Tiered Monitoring Process and Results

Tiffanie Owens & Kim Fratto

Our Process

http://www.youtube.com/watch?v=Y7XW-mewUm8

Areas Reviewed

- SEA Concerns
- Current APR Results
- APR Determination History
- USOE Targeted Priority Areas
  - (Transitions, Preschool, Numeracy)
- Monitoring Results
- LEA Internal Monitoring
- Program Improvement Plans and Progress Reports
- Dispute Resolution
- Data Timeliness, Quality, and Trends
- Fiscal
- Administration

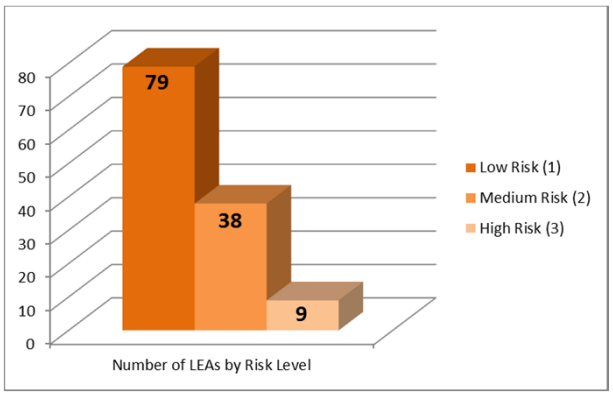
Risk Assessment

- Each LEA was assigned a risk score in each of the areas reviewed.
  - 1 = Low Risk
  - 2 = Moderate Risk
  - 3 = High Risk

SEA Concerns

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA has no findings or warnings from any USOE Departments (Teaching & Learning, Assessment, Special Education, Data & Statistics, Finance, etc).	The LEA has one or more areas of concern. Follow up is required.	The LEA has two or more areas of concern across USOE Departments. Intensive follow up is required.

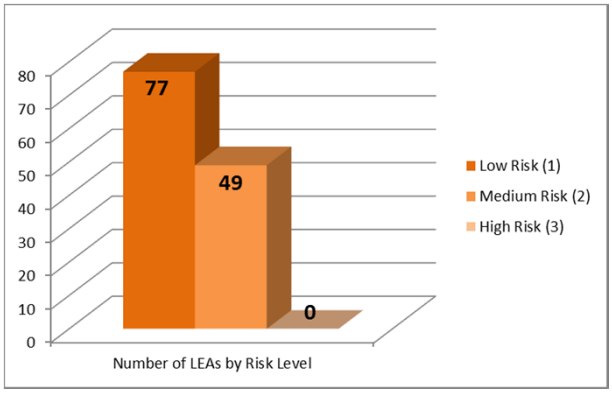
Data Point 1: SEA Concerns



Current APR

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA meets requirements. The LEA is at or near the target for every indicator.	The LEA does not meet requirements. The LEA is not at or near the target for some indicators.	The LEA does not meet requirements. The LEA is not at or near the target for multiple indicators.

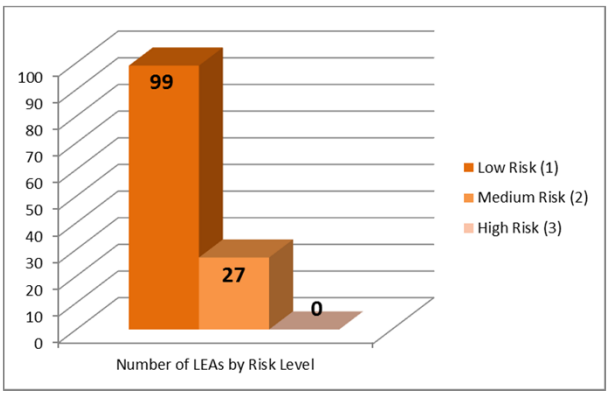
Data Point 2: Current APR



Determination History

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA is in "meets requirements" for at least 4 of the 5 prior years.	The LEA does not meet requirements for at least 2 of the 5 prior years.	The LEA does not meet requirements for at least 3 of the 5 prior years.

Data Point 3: Determination History

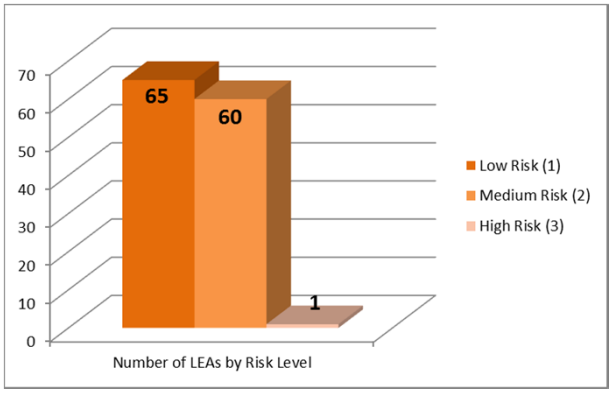


Targeted Indicators

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA meets the target for all indicators within priority areas.	The LEA meets the target for 2 of 3 priority areas.	The LEA meets the target for 1 or 0 of 3 priority areas.

