

# Washington Integrated System of Monitoring

## Systems Analysis: Orientation Webinar

August 2018



Office of Superintendent of Public Instruction

Special Education Office 360-725-6075



# Introductions...

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# Orientation Goals

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Touch on key concepts and guiding principles of the comprehensive, risk-based, monitoring system.

Briefly review four sequential components of the state-wide monitoring system including Systems Analysis Critical Elements for both systems level and student level results.

In-depth focus on primary stages of the Systems Analysis component of the Washington Integrated System of Monitoring:

- Pre-Review
- Core Review
- Post-Review



# OSPI Priorities: Improving Outcomes for Students with Disabilities



## Leadership

Support students with disabilities (including increased collaboration and ownership of school administrators and staff) and coordinated efforts with community organizations to improve results and reduce disproportionality.



## Growth Mindset

Increased expectations of students with disabilities (e.g., standards, instruction, graduation, assessments, attendance, IEP-related Decisions, and post-school outcomes).



## Evidence-Based Practices

Instruction and interventions within an MTSS framework and inclusionary practices leading to increased access and progress in Washington grade-level learning standards.



## Professional Development

Joint training for general educators, special educators, paraeducators, administrators, and parents/families (e.g., IEP team members).



## Resource Allocation

Braided funding, consolidated grant application, reducing costs for administrative tasks, increasing direct support to students, and data-based decision making.



## Recruitment & Retention

Preparation programs for administrators, general educators, special educators, related service providers, and paraeducators focused around instruction and support for students with disabilities.



# Key Concepts & Guiding Principles

Integrated fiscal accountability is the “glue” that holds the General Supervisory System together.



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Monitoring is an ongoing, two-way communication.



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*\*Every district – every year\**

To be both effective and efficient, monitoring must focus on finance, compliance, and performance.



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# Key Concepts & Guiding Principles

Monitoring must never be seen as a series of separate, distinct events.



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To be effective, the Washington Integrated System of Monitoring (WISM) must be standardized, implemented within the context of the local district, and have a direct correlation to improved educational outcomes for students.

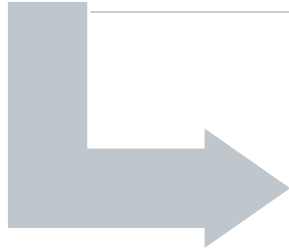


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# Four Sequential Components

**(1)  
Pre-Award**  
(All districts)



**(2)  
Determinations**  
(All districts)



**(3)  
Systems  
Analysis**  
(Visits & Desk Reviews –  
Only designated districts)



**(4)  
Close-Out**  
(All districts)



# Systems Analysis Overview

(On-site Visits / Off-site Desk Reviews)

## Systems Level Review

WISM Critical Elements Analysis Guide (CrEAG)

- Data Verification
- Fiscal Accountability
- Dispute Resolution Systems
- Monitoring Priority Areas

## Student Level Review

- IEP Review Form (revised January 2016)
- Evaluation Review Form (revised October 2014)
- Scripted Provider Interviews





# Washington Integrated System of Monitoring (WISM)

## Critical Elements Outline - SY2018-19

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**Critical Element I – Data Management:** Does the LEA/ESA have a data system that is reasonably designed to timely collect and report data that are valid and reliable and reflect actual practice and performance?

**Critical Element II – Fiscal (A):** Does the LEA/ESA have procedures that are reasonably designed to ensure that funds are budgeted and expended in accordance with Federal requirements? **(B):** Does the LEA/ESA have procedures that are reasonably designed to ensure the allowable use of IDEA funds?

**Critical Element III – Dispute Resolution:** Does the LEA/ESA have procedures and practices that are reasonably designed to implement the dispute resolution requirements of IDEA?

**Critical Element IV – Policies, Procedures, Practices for Priority Areas:** Does the LEA/ESA have in effect policies, procedures, and practices that are consistently implemented in accordance with state policies and procedures established in WAC 392-172A subject to state monitoring as described in WAC 392-172A-07010?

**Critical Element V – Individualized Education Program (A) Implementation:** Based on the student records reviewed, does the LEA/ESA provide enrolled special education students, ages 3–21, a free appropriate public education (FAPE) consisting of individualized specially designed instruction and any necessary related services? **(B) Procedural:** Does the LEA/ESA have policies and procedures that are consistently implemented to ensure the development and implementation of the IEP program? Do IEPs and evaluations contain the required components?



