

**Connecticut State Department of Education
Bureau of Special Education
Focused Monitoring District Self-Report**

Public Schools

Introduction: As part of the requirements for Focused Monitoring, each participating district will create a self-reflective report to submit to the CSDE lead consultant assigned to the district. This report will be completed by the district team and submitted with a complete packet of Focused Monitoring materials due by August 31, 2014.

This Focused Monitoring District Self-Report summarizes the findings of the support and technical assistance activities conducted throughout the Focused Monitoring process. In this way, it will assist the district in reflecting on the results of each activity and record findings in order to inform the development of future improvement activities and the Theory of Action Plan.

This report should be completed **incrementally**, as activities associated with each aspect of the self-report are completed, until the final report is finished and submitted with the complete packet of Focused Monitoring materials. The packet of materials that must accompany this report includes the District's Comprehensive System of Personnel Development and the Focused Monitoring Theory of Action Plan.

The Focused Monitoring District Self-Report is designed to bring together all relevant information regarding a district's strengths and areas in need of improvement and **should be used to inform the development of the district's Focused Monitoring Theory of Action Plan**. For this reason, **the self-report must be finished prior to the development of the Theory of Action Plan and used as a tool in the development of that action plan**.

Reason for Review

The role of the Connecticut State Department of Education (CSDE), Bureau of Special Education (BSE) is to monitor and support districts in improving results for students with disabilities and complying with IDEA.

Each participating district was notified regarding the results of a General Supervision / Focused Monitoring Student File Review as well as the district's data of concern related to one or more of the following categories:

- Disproportionate Suspension/Expulsion by Type;
- Disproportionate Suspension/Expulsion by Race;
- Disproportionate Identification by Race;
- Disproportionate Placement by Race and Type;
- Graduation and Dropout Data;
- Your district's most recent CT Special Education Parent Survey Data;
- Secondary Transition Data; and
- Participation and Achievement on state assessments.

Based on these data, a number of districts were notified regarding participation in a Focused Monitoring Data Wall evaluation process. Data Walls were evaluated and, at that time, a number of districts were selected for participation in the 2013-14 Focused Monitoring cohort of districts receiving additional support and technical assistance.

In January 2014, a team of BSE, SERC and CPAC consultants began Focused Monitoring support and technical assistance activities. These ongoing activities revolve around an individualized Key Performance Indicator (KPI) for each district:

Your Key performance Indicator:

Improve effectiveness of efforts to educate students with an individualized education program (IEP) as demonstrated by:

- *Procedural compliance with the Individuals with Disabilities Education Act (IDEA);*
 - *Student performance on statewide assessments; and*
 - ;
- (list district’s Focus for Improvement as the final bullet above. For more than one Focus for Improvement, you may add additional bullets.)

Findings and Common Themes related to 2013-14 Focused Monitoring activities

Section 1: Results of General Supervision / Focused Monitoring Student File Review.

Using a sampling of student files, the CSDE, BSE reviewed the district’s compliance with IDEA. The findings were as follows:

a. Emergent file review themes/trends (including noncompliance if found):

b. (Optional) If Service Verifications were conducted for reviewed files, place emergent themes/trends here:

Section 2: Data Analysis and Identification of District’s Focus for Improvement.

As a part of the FM activities, a review of the data of concern that was identified for your district by the Focused Monitoring Steering Committee was conducted. Were there emergent themes or trends identified in the district’s data of concern?

a. Emergent themes/trends in district data of concern (if any):

The district was also given the opportunity to identify additional areas of concern that may be negatively contributing to the outcomes for students with disabilities and, therefore, the district has identified it as a priority.

b. Additional areas of concern identified by the district (if any) and emergent themes/trends related to these areas:

A comprehensive root cause analysis of the district data of concern as well as any additional areas of concern identified by the district was completed. Were there emergent themes or trends identified through the root cause analysis?

c. Emergent themes/trends identified through root cause analysis:

At least one area in which the district's FM activities will focus (aka: Focus for Improvement) was identified through the FM activities.

d. List the district Focus for Improvement here. List multiple foci if more than one has been identified:

Section 3: Infrastructure to Support Improvement and Build Capacity.

With the Focus for Improvement in mind, the district has reviewed internal practices related to the following areas: governance, fiscal practices, quality standards, professional development, data accountability, and family.

For each area, list emergent themes and trends, including obstacles that potentially negatively impact the district's ability to move forward in that area. Use additional space as necessary.

a. Emergent themes, trends and obstacles - Governance

b. Emergent themes, trends and obstacles– Fiscal Practices

c. Emergent themes, trends and obstacles– Quality Standards

d. Emergent themes, trends and obstacles – Professional Development

e. Emergent themes, trends and obstacles – Data

f. Emergent themes, trends and obstacles – Accountability

g. Emergent themes, trends and obstacles – Family

The district engaged in activities designed to develop a Theory of Action for moving forward in addressing the Focus for Improvement. In developing the Theory of Action, the district identified one or more beliefs that will result in adult actions that will lead to specific outcomes. List the expected outcomes below.

h. Theory of Action outcomes:

Section 4: Resources, Supports and Assistance

Through the facilitated FM activities, the district has identified the resources, supports and assistance that are currently available to assist in moving forward on the Focus for Improvement. Similarly, the district has identified the resources, supports and assistance that are necessary but are not available (e.g., within the district, from CSDE, from SERC, from other sources.) List those resources that are necessary, but are not available.

Resource that is needed but not available	Potential source from which resource should/may come

Section 5: Signatures

Please have each member of the team that contributed to the preparation of this report sign and date below.

Team Member Name	Signature	Date