USOE Targeted areas for 2012-2013 were preschool, secondary transition, and numeracy.

Data Point 4: Targeted Indicators



Effective Strategies

Special Thanks to ToniAnn Hutchison, M.S.
And Danielle Carpentieri, M.S.
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National Mathematics Advisory Panel Report, 2008

- 78% of adults cannot explain how to compute interest on a monetary loan.
- 71% of adults cannot calculate miles driven per gallon of gasoline used.
- 58% of adults cannot calculate a 10% gratuity tip when dining out.
- 27% of eighth graders could not correctly shade 1/3 of a rectangle.
- 45% of eighth graders could not solve word problems that required dividing fractions.

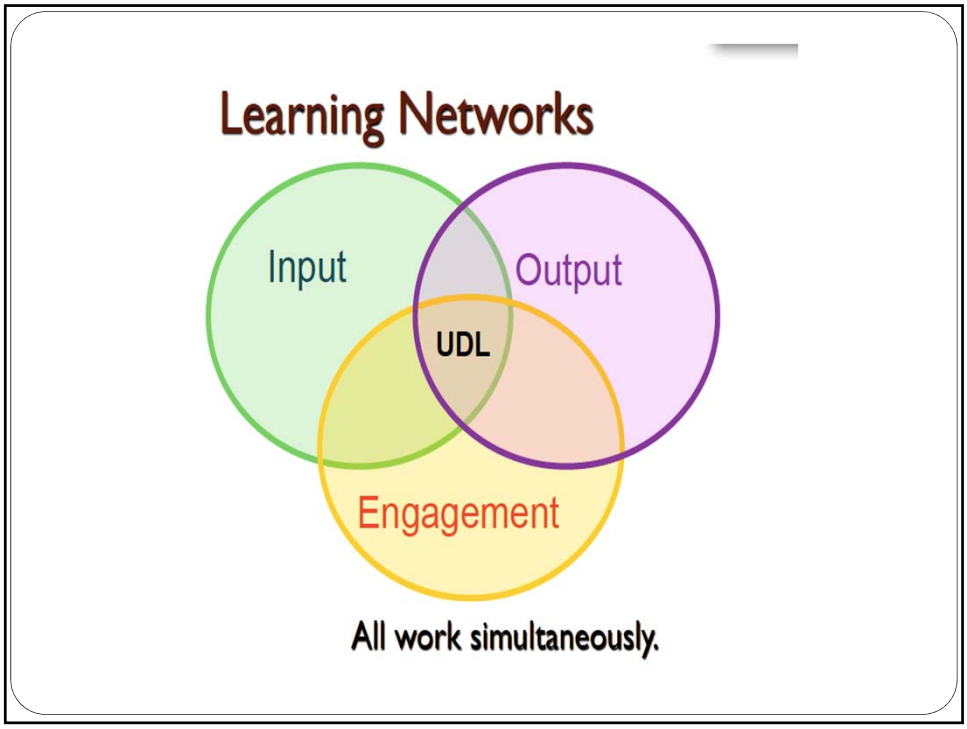
Strategies That Increase Math Comprehension

- UDL-Universal Design for Learning
- Vocabulary development
- CPA-Concrete, Pictorial and Abstract (AKA CRA-Concrete, Representational and Abstract)
- Sentence building
- Effective note-taking
- Math word walls

Universal Design for Learning

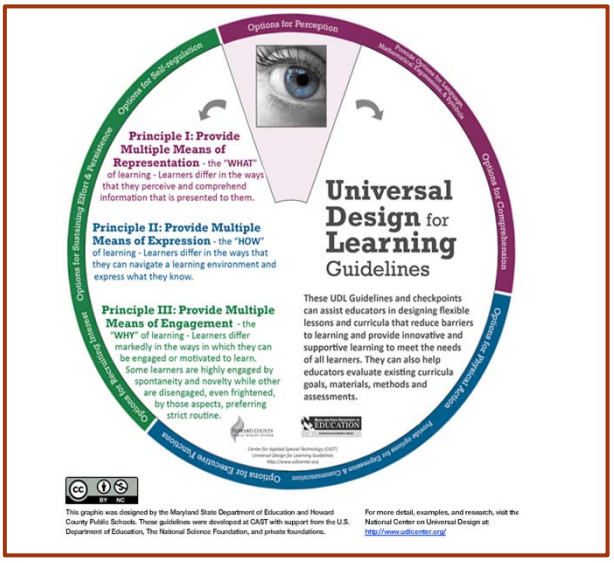
Scientifically valid framework that . . .

