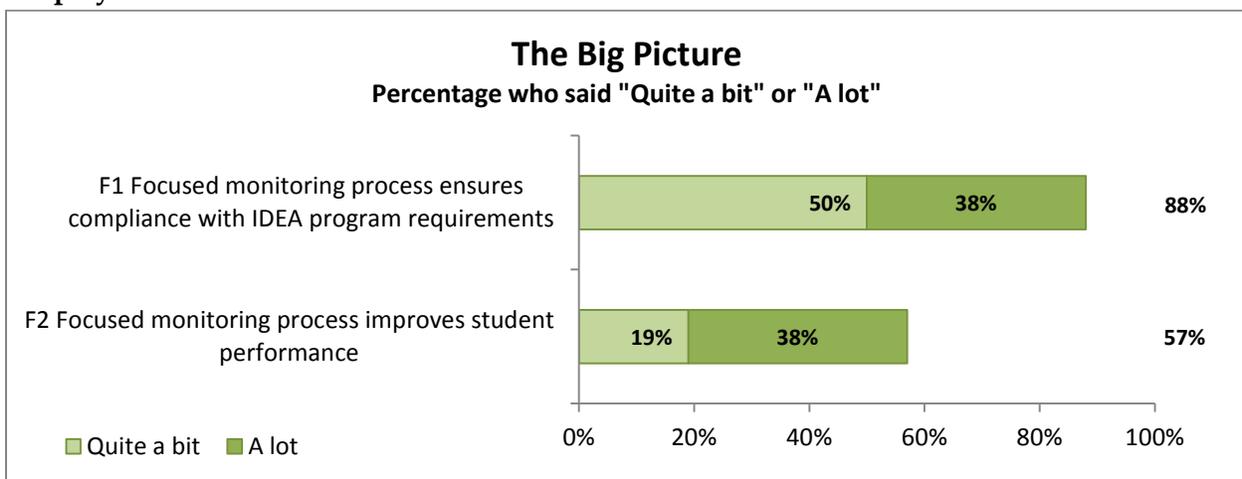
The large majority (88%) said that the focused monitoring process ensures compliance with IDEA program requirements “quite a bit” or “a lot” (see Display F-1). Specifically,

- 13% said “some”
- 50% said “quite a bit”
- 38% said “a lot”

A little more than half (57%) said that the focused monitoring process is adequate to improve the performance of students with disabilities “quite a bit” or “a lot.” Specifically,

- 19% said “a little bit”
- 25% said “some”
- 19% said “quite a bit”
- 38% said “a lot”

Display F-1



When asked to explain if the focused monitoring process ensures compliance with IDEA, common themes included NHDOE used a very thorough review of IEP compliance issues and that the NHDOE focused monitoring process is directed at more than just paperwork compliance and is a whole-district school improvement model. Example comments:

- “Focuses on both the spirit and the letter of the law allows time for collaboration and self- reflection”
- “It makes you look at all facets of Special Education including the IEP, service delivery, curriculum and instruction and use of student data.”
- “The review of policies, procedures, and IEPs gives a good picture of the district’s adherence to required program elements. The collaborative nature of the review helps individual staff members understand the requirements so they can independently change their practices.”

When asked to explain if the focused monitoring process led to better performance by students with disabilities, common themes included the emphasis on data, root cause analysis, measurable goals, instruction, and programs; the involvement of a district-wide team; and the comprehensive nature of the review.

Some of the favorable responses included:

- “Once fully embraced by a comprehensive representation of staff and administration it becomes the springboard for digging deeply into the performance (formative & summative) data of all students and implementing school wide changes that impact improved outcomes for all students.”
- “The FM process was effective because it insisted on a school-wide effort that needed planning and collaboration.”
- “The process is done in such a way that teams don’t feel threatened by outside evaluators. It is done in the manner that teams use it to take a good look at the things we do well and the things we need to improve.”
- “Looks at PROGRAMS and services rather than just paperwork compliance.”

Some of the less favorable responses included:

- “In all, however, we do not believe the process has had a large impact on student outcomes.”
- “Need more involvement from building administrators and classroom teachers.”
- “The recent improvement in our achievement results in some grades came from introduction of a new language arts curriculum and professional development associated with implementation, not from any activities designed as a result of the FM.”

