

**HUDSON SCHOOL DISTRICT
FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
New Hampshire Department of Education & Bureau of Special Education**

February 12, 2013

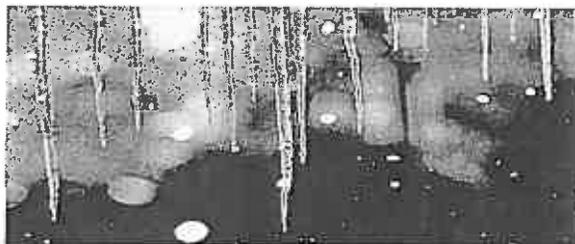
8:30-2:30

Investigate Factors Impacting Student Achievement

Essential Question: What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how will this gap be narrowed?

Time	Topic	Notes
8:00-8:30	Settling in	
8:30-8:45	Welcome, Goals for the day, PCI Feedback and Team Roles	<p>Goal for the year:</p> <ul style="list-style-type: none"> • To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers • To develop an action plan to address the root causes and narrow that gap <p>Goals for the day</p> <ul style="list-style-type: none"> • Work in whole group to map the components of the RTI system in place in Hudson. • Re-establish Subcommittee work groups and begin research • PCI Feedback Loop • Team Roles – Time keeper, Recorder, Process Observer
8:45 - 9:15	Book Study	Annual Growth- Catch Up Growth Chapters 9 - 12
9:15 - 10:00	RTI Mapping Project (Summary)	
10:00-10:15	Break	
10:15 - 11:30	Subcommittee Work	Subcommittees: Assessment (Universal Screening and Progress Monitoring), Tiered System of Support, and Data Teams
12:15 - 2:00	Subcommittee Work Continues	
2:00 - 2:15	Subcommittee Report Out	
2:15-2:30	Meeting Closure	<ul style="list-style-type: none"> • Action items • Talking Points • PCI • Next Meeting Date

Hudson School District



New Hampshire Department of Education Focused
Monitoring Process

March 4, 2013

Introduction

"Strong professional learning communities produce schools that are engines of hope and achievement for students.

...There is nothing more important for education in the decades ahead than educating and supporting leaders in the commitments, understandings, and skills necessary to grow such schools where a focus on effort-based ability is the norm."

Jonathon Saphier

Intended Outcomes for the session



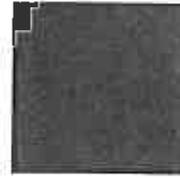
- 1. Develop understanding of the NHDOE's Focused Monitoring (FM) process in the Hudson School District
- 2. Communicate key findings from the Individual Education Plan (IEP) review
- 3. Communicate initial findings and efforts of the Hudson School District's FM Achievement Team

Why Special Education Monitoring?



- The Federal Government requires monitoring of special education programs by every state. In New Hampshire the monitoring of public school special education is done through a focused review (Focused Monitoring or FM). A statewide stakeholder group identified the achievement gap in reading and mathematics between students with and without an IEP as the key performance indicator.
- Hudson was selected to participate in Focused Monitoring because the achievement gap in reading and math is the largest among like sized school districts.

Hudson School District



- Hudson was previously selected by the NH Department of Education as a Focused Monitoring district in 2007-2008 using the same criteria.
- Hudson was selected again in 2012-2013 – the achievement gap has not narrowed between students with and without an IEP in the past five years.

Essential Question



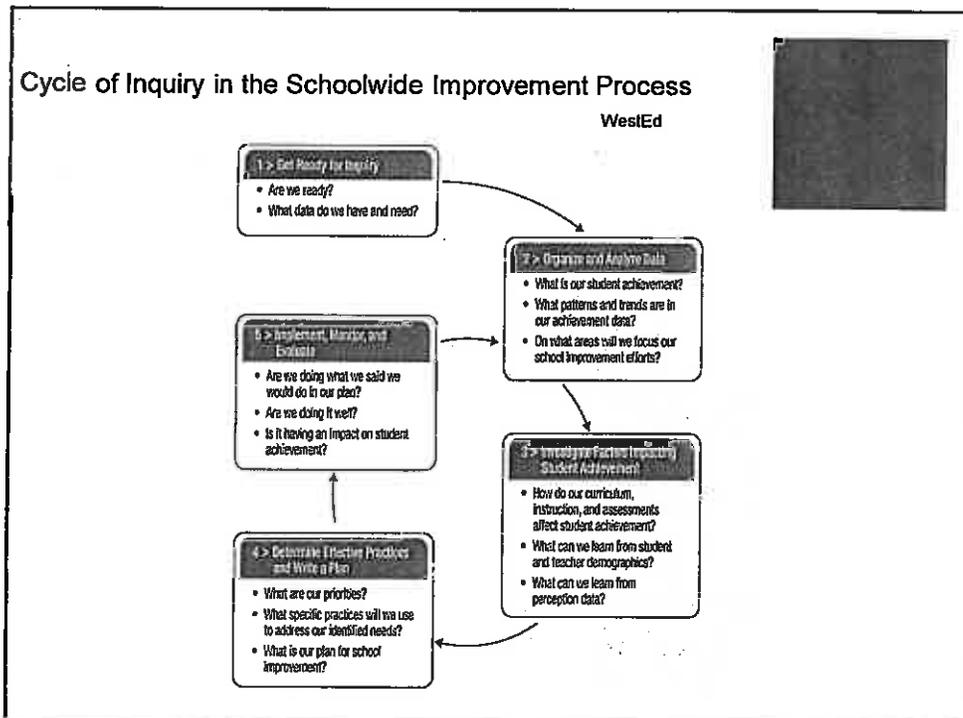
What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

FM Process:

- A year long process that gathers representative stakeholders to analyze the root cause of the achievement gap and establish a plan for improvement.

Key components include:

- **Leadership Team** – Central Office administrators
- **Achievement Team** representing key stakeholders – administrators, general and special education professionals and paraprofessionals, parents, school board member.
- **Monthly meetings** that follow a 5 Step Cycle of Inquiry to understand the root cause of the achievement gap and determine a plan for improvement
- **IEP Review** of random but representative sample of student IEPs. Includes general and special educators working together to analyze and understand the effectiveness of the IEPs.
- **Development and implementation of a FM Final Report** designed to narrow the gap and improve learning for students with an IEP.



Four Questions:

1. What is it we want all students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?

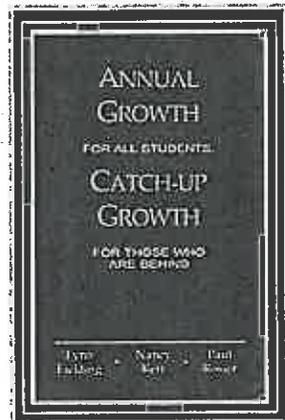
2. How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?

3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?

4. How will we enrich and extend the learning for students who are already proficient?

--Richard Dufour

Professional Reading



IEP Review Process – Preliminary Findings - January 2013

Strengths

- Very well written IEPs overall, district wide
- Well developed measurable IEP Goals for most IEPs
- Good use of available student achievement data
- Well developed present levels of performance for most IEPs
- Well detailed and understandable progress reports
- Use of existing resources to provide services to students with IEP while limited in some areas are well utilized.

IEP Review Process

■ Strengths

- Dedicated and professional staff who know and care for students and are committed to supporting student learning
- The Hudson School District Special Education Administrator has done a commendable job in updating policies and procedures to meet NHDOE compliance expectations and in providing leadership to the district.
- The Hudson School District leadership team has demonstrated a clear commitment to high learning standards for all students and to a system wide improvement process.

IEP Review Patterns

Challenges

- **Access to the General Curriculum** – There is a lack of access to general curriculum and instruction for some students with an IEP (e.g. Read 180 replaces core instruction, some students with IEP are pulled out of core instruction).
- Lack of *system* of tiered interventions for Tier 2 & 3
- Lack of consistent and protected 90 minute Language Arts block
- Lack of dedicated and protected time for planning, communication and collaboration among general, special education, related services and paraprofessional staff
- Lack of organized data teams at building and grade levels to analyze student outcomes and adjust instructional practices.

Challenges con't

- **Staffing patterns** – The limited number of Special Education teachers results in the need for individuals to be responsible for multiple grade ranges, curriculum contents and teachers which is neither efficient nor effective.
- No time to meet, plan, collaborate and provide feedback with paraprofessionals whose schedules does not allow for time before, during and at the end of the school day.
- Direct instruction is provided by non-HQT or certified staff for some students
- Lack of “push in” services by related services professionals. “Pull out” services are in part a result of staffing patterns and schedule.
- Lack of Guidance services to students (i.e. individual counseling)

Findings of Non-Compliance

- Not all IEPs had clear present levels of performance, measurable goals and objectives or benchmarks
- Not all students had evidence of specially designed instruction to address the unique needs and ensure access to the general curriculum
- Not all students turning 14 within the IEP year had transition service needs identified
- Learning Disability determination was not made based on district's LD policy. (Has been corrected 2012-2013)
- Not all students had full access to the general curriculum

What Results Are We Getting?

What are some possible reasons why?

Review of NECAP Data

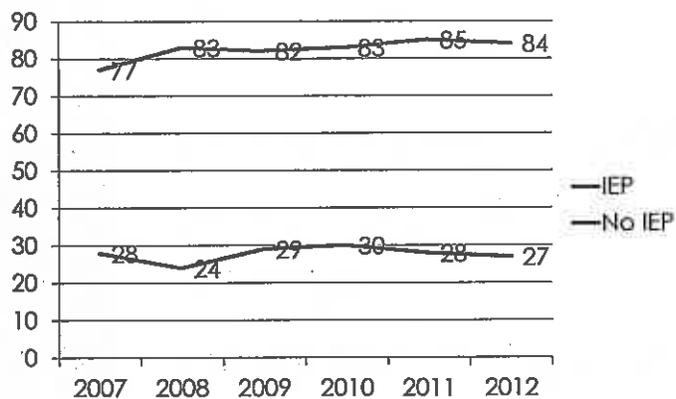


Let's take a look at Hudson NECAP data. Grades 3 to 8 and 11. Percent Proficient

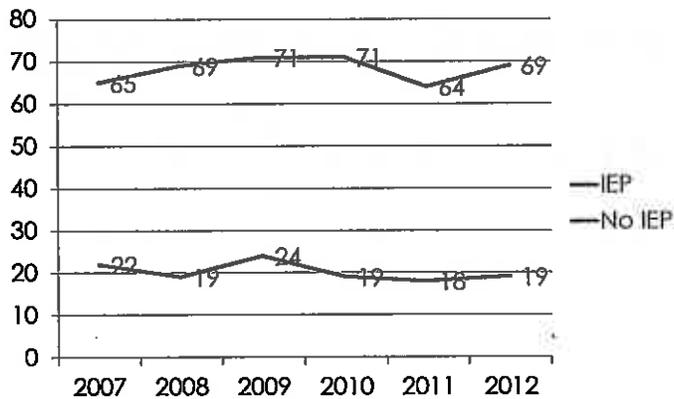


READING		MATH	
2012		2012	
Without IEP	IEP Students	Without IEP	IEP Students
84%	27%	69%	19%

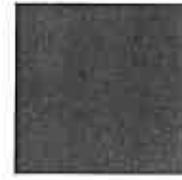
Reading Longitudinal (3-8, 11)