# Evaluation Review Form

\_\_\_\_\_ School District

**SSID#:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_

**Disability Category:** \_\_\_\_\_

**Evaluation Date:** \_\_\_\_\_

Init Eval:

Re-eval:

*(If SLD, complete all 3 pages)*

<b>Prior Written Notice and Parent Consent</b>	
§300.300, §300.304, §300.503, & WAC 392-172A-03000; 03020; 05010	
Y   N	Does the file contain evidence of prior written notice provided to the parents within a reasonable amount of time prior to conducting the evaluation (including a description of any evaluation procedures the district proposes to conduct)?
Y   N   NA	If an initial evaluation, does the file contain evidence of written parent consent?
Y   N   NA	If a reevaluation, does the file contain evidence of written parent consent or reasonable efforts to obtain parent consent (if the evaluation will include additional assessments)?
<b>Evaluation Timelines</b>	
§300.301 and §300.303, & WAC 392-172A-03005; 03015	
Y   N	Was the evaluation conducted and eligibility established within 35 school days of the district's receipt of parent consent (or such other time period as agreed to by the parent and documented by the district, including the reason(s) for extending the timeline)?
Y   N   NA	Was the reevaluation conducted within three years of the previous evaluation (unless the parent and the district agreed that a reevaluation was unnecessary and documented that agreement in the student's file)?
<b>Eligibility for Special Education</b>	
§300.8 & WAC 392-172A-01035(1)(a)	
Y   N	Does the evaluation establish (for initial evaluations) or reconfirm (for reevaluations) the presence of a disability that meets the criteria for one of the identified disability categories?
Y   N	Does the evaluation document the adverse educational impact of the disability?
Y   N	Does the evaluation document the student's need for special education and related services?

# IEP Review Form

\_\_\_\_\_ School District

SSID# \_\_\_\_\_

Date of Birth \_\_\_\_\_

IEP Date \_\_\_\_\_

Evaluation Date \_\_\_\_\_

**1. Present Levels of Academic Achievement and Functional Performance WAC 392-172A-03090; 03110**

Y	N		Does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum (the same curriculum as for nondisabled students)?
Y	N	NA	For a preschool child, does the IEP include a written statement of the student's present levels of academic achievement and functional performance, including as appropriate, how the disability affects the child's participation in appropriate activities?

**2. Measurable Annual Goals WAC 392-172A-03090; 03110**

Y	N		Does the IEP include a statement of <i>measurable annual goals*</i> , including academic and functional goals designed to: <ul style="list-style-type: none"> <li>a. meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and</li> <li>b. meet each of the student's other educational needs that result from the student's disability; and</li> <li>c. for students taking alternate assessments aligned to alternate achievement standards (e.g., WAAS), does the IEP include a description of benchmarks or short term objectives?</li> </ul>
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Area of Service	MAG			Comments
Reading	Y	N	NA	
Written Language	Y	N	NA	
Math	Y	N	NA	
Behavior/Social	Y	N	NA	
Study Skills	Y	N	NA	
Life skills/ Adaptive	Y	N	NA	
**SLP	Y	N	NA	
**OT	Y	N	NA	
**PT	Y	N	NA	
**Vision	Y	N	NA	
Other	Y	N	NA	



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# Pre-Review Activities: Desk and On-site

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## Notification Letters

- District is sent a letter from OSPI with date of review and request for advance documents

## Conference Calls

- Designated Lead Reviewer and Special Education Administrator will conference in advance of the review to confirm on-site schedule, if applicable; schedule provider interviews; answer emerging questions; etc.



# Pre-Review Activities: Desk and On-site

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## Student Records Review

- Comprehensive representative sampling of currently-enrolled eligible students; based on district size
- Representative sample of flagged area(s)

## Scripted Interviews (if applicable)

- Equitable Services
- Non-Public Agency Services
- Institutional Education Services