Appendix A

Detailed Responses

District Survey of the New Hampshire Focused Monitoring Process

Data Driven Enterprises has been contracted to review the program approval and monitoring systems for New Hampshire Department of Education (NHDOE) Bureau of Special Education. We would like to get input from districts that have been monitored sometime in the past five years. Your responses will be confidential. The Bureau of Special Education will see only a summary report of the survey results; no names will be associated with any comments. Please complete the following survey by May 1, 2012. If you have any questions, do not hesitate to contact Susan Wagner, President of Data Driven Enterprises, susan@datadrivenenterprises.com, 303-255-4648.

Thank you for your time.

Your district was monitored in xxxx-xx. Think back to the time your district was monitored. Recall the monitoring report and what actions you took as a result of it. Then answer the following questions.

1. Your Name: _____
2. Your phone number: _____

A. Monitoring Process

1. Why was your district chosen for focused monitoring?

- 1 We didn't make AYP.
- 2 District test scores indicated a wide gap between identified and non-identified students.
- 3 Due to the achievement gap between special education students and regular education students within the third largest district cohort size.
- 4 Lack of program for students with disabilities
- 5 Random selection
- 6 We met the criteria for the formula developed to identify districts for focused monitoring. Essentially, the level of disparity in student progress/growth in learning (as evaluated on the NECAP assessment) between typical students and students with disabilities was very great.
- 7 We were notified in May 2009. Our Achievement Gap between special education and regular education students in our district was among the lowest performing in comparison to other districts of comparable size.
- 8 It was time to be monitored again...part of the ongoing process
- 9 Gap in achievement between regular education students and special education students
- 10 Within our cohort districts, our district was third to be chosen in this process. We would not have been chosen, however, the district that should have been chosen was already in the 2nd year of monitoring. The indicator is "achievement gap" between students with and without disabilities.
- 11 Among the districts in our cohort group, based on student enrollment, the district had a gap in math achievement among students identified with an educational disability and those without.
- 12 A persistent achievement gap between regular and special education students on state testing
- 13 We were selected for focused monitoring during the 2007-08 school year due to our ranking with our cohort group relative to our overall student achievement levels as well as achievement gaps between identified and non-identified students.
- 14 Due to the achievement gap between identified and non-identified students
- 15 The district was chosen at "random."
- 16 The achievement gap between students with disabilities and those without disabilities was larger than the state average gap and larger than other districts in our cohort.
- 17 We were due to engage in the program approval process based on the previous visit/approval process. We were one of the two largest school districts and the other District had more recently been through the process.

2. In your view, was it appropriate for your district to be chosen on these grounds? (n=17)

1 Yes 88% 2 No 18%

(Note: one district selected both yes and no.)

2b. Please explain why or why not:

- 1 The process did serve to bring together regular educators and special educators into a more collaborative and communicative unit. (This also included District Administrators as well)
- 2 This is difficult to answer given the various philosophies of the relevance of test scores, especially involving the disabled population but it never hurts to examine instructional practices and systemic processes.
- 3 Our regular education students do very well on the NECAP (highest in the state in high school reading). Based on this, we do in fact have a gap between cohort groups.
- 4 Yes - the data supported the DOE decision to target us. No - Their students are making progress, just not at "typical" rate, due to disabilities.
- 5
- 6 As stated in #1 response, we needed to take a close look at how we were providing instruction for students with disabilities and what changes needed to be made to improve learning outcomes for those students.
- 7 The data showed a gap.
- 8 Part of ongoing process
- 9 Our district has consistently struggled to make AYP, in particular with our students who have disabilities.
- 10 They couldn't choose the other district since they were already in their second year!
- 11 Selection is not determined on an equal and objective basis. Cohort groups across the state vary significantly
- 12 We had an archaic and ineffective service delivery system
- 13 We needed to improve overall student achievement as well as reduce the achievement gap
- 14 Because there was a significant gap in performance between the identified and non-identified students.
- 15 Our district needed a deeper investigation of why our students were not performing at a higher rate of achievement
- 16 Our district had shown an achievement gap for several years and was not "closing" the gap with current practices.
- 17 It is a positive process to assist in the monitoring the District's programming and services for students with disabilities.