Math Longitudinal (3-8, 11)



Hudson FM Process Subcommittee Teams



- Assessment Planning (i.e. Universal Screening, Progress Monitoring, Diagnostics)
- Response to Instruction(RTI) Tiered System of Support (e.g. Tier 1 core instruction, Tier 2 targeted additional instruction for small groups of students, and Tier 3 intensive instruction for very small groups of 1 to 3 students with diagnosed learning needs)
- Data Teams – Use of data to inform instructional decisions

All Students



- **Universal School-wide Screening**
- **Progress Monitoring**
- **Data-Driven Decision Making Teams**
- **Systematic Tiered Instruction**

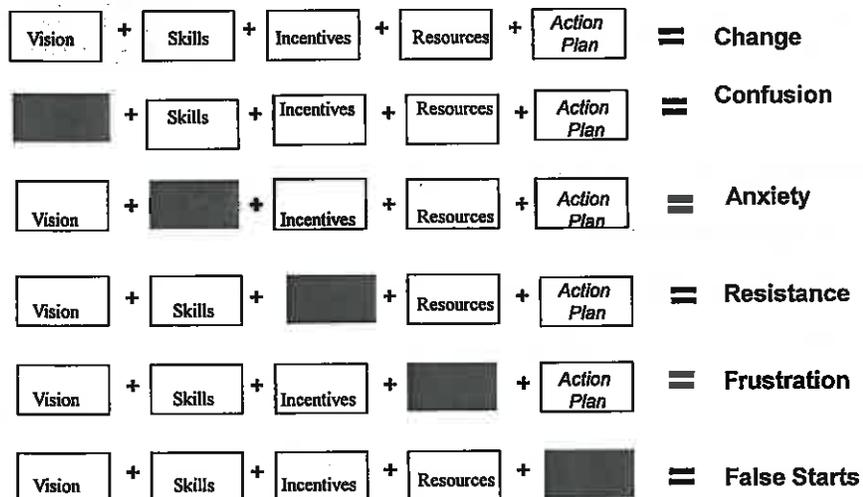
Abundant research and...

- School evidence suggest that setting (common) goals may be the most significant act in the entire school improvement process, greatly increasing the odds of success.

• Mike Schmoker

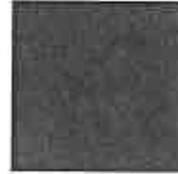
Consensus-Building Tool

Managing Complex Change



Adapted from Knoster, T.

Thank you



"The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us focus on what is vital – and to eliminate all of the extraneous distractions."

Jim Collins – Good to Great

**HUDSON SCHOOL DISTRICT
 FOCUSED MONITORING ACHIEVEMENT TEAM MEETING
 New Hampshire Department of Education & Bureau of Special Education**

**March 7, 2013
 8:00-11:00**

Research on Best Practices in Response to Intervention/Instruction

Essential Question: What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how will this gap be narrowed?

Time	Topic	Notes
8:00-8:15	Welcome, Goals for the day, PCI Feedback and Team Roles	<p>Goal for the year:</p> <ul style="list-style-type: none"> To determine the root causes of the achievement gap between students with disabilities and their non-disabled peers <p>To develop an action plan to address the root causes and narrow that gap</p> <p>Goals for the day</p> <ul style="list-style-type: none"> Hear updates and review PCI's from previous meeting Review Subcommittee workgroup findings and continue subcommittee work Determine Talking Points and Plan for Communication PCI Feedback Loop Team Roles – Time keeper, Recorder, Process Observer
8:15 - 10:30	Subcommittee Work	Subcommittees: Assessment (Screening and Progress Monitoring), Tiered System of Support, and Data Teams
10:30 - 10:45	Subcommittee Report Out	Initial Recommendations and Next Steps
10:45 - 11:00	Meeting Closure	<ul style="list-style-type: none"> Action items PCI Next Meeting Date

**Hudson School District –
Achievement Team Meeting**
Focused Monitoring Process Determine Effective Practices and Write a Plan- April
4, 2013



**Part 1: Welcome and Goals for
the Day**

“Greatness is not a function of
circumstance. Greatness, it turns out, is
largely a matter of conscious choice, and
discipline.” —

*Jim Collins, Good to Great: Why Some Companies Make
the Leap...And Others Don't*

Essential Question

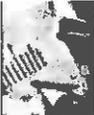
*What are the contributing factors to
the achievement gap between students
with disabilities and their non-disabled
peers, and how may this gap be
narrowed?*

FM Process Goals for the Year

- Align the FM Process with the work of the Hudson School District to leverage the greatest benefit
- Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers
- Develop an action plan to improve results for ALL students

Intended Outcomes for the Day

- Hear updates and review PCI's from previous meeting
- Subcommittee Report Out of Key Ideas
- Develop Draft FM Action Plan
- Determine Talking Points and Plan for Communication



Framing Thought

"Values provide the guidelines on how you should proceed as you pursue your purpose and picture of the future. They answer the question... "How?" They need to be clearly described so that you know exactly what behaviors demonstrate that the value is being lived. Values need to be consistently acted on, or they are only good intentions."

Ken Blanchard

Feedback Loop

- Review and Reaction to PCI's from March 7, 2013
- FM Meeting.
 - Positives
 - Concerns
 - Insights

Part II: Team Norms and Roles



Seven Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions

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Achievement Team Roles...

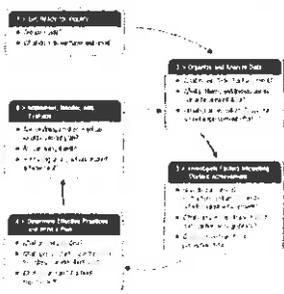
- Note Taker
- Time Keeper
- Process Observer
- Scribe
- Jargon Buster
- Historian (Year-long role)



Part III: Determine Effective Practices and Write a Plan



Cycle of Inquiry in the Schoolwide Improvement Process



Hudson Subcommittee Teams



Hudson Subcommittee Teams

Review of Findings and Recommendations:

- Assessment Planning (i.e. Universal Screening, Progress Monitoring, Diagnostics)
- Tiered System of Support (i.e. Tier I, II, III)
- Data Teams – Use of data to inform instructional decisions

Subcommittee Work Session

Subcommittees meet to summarize research and findings to date.

- Assessment Team
- Data Team
- RTI Team

Prepare to Report Out on:

- Key Findings
- Key Recommendations for FM Action Plan

All Students

- Universal School-wide Screening
- Progress Monitoring
- Data-Driven Decision Making Teams
- Systematic Tiered Instruction

Assessment Team

- Identify and recommend district wide Assessments to be implemented in Literacy and Numeracy for the purpose of:
 - Universal Screenings
 - Progress Monitoring
 - Diagnostic Assessments

Data Teams

- Identify and recommend district wide Data Team components to be implemented for the purpose of District, Building and Grade or Team Level data analysis.
- Include:
 - Assessment Schedules
 - Data Team Meeting Members
 - Data Team Meeting Schedule
 - Data Team Meeting Protocols and Process
 - Others as determined

Data Driven Decision Making Teams

- A problem-solving team is responsible for assessing the impact of the core instruction (Common Core State Standards) on student learning and the interventions to meet student needs. Diverse representation and collegiality are essential elements of a problem solving team.

System of Tiered Instruction

- Tier I – Primary for all students
- Tier II – Secondary for those students who are at-risk or require additional instruction designed to meet their needs (small group)
- Tier III –Tertiary for those few students who require intensive additional instruction designed to meet their needs. (very small one to three students)

Tiered Systems of Support

- Identify and recommend district wide Framework of Tiered System of Support to be implemented in Literacy and Numeracy.

Include framework components of:

- Tier I – All students
- Tier II – Targeted student needs (Sm. Grp. 3-5)
- Tier III – Intensive student needs (Sm. Grp. 1 to 3)

Report Out

- Report Out of Subcommittee Findings and Recommendations (5 minutes per group)

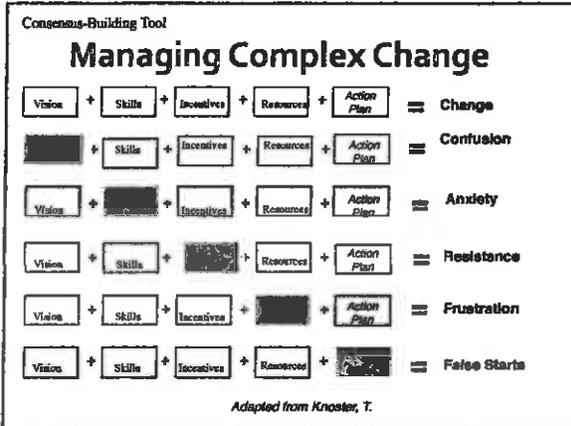
Hudson School District FM Goal

- "Abundant research and school evidence suggest that setting (common) goals may be the most significant act in the entire school improvement process, greatly increasing the odds of success."
- Mike Schmoker

Action Planning

- Goal
- Objective(s)
- Strategies
- Activities
 - Resources Needed
 - Person Responsible
 - Timeline
 - Monitoring of Implementation
 - Monitoring of Effectiveness







- "If you think you have buy-in, then chances are very high that you are not asking for a very significant change."
- Douglas Reeves

Action Planning by Subgroup

- Assign facilitator, note taker and timekeeper for each group
- Develop Action Plan Objective(s), Activities and Timeline
- Prepare notes for report out to large group

Report Out

- Report Out of Draft Action Plan

Goal -

- Objective
- Activities
- Resources Needed
- (Person Responsible)
- Timeline

Part VI: Plan for Communication, Wrap Up, Action Items



Plan for Communication

- Key Talking Points to Share with the Hudson School Community
- Who's Responsible for Communicating the Big Ideas?
- Who Needs to Know?
- By When?

Wrap - Up

Action Items

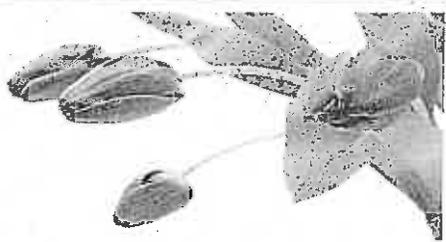
- PCI Evaluation
- Next Steps
- Next Meeting – May 9th 8:00 to 11:00
- Other?

Substantive and Lasting Change Will

ultimately require a transformation of culture, the beliefs, assumptions, expectations, and habits that constitute the norm for the people throughout the organization.”

— Jeffrey Pfeffer

**Hudson School District –
Achievement Team Meeting**
Focused Monitoring Process: Determine Effective Practices and Write a Plan – May
4, 2013



**Part 1: Welcome and Goals for
the Day**

“We don’t know what we don’t
know until we do what we don’t
usually do.” —

The Art of the Idea- John Hunt

Essential Question

*What are the contributing factors to
the achievement gap between students
with disabilities and their non-disabled
peers, and how may this gap be
narrowed?*

FM Process Goals for the Year

- Align the FM Process with the work of the Hudson School District to leverage the greatest benefit
- Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers
- Develop an action plan to improve results for ALL students

Intended Outcomes for the Day

- Hear updates and review PCI's from previous meeting
- Review the DRAFT action plan for Hudson
- Generate timelines for the activities included in the action plan
- Generate appropriate measures to be used monitor the implementation
- Determine Talking Points and Plan for Communication



Four Questions:

1. What is it we want all students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?
2. How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?
3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
4. How will we enrich and extend the learning for students who are already proficient?

