

2013-14 Focused Monitoring
Suggested Support and Technical Assistance Agendas

Recommended District Team Composition:

- Data Manager or staff member with the ability to access and query district data as the FM activities are conducted,
- Director of Special Education,
- Superintendent, Assistant Superintendent, or Director of Curriculum,
- At least two principals (if possible, one elementary and one MS/HS),
- If desired, the district may include up to two additional staff of the district's choosing.

Session 1 (full day):

During a full day in-district session, a FM team consisting of two CSDE, two SERC (State Education Resource Center), and one CPAC (Connecticut Parent Advocacy Center) consultants will facilitate a comprehensive root cause analysis of the LEAs data. The format of Session 1 activities will vary depending on the district's designation (i.e., in need, study district).

For a district designated as 'selected':

Part 1 - Data Analysis

1. The state consultant team may begin with a facilitated review of the data of concern identified through the Focused Monitoring Steering Committee (FMSC). It may be helpful to have the district data wall available for reference. For districts that have more than one identified area of data of concern, the review should include all identified areas. This is NOT yet the Root Cause Analysis. This is simply a review of the identified data of concern and an opportunity for discussion around it.
2. At times, the district may feel that the identified data of concern is not truly the area in which they are most in need toward improving outcomes for students with disabilities. Therefore, follow the initial review of data with an opportunity for the district to express other areas that they feel are also priorities to be addressed through the FM process. You may facilitate this discussion with the following questions:
 - a. Related to improved results for students with disabilities, in what area(s) do YOU think your district needs to improve?
 - b. What leads you to believe that these area(s) need improvement?
3. Conduct a root cause analysis of the district identified data of concern and the data in the area(s) that the district has self-identified. The district data manager should be able to assist in providing data related to any area that the district self-identifies. State consultant Stephanie O'Day (860-713-6803) may also be available to answer questions as they arise during this portion of the FM process.
 - a. Root cause analysis resource: FM-1a Data Wall Information and Evaluation Rubric (pages 3-5.)

Part 2 – Identification of Focus for Improvement

4. After a root cause analysis of the district identified data of concern and the data in the area(s) that the district has self-identified, the district and state consultant team must identify at least one area in which the FM activities will focus or a *Focus for Improvement*. If it is determined that there is more than one area on which to focus, it is strongly recommended that no more than three areas be identified.
5. For each Focus for Improvement the following questions **must** also be addressed:
 - a. What supports/assistance does the district need in order to improve in this area?
 - b. What supports/assistance are already available or in place (e.g., in district? From the CSDE?, from SERC?, from other sources?)

District 'homework': Complete FM-9 Comprehensive System of Personnel Development form. Complete Sections 1a, 1b, 2a, 2b, 2c, 2d of the Focused Monitoring District Self-Report (FM-8)

For a district designated as 'study district':

Part 1 - Data Analysis

1. The state consultant team may begin with a facilitated review of the data of concern identified through the Focused Monitoring Steering Committee (FMSC). It may be helpful to have the district data wall available for reference. For districts that have more than one identified area of data of concern, the review should include all identified areas.
2. Since a study district is one that, through the data wall display, has been identified as a district that has a well-articulated plan of action related to the identified data of concern, the initial review of data should be followed by a comprehensive review of that plan. Again, it may be helpful to have the district data wall available for reference.
 - a. Regarding the district plan of action related to the identified data of concern, the following questions must also be addressed:
 - i. What supports/assistance does the district need in order to implement this plan for improvement in this area?
 - ii. What supports/assistance are already available or in place (e.g., in district? From the CSDE?, from SERC?, from other sources?)
3. Study districts may also feel that the identified data of concern is not truly the area in which they are most in need toward improving outcomes for students with disabilities. Therefore, an opportunity for the district to express other areas that they feel are also priorities to be addressed through the FM process should be created. You may facilitate this discussion with the following questions:
 - a. Related to improved results for students with disabilities, in what area(s) do YOU think your district needs to improve?
 - b. What leads you to believe that these area(s) need improvement?