3. By whom was the monitoring report written? *Circle all that apply.* (n=17)

1 NHDOE 12% 2 SERESC 77% 3 Your district 47%

6% said NHDOE only; 41% SERESC only; 18% District only; 35% some combination

4. Was the monitoring report issued in a timely manner? (n=17)

1 Yes 100% 2 No

5. Was the monitoring report clear? (n=17)

1 Yes 100% 2 No

5b. If no, what was unclear about the report?

6. As a result of the report, did your district engage in program improvement activities? (n=16)

1 Yes 94% 2 No 6%

6b. If yes, what was/were the goal(s) of those activities?

- 1 Improve parent communication/collaboration. Improve Curriculum, Instruction, and Assessment. Improve Data collection and utilization.

- 2 The goals of the activities were to improve the design of our Individualized Educational Programs for our students, focusing on measurement of data and refining goals and objectives. Transition services were also a major component of the process for high school students.
- 3 The Goffstown School District developed a comprehensive school improvement model that integrated our SINI plans, our DINI plan, and our curriculum realignment through the comprehensive implementation of RtI.
- 4 Goal #1 - All students will have full access to the general curriculum. Goal #2 - District will have written & adopted a K-12 RtI model.
- 5 To develop a data profile at each level of schooling and for each student within the district. To improve the culture and climate of the schools within the district. To improve communication with parents within the school district. Special educators will learn how to write measurable goals and objectives which are linked to specific data of student's present levels of performance. High school level special educators will learn how to write effective transition plans for their students.
- 6
- 7
- 8 The goals included improving IEPs, especially measurable goals and objectives and developing/ writing appropriate Transition goals for students 16 and older.
- 9 The goal was to be program more effectively at the mainstream level and write more measurable and meaningful goals. With all of the changes in leadership, it has taken longer than anticipated to accomplish these tasks.
- 10 Improve instructional practices at the high school in Mathematics. Professional Development opportunities for Math instruction. Just to name a few....we had many.
- 11 To reduce the achievement gap in math between students identified with an educational disability and those without.
- 12 Increase access to general education, adopt universal benchmarking and progress monitoring systems, improve culture and climate
- 13 We needed to improve overall student achievement as well as reduce the achievement gap
- 14 To change the service delivery model to ensure that all students received their core instruction in the general education classroom. To utilize student data in a more productive method. To review curriculum materials to see if they are appropriate.
- 15
- 16 Increased achievement for all learners and a narrowing of the achievement gap for students with disabilities.
- 17 Review of infrastructure. Connect and coordinate improvement plans. Development of a communication system. Define roles and responsibility of Administration and Board of School Committee. Increase Parent and student involvement. Implement Response to Intervention. Improve IEPs-measurable goals and objectives.

B. Findings of Noncompliance

1. Did your district have any findings of noncompliance? (*n=16*)
 1 Yes 94% 2 No 6% *If no, skip to Section C.*

2. By whom were the findings made? *Circle all that apply.* (*n=15*)
 1 NHDOE 40% 2 SERESC 80% 3 Your district 27%
20% said NHDOE only; 40% SERESC only; 0% District only; 40% some combination

3. Did your district's monitoring report clearly explain the basis for each finding of noncompliance? (*n=15*)
 1 Yes 100% 2 No

4. Thinking about the findings of noncompliance that were made during the visit, were these findings accurate? (*n=15*)
 1 Yes 100% 2 No

- 4b. If No, please explain which findings were inaccurate and why you think that was the case.

5. Were the findings that were made closely related to achieving better student results and outcomes? (n=14)
1 Yes 79% 2 No 21%

6. Was the IEP review process that took place during the monitoring visit comprehensive enough to find all potential areas of noncompliance? (n=14)
1 Yes 86% 2 No 14%

6b. Please explain why or why not:

1

2 It was definitely a professional development opportunity for the staff. It extended to related service providers who did not have previous training with correct goal writing.

3 Our district needed work in the area of writing measurable IEP goals due to the fact that the goals on the state NHSEIS system are not measurable.

4 The team spent a day in the district & reviewed a few IEP's.

5

6 Extremely comprehensive. The monitoring team took the time to clearly explain and go through each IEP point by point.

7 The process was very thorough and a lot of teacher input was gathered. The process was data driven and encompassed a 3-year time frame.

8

9

10 I enjoyed the process. It was a TEAM approach, looking at everything as a team, taking the time to review every single piece of the IEP. Everyone thought the process was extremely helpful!