- Provides flexibility in
  - the ways information is presented and comprehended
  - the ways students act and respond
  - the ways students are engaged and motivated
- Reduces barriers in instruction and maintains high achievement expectations for all students, including students with disabilities



UDL Wheel

http://udlwheel.mdonlinegrants.org



Vocabulary Chart

addition	subtraction	multiplication	division
sum	difference	product	quotient
increased	decreased	double / twice	separating
deposit	withdraw	tripled	equally
combined	how many more	squared	half
altogether	reduced	cubed	per
in all	less	of	

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Concrete – Pictorial – Abstract Approach

"This CPA approach benefits all students but has been shown to be particularly effective with students who have mathematics difficulties…These students often get frustrated when teachers present mathematics problems only in the abstract. Mathematics teachers need to organize content into concepts and provide instruction that allows students to process the new learning in meaningful and efficient ways."

(Jordan, Miller, & Mercer, 1998)

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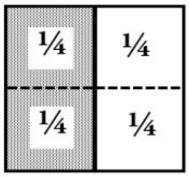
Concrete – Pictorial – Abstract Approach

Concrete	Pictorial	Abstract
How many $\frac{1}{4}$ are there in $\frac{1}{2}$?		$\frac{1}{2} \div \frac{1}{4}$ $\frac{1}{2} \bullet \frac{4}{1}$ $\frac{4}{2} = 2$

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Guided Practice

	Teacher	Student
I do it *Direct Instruction*	▪ Provides direct instruction ▪ Establishes goals and purpose ▪ Models ▪ Think aloud	▪ Actively listens ▪ Takes notes ▪ Asks for clarification
We do it *Guided Instruction*	▪ Interactive instruction ▪ Works with students ▪ Checks, prompts, clues ▪ Provides additional modeling ▪ Meets with needs-based groups	▪ Asks and responds to questions ▪ Works with teacher and classmates ▪ Completes process alongside others
You do it independently *Independent Practice*	▪ Provides feedback ▪ Evaluates ▪ Determines level of understanding	▪ Works alone ▪ Relies on notes, activities, classroom learning to complete assignment ▪ Takes full responsibility for outcome

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SENTENCE EXPANSIONS

- Provides opportunity for students to expand their understanding orally or in writing

EXAMPLES:

*Fractions and decimals are similar **but**...*

decimals are based on powers of 10.

*Fractions and decimals are similar **because**...*

they both express part of a whole.

*Fractions and decimals are similar **so**...*

they can be used interchangeably.

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One-third, Two-thirds Note-taking

- Separates main ideas from details
- Promotes organization and study skills

Aim:	To add fractions by finding a common denominator
Vocabulary	Definitions
How to...	Steps: 1) 2) 3)
Examples	a) b)

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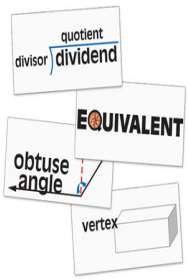
Vocabulary Acquisition



- Teachers provide student-friendly definitions

Coefficient: *the numerical factor of a term*

(text definition)

coefficient	a **number** in front of a variable
	tells "how many"
	multiplies with the variable
	4x

(teacher definition)

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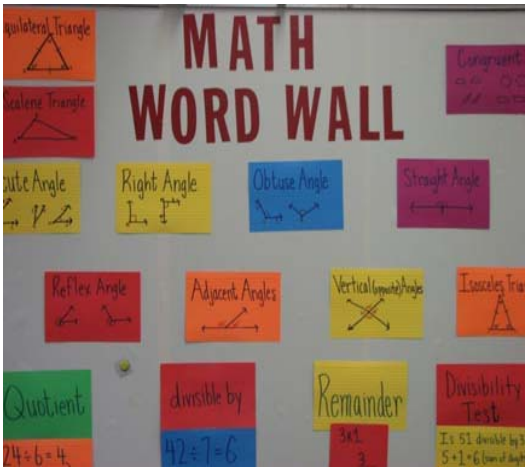
Word Walls