DuFour

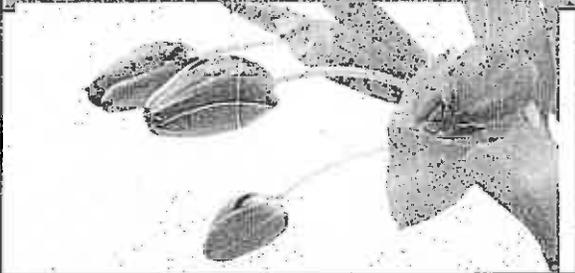
Collaborative and Collegial Data Teams

- DuFour's "If/then" statements include this one:
- "If we are to be a school that ensures high levels of learning for all students, then we must monitor each student's learning on a very timely basis using a variety of assessment strategies and create systems to ensure they receive additional time and support as soon as they experience difficulty in their learning."

Feedback Loop

- Review and Reaction to PCI's from April 4, 2013
- FM Meeting.
 - Positives
 - Concerns
 - Insights

Part II: Team Norms and Roles



Seven Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
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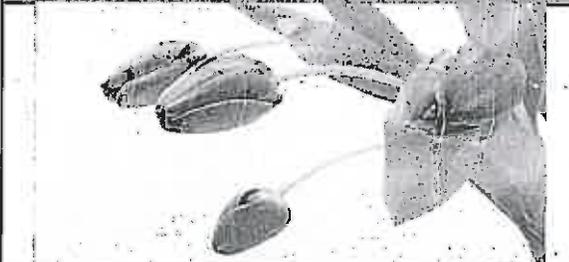
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Achievement Team Roles...

- Note Taker
- Time Keeper
- Process Observer
- Scribe
- Jargon Buster
- Historian (Year-long role)



Part III: Determine Effective Practices and Write a Plan



Hudson School District FM Goal

- By September 2014, the Hudson School District students will demonstrate improved achievement in reading and math through the implementation of a Response to Instruction (RtI) Framework including:
 1. Implementation of a universal screening tool K-10 grade
 2. Provision of professional development for all Hudson School Staff (who work with students) in the interpretation and instructional use of data, and differentiation of instruction to meet the identified needs of all students.

Identification of projected growth targets will be determined in the fall of 2013 based on baseline data from the STAR assessments.

Hudson Subcommittee Teams

Review of Draft Action Plan and prepare to report out on:

- Does the DRAFT action plan align with the discussion from group meetings?
- What appears to be missing from the action plan that was vital in subcommittee conversations?
- What is included that may not be a necessary (or priority) activity?
- Are the objectives and associated activities/strategies reasonable to address the achievement gap between students with disabilities and their non-disabled peers.

Consensus-Building Tool

Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Change
Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Confusion
Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Anxiety
Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Resistance
Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	Frustration
Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	False Starts

Adapted from Knoster, T.

Subcommittee Report Out

Prepare to Report Out on:

- Key Recommendations for FM Action Plan
- What's Missing?
- What can be eliminated?
- How does this plan specifically address the achievement gap for students with disabilities.

TAKE A BREAK

"We cannot solve our problems with the same thinking we used when we created them. Albert Einstein



Action Planning continued

Group work:
Objective 1 and 2

1. Resources
2. Responsible person
3. Monitoring of Implementation of Activities
4. Monitoring of Evaluation of Effectiveness of Activities

Timeline – Create coherence by organizing the implementation of activities.

Subcommittee Report Out

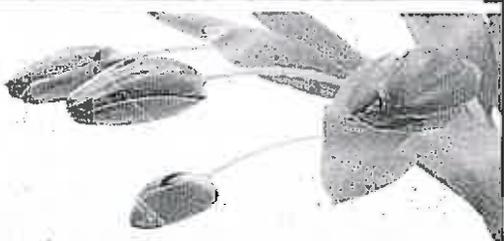
Prepare to Report Out by groups on:
Objective 1 and 2

1. Resources
2. Responsible person
3. Monitoring of Implementation of Activities
4. Monitoring of Evaluation of Effectiveness of Activities

Timeline of Activities

- "If you think you have buy-in, then chances are very high that you are not asking for a very significant change."
- Douglas Reeves

Part VI: Plan for Communication, Wrap Up, Action Items



Plan for Communication

- Key Talking Points to Share with the Hudson School Community
- Who's Responsible for Communicating the Big Ideas?
- Who Needs to Know?
- By When?

Wrap - Up

Action Items

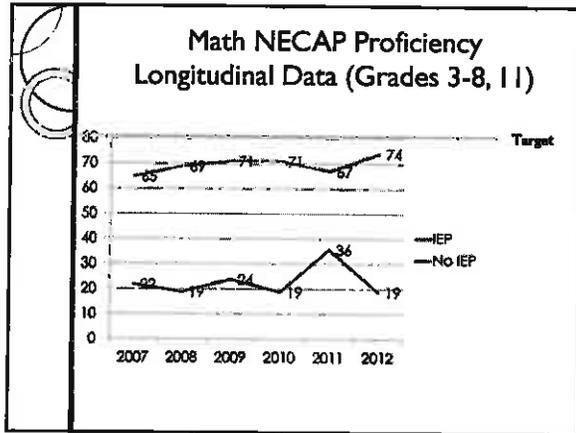
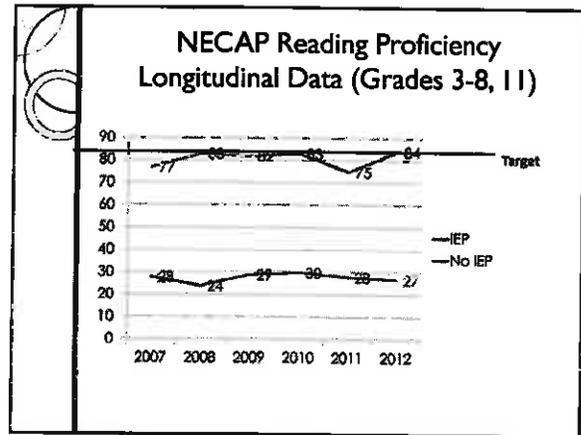
- PCI Evaluation
- Next Steps
- Other?

Substantive and lasting change will ultimately require a transformation of culture—the beliefs, assumptions, expectations, and habits that constitute the norm for the people in and outside the organization.

Hudson School District

Jeanne Saunders, Director of Special Services
Mary Levesque, Reading Specialist
Jake Richard, Math Teacher

May 16, 2013



Organization/Structure:

- SERESC consultants and SAU admin would meet to develop agendas, review PCI's, and discuss global district information (once a month)
- July/August: Determined schedule for the year, location for meetings, how to spend grant funds, & ordered books
- Achievement Team (35 members)
 - SAU administrators, principals, special education administrators, teachers, paraprofessionals, parents, & a school board member
 - Met once per month (3 hours or 6 hours)
 - Each meeting we chose roles, two norms, reviewed the PCI, and followed a decision making protocol
 - Each meeting concluded with talking points

How did we focus the FM process?

- Analyzed the data
- Made predictions: Why the gap?
 - Brainstormed possible reasons for the gap
- Drew conclusions
 - Lack of a systematic, consistent response to instructional needs: reading and math
 - Lack of consistency between elementary schools
 - Need for assessments that provided meaningful data

What impact did the FM process have on our school district?

- Unified achievement team
- Shared vision for student achievement
- Re-alignment of elementary resources
- Community awareness of achievement gap
- Research-based assessment tool
- Identification and conversation about research based practices
- Identification of district needs:
 - Staffing
 - Parent group



District-Wide Goal

By June 2015, the Hudson School District students will demonstrated improved achievement in reading and math through the implementation of a Response to Instruction (RTI) framework including:

- implementation of a universal screening tool in grades K-10;*
- provision of professional development for all Hudson School District staff who work with students in the interpretation and instructional use of data; and*
- differentiation of instruction to meet the needs of disabled students and their non-disabled peers.*



Moving forward...

- Professional Development (FY14 – FY15)
- Implement STAR assessment (FY14)
- Formalize RTI process (FY14)
- Devise schedules for teachers to collaborate and analyze data (FY14)
- Implement RTI process (FY15)

NHDOE Special Education Focused Monitoring

FM IEP Review Process

Guidelines

2012-2013

Purpose

The Focused Monitoring IEP Review Process is designed to help teams examine the IEP for educational benefit and compliance. The review is based on the fact that the IEP is the foundation of the special education process and that adherence to state and federal regulations ensures that all children with disabilities, ages 3-21, are afforded a free, appropriate public education (FAPE) and the opportunity to learn in the least restrictive environment (LRE). The IEP Review is inclusive of those students participating in the Alternative Learning Progressions (NH-ALP).

General and special educators are provided with an opportunity to collaboratively review a sample of student IEPs to determine if the documents include the following information:

- Student's present level of performance related to academic achievement and functional performance (as appropriate) as well as the impact of the student's disability on his/her learning.
- Degree of access, participation, and progress in the general curriculum and evidence thereof (progress reports, report cards, IEP narratives, district/state test results, therapy logs, etc)
- Measurable annual goals and objectives or benchmarks related to specific student needs in the general curriculum and other areas
- Instructional strategies, interventions and supports and services identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum, instruction and assessment
- Revision of goals and/or objectives/benchmarks in response to student progress or lack of progress
- Relevance of IEP goals and objectives/benchmarks to the general education curriculum, instruction and assessment practices
- Three-year retrospective review of the student's progress toward key IEP goals and the documented evidence of student gains
- Appropriate information regarding Transition Planning (ages 14 and 16 respectively) and supports and services including Measurable Post-secondary Goals
- FAPE: evidence that the student with a disability is receiving the supports and services called for by the IEP (Medicaid logs, attendance records, therapist notes, progress reports, etc)

- LRE: evidence that the student with a disability is receiving special education and other services in the Least Restrictive Environment (educated to the maximum extent appropriate with non-disabled peers) and EVIDENCE that the IEP team has discussed this and made an informed decision to this end (meeting minutes, evaluations, other documents, etc)

Any student specific findings of non-compliance determined through the IEP review process will need to be corrected by the LEA immediately upon notification and evidence of those corrections provided to the NHDOE Focused Monitoring Team

Intended Outcome

A process of improved communication and collaboration among general and special educators, parents and students in the development, implementation and monitoring of IEPs collaboratively designed for educational benefit in the least restrictive environment in full compliance with state and federal special education regulations