11 It was an active process which involved many staff members as well as SERESC consultants

12

13

14 The process involved thoroughly reviewing several IEP's in the district at different grade levels, as well as discussions and conversations with the IEP team members.

15

16 The process involved review of district special education policies and procedures, IEPs of students in district and out of district, staff qualifications, and parent feedback. All IEPs were reviewed collaboratively with an IEP team using a rubric and guiding questions.

17 A random selection of IEPs from each school which covered students with varying disabilities and ages and meeting with the IEP Teams to review IEP development practices.

7. As a result of the findings of noncompliance, did your district develop a corrective action plan? (n=14)

1 Yes 100% 2 No *If no, skip to question 8.*

7b. If yes, was the CAP reviewed and approved by either NHDOE staff or SERESC staff? (n=14)

1 Yes 100% 2 No

7c. If yes, how helpful was implementing that plan in terms of resolving the findings of noncompliance? (n=15)

1 Hardly at all 7% 2 A little bit 3 Some 13% 4 Quite a bit 40% 5 A lot 40%

7d. If yes, did the CAP ensure the correction of child-specific noncompliance? (n=14)

1 Yes 93% 2 No 7%

7e. If yes, did the CAP ensure the correction of district-wide noncompliance? (n=15)

1 Yes 100% 2 No

8. Prior to being released from the findings of noncompliance, was another monitoring visit conducted by NHDOE or SERESC? (n=15)

1 Yes 87% 2 No 13%

8b. If yes, please describe how the NHDOE and/or SERESC verified that the finding(s) in your district were adequately corrected within one year.

1

2 We continuously sent copies of corrected/amended IEPs via e-mail until we were free and clear. Follow up visits also took place in our district.

3 Corrective action steps were submitted in writing and evidence was submitted to demonstrate specific steps taken to correct the non-compliance. Additionally, when SERESC consultants were in-district, this was extensively reviewed.

4 Checked IEP's

5

6 Very detailed documentation was required and then a visit was made on site to carefully go through each of the findings and corresponding documentation.

7 Random samples of IEP's were reviewed on-site and electronically.

8 By visits with SERESC ---- review of child-specific IEPs and review of newly written random-sample IEPs.

9

10 They came to see the IEP's, and will be coming again this spring.

11 Ongoing review of the district's progress by way of continued Focused Monitoring meetings and submission of evidence relative to the District' plan

12 Iep review

13 SERESC returned for a meeting with our leadership team.

14 There was a follow-up visit in which files were reviewed to ensure that the areas of non-compliance were corrected.

15

16 We defined the noncompliance findings in measureable terms, then collected data on the areas of noncompliance over the year and were able to show improvement in all cited areas.

17 CFR 300.320 Content of IEP- Participated in Professional Development, IEP Review. ED 1109.01 Elements of IEP-Participated in Professional Development IEP Review. ED 1107.04 Evaluation not completed 45 days- Through DOE monitoring of evaluation timelines in NHSEIS.

8c. If no, did the district itself self-monitor to determine whether the noncompliance had been corrected? (n=2)

1 Yes 100% 2 No

(Note: only 2 districts answered this question – the 13% from question 8.)

C. Technical Assistance from NHDOE

1. Did your district receive technical assistance and support from NHDOE in implementing the corrective action plan and/or program improvement plan? (n=17)

1 Yes 59% 2 No 41% *If no, answer question b and then skip to Section D.*

1b. If no, would your district have benefitted from support from NHDOE? (n=7)

1 Yes 14% 2 No 86%

2. How would you rate the quality of the assistance provided? (n=10)

1 Poor 2 Fair 10% 3 Good 30% 4 Very Good 30% 5 Excellent 30%

3. How would you rate the amount of support you received? (n=10)

1 Too little 2 Just Right 100% 3 Too much

4. What were the most helpful aspects of the assistance provided?

- 1 Continuous support from FM facilitators
- 2 Assistance with the wording required on transition goals.
- 3
- 4 Ability to email/call TA as things came up.
- 5 We had staff development workshops to address the goal/objective issue and transition plans.
- 6 The thoroughness and guidance of the root cause analysis process - Sharing of best practices and assistance & guidance in developong the action plan for improvement in student outcomes.
- 7 Access to state-wide trainings and resources for funding opportunities were provided.
- 8 They were available when we requested them in a timely fashion.
- 9 I was not in this district at the time of the review.
- 10 NA
- 11
- 12 Helping the teachers understand the data being collected on the performance plan
- 13
- 14
- 15
- 16 Framing the conversation to be about "all students"; providing professional development on school improvement
- 17 Very supportive, available, knowledgeable, data driven