## Documentation Checklist



**DISTRICT NAME**  
**2018-19 WISM Documentation Checklist**

**District Overview**

1. Provide a copy of the district's 2018-19 organizational chart, including names and titles/positions of individuals.
2. Use the electronic template<sup>1</sup> (tab labeled "2-Admin&Staff") or a district-created spreadsheet (containing the same specified elements as the template) to provide an electronic **Excel** (in .xls or .xlsx format) list of the following staff:
- a) All district and building administrators (regardless of source of funding) including name, position, building/location name, and FTE by Program/Activity/Object code.
  - b) All certificated and classified special education staff (e.g. special education teacher, psychologist, speech language pathologist, paraeducator, SLP assistant, etc.) including name, position, building/location name, and FTE by Program/Activity/Object code. Include the names of any special education staff hired through personal service or other types of contracts (e.g. 21-700, 24-700, 26-700, 27-700) or on long-term substitute assignment(s).
  - c) Identify which teachers are currently on temporary out-of-endorsement assignment or pre-endorsement waiver, if any.
  - d) **Indicate the date as of which the district staff list should be considered current:**
3. Complete and submit the attached Systems Analysis Questionnaire.
- Items I-A to I-E are related to **Critical Element I: Data Verification**
  - Items II-A to II-D are related to **Critical Element II: Fiscal Accountability**
  - Item III-A is related to **Critical Element III: Dispute Resolution**
  - Items IV-A to IV-F are related to **Critical Element IV: Monitoring Priority Areas**
  - Item V-A is related to **Critical Element V: IEP Development & Implementation**

**Critical Element II: Fiscal Accountability**

4. a) Provide samples of monthly time and effort reports and supporting employee payroll transaction reports from the months of March, April, and May 2018 for XX certificated instructional and related services staff, XX classified instructional staff, and two administrators. Note: One monthly PAR for one individual equals one sample.<sup>2</sup>
- b) Provide samples of 2017-18 year end semi-annual time and effort reports and supporting employee payroll transaction reports for XX certificated instructional and related services staff, XX classified instructional staff, and two administrators.

**Does the district have an OSPI-approved substitute cost allocation plan? If yes, what was the approval date (month/year)?**  Yes  No

<sup>1</sup> The electronic template is attached to the email notification sent to the district's special education director.

<sup>2</sup> Personnel Activity Report (PAR): When employees work on multiple activities or cost objectives, a distribution of their salaries or wages must be supported by personnel activity reports or the equivalent unless a substitute system or schoolwide plan is implemented.

# Documentation Checklist

There are a total of 17 data elements.

## Systems Analysis Questionnaire (SY 2018-19)

*Instructions: Please describe district-specific policies, procedures, and practices related to Data Management, Fiscal Accountability, Dispute Resolution, Monitoring Priority Areas, and Student-level Evaluation and IEP Implementation in response to each of the scripted questions. When completing the questionnaire, it may be advantageous to involve multiple individuals, such as representatives from the special education department, business office, ELL department, IT or technology departments, staff responsible for reporting the district's data to CEDARS, and/or school staff responsible for data input.*

**District:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Critical Element I: Data Management</b>	<b>District Response</b>
<b>A. Data Collection</b> <ul style="list-style-type: none"> <li>i. Describe the district's individual student record database(s) and the special education database.</li> <li>ii. Describe how the systems interface. If the electronic systems do not interface, please describe how the district compiles information from multiple databases.</li> </ul>	
<b>B. Data Compilation and Reporting</b> <ul style="list-style-type: none"> <li>i. Are routine reports generated? If so, describe what reports are generated and how they are used.</li> <li>ii. Are ad hoc reports (i.e., a one-time data report for a specific purpose) possible? If so, please describe ad hoc reports that are used by the district.</li> <li>iii. Describe the internal controls used by the district to ensure the timely reporting of special education data to the state.</li> </ul>	
<b>C. Data Verification and Improvement</b> <ul style="list-style-type: none"> <li>i. Are random data verification checks (e.g. special education discipline data, staffing, LRE, post-school outcomes, etc.) conducted at least annually? If so, describe the data verification process used to verify (a) LRE and (b) special education discipline data that are reported to OSPI. .</li> <li>ii. Describe the process for correcting errors in special education data when it is determined to be necessary.</li> <li>iii. Describe the plan in place for evaluating and improving the data reporting process.</li> </ul>	