**New Hampshire Department of Education
Educational Benefit Compliance Process**

Focused Monitoring IEP Review	Activity	Process
Selection of students/IEPs	<p>Identify a sample of IEP students per building. In addition,</p> <p>A specific number of Transition IEPs must be reviewed as well. Transition IEPs are reviewed for students who will turn 16 years during the duration of the current IEP or older</p>	<ul style="list-style-type: none"> ▪ Within the relevant subgroups, randomly select a minimum of two student IEPs per building for review. ▪ Transition IEPs: Follow NHDOE guidelines for number of Transitional IEPs to be reviewed: District Enroll: less than 4,000:10 files; less than 11,499: 15 files; 12,000 or greater: 20 files. ▪ Criteria for selection of students will include: number of schools in the district, enrollment numbers in each school, number of special education programs in each school, number of special education staff and special education case managers, duration of students' time in district, type and degree of disability, number of preschool students with IEPs, age/grade of students, number of students participating in alternative assessments (ALPs). Students placed out of district and in Charter Schools will also be considered
Parent Notification	<p>The district will notify the parents of the selected students that their child is part of a NHDOE random selection group</p>	<ul style="list-style-type: none"> ▪ Modify the sample letter and send to parents.
Training	<p>Prepare for a neutral and consistent IEP Review process</p>	<ul style="list-style-type: none"> ▪ Identify the general and special educators who currently provide services to the selected students; building administrators will also be included ▪ Provide training prior to the IEP Review that includes the rationale for IEP review process and the tools/templates to be used.
Preparation	<p>Arrange for IEP Reviews</p>	<ul style="list-style-type: none"> ▪ Schedule a time and place for the IEP Review to take place, allowing approximately three hours for each one. ▪ Arrange for class coverage as necessary for the participants. ▪ Gather the relevant materials, e.g. student files, NECAP scores, progress reports, report cards, portfolios, individual evaluations, therapy logs, IEP team meeting minutes, Medicaid logs, etc. ▪ Prior to Review day, prepare brief student profile in the IEP Review Data Collection Form. ▪ Make copies of the IEP Review Data Collection Form and student IEPs for the current and past two years. ▪ Plan for refreshments/lunch etc. as necessary.
Data Collection	<p>Conduct a neutral and consistent IEP Review process focusing on provision of free appropriate public education (FAPE) in the least restrictive environment (LRE)</p>	<ul style="list-style-type: none"> ▪ Review the goals of the process and the tools to be used and completed with the IEP Review team. ▪ Emphasize the expectation for a neutral review of the present IEP as well as the 3 year look- back. ▪ Facilitate the IEP Review process using the IEP Data Collection Form as a guide.
Summary of Findings	<p>Report findings to the Achievement Team and NHDOE</p>	<ul style="list-style-type: none"> ▪ Summarize the findings at the end of the IEP Reviews. ▪ Provide the summary to the district's Achievement Team. ▪ Report areas of non-compliance for immediate correction by LEA

FOCUSED MONITORING IEP REVIEW FAQ

1. Are all IEPs required to have measurable goals?

Yes. Each IEP shall have measurable annual goal(s) that meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability. The goal should include:

- A statement of the child's present levels of academic achievement or functional performance (baseline)
- What is the expected level of achievement (target)
- How progress will be measured, and
- What is the timeframe (by when)
- **EXAMPLE** - By June 15, 2013, when presented with second grade level text, Sara will read 96 words per minute with 5 or fewer errors.

2. Are all IEPs required to have BOTH academic and functional goals?

No. All IEPs must have ACADEMIC goals. FUNCTIONAL goals are required only if the student's disability impacts the student's ability to function in the educational setting.

3. Are "functional skills" narrowly defined as daily living skills or are they broader?

"Functional skills" is not a term used in the federal law except once in the context of using communication devices for students with cognitive disabilities in Section 674.

The definition of functional performance and functional goals according to Bureau Memo FY 06 #14 is:

"Functional Performance"

Functional performance means how the child demonstrates his/her skills and behaviors in cognition, communication, motor, adaptive, social/emotional and sensory areas.

"Functional Goals"

Functional goal means a measurable outcome that is developed by the IEP Team to address a need detailed in the analysis of the student's functional performance.

4. How can we write measurable goals for social/emotional or behavioral skills?

Social/emotional or behavioral goals are considered "functional" goals. The IEP Team will determine what the specific skill(s) need to be addressed in the IEP, either reduced or increased. That skill will be assessed at the outset of the IEP for a baseline. Once the team determines what the target level is the goal can be stated as follows: "Given twice weekly guidance counselor intervention, Billy will reduce his distracting behaviors as observed by the classroom teacher from 10 events in a 30 min period to 2 events by June, 2013." A rubric or teacher-made check list can be used to gather data and administered as frequently as the team determines is necessary. Data from the rubric will be used to monitor progress on the goal.

FOCUSED MONITORING IEP REVIEW

FAQ

- 5. Does the district need to obtain permission from parents to review student IEPs as part of the Focused Monitoring process?**

Parents of students whose IEPs have been randomly selected to be reviewed are notified using the sample letter found in the NHDOE Focused Monitoring Application. Districts do not need to get parent permission for the IEP Review since it is a Federal requirement to monitor and approve special education programs, and the IEP Review is a component of NH's special education programs monitoring and approval system. In addition, the purposes of the IEP Reviews are to improve the capacity of the district in the development and implementation of IEPs and to determine the levels of compliance. At no time during the IEP Reviews, since the review group is not the IEP Team, are decisions made to change any part of an individual student's IEP. If any changes are determined to be necessary a properly constituted IEP team meeting shall be convened by the district.

- 6. Who's responsible for providing feedback to the parents about their child's IEP Review?**

The district is responsible for providing feedback on the IEP Review Process with the parents of the students' whose IEPs are reviewed as part of the process.

- 7. When is it required to include benchmarks or short-term objectives in a student's IEP?**

IDEA '04 requires that IEPs of students taking the NH Alternate Learning Progressions (ALPs) have benchmarks or short-term objectives that are based on alternate achievement standards. In addition, the NH Rules state that the IEP must contain "Short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals." Ed 1109.01 (a) (6) and (7/CFR 300.320). If a parent determines that objectives/benchmarks are unnecessary, IEP team meeting minutes should reflect that discussion.

- 8. Can an annual goal be considered measurable if it is a general statement and the objectives are written in measurable terms?**

No. Annual goals must be written in measurable terms (see question # 1). In making this decision, the teams can consider the present level of performance as part of the goal, as it describes the baseline from which the student is expected to progress. The goal must also include a target. [Objectives cannot be used to make the goal "measurable" ("as measured by the objectives below"). Objectives are the steps taken to meet the overall goal and represent the intermediate knowledge or skill that must be learned in order for the student to achieve the goal. Benchmarks which may be used in lieu of objectives are the major milestones that the student will demonstrate that lead to achieving the annual goal.]

- 9. Will an IEP meet compliance requirements if some but not all of the goals are written in measurable terms?**

No. IDEA and NH Rules require that all goals be written in measurable terms. (Ed 1109.01/34CFR300.320)

- 10. Are students required to attend their IEP meeting?**

No. The student is not required to attend the IEP meeting. However, Ed 1103.1 IEP Team (a) states that "Whenever appropriate, the child with a disability" is a part of the IEP Team.

FOCUSED MONITORING IEP REVIEW FAQ

In addition, (1) the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b). (2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

Also in attendance when Transition Services are being considered:

(3) To the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

11. At what age must transition planning begin?

IDEA 04 requires that transition planning begin at age 16. The **NH Rules** require transition planning to begin at age 14. Ed 1109.01(a)(10). The Plan resulting from this must be in the IEP that is in effect when the child turns 14 or 16 respectively. Transition planning for the student who is or is turning 14 years during the duration of the IEP must include a statement of the transition service needs of the student. For the student who is or turns 16 years during the duration of the IEP Transition services must meet the requirements of 34CFR 300.43 and 34CFR 300.320(b)

12. What is the citation in the NH Rules regarding a student who is not making periodic/yearly progress (e.g. revisions to IEP, changes in services and/or instruction, etc.)?

Ed 1109.01 (a) Elements of an Individualized Education Program

(8) A statement of how the child's progress toward meeting the annual goals shall be provided to the parents,

(9) A statement of how and how frequently the child's progress toward meeting the annual goals will be measured and whether progress is sufficient to achieve the annual goals by the end of the school year.

Also,

Ed. 1109.03(d) The IEP shall be reviewed at least annually and, if necessary, revised. If a student is not making adequate progress on annual goals, the IEP team should meet to review and, if necessary, revise the goals as indicated by the child's performance.

13. What is the requirement for documenting and monitoring the implementation of special education and/or related services?

Ed 1109.04 Copies of the IEP and Evidence of Implementation

(b) The LEA shall maintain written evidence documenting implementation of the IEP, including, but not limited to, the following:

- (1) All special education and related services provided;
- (2) Any supplementary aids and services provided;
- (3) Programs modifications made; and
- (4) Supports provided for school personnel implementing the IEP.

FOCUSED MONITORING IEP REVIEW

FAQ

Ed 1109.06 Monitoring and Annual Review of IEPs

(a) The LEA shall develop and implement procedures to monitor the implementation of IEPs. The IEP team may be reconvened at any time to review the provisions of the IEP.

14. What are the State Performance Plan (SPP) and Annual Performance Report (APR)?

The New Hampshire Department of Education is required by Federal Law to monitor and report annually on the 20 Indicators of the State Performance Plan (SPP). The yearly reporting from the NHDOE to the Feds is the Annual Performance Report (APR). Each district must report on their SPP Indicators to the Bureau annually. The 20 indicators of the SPP follow:

Indicator 1 - Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Indicator 2 - Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Indicator 3 - Participation and performance of children with disabilities on statewide assessments.

Indicator 4 - Rates of suspension and expulsion.

Indicator 5 - Percent of children with IEPs aged 6 through 21:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; or
- C. In separate schools, residential facilities, or homebound/hospital placements.

Indicator 6 - Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers.

Indicator 7 - Percent of preschool children with IEPs who demonstrate improved outcomes.

Indicator 8 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 9 - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10 - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11 - Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

Indicator 12 - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 13 - Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

FOCUSED MONITORING IEP REVIEW

FAQ

Indicator 14 - Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Indicator 15 - General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

Indicator 16 - Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

Indicator 17 - Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer.

Indicator 18 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

Indicator 19 - Percent of mediations held that resulted in mediation agreements.

Indicator 20 - State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

15. How do we define “access to the general curriculum”?

“Access to the general curriculum” means that students with educational disabilities are receiving instruction based on the “core” content – that is the content that all other children are receiving – and that they are actually participating and making progress in the curriculum. “Making progress” in the curriculum means that there is EVIDENCE of their improved learning. True “access to the general curriculum” assures FAPE in the Least Restrictive Environment (LRE)

16. Is parent involvement in the special education process required by state and federal special education regulations?

Parents (or guardians or the child if he/she is over 18 years) are required to be involved in the development of the IEP, give express written permission for individual evaluations, and sign off on the IEP and placement. Research tells us that students whose parents are involved in their education and in the activities of the school community benefit greatly and maintain improved academic and social performance.

17. Are “supplementary aids and services” in the IEP required to be connected to special education services and/or classroom activities?

Yes. Supplementary aids and services, which include accommodations and modifications, are designed to assist the student to benefit from his/her special education services as well as in the classroom. The delivery of appropriate aids, services, accommodations and modifications enable the student to participate successfully in the Least Restrictive Environment (LRE).

FOCUSED MONITORING IEP REVIEW

FAQ

18. When the IEP asks, “What is the explanation of the extent, if any, to which the child will not participate with non-disabled peers in the regular classroom...”, is it sufficient to state, for example, that he/she is receiving speech therapy or individual tutoring?

No. This question addresses whether the child’s placement was made in accordance with the federal standard (34CFR 300.114) of receiving FAPE in the Least Restrictive Environment. It is necessary to describe “why” the child is removed, not “what” the child is doing while he/she is out of the regular classroom. Evidence must exist of the IEP team’s discussion regarding the student’s placement in the Least Restrictive Environment.