5. What were the least helpful aspects of the assistance provided?

- 1 NA
- 2 Again, making corrections for one organization that didn't jive with the other. (SERESC/DOE)
- 3
- 4 Long meetings.
- 5 n/a
- 6
- 7 Re: One school found that help with grants was lacking. It took 5 months to get a response from the state regarding a submitted grant.
- 8 The person from the DOE that we worked with us regarding Transition was a bit disorganized and confusing with a large amount of information. We hired another person that was clearer in presentation to assist us.
- 9 See above.
- 10 NA
- 11
- 12
- 13
- 14
- 15
- 16 The process was not well coordinated with other state timelines for SINI and DINI reporting. The DINI report and corrective action plan was due before Focused Monitoring report. While the DINI plan was 'rolled' into FM, the two processes should have occurred simultaneously. Some of our FM conclusions seemed more based on the analysis from the DINI report than our FM data collection.
- 17

D. Technical Assistance from SERESC

1. Did your district receive technical assistance and support from SERESC in implementing the corrective action plan and/or program improvement plan? (n=17)

1 Yes 82% 2 No 18% *If no, answer question b and then skip to Section E.*

1b. If no, would your district have benefitted from support from SERESC? (n=3)

1 Yes 0% 2 No 100%

2. How would you rate the quality of the assistance provided? (n=14)

1 Poor 2 Fair 7% 3 Good 7% 4 Very Good 36% 5 Excellent 50%

3. How would you rate the amount of support you received? (n=14)

1 Too little 7% 2 Just Right 93% 3 Too much

4. What were the most helpful aspects of the assistance provided?

- 1 Face-to-face meetings and ongoing technical support by FM facilitators
- 2 Support in the writing of more specific goals and objectives in IEPs.
- 3 A detailed corrective action plan was developed and reviewed with the SERESC consultants, their input helped us move our actions forward.
- 4 Ability to email/call TA as things came up.
- 5
- 6 Listed in the above response to questions 4 & 5.
- 7 Our consultants from SERESC were very responsive, available, knowledgeable, and provided excellent practical advice.
- 8 SERESC is available whenever needed...their response to questions is timely and helpful.
- 9
- 10 They helped to facilitate communication to the staff, parents, and community at large.
- 11 Ongoing consultation with SERESC team members; keeping the District on target
- 12 The frequent meetings and access to the consultants
- 13 Colleen Bovi & MaryClare Heffernan are thoughtful, organized and experienced in their work.
- 14
- 15 Knowledge and experience provided by the SERESC consultants.
- 16 Keeping us on a timeline with monthly reporting of work accomplished
- 17 Knowledge of the TAs, flexibility

5. What were the least helpful aspects of the assistance provided?

- 1 NA
- 2 Inconsistencies- during preliminary visits being told one thing and then following the process having had to make more corrections that we thought we had already done.
- 3 Our focus was specifically targeted toward writing measurable goals, there were not any good resources that we received – likely because they don't exist; as a result, we developed our own model and resources.
- 4 Long meetings.
- 5
- 6 None - it provided catalyst for us to do thorough self assessment & introspection on how we address teaching/learning for students w/disabilities and more importantly - what changes we are going to make to improve outcomes.
- 7 We were not always ready to proceed with the SERESC's meeting agenda. We sometimes lagged behind in the actual implementation of our timeline. The full day meeting sometimes felt too long and less productive-too many people at times.
- 8 n/a
- 9
- 10
- 11 Sometimes personal agendas got in the way
- 12
- 13 Time for self reflection and data analysis
- 14
- 15 N/A

16 We did not develop a spirit of collaboration with the FM consultants. We could have used some “team building” among the “leadership” team to build trust.