- c. What supports/assistance does the district need in order to implement this plan for improvement in this area?
- d. What supports/assistance are already available or in place (e.g., in district? From the CSDE?, from SERC?, from other sources?)

Part 2 – Identification of Focus for Improvement

4. The study district will have an opportunity to participate in professional development that centers around either their identified data of concern or an area that the district has self-identified, therefore the district and state consultant team must still identify at least one area in which the FM activities will focus or a *Focus for Improvement*. If it is determined that there is more than one area on which to focus, it is strongly recommended that no more than three areas be identified.

District 'homework': Complete FM-9 Comprehensive System of Personnel Development form. Complete Sections 1a, 1b, 2a, 2b, 2c, 2d of the Focused Monitoring District Self-Report (FM-8)

Session 2 (up to full day):

The FM consultant team will facilitate up to a full day in-district session to assist the LEA in further identifying assets relative to addressing and sustaining change in their focus for improvement as related to impact on student with disabilities through examination of their governance, fiscal practices, quality standards, professional development, data, available/needed technical assistance, and accountability.

Based on the analysis of data and infrastructure, the LEA will develop a plan of general improvement strategies and activities designed to improve data related to their focus for improvement.

For a district designated as 'selected':

Part 1 – Infrastructure to Support Improvement and Build Capacity

1. Utilize FM-200 to facilitate discussion regarding the district Focus for Improvement specifically related to Governance, Fiscal Practices, Quality Standards, Professional Development, Data, Accountability, and Family.

Part 2 – Theory of Action

2. Facilitated discussion regarding the Theory of Action Planning process.
3. Discuss FM-11a Theory of Action Plan. (NOTE: If the district has a previously established District Improvement Plan or Alliance District Plan, allow them to embed the Focused Monitoring Theory of Action Plan into their previously established plan if they wish to.)
4. May utilize Improvement Planning Training Power Point as a resource.
5. Begin the Theory of Action Planning process with the district, possibly facilitating the drafting of a goal and an objective.

District 'homework': Complete Sections 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4 and 5 of the Focused Monitoring District Self-Report (FM-8)

For a district designated as 'study district':

Part 1 – Infrastructure to Support Improvement and Build Capacity

1. Utilize FM-200 to facilitate discussion regarding the district Focus for Improvement specifically related to Governance, Fiscal Practices, Quality Standards, Professional Development, Data, Accountability, and Family.

District 'homework': Complete Sections 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4 and 5 of the Focused Monitoring District Self-Report (FM-8)

Part 2 – Theory of Action

1. Facilitated discussion regarding the district plan displayed on their data wall to address identified data of concern.
2. Identify promising practices related to that plan.

Session 3 (typically half-day but may be extended as needed):

For a district designated as 'selected':

1. Continued facilitation of development of district Theory of Action Plan
2. If all other activities have been completed, ensure district offers feedback related to 2013-14 FM system process (may be in person or through Survey Monkey.)
3. Participate in FREE half or full day PD/TA offered through CSDE/SERC on area specific to Focus for Improvement.

For a district designated as 'study district':

1. Facilitate completion of incomplete activities
2. If all other activities have been completed, ensure district offers feedback related to 2013-14 FM system process (may be in person or through Survey Monkey.)
3. District Choice: 1) end FM process or 2) participate in FREE half or full day PD/TA offered through CSDE/SERC on area specific to Focus for Improvement.

Session 4 (typically half-day but may be extended as needed):

For a district designated as 'selected':

1. Continued facilitation of development of district Theory of Action Plan
2. If all other activities have been completed, ensure district offers feedback related to 2013-14 FM system process (may be in person or through Survey Monkey.)
3. Participate in FREE half or full day PD/TA offered through CSDE/SERC on area specific to Focus for Improvement.

For a district designated as 'study district':

1. Facilitate completion of incomplete activities
2. If all other activities have been completed, ensure district offers feedback related to 2013-14 FM system process (may be in person or through Survey Monkey.)

3. District Choice: 1) end FM process or 2) participate in FREE half or full day PD/TA offered through CSDE/SERC on area specific to Focus for Improvement.