19. What is required when the IEP team “progress monitors” a student’s IEP?

Data from assessment on goals progress should be reviewed. If progress is satisfactory and determined to be sufficient to meet the goals at the end of the year, no changes are necessary. If progress on goals is not satisfactory or insufficient to meet the annual goals, the IEP team must address the student’s inadequate progress. Such steps may include placement changes, increase or modification of aids and services, changing instructors or location of instruction. Any changes must be documented in IEP team meeting minutes and in a revised IEP.

20. What does “reasonably calculated to provide educational benefit” mean?

There must be a direct connection between the child’s needs and the components of the IEP: evaluations, present levels of performance, annual goals, supports and services, etc. The monitoring process must determine with the regularity established by the team, whether the child is making adequate progress. If not, adjustments must be made to assure that the child continues to move forward. (See question #20). Loss of any of these components could result in the district’s failure to provide FAPE in the LRE.

The Focused Monitoring IEP Review 2012-2013



Compliance and Results- Driven Accountability

Intended Outcomes of Today's Session

- ✦ Provide overview of the NHDOE Focused Monitoring Process
- ✦ Introduce the purpose, process and tools used in IEP Review Process

An Historical Perspective

with an evolving ending...



The Evolution of Special Education

Distinct eras of special education emerge:

- ✓ 1980's
"Catch up" and refinement of PL 94-142
- ✓ Early 1990's
Solidify "Separate System"



The Evolving Special Education

The Inclusion Years – Mid 1990's

- Assessments and accountability "hit" schools and general education teachers begin to lose control over curriculum and pedagogy
- Inclusion remains the dominant focus within special education and keeping students with disabilities in the "taught" curriculum is the policy goal
- Special Educators maintain control over special education through the IEP
- Participation in state assessments emerges as a policy goal not a means to an end for special education

Evolving Special Education

The NCLB Years 2001 – present

- Accountability "hits" special education and...
- Improving test scores not just policy goal
- Special educators sense a loss of control over the IEP
- Tension between individual vs. school accountability and improvement emerges and
- Special education begins to grapple with its identity

Margaret J McLaughlin in "The School as the Unit of Improvement: Moving Beyond the IEP"

We've learned that

Good general education is necessary but not sufficient. Schools must also have...

- Strong curriculum aligned with standards
- Effective Instruction
- Use of Formative Assessment and Student Assessment Data
- Positive School Climate
- Effective School Leadership
- Family/Community Engagement

Students with IEPs

must have access to, participate in, and demonstrate progress within the general education curriculum, thereby improving student learning



What is Curriculum "Access"?

- ✓ The focus of special education is to support the student's learning of important knowledge, skills, and processes.
- ✓ Special education must be organized as a curriculum support ...not simply reactive to individual needs

To provide real access to the general education curriculum ...

Teachers must understand the "intended" curriculum as distinguished from the "taught" curriculum AND IEPs must align with the intended curriculum and goals must reflect a systematic scope and sequence of knowledge domain."

Margaret J. McLaughlin, 2006

OSEP



"The educational outcomes of America's children and youth with disabilities have not improved as much as expected, despite significant federal efforts to close achievement gaps through federal programs such as *No Child Left Behind* and the *Individuals with Disabilities Education Act (IDEA)*." April 5, 2012

NH's Focused Monitoring Model

Designed to respond to the shift in emphasis toward improved educational results and functional outcomes.



Focused Monitoring in NH

- ✓ Key Performance Indicator - Achievement Gap between students with and without disabilities
- ✓ Six selected NH districts (2012-2013)
- ✓ Aligned the SINI/DINI/FM process
- ✓ Collaborative team approach
- ✓ Includes IEP Compliance Review
- ✓ Results in Improvement Plans for schools

The IEP Review

The goal is to ensure children and youth with disabilities ages 3-21 are afforded a free appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE).

IEP Review Process is designed to:

- ✓ help teams examine the IEP for compliance with federal and state regulations
- ✓ determine whether the IEP contains the required elements and
- ✓ assess if the IEP is reasonably calculated to provide educational benefit

The IEP

should be understandable to a broad audience, and a helpful tool in understanding the child's disability, the impact of the disability, and how the school will address this impact.



“It is essential that...

general and special education teachers be clear about the core and essential knowledge that is the object of the particular lesson. Both teachers need to be focused on the key curriculum goals that the students are expected to learn.”

Margaret J. McLaughlin, From *What Every Principal Needs to Know About Special Education*, 2009

IEP Review Guidelines

- ✓ Selection of IEPs
- ✓ Training and preparation
- ✓ Conducting the review
- ✓ Summarizing the findings



The IEP Review

- ✓ District-wide collaborative IEP review conducted by building level general and special educators and visiting team members.
- ✓ In-depth analysis, including a three year look back, of randomly selected IEPs representative of programs, disabilities, grades etc.

FOCUSED MONITORING IEP REVIEW DATA COLLECTION FORM

PLANS COMPLIANCE DATA FOR COMPREHENSIVE IEP REVIEW
FOCUSED MONITORING IEP REVIEW
DATA COLLECTION FORM
FOR DISTRICTS PARTICIPATING IN THE
FOCUS ON MONITORING AND SPECIAL EDUCATION ALIGNMENT PROJECT

SCHOOL:	DISTRICT:	DATE:	ASSESSOR:

PLEASE PRINT NAME OF ALL COLLABORATIVE TEAM MEMBERS

Name	Position	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)
NAME	POSITION	Building Level	or	Visiting (circle one)

Public Service Districts Assisted by Project 3491-01-02 2-3

IEP Data Collection Form

Student Profile

- educational history
- unique characteristics
- relevant medical history
- grade/age of identification
- length of time in current district
- support programs
- retention, grades
- assessment performance
- attendance
- discipline needs
- why this student's IEP was chosen for review in the selection process



IEP Data Collection Form

- Determination of Eligibility
- Present Levels of Academic Achievement and Functional Performance
- Measurable Goals/Benchmarks
- Transition Needs and Services
- Measuring Progress



IEP Data Collection Form

- Accommodations and Modifications
- Special Education and Related Services
- Placement in the Least Restrictive Environment
- Longitudinal Review
- Conclusions



IEP Review Results

- ✓ Child specific findings of non-compliance are corrected immediately.
- ✓ System wide findings of non-compliance are corrected within one year.
- ✓ Patterns and themes of effective practice as well as areas in need of improvement by building and district-wide are identified as data to inform the FM Process.

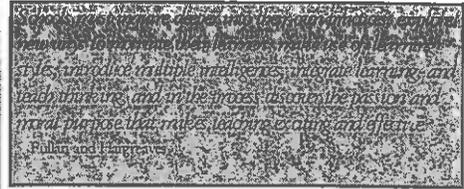
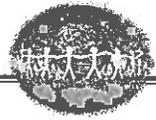


Nuts and Bolts

Each IEP Review takes approximately 3 hours

To Do:

- ✓ Copies of current IEP for each team member
- ✓ Make available two previous IEPs to share
- ✓ Have student file available for the review
- ✓ Complete pages 13-14 on the IEP Review Template (Longitudinal Review)
- ✓ Arrange for substitute coverage
- ✓ Have drinks and food available for team
- ✓ Arrange for a comfortable work space



Building Level Compliance Summary of IEP Review Process

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
NEW HAMPSHIRE DEPARTMENT OF EDUCATION
FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS

Tally the Yes/No responses from all IEP Review forms for #'s 1-10 below and summarize the main points from the narratives.

Name of school/district:	Number of IEPs reviewed:	Dates of reviews:		NHSEIS/ SPEDIS #
		Yes	No	
A "No" will indicate a finding of noncompliance				
1. Was there evidence that all elements of the-determination of eligibility were met (page 3, Section - Determination of Eligibility, Questions 1-4)?				
2. Is there a statement of how the child's disability affects the child's involvement and progress in the general education curriculum? For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities (page 4, present levels of academic achievement and functional performance, question 3)?				
3. Is there evidence that measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum (aligned to NH Curriculum Frameworks/Common Core State Standards CCSS), were included in the IEP (page 6, section - measurable goals and benchmarks/objectives, Evidence Statement)?				
4. Do the measurable annual goals contain baseline and criteria for measurable and achievable progress (Page 5, Section - Measurable Goals and Benchmarks/Objectives, Question 2; Preschool, p. 5, #4)?				
5. For preschool programs, has the district developed a written early transition process including an interagency agreement for children exiting ESS (Page 6, Section - Measurable Goals and Benchmarks/Objectives, Question #14)?				
6. If the student is 16 or older during the current IEP, does the IEP meet the requirements of Indicator 13 (Page 7, Section - Transition Checklist, Question #9)?				
7. Is there evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP (Page 8, Section - Measuring Progress, Questions #5, Preschool, p. 7, #5)?				
8. Is there evidence that there are accommodations and/or modifications in the IEP that are critical to enabling the student to access and progress in the general education curriculum and nonacademic/extra curricular services (page 9, section - accommodations and modifications, #1)?				
9. Is there evidence that special education, related services and/or supplementary aids and services are provided to				

Building Level Compliance Summary of IEP Review Process

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT NEW HAMPSHIRE DEPARTMENT OF EDUCATION FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS

<p>enable the student to advance appropriately toward attaining annual goals and have access to, participate and make progress in general education curriculum and are reasonably calculated to provide educational benefit (<i>page 10, Section – Special Education and Related Services</i>)?</p>			
<p>10. Is there evidence that the school district has ensured that to the maximum extent appropriate the student is educated with children who are non-disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (FAPE in the LRE) (<i>page 11, section – placement in least restrictive environment</i>)?</p>			
<p>Discussion Summary</p>			
<p>1. How do you plan to use this IEP Review Process to improve IEP development and implementation in your district? Please consider regular education and special education collaboration in IEP development, student participation in RTI/MTSS, standards based and measurable goals, use of data to measure progress, access and participation in the general education curriculum.</p>			
<p>2. Are annual proficiency levels/target goals standards-based (NH Curriculum Frameworks/CCSS)?</p>			
<p>3. Does this year's goal reflect last year's progress (e.g., more complex goal(s), address needs commensurate with the progress and present levels of performance)?</p>			
<p>4. How will the school further explore the factors that have impacted poor scores for individual students on state assessments and in the general education curriculum?</p>			

Building Level Compliance Summary of IEP Review Process

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
NEW HAMPSHIRE DEPARTMENT OF EDUCATION
FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS

Considering the responses above , please summarize below the building level patterns and trends.

Strengths

Suggestions

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

**USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
 FOCUSED MONITORING IEP REVIEW
 DATA COLLECTION FORM
 NEW HAMPSHIRE DEPARTMENT OF EDUCATION
 FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS**

Student:	DOB:	Disability:	NHSEIS #:
School:	District:	Grade:	Date:

CLEARLY PRINT NAMES OF ALL COLLABORATIVE TEAM MEMBERS

Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)
Name:	Position:	Building Level	or	Visiting	(circle one)

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

Focused Monitoring (FM) is a two year district improvement process aimed at reducing the achievement gap between students with disabilities and their non-disabled peers while raising student achievement for all students. The purpose of FM is to ensure that children and youth with disabilities ages 3-21 are afforded a free appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE). FM ensures that students with disabilities have access to, can participate in, and can demonstrate progress within the general education curriculum, thereby improving student learning.

