

Individuals with Disabilities Education Act (IDEA)

IDEA B State Advisory Panel

Zoom Meeting

1:00 PM- 4:00 PM

Friday, December 3, 2021

**Present**

JoAnne Blades, Jamie Brock, Aaron Bullock, Penny Cantley, Latisha Coats, Rita Echelle, Darci Forrester, Lynn Hodge, Tiffany Jenkins, Tina Kaminski, Amber Ledbetter, Bonnie McBride, Janice Morris, Sonya Parsons, Jen Randle, Mandy Seward, Melissa Vines, Linda Whaley, and Lori Wieder.

**Absent**

Sharon Baker, Kathy Brown, Sky Collins, Kaylin Coody, Malissa Cook, Malarie Deardorff, Chris Dvorak, Melinda Freundt, Cindy Gould, Marsha Herron, Tara Hood, Jordan House, Michelle Keiper, Michelle Koehn, Andrea Kunkel, Jame Lahey, Sharon Long, Cassie Lynch, Kylie Lyons, Becky Moore, Janic Morris, Sonya Parsons, Ashley Rhoades, Jennifer Robinson, Ashlee Robson, Julie Sanders, Terry Spigner, and Lori Wathen.

**State Department of Education Employees**

Chelsea Bowlan, Abby Johnson, Todd Loftin, Tina Spence, and Ginger Elliott-Teague

**Dr. Penny Cantley: Welcome**

Dr. Penny Cantley called the meeting to order at 1:02 p.m. She welcomed members to the final meeting of 2021.

**Todd Loftin (OSDE): OSDE Updates**

Todd Loftin began the meeting with a discussion of what the Office of Special Education Services is currently working on. He highlighted the following topics:

Special Education Handbook

- Our department is currently revising the Special Education Handbook. The revisions will become our policies and procedures.

Guidance Briefs

- Our team of programs specialists are working to develop guidance briefs that provide specific information on certain topics. They are available for reference and use on our website.

## Presence Learning Teletherapy

- The contract agreement between Presence Learning and OSDE-SES was recently signed. This will allow for districts who take advantage of Medicaid to be reimbursed for their Medicaid costs. More information about this will be sent out after Christmas break.

## **Dr. Ginger Elliott-Teague (OSDE): Indicators**

Dr. Ginger Elliott-Teague gave a brief presentation on setting targets for annual performance indicators. She discussed in detail the IDEA requirement that states produce a “State Performance Plan and Annual Performance Report” on the state’s achievement on 17 indicators regarding students with disabilities.

## **Todd Loftin (OSDE): Differentiated Monitoring System**

### Differentiated Monitoring Result (DMR) System

- The differentiated monitoring results system expands state monitoring of district performance into two areas beyond IDEA compliance.
  - Fiscal risk to the state
  - Student outcomes
- This expansion meets two federal intents:
  - A requirement to assess subgrantees’ risk to the state education agency (SEA)
  - A goal to move towards “results-based accountability”

OSDE-SES identifies each district’s DMR based on a risk score and a determination rating (Accounts for IDEA compliance and student performance reporting requirements).

The DMR is reported as a level of support a district is assigned for the designated school/fiscal year. There are four levels of support – Level 1, Level 2, Level 3, and Level 4. With Level 4 being the highest level of support needed.

### For levels 2, 3, and 4, districts:

- Gather a team to determine the reason for noncompliance and determine the needed professional development to assist in correcting the noncompliance.
- Document the root cause identified by the team.
- Document the identified professional development.

### Toolkits, Progress Reviews, and Targeted and/or Comprehensive Monitoring

We look at assessment results, early childhood outcomes, graduation/drop out, and assessment data. It is our recommendation that districts look at toolkits that provide resources and information to identify the root cause of the noncompliance and select professional development around it.

### Level 3 New Requirements

If a district has been identified as DMR Level 3 for three consecutive years for the same indicator, the district must also complete the following:

- Budget 615 funds aligned to the improvement plan
- Invite parents to the school board meeting to participate in the improvement plan discussion
- Present to the school board the district plan for improvement.

### In the accreditation report, if the district has:

DMR level 3 or 4 for three consecutive years for the same focus area; and

Below the 100% target for Indicators 11, 12, and/or 13 for the same indicator for three consecutive years.

The district will receive a deficiency on their accreditation report.

### **Todd Loftin (OSDE): Introduction to EdPlan Monitoring**

#### EdPlan Monitoring Tool

- Streamlines the monitoring process
- Allows SDE and districts to maintain compliance documentation in one central location
- Provides districts the opportunity to be directly involved in monitoring process
- Provides districts with a structure for ongoing internal monitoring

### **Chelsea Bowlan (OSDE): Progress Monitoring**

Chelsea Bowlan lead a presentation about progress monitoring. The presentation focused on six questions – they are as follows:

- Why is it important to progress monitor?
- What is progress monitoring?
- How often should progress be reported to parents?
- How often should progress be measured?
- How do you progress monitor in EdPlan?
- What is the different between the progress report and the progress monitoring wizard in EdPlan?

Additionally, the presentation discussed how IEP teams are required to progress monitor. That progress monitoring should be done frequently to help inform educational decisions. Using the progress monitoring wizard in addition to the progress report wizard allows for IEP teams to share clearly where the student is performing, where their goal is set, and the progress along the way.

### **Todd Loftin (OSDE): Adjourn**

Motion to adjourn the meeting, seconded, meeting adjourned at 4:00 p.m.