- Aids students with word retrieval, retention, oral and written expression



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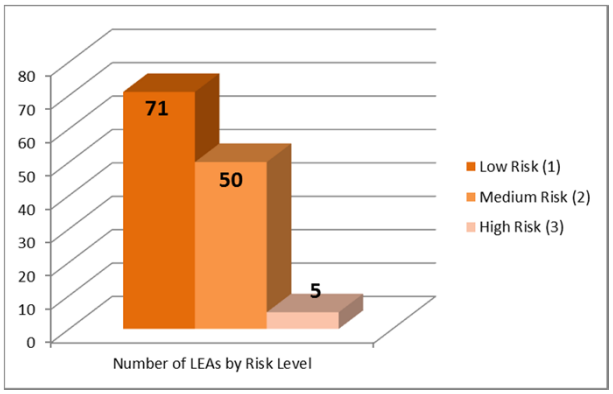
Questions

Please Contact Kim Fratto for additional information or professional development at Kim.Fratto@schools.utah.gov

Monitoring Results

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA had no findings of noncompliance or areas of concern in the most recent monitoring visit.	The LEA had some findings of noncompliance or areas of concern in the most recent monitoring visit.	The LEA had several findings of noncompliance and areas of concern in the most recent monitoring visit.

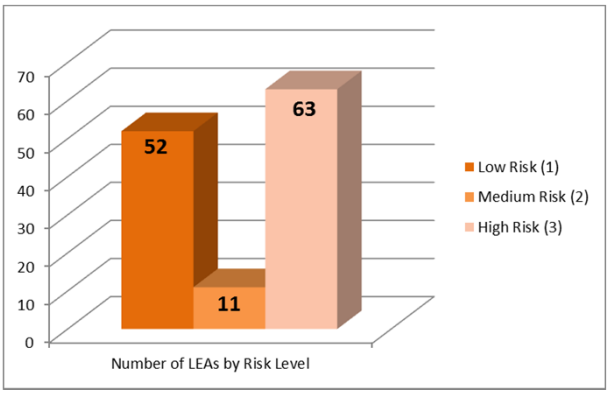
Data Point 5: Monitoring Results



LEA Internal Monitoring

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA is using the UPIPS self-monitoring system (or other USOE-approved LEA system) to review a representative sample of IEP files annually.	The LEA is using the UPIPS self-monitoring system (or other USOE-approved LEA system) to review a less than representative number of IEP files or less than annually (within the last two years).	The LEA is not using the UPIPS self-monitoring system (or other USOE-approved LEA system) to review a representative number of IEP files annually.

Data Point 6: LEA Internal Monitoring



Why Internal Monitoring?

- LEAs who identify and correct their own noncompliance have fewer findings of noncompliance issued by the USOE.

- In 2010-2011, USOE issued 1754 findings through on-site visits and LEA Self-Assessments.

  Interestingly

- LEAs conducted 1060 internal file reviews during the 2010-2011 school year.
- In 2011-2012 USOE issued 1085 findings through on-site visits and LEA Self-Assessments.

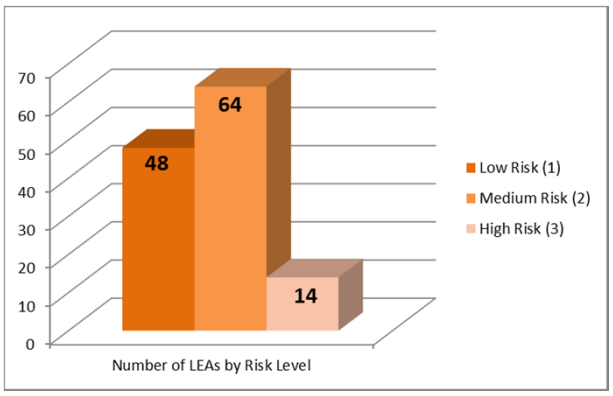
  Interestingly

- LEAs conducted 2113 internal file reviews during the 2011-2012 school year.

PIP and Progress on PIP

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA has submitted a Program Improvement Plan (PIP) on time, which addresses the areas of identified need. The LEA reports verifiable progress toward achievement of goals identified in the PIP.	The LEA has submitted a Program Improvement Plan (PIP). The plan is late, does not address all areas of identified need, or does not include verifiable progress toward achievement of goals identified in the PIP.	The LEA has not submitted a Program Improvement Plan (PIP), or the submitted plan is substantially late, does not address most areas of identified need, or does not address progress toward achievement of goals identified in the PIP.