The IEP Review Process is designed to help teams examine the IEP for compliance with federal and state regulations and educational benefit. Ultimately, teams will determine whether the IEP contains the required elements, if it is reasonably calculated to provide educational benefit and whether the IEP is useful.

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

Please provide a profile of the student, including his/her history, unique characteristics, relevant medical history, grade/age of identification, length of time in current district, support programs, retention, grades, assessment performance (e.g. NWEA, other district wide assessments, individual evaluations, classroom formative and summative assessments, etc.), attendance, discipline needs, etc. Also include any classroom teachers' input, patterns discovered and why this student's IEP was chosen for review in the selection process.

DETERMINATION OF ELIGIBILITY

	YES	NO	N/A
1. Upon completion of assessments, did a group of qualified professionals and the parents determine that the child is a child with a disability ¹ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there evidence to support that the determination was not based on lack of appropriate instruction in reading or math or limited English proficiency ² ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there evidence that the team drew upon, carefully considered and documented information from a variety of sources including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If the team determines that the student is identified with a Specific Learning Disability, what evidence does the team have that the determination was based on the district's LD Evaluation policy ³ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Provide evidence regarding the determination of eligibility to support questions 1-4 above (e.g. Evaluation Report, Document of Determination of Eligibility, Written Prior Notice).</i>			

¹ ED 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 Determination of eligibility

² ED 1107.01(a) Evaluation 34 CFR 300.306(b)(1) Determination of eligibility

³ ED 1107.02(b) Evaluation Requirements for Children with Specific Learning Disabilities; 34 CFR 300.307 Specific learning disabilities

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE⁴

The purpose of the student profile is to provide essential information about the student that was used to support the decision to provide the special education program and services.

	YES	NO	N/A
1. What is the evidence that the following sources were used to assess the student's present levels of academic achievement and functional performance ⁵ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Initial evaluation			
• 3 year re-evaluation			
• State assessments			
• District-wide assessments			
• Classroom based assessments			
• Formative assessments (e.g. student work/portfolio)			
• Other, including observation or other special factors			
2. Were a variety of sources used for decision-making when developing the IEP ⁶ (e.g. aptitude and achievement tests, parent input, teacher's recommendations, information about the child's physical condition, social or cultural background, and adaptive behavior)?			
3. Is there a statement on how the child's disability affects the child's involvement and progress in the general education curriculum ⁷ ?			
4. In developing each child's IEP, did the IEP team consider: ⁸			
• The strengths of the child?			
• The concerns of the parents for enhancing the education of their child?			
• The results of the initial or most recent evaluation of the child?			
• The academic, developmental, and functional needs of the child?			

Provide the evidence that was used to support the decision to provide the special education program and services.

⁴ 34 CFR 300.301 Initial evaluations; 34 CFR 300.304 Evaluation procedures; 34 CFR 300.305 Additional requirements for evaluations and reevaluations; 34 CFR 300.306 Determination of eligibility; 34 CFR 300.310 Observation; 34 CFR 300.320 Definition of IEP; Ed 1107 Evaluation ; Ed 1109 The individualized education program

⁵ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

⁶ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

⁷ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures

⁸ Ed 1107.1 Evaluation; CFR 300.304 Evaluation procedures; CFR 300.305 Additional requirements for evaluations and reevaluations; CFR 300.306 Determination of eligibility

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

MEASURABLE GOALS AND BENCHMARKS/OBJECTIVES⁹

	YES	NO	N/A
1. Is it clear that there is a relationship between the goals and student's needs, resulting from his/her disability, as described in the present levels of performance?			
2. Does the IEP include present level of academic achievement (baseline data) from which the goal will be measured?			
3. Does the IEP include present level of functional performance (baseline data) from which the goal will be measured?			
4. Are the annual goals measurable (i.e. contain criteria for measurable and achievable progress)?			
<ul style="list-style-type: none"> • Baseline data provided, either in the goal or the goal's present level of performance, to indicate the student's academic and functional performance levels (e.g. individual evaluations, curriculum based assessments, district wide assessments, etc.) from which the goal will be measured. • The student's expected proficiency levels/targets are stated. 			
5. Does the IEP include academic goals? Are academic goals standards based (i.e. NH Curriculum Frameworks/Common Core State Standard CCSS)?			
6. Does the IEP include functional goals (i.e. If the student's disabilities impacts his/her functioning)?			
7. Are there short-term objectives/benchmarks for the goal(s) ¹⁰ ?			
<ul style="list-style-type: none"> • Do the benchmarks or short-term objectives connect to the annual goals? • Are benchmarks or short-term objectives able to be used to measure the student's progress toward meeting the annual goals? 			
8. Regardless of the student's placement/setting, do the goals, benchmarks/objectives meet the student's needs in order to:			
<ul style="list-style-type: none"> • Participate and make progress in the general education curriculum? • Participate in extracurricular and other non-academic activities? 			
9. Are the goals and the objectives/benchmarks written in a manner useful to the general education teacher (specific, direct and clear) ¹¹ ?			
10. Was the student involved in the development of the goals/program (e.g. pre-conference, attendance at IEP meeting, etc.) ¹² ?			
11. Was the general education teacher involved in the development of the IEP?			
12. Does the IEP identify that the student's behavior impedes his/her learning or that of others?			
<ul style="list-style-type: none"> • If yes, is there a behavior plan, measurable behavior goals and/or strategies developed to address the student's behavior needs? 			
13. For a student who will turn age 14 during the IEP service period (or younger if determined appropriate by the IEP team), does the IEP include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study, such as participation in advanced-placement courses or a vocational education? ¹³			

⁹ 34 CFR 300.320 Definition of individualized education program; Ed 1109.01 Elements of the individualized education program

¹⁰ IDEA 04 requires that IEPs of students taking the NH-ALPs have benchmarks or short-term objectives. NH Rules require all students have benchmarks or short-term objectives unless the parent determines them unnecessary for all or some of the child's annual goals.

¹¹ Not a requirement of Federal or State Special Education laws, rules or regulations.

¹² Not a requirement of Federal or State Special Education laws, rules or regulations.

¹³ Ed Elements of the individualized education program 1109.01 (10)

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

TRANSITION¹⁴** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. **** Indicator 13 SPP/APR**

Provide the evidence that was used to support the responses indicating that the goals are measurable and benchmarks/objectives support the goals in a meaningful manner.

¹⁴ 20 U.S.C. 1416(a)(3)(B); 34 CFR 300.320 Definition of individualized education program; Ed 1109.01

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

GOALS AND BENCHMARKS/OBJECTIVES - Transition Checklist¹⁵ Continued

	YES	NO	N/A
1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?			
<ul style="list-style-type: none"> • Can the goal(s) be counted? • Will the goal(s) occur after the student graduates from school? • Based on the information available about this student, does (do) the postsecondary goal(s) seem appropriate for this student? <ul style="list-style-type: none"> o If yes to all three, then check Y OR if a postsecondary goal(s) is (are) not stated, check N 			
2. Is (are) the postsecondary goal(s) updated annually?			
<ul style="list-style-type: none"> • Was (were) the postsecondary goal(s) addressed/ updated in conjunction with the development of the current IEP? <ul style="list-style-type: none"> o If yes, then check Y OR If the postsecondary goal(s) was (were) <i>not</i> updated with the current IEP, check N 			
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment(s)?			
<ul style="list-style-type: none"> • Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? <ul style="list-style-type: none"> o If yes, then check Y if no, then check N 			
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?			
<ul style="list-style-type: none"> • Is a type of <i>instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the post-secondary goal(s)? <ul style="list-style-type: none"> o If yes, then check Y OR if no, then check N 			
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?			
<ul style="list-style-type: none"> • Do the transition services include courses of study that align with the student's postsecondary goal(s)? <ul style="list-style-type: none"> o If yes, then check Y OR if no, then check N 			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?			
<ul style="list-style-type: none"> • Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <ul style="list-style-type: none"> o If yes, then check Y OR if no, then check N 			
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?			
<ul style="list-style-type: none"> • For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <ul style="list-style-type: none"> o If yes, then check Y OR if no, then check N 			
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?			
9. Does the IEP meet the requirements of Indicator 13? (Check one)			
Yes (all Ys or NAs for each item (1-8) on the questions above) or No (one or more Ns checked)			
10. If applicable, were the student and parent informed at least one year prior to age 18 that parental rights under IDEA transfer to the adult student at the age of 18? ¹⁶			
Please provide evidence:			

¹⁵ Ed 1109.01 Elements of the individualized education program
¹⁶ Ed 1120.01 (b) Applicability: Transfer of rights

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

MEASURING PROGRESS¹⁷

	YES	NO	N/A
1. Is the student's progress toward meeting annual goals measured in terms of the following:			
• What is being measured			
• How progress will be measured (e.g. tools, methods)			
• When the measurement will occur (e.g. weekly, quarterly, etc.)			
• Progress in the general education curriculum			
2. Is there a collaborative process between general and special educators for assessing student progress ¹⁸ ?			
3. Do the progress updates provide specific, meaningful, and understandable information on a child's progress that is easily understood by a broad audience, including student, parents and teachers ¹⁹ ?			
4. Does the IEP indicate when parents will receive reports on the student's progress toward meeting the annual goals?			
5. Is there evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP? <i>Please provide the evidence:</i>			
6. If the student did not make periodic/yearly progress, was there a process used to address the lack of progress (e.g. revisions to IEP, changes in services and/or instruction, etc)? <i>Please explain the changes to the IEP to address lack of progress:</i>			
<i>Please provide evidence that progress was measured toward meeting annual goals:</i>			

¹⁷ 34 CFR 300.320 Definition of individualized education program; Ed 1109 Elements of an IEP

¹⁸ Not a requirement of Federal or State Special Education laws, rules or regulations.

¹⁹ Not a requirement of Federal or State Special Education laws, rules or regulations.