**DISTRICT NAME**  
**2018-19 WISM Documentation Checklist**

# Documentation Checklist

- 5. Submit copies of the district's monthly student P-223H exception reports for the months of March, April, and May 2018.
- 6. Submit the following:
  - a) Detailed expenditure report<sup>3</sup> showing the budgeted and actual 2017-18 year-to-date expenditures sorted by program and totaled at the activity/object level as of June 30, 2018 for Programs 21 (State special education funds), 24 (for both Section 611 and 619 Federal IDEA funds), 26 (Institutional funds), and 29 (Impact Aid funds).
  - b) Include a chart of accounts for the district's special education program showing revenue and expenditure account codes.
- 7. Provide copies of private school written affirmations from the 2017-18 consultation process reported as "on file" in the 2018-19 iGrants 267 IDEA federal fund application, if the district had approved, non-profit private schools within its jurisdiction in 2017-18. **(Note: This item does not apply to charter schools.)**
- 8. Provide:
  - a) Copies of three 2018-19 contracts paid with Program 24 Federal IDEA Part B funds, if applicable.
  - b) A Program 24 transaction recap report for any activities with Object 700 for the months of March, April, and May 2018, if applicable.

**Check here if the district does not have any 2018-19 contracts paid with Program 24 Federal IDEA Part B funds.**
- 9. Provide hyperlinks to (or copies of) the following district policies and/or procedures:
  - a) Financial Records retention:
  - b) Student Records retention:
  - c) Capital Assets:
  - d) Purchasing/Procurement:
  - e) Policy and Procedures for Special Education and Related Services (2161P)

<sup>3</sup> Detailed expenditure reports should sum year-to-date program expenditures at Program/Activity/Object level.

Critical Element IV: Monitoring Priority Areas

10. Provide samples of three different types of child find activities (e.g., brochure, screening, written materials, newspaper or radio advertisements) for children ages 3–21 for the 2018-19 school year.

11. Provide copies of the daily building bell schedules, if not posted to the district/school building website(s), including the lunch and elementary recess schedules, for all schools operated by the district. Note: Schedules must specify lunch times (beginning and end time) for each grade level, if different. Do not include combined lunch/recess times, unless the lunchtime (beginning and end) is also specified.

Check here if the information requested in Item #11 is available on the district/school building website and the district is requesting OSPI use that information. If checked, provide web link(s) for this information:

Check here if the district has more than one middle school and/or high school.

If checked, provide information on existing feeder school patterns:

- a) for elementary to middle/junior high school and/or
- b) for middle/junior high school to high school

Examples of how to provide this information include providing the hyperlink to the information on the district's website or by including a list of elementary schools that feed into a middle/junior high school.

12. Provide examples of supporting documentation of the district's participation in XX student-specific Part C to Part B transition planning processes (e.g., minutes, invitations, conference notes, etc.) during the 2017-18 school year. **(Note: This item does not apply to charter schools.)**

13. Use the electronic template (tab labeled "13-C to B Transition") or a district-created spreadsheet (containing the same specified elements as the template) to provide a list of names and SSID numbers of all preschool special education students who received IDEA Part C services and were referred to the district for IDEA Part B services by the Early Support for Infants and Toddlers (ESIT) Program between July 1, 2017 and June 30, 2018 as reported on the *2017-18 Part C to B Transition* report. Indicate whether the student was determined eligible or not eligible for Part B services. **(Note: This item does not apply to charter schools.)**

# Documentation Checklist

**DISTRICT NAME**  
**2018-19 WISM Documentation Checklist**

**Critical Element V: IEP Implementation**

- 14. On or before Friday, December 14, 2018**, use the electronic template (tab labeled "14--All Students") or a district-created spreadsheet (containing the same specified elements as the template) to provide a complete electronic **Excel** list of all students (validated and non-validated) on the district's November 2018 Federal Child Count. If using a district-created document (Excel format required), the list **must include** the following information:

• Student name	• Name of school and building code where student is attending
• SSID number	• Least restrictive environment (LRE) placement (as reported in EDS)
• Date of birth	• Race/Ethnicity of the student (use the seven federal categories)
• Grade	• Parent(s) primary language
• Disability category	• Home mailing address (city, state and zip code must be in separate columns)
• Email address	

# Documentation Checklist

- 15.** Use the electronic template (tab labeled "15--NPA") or a district-created spreadsheet (containing the same specified elements as the template) to provide a list of names and SSID numbers of students who have been placed by the district in non-public agencies (NPA) during the 2018-19 school year. In addition to the names and SSIDs of the student(s), the list must include the following information:
- Disability category
  - Name of NPA student is attending
- 16.** Use the electronic template (tab labeled "16--Institutions") or a district-created spreadsheet (containing the same specified elements as the template) to provide a list of names