Data Point 7: PIP and Progress on PIP

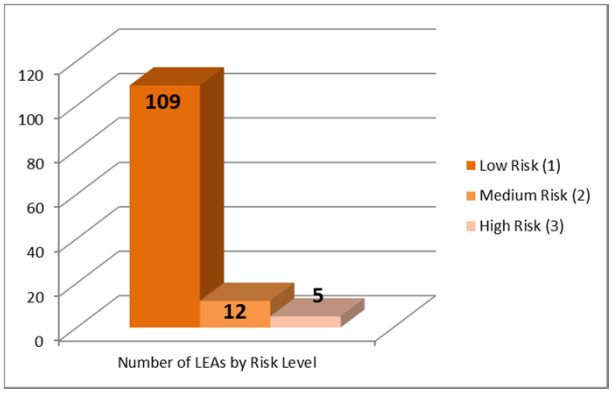


Dispute Resolution

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA has no complaints or due process proceedings with findings.	The LEA has one or more complaints or due process proceedings with no findings.	The LEA has one or more complaints or due process proceedings with findings.

Data considered were from the 2012-13 school year only

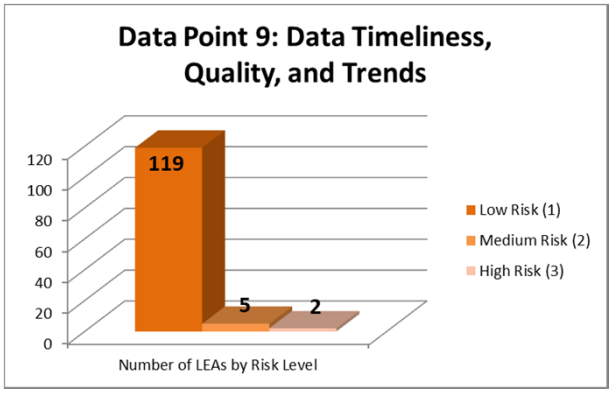
Data Point 8: Dispute Resolution



Data Timeliness & Quality

1 - Low Risk	2 - Medium Risk	3 - High Risk
Data was accurate and submitted in a timely manner.	Data was not accurate and/or not submitted in a timely manner.	Data errors required adjustment to counts or formulas for the LEA and/or other LEAs.

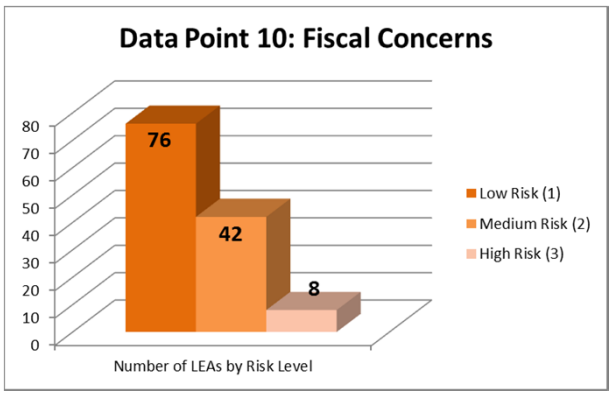
Data Point 9: Data Timeliness & Quality



Fiscal Concerns

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA has no findings or warnings related to the use of IDEA funds, as identified in the FiCAM Risk Rubric.	The LEA has one or more areas of concern related to the use of IDEA funds, as identified in the FiCAM Risk Rubric.	The LEA has audit findings or areas of concern related to the use of IDEA funds, as identified in the FiCAM Risk Rubric.

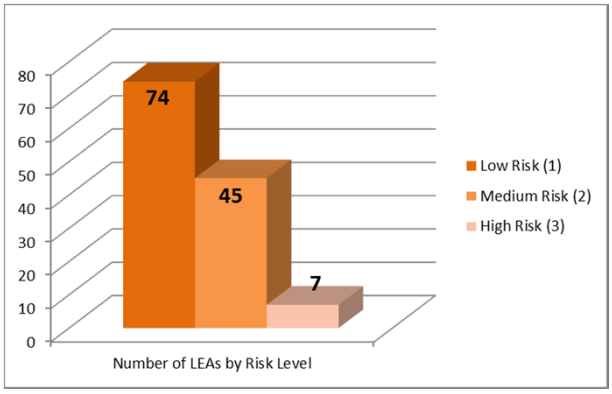
Data Point 10: Fiscal Concerns



Administration

1 - Low Risk	2 - Medium Risk	3 - High Risk
The LEA has experienced and skilled leadership staff.	The LEA has a new special education director, and/or LEA leadership does not demonstrate an understanding of IDEA requirements.	The LEA leadership, including the special education director, do not demonstrate an understanding of IDEA requirements and evidence-based practices for serving students with disabilities.

Data Point 11: Administration



Questions?

- Contact Tiffanie Owens at tiffanie.owens@schools.utah.gov or 801-538-7806