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

ACCOMMODATIONS AND MODIFICATIONS ²⁰			
	YES	NO	N/A
<p>Ed 1102.01(b) Accommodation <i>"Accommodation" means any change in instruction or evaluation determined necessary by the IEP team that does not impact the rigor and/or validity of the subject matter being taught or assessed.</i></p>	[]	[]	[]
<p>1. Given the student's stated needs resulting from his/her disability, are there accommodations in the IEP that are critical to enabling the student to access and progress in the general education curriculum and nonacademic/extracurricular services, and that are written in a manner that is useful to the general education teacher (e.g. jargon free)?²¹</p>	[]	[]	[]
<p>2. Are there accommodations in the IEP that are necessary to measure the academic and functional performance of the child on state and district wide assessments?</p>	[]	[]	[]
<p>Ed 1102.03(v) Modification <i>"Modification" means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor and validity or rigor or validity, of the subject matter being taught or assessed.</i></p>	[]	[]	[]
<p>1. Given the student's stated needs resulting from his/her disability, are there appropriate modifications in the IEP which enable the student to make effective progress and that are written in a manner that is useful to the general education teacher?²²</p>	[]	[]	[]
<p>2. Is the implementation of accommodations/modifications monitored? <i>Please provide the evidence:</i></p>	[]	[]	[]
<p><i>Please provide evidence that accommodations/modifications were effectively implemented.</i></p>			

²⁰ Ed 1113.08 (b) ; Ed 1109.01 Elements of an Individualized Education Program 34; CFR 300.320(a)(4) Full access to general curriculum
²¹ Ed 1113.08 Curricula
²² "written in a manner that is useful to the general education teacher" is not a requirement of Federal or State Special Education laws, rules or regulations.
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FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

SPECIAL EDUCATION AND RELATED SERVICES²³

	YES	NO	N/A
1. Is there evidence of specially designed instruction provided to address the unique needs of the child and ensure access to the general curriculum?			
2. Do the related services in the IEP address all the child's identified academic, developmental and functional needs (e.g. linked to the goals, assessment information, student present levels of performance, disability, etc.)?			
3. Do the related services specifically enable the child to make progress in the general education curriculum?			
4. Does the district provide appropriate instructional equipment, materials, assistive technology and devices if required as part of the child's special education related services or supplementary aids and services as stated in the IEP?			
5. Is the implementation of special education and/or related services documented and monitored? <i>Please provide the evidence:</i>			
6. Has a complete copy of the IEP been provided to each teacher and service provider having responsibility for implementing the IEP? <i>Provide evidence that the supplementary aids and services (special education, related services, accommodations and modifications) are designed and provided to enable the student to advance appropriately toward attaining annual goals and have access to, participate and make progress in the general education curriculum.</i>			

²³ 34 CFR 300.34 Development of IEP; 1109.04 Copies of IEP and Evidence of Implementation; 1109.06 Monitoring and Annual Review of IEPs; 34 CFR 300.320(a)(4) Definition of Individualized education program; Ed 1113.08 Curricula; Ed 1113.09 Equipment, Materials and Assistive Technology;

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT²⁴

	YES	NO	N/A
1. Check the educational environment below in which the student is placed. <i>Please select one.</i>			
<ul style="list-style-type: none"> • Regular classroom - A child with a disability attends regular class with supports and services required in the IEP • Regular classroom with consultative assistance - A child with a disability attends a regular class with assistance being provided to the classroom teacher by consulting specialists • Regular classroom with assistance by specialists - A child with a disability attends a regular class with services, provided to the child by specialists • Regular classroom plus resource room help - A child with a disability attends a regular class and receives assistance at or through the resource room program • Regular classroom plus part-time special class - A child with a disability attends a regular class and a self-contained special education classroom • Full-time special class - A child with a disability attends a self-contained special class full-time • Full-time or part-time special day school - A child with a disability attends a publicly or privately operated special day program full-time or part-time • Full-time residential placement - A child with a disability attends a publicly or privately operated residential program full-time • Home Instruction - A child with a disability receives all or a portion of her/his special education program at home in accordance with Ed 1111.05 • Hospital or institution - A child with a disability receives special education while in a hospital or institution 			
2. Does the IEP provide an explanation of the extent, if any, to which the student will NOT participate with nondisabled peers in the regular class and other educational settings, including nonacademic settings?			
3. In determining the Least Restrictive Environment, has the IEP team considered at least annually potentially harmful effects of possible placements on the student or on the quality of services which he or she needs ²⁵ ?			
<p><i>Provide evidence that the school district has ensured that to the maximum extent appropriate the student is educated with children who are non-disabled and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.²⁶</i></p>			

²⁴ 34 CFR 300.114 LRE Requirements; Ed 1111 Placement of Children with Disabilities; Ed 1111.01(a) Placement in the Least Restrictive Environment

²⁵ ED 1111.02 Placement Decisions

²⁶ ED 1111.01(a) Placement in the Least Restrictive Environment

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

LONGITUDINAL IEP REVIEW

****Please complete the Longitudinal Data only on this page with the school team prior to the IEP Review visit****

NECAP Reading	9-10	10-11	11-12	NECAP Math	9-10	10-11	11-12	NECAP Writing	Year:	
Index Score				Index Score				Index Score		
Proficiency Level				Proficiency Level				Proficiency Level		
Directions: Begin by examining and answering all the questions for the IEP from two years ago, next repeat with last year's IEP in comparison to the previous IEP, and finally, respond to the questions for this year's IEP in comparison to last year's.					IEP Two Years Ago	Last Year's IEP	Current IEP			
					IEP dates _____ Grade(s) _____	IEP dates _____ Grade(s) _____	IEP dates _____ Grade(s) _____			
1. Do other data corroborate the results of the NECAP?					YES	NO	N/A	YES	NO	N/A
2. Is the IEP designed to address the student's non-proficient curriculum areas including annual goal(s), objective(s)/benchmark(s)?										
3. Are there instructional accommodations and/or curriculum modifications related to this/these area(s)?										
4. Is there assessment accommodations related to this area?										
<ul style="list-style-type: none"> • If so, are they the same as last year's? • If different, have they been revised to reflect changing needs? 										
7. Are there special education, related services and/or supports provided in this/these area(s)?										
a. If so, have these services:										
i. Increased?										
ii. Decreased?										
iii. Remained the same?										
8. Using data, and compared to the present level of performance, did the student make progress in this/these area(s)?										

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

	IEP Two Years Ago			Last Year's IEP			Current IEP		
	YES	NO	N/A	YES	NO	N/A	YES	NO	N/A
9. What other changes were made to the IEP to reflect progress or lack of progress?									
10. If changes were made, do subsequent progress reports reflect improved progress in this/these area(s)?									

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

CONCLUSIONS		YES	NO		
<p>1. Considering the answers to each of the above, were you able to assess the degree to which the IEPs were reasonably calculated to result in the student's educational benefit (FAPE in the LRE - access to, participation and progress in the general education curriculum)?</p> <ul style="list-style-type: none"> o Explain 					
<p>2. Has this IEP review process informed future plans for this student's IEP and participation in the general education curriculum?</p> <ul style="list-style-type: none"> o Explain 					
<p>3. What can be done to improve this student's performance on state assessments and in the general education curriculum?</p>					
<p>4. Describe how individual student performance/information is conveyed from grade to grade/school to school.</p>					

FOCUSED MONITORING IEP REVIEW-DATA COLLECTION FORM

BASED ON WHAT YOU HAVE LEARNED FROM THIS IEP REVIEW PROCESS, PLEASE IDENTIFY THE STRENGTHS AND SUGGESTED IMPROVEMENTS OF YOUR CURRENT IEP PROCESS:

STRENGTHS

IMPROVEMENTS

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION
PROGRAM APPROVAL VISITATION
IEP REVIEW COMPLIANCE REVIEW**

**HUDSON SCHOOL DISTRICT
FOCUSED MONITORING IEP COMPLIANCE REVIEW
SUMMARY REPORT
2012-2013**

**Bryan Lane, Superintendent
Jeanne Saunders, Director of Special Services**

**Chairpersons of Visiting Team
Maryclare Heffernan and Joseph Miller
Education Consultants**

**IEP Review Visit Conducted on January 8-11 and 18, 2013
Desk Audit Reviews Conducted on January 8-11 and 18, 2013**

Report Date: May 17, 2013

IEP Compliance Review Team Members:

II. Visiting Team Members:

Maryclare Heffernan, Chairperson, Education Consultant
Colleen Bovi, Education Consultant
Joseph Miller, Chairperson, Education Consultant
Roxanne Wilson, Director of Pupil Personnel Services
Beth Rincon, Assistant Director of Pupil Personnel Services

1. Building Team Members:

Stephanie Serian, Grade 5 Classroom Teacher
Phyllis Schlichter, Assistant Superintendent
Sharon Thompson, Special Education Case Manager
Amy Pelletier, Speech Language Pathologist
Lu Hurley, Grade 3 Classroom Teacher
Michele Alukonis, Special Education Case Manager
Scott Baker, School Principal
Kristina Henry, Special Education Department Head
Kathy Goss, Grade 4 Classroom Teacher
Brenda Whiteley, Special Education Case Manager
Michelle Mahoney, Grade 5 Classroom Teacher
Fran Garon, Special Education Department Head
Jeanne Saunders, Director of Special Services
Lisa Dupree, Special Education Case Manager
Christal Fitzgerald, School Counselor Intern
Barbara Bailey, Occupational Therapist
Amanda Fredette, Grade 2 Classroom Teacher
Sara Pooler, Special Education Case Manager
Dan Pooler, Math Teacher
Karen Ferrante, Grade K Classroom Teacher
Heidi Greaves, Special Education Case Manager
Aimee Jarden, Speech Language Pathologist
Matthew Tanuma, Special Education Case Manager
Nancy Rothe, Special Education Department Head
Susan Venecal, Grade 4 Classroom Teacher
Kimberly Cuyot, Special Education Case Manager
Melissa Labrecque, Speech Language Pathologist
Thomas Sullivan, Occupational Therapist
Michelle Fitzgerald, Physical Therapist
Teresa Morgan, Preschool Coordinator
Patricia Mellott, Speech Language Pathologist
Kim Whorton, Special Education Case Manager
Courtney Scott, Classroom Teacher
Virginia Rever, LD Specialist
Scott Riddell, Assistant Principal of Special Education Services
Donna Johnson, Special Education Case Manager

Kimberly Skinner, Occupational Therapist
Jenna Dafoe, Classroom Teacher
Paula Greenglass, Speech Language Pathologist
Beverly Stanley, Grade K Classroom Teacher
Anna Gallo-Knight, Special Education Case Manager
Cynthia Peterson, Speech Language Pathologist
Barbara Boyd, Classroom Teacher
Rachel Scanzani, Classroom Teacher
Brian Miller, School Counselor
Kathleen Olden, Special Education Case Manager
Mark Bell, Assistant Principal of Special Education Services
Jack Curtis, Classroom Teacher
Eleanor Downing, Teacher of the Deaf
Katie LeLievre, Special Education Case Manager

III. NHDOE, Bureau of Special Education Representatives:

Santina Thibedeau, State Director of Special Education
Bridget Brown, Education Consultant
Deborah Krajcik, Education Consultant
Mary Lane, Education Consultant
Mary Steady, Education Consultant

Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. The review is an in depth analysis of IEPs with the participation of district IEP teams. This is intended to be a job-embedded professional development opportunity as well as a compliance review. In addition, there is a concurrent review of additional IEPs by NHDOE Special Education Bureau staff referred to as a “desk audit”. In order to assure consistency from district to district regarding the total number of IEPs reviewed, the NHDOE Special Education Bureau has determined that a total of eight (8) IEPs will be reviewed per school (unless the size of the school dictates a different number). Data gathered through the various compliance activities is reported back to the school’s Achievement Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district’s Special Education compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities, and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Hudson School District. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs.
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special Education staff qualifications
 - Program descriptions
- Review of all district Special Education programming.
- Review of Out of District Files.
- When appropriate, review of student records for students with disabilities who are attending Charter Schools.
- Review of requests for approval of new programs, and/or changes to existing programs.

SUMMARY OF FINDINGS:

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Hudson School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process.

As required by the IEP review process, general and special educators in the Hudson School District were provided with a collaborative opportunity to review 19 IEPs. NHDOE Special Education Bureau conducted a desk audit of 29 IEPs that were randomly selected to determine if the documents included the following information:

- Appropriate procedures to determine eligibility for special education identification
- Student's present level of performance.
- Measurable annual goals related to specific student needs.
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals.
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals.
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment.
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a three year period.
- Transition plans that have measurable postsecondary goals (for youth aged 16 and above as required by Indicator 13).
- Evidence of required documentation for preschool programming (for children ages 3-5).