17 Limitation to amount of support that could be offered. Not any ones fault; financial realities!

E. Student Outcomes

1. To what extent did the focused monitoring process as applied in your district lead to better performance by students with disabilities in your district? (*n*=16)

1 Not at all 6% 2 A little bit 6% 3 Some 31% 4 Quite a bit 19% 5 A lot 38%

1b. Explain your answer:

1 We developed and implemented instructional improvements strategies; increased parental communication and collaboration; and increased data collection and utilization at all schools.

2 Cannot determine this yet since the process was just completed.

3 Special education students have made considerable growth since our selection for FM.

4 Focused us on a few areas for the school year - RtI, inclusion, measurable goals, transition - Indicator 13.

5

6

7 A large gap still remains between special education and regular education students. Special education students are showing growth, however, when compared to our regular education population that is almost proficient, the gap widens.

8 It's requirements have made us take the time to look at and address our weaknesses and formulate procedures to put in place for improvement.

9 At this point, since we are still in the beginning stages of implementation, I cannot say that student outcomes have been impacted. What I can say is that we are writing more relevant and measurable annual goals and objectives which will surely have a positive impact as students progress through our system.

10 This process helped us to identify key factors in why our students with disabilities demonstrated poor math skills. Based on those key factors, very significant changes have taken place. If not for Focus Monitoring, I think we would still be where we were then! We think that this process should be done over and over again for other areas in the district, such as Early Intervention, Middle School Literacy, just to name a couple!! It forces you to dig deep!

11 New instructional models were introduced for students. Training for staff was provided leading to a better understanding of targeted areas of deficiency.

12 Our students gained more access to the general curriculum

13 Brought achievement gaps and deficits to the attention of those involved

14

15 Our Assessment/Data Team has reviewed the longitudinal data. In summary, our district showed immediate improvement within our reading program during the 2008-2009 school year. During this past school year, our district has shown significant improvement in the area of mathematics with four of our six grades exceeding 60% proficient for the first time since 2005 (the first year of the longitudinal data).

16 We have improved areas of noncompliance and now offer research based interventions to students with disabilities. We have closed the gap significantly in some grades. However we continue to show a large gap in achievement. We have not been able to sustain improvements at the high school level. Our math achievement gap is wider than our language arts achievement gap.

17 As a result the District provided focused professional development for areas in need of improvement; it was helpful to have a district-wide assessment and include general educators.

2. Since the time your district was monitored, can you point to any data that show improvements in performance, outcomes, and/or results of students with disabilities? (*n*=16)

1 Yes 75% 2 No 25%

2b. If yes, what data show the improvements?

- 1 Improved NECAP scores in many of the subgroups and grades including the subgroup of students with disabilities.
- 2 NECAP Scores
- 3 Graduation rates, grades, NECAP scores, NWEA scores, individually-administered achievement tests all show growth for special education students.
- 4
- 5
- 6
- 7 Performance Plus/Pathways, NWEA testing, and AIMS Web all demonstrate growth. Hinsdale Elementary School made AYP in Math, including all sub-groups.
- 8 When we look at NECAP and other assessments, we are looking at making a year's growth for a year's instruction, and looking at narrowing the achievement gap between identified students and the general population of students. We are seeing positive results and are moving in the right direction.
- 9
- 10 Too much to mention....and I don't have time!
- 11
- 12 Benchmarking and state testing
- 13 NWEA, DRA, Language?!, progress monitoring, Aimsweb probes
- 14 Improvement in NECAP scores which assisted our Elementary School in getting off the SINI list.
- 15 The data has shown that we have made significant improvement in our reading proficiency rates for students with disabilities (first time since 2006 when District Data Profiles were established).
- 16 Percent of students with disabilities scoring proficient or above in Language Arts has increased in middle school grades.
- 17 NECAP at some schools

F. The Big Picture

Think about the monitoring process that your district experienced, what you know about what other districts have experienced, and what you know in general about the monitoring process used by the NHDOE. Then answer the following questions.