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

**BELOW IS THE SUMMARY OF DISTRICT LEVEL FINDINGS THAT RESULTED FROM
THE IEP REVIEW PROCESS CONDUCTED IN THE
Hudson School District:**

**Building/District Summary of IEP Review Process
Conclusions/Patterns Trends Identified Through IEP Review Process:**

- Was it possible to assess the degree to which IEPs were designed to provide educational benefit (access to, participation and progress in the general curriculum)?

The IEP Review Teams at the building levels were able to determine the degree to which IEPs were designed to provide educational benefit. Taken as a whole the Hudson School District IEPs were designed to reflect the individual student needs and present levels of performance, identify specific measurable goals and in most cases relevant objectives, and include the accommodations/modifications and related services required to support student learning. While there was agreement among the team members that the IEPs were well designed documents there was also acknowledgment that some of the students reviewed were not provided with full access, participation and progress in the general curriculum.

- How has this process informed future plans for improving the writing of student IEPs and ensuring the student's participation in the general education curriculum?
 1. Consider regular education and special education collaboration in IEP development.
 2. Student participation in Response to Instruction/Multi-Tiered Systems of Support interventions and instruction.
 3. Standards based and measurable IEP goals.
 4. Increase use of data to measure base line performance and student progress.

5. Greater access and participation in the general education curriculum for students with an IEP.
 6. The following are representative statements from Team members:
 - a. Need to ensure that students are in Core instruction first.
 - b. Push-in services vs. pull-out services need to be reviewed.
 - c. More strategic goals in the area of academics, and clearer measurability.
 - d. Present levels of performance can be further developed and clear objectives for all goals.
 - e. Special education services and specialized instruction to be delivered in general education setting.
 - f. Greater use of present level of performance using assessments.
 - g. Have better understanding of how to look at IEP development more critically and to measure progress better.
 - h. Team will review student's performance in math within the general education curriculum.
 - i. Adding more math support.
 - j. Add more sensory diet goals.
 - k. Look more closely at behavior issues.
 - l. Add speech/language to present level of performance levels.
 - m. Add how disability affects curriculum.
 - n. More access to technology and assistive technology.
 - o. Document accommodations.
 - p. Student gaining more ownership of IEP goals.
 - q. Need transition plan.
 - r. Address data to clarify strengths and needs.
 - s. Goals tailored to meet Executive Function needs.
 - t. Look for improved documentation of progress monitoring.
- Describe how individual student performance information is conveyed from grade to grade/school to school:
 1. Annual planning meetings between grade-level teachers.
 2. Case managers between levels meet and share information. School transition meetings.
 3. Kindergarten and preschool personnel meet to discuss information.
 4. In some cases the special education case manager loops to reduce handoffs.
 5. Step-Up Day at middle school.
 6. IEP transition meetings with 9th grade representatives when students are transitioning from 8th to 9th.
 - How will the district further explore the factors that have impacted poor scores for individual students on state assessments and in the general education curriculum?
 1. Eligibility for special education identification practices is being reviewed.
 2. The implementation of RTI district-wide is an area of focus.
 3. Use of consistent screening and progress monitoring assessments.

- Strengths and suggestions identified related to IEP development/progress monitoring and services:

Strengths:

1. Very well written IEPs overall, district wide.
2. Well developed measurable IEP Goals for most IEPs.
3. Good use of available student achievement data.
4. Well developed present levels of performance for most IEPs.
5. Well detailed and understandable progress reports.
6. Use of existing resources to provide services to students with IEP while limited in some areas are well utilized.
7. Dedicated and professional staff who know and care for students and are committed to supporting student learning.
8. The Hudson School District Special Education Administrator has done a commendable job in updating policies and procedures to meet NHDOE compliance expectations and in providing leadership to the district.
9. The Hudson School District leadership team has demonstrated a clear commitment to high learning standards for all students and to a system wide improvement process.

Suggestions:

1. Access to the General Curriculum – There is a lack of access to general curriculum and instruction for some students with an IEP (e.g. Read 180 replaces core instruction, some students with IEPs are pulled out of core instruction).
2. Lack of system of tiered interventions for Tier 2 & 3.
3. Lack of consistent and protected 90 minute Language Arts block.
4. Lack of dedicated and protected time for planning, communication and collaboration among general, special education, related services and paraprofessional staff.
5. Lack of organized data teams at building and grade levels to analyze student outcomes and adjust instructional practices.
6. Staffing patterns – The limited number of Special Education teachers results in the need for individuals to be responsible for multiple grade ranges, curriculum contents and teachers which is neither efficient nor effective.
7. No time to meet, plan, collaborate and provide feedback with paraprofessionals whose schedules does not allow for time before, during and at the end of the school day.
8. Direct instruction is provided by non-HQT or certified staff for some students.
9. Lack of “push in” services by related services professionals. “Pull out” services are in part a result of staffing patterns and schedule.
10. Lack of guidance, or counseling, services to students (i.e. individual counseling).

District Wide Commendations:

1. Hudson School District staffs are taking very seriously the opportunity to identify opportunities for improvement. The leadership team is setting an example.
2. Teachers find time to collaborate, even when it is not available within their schedule (e.g. before school, during lunch time)
3. The Hudson School District staffs are treating systemic improvement as an urgent pursuit.

LEA Focused Monitoring Compliance Application:

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education policies and procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Also, program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs.

The LEA Plan, staff rosters, and program descriptions were all in order and meeting state requirements.

Findings Out of District File Review:

Based on the review of 2 IEP for a child with disabilities placed out of district, there was a total of 2 Findings of Noncompliance:

- o The Evaluation Team did not include all required members in 2 IEPs reviewed. Not all components of the IEPs were included in 2 IEPs reviewed.

Students with Disabilities Attending Charter Schools:

There are no students attending Charter Schools.

Requests for Approval of New Programs and/or Changes to Existing Programs:

As part to the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs.

The Hudson School District has requested approval of 6 preschool special education classes as well as a new resource room program called the Bridges Program for students on the Autism spectrum in grades 6 through 8 at Hudson Memorial School.

The new Preschool Special Education Program classes seeks approval for 12 students per class with a 50-50 ratio of students with an IEP and typically developing students to create a learning environment for those students with a moderate disability who require a smaller class size with typical role models. The disabilities served in the preschool programs would include: Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairments, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairments, Specific Learning Disability, Speech-Language Impairments, Traumatic Brain Injury and Visual Impairments with Preschool staff qualified in related areas.

The Bridges Program will be located at Hudson Memorial School and will provide resource room support and services to students in grades 6 through 8 who are on the Autism spectrum. The students would receive pre-teaching and re-teaching in addition to behavior management support during the day. The school year program's anticipated capacity is for 12 students ages 10 to 15 who are identified with Autism, Speech and Language Impairment or Other Health Impaired. The Bridges program will be supported by qualified special education staff. The curriculum utilized will be the Hudson School District's general curriculum thus ensuring access to the general curriculum.

Building/District Summary of IEP Review, Out-of-District File and Charter School Review Process:

	Focused Monitoring	NHDOE Desk Audit
Preschool	2	0
Elementary School	9	20
Middle School	3	5
High School	3	4
Charter School	0	0
Out-of-District	2	0
Total Number of IEPs Reviewed	19	29

FINDINGS OF NONCOMPLIANCE IDENTIFIED AS A RESULT OF THE NHDOE COMPLIANCE AND IEP REVIEW VISIT:

As a result of the 19 IEPs that were selected for the **Focused Monitoring IEP Review** on January 8-11 and 18, 2013, the following Findings of Noncompliance were identified:

Systemic Findings of Noncompliance

Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations. The NHDOE, Bureau of Special Education, requires that all Systemic No findings of Non-compliance.

1. Ed 1111.01(a) Placement in the Least Restrictive Environment; 300.114 (a)(2) LRE Requirements

Finding: The Focused Monitoring process identified evidence that not all students with disabilities were in the Least Restrictive Environment.

Child Specific Findings of Noncompliance

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification*

1. Ed 1108.01 Determination of Eligibility for Special Education; 34 CFR 300.306 Determination of Eligibility.

Finding: 3 IEPs lacked documentation that a group of qualified professionals and the parents determined that the child is a child with a disability.

2. Ed 1107.01(a) Evaluation; 34 CFR 300.306 (b)(1) Determination of eligibility.

Finding: 1 IEP lacked a statement that lack of appropriate instruction is the determinant factor for identification.

3. **Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(2)(i) Definition of individualized education program.**
Finding: 3 IEPs lacked goals that addressed the student needs described in the present levels.
 4. **Ed 1109.01(a)(1) Elements of an Individualized Education Program.; 34 CFR 300.320 (a)(1) Definition of individualized education program.**
Finding: 3 IEPs lacked a statement of how disability affects involvement and participation.
 5. **Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320(b) Definition of individualized education program**
Finding: 1 IEP lacked evidence that the postsecondary goal was updated annually.
 6. **Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320(b)(1) Definition of individualized education program**
Finding: 1 IEP lacked evidence that the postsecondary goal was based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
 7. **Ed 1109.01 (a)(9) Elements of an Individualized Education Program;**
Finding: 4 IEPs lacked evidence that progress is sufficient to achieve the annual goals by the end of the school year.
 8. **Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(4) Definition of individualized education program**
Finding: 3 IEPs lacked evidence of specially designed instruction.
 9. **Ed 1111.02 (a) Placement Decisions; 34 CFR 300.116 (b)(1) Placements**
Finding: 5 IEPs lacked documentation that the IEP team determined LRE at least annually.
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As a result of the 29 IEPs that were selected for the **NHDOE Desk Audit IEP Review** on January 8-11 and 18, 2013, the following Findings of Noncompliance were identified:

Systemic Findings of Noncompliance

Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations. The NHDOE, Bureau of Special Education, requires that all Systemic Findings of Non-compliance be corrected as soon as possible, but no later than one year from the report date.

No Systemic Findings of Non-compliance were identified.

Child Specific Findings of Noncompliance

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

- 1. Ed 1107.01 (a) Evaluation; 34 CFR 300.306 (a)(1) Determination of eligibility**
Finding: 1 IEP lacked evidence that upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent of the child determined whether the child was a child with a disability.

- 2. Ed 1107.01 (a) Evaluation; 34 CFR 300.306 (c)(1) Determination of eligibility**
Finding: 1 IEP lacked evidence that the public agency drew upon carefully considered and documented information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior.

- 3. Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (1)(i) Definition of individualized education program**
Finding: 1 IEP did not include evidence of a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum.

- 4. Ed 1109.01 (a)(6) Elements of an Individualized Education Program**
Finding: 3 IEPs lacked evidence that each goal included short-term objectives or benchmarks unless the parent determined them unnecessary for all or some of the child's annual goals.

- 5. Ed 1103.01 (a) IEP Team; 34 CFR 300.321 (a)(2) IEP Team**
Finding: 4 IEPs lacked evidence that the IEP team included not less than one regular education teacher of the child in the development of the IEP.

- 6. Ed 1109.01 (a)(9) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(3)(i) Definition of individualized education program**
Finding: 3 IEPs lacked evidence of a statement of how the child's progress toward meeting the annual goals will be measured.

- 7. Ed 1109.01 (a)(1) Elements of an Individualized Education Program; 34 CFR 300.320 (a)(5) Definition of individualized education program**
Finding: 1 IEP lacked evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class.