1. In general, to what extent is the NHDOE focused monitoring process adequate to ensure compliance with the program requirements of IDEA? (*n=16*)
1 Hardly at all 2 A little bit 3 Some 13% 4 Quite a bit 50% 5 A lot 38%

1b. Explain your answer:

- 1 This process is much more than it used to be (two day file examinations and a 'slap you on the hand if noncompliance issues became evident' result). In other words, it used to be a punitive process; Now it is a process involving everyone involved really drilling down into the system and figuring out what's happening in our educational settings that impact students with disabilities - both pros and cons - and doing something productive about it!
- 2 We can feel more comfortable about sending IEPs on to other schools in the state having received the support from the top. We can continue to enhance our goal writing, stating clear goals and objectives for our students in more measurable terms, using data to justify the plan.
- 3 The FM process transcends compliance and is a whole-district school improvement model. Simply looking at this comprehensive process through the lens of compliance really misses the essence of the model – that is the big picture.
- 4 It does focus a district's aspects of sped/IEP and it ensures that they are followed.
- 5
- 6

- 7 The focused monitoring process provided us with the opportunity to do a thorough, comprehensive review of district practices.
- 8 The attention to compliance keeps us in line with the IDEA requirements and keeps us on top of our game.
- 9
- 10 Looks at all aspects of services rather than just paperwork compliance.
- 11 More specificity as compared to previous models. Staff were more involved in the process and have become more aware/invested as a result.
- 12 The process forces reflection and raises awareness
- 13 Focuses on both the spirit and the letter of the law allows time for collaboration and self reflection
- 14 It makes you look at all facets of Special Education including the IEP, service delivery, curriculum and instruction and use of student data.
- 15 The focus, although driven by special education, had a significant focus on district-wide systems that effect special education. A small part of the process included looking at the Individual Education Plans.
- 16 The review of policies, procedures, and IEPs gives a good picture of the district's adherence to required program elements. The collaborative nature of the review helps individual staff members understand the requirements so they can independently change their practices.
- 17 Due to the extensive requirements it is a challenge for the process to ensure all requirements; the DOE does a significant amount through data analysis from NHSEIS.

2. In general, to what extent is the focused monitoring process adequate to improve the performance of students with disabilities? (*n=16*)

1 Hardly at all 2 A little bit 19% 3 Some 25% 4 Quite a bit 19% 5 A lot 38%

2b. Explain your answer:

- 1 This process really made the district regular educators and administrators start acknowledging that there shouldn't be a division between regular education students and students with disabilities. They are all OUR students after all.
- 2 Establishing personal growth targets for the students
- 3 See above.
- 4 Still SINI in one of our schools, even with all the energy & effort going into Rtl, data driven decisions, etc.
- 5 Data collection is now a large part of monitoring the goals of sped students- transition plans are written with more detail.
- 6 Once fully embraced by a comprehensive representation of staff and administration it becomes the springboard for digging deeply into the performance (formative & summative) data of all students and implementing school wide changes that impact improved outcomes for all students.
- 7 A great deal depends on the quality of instruction and the classroom environment. The FM process was effective because it insisted on a school-wide effort that needed planning and collaboration. In all, however, we do not believe the process has had a large impact on student outcomes.
- 8 Student learning is the focus for everything we do. The focused monitoring process in NH takes a big picture perspective. The process is done in such a way that teams don't feel threatened by outside evaluators. It is done in the manner that teams use it to take a good look at the things we do well and the things we need to improve. It is not perceived as punitive, and we use it as an objective opportunity to look at our practice and improve for the sake of student learning.
- 9 Specifically around writing measurable annual goals – this is what I have seen as the greatest impact.
- 10 Looks at PROGRAMS and services rather than just paperwork compliance.
- 11 Throughout the Focused monitoring process the District was involved in a number of new initiatives designed to improve student performance for all students. Moving forward we will have to look closely at each of these factors to determine their impact
- 12 The process made our community aware of the need for instructional improvement
- 13 Need more involvement from building administrators and classroom teachers
- 14 Due to the fact that the review process is so comprehensive and a plan is developed based on the needs of the identified students in our district, if it is implemented correctly an end result is improvement in student performance.
- 15 As evidence by the examples listed above, I believe we have made significant improvements to our district not only in the level of student achievement, but also by - the way we look at assessment/data - the horizontal

and vertical alignment of our curriculum - the streamlined communication process - collaborative leadership team

16 We already knew our challenges in improving the performance of students with disabilities from similar “root cause analysis” activities we have done over the years. The inquiry process took time and effort, and was a disincentive to the leadership team in discussing real solutions. The recent improvement in our achievement results in some grades came from introduction of a

17 Looking at the appropriateness of IEPs as well as including general education in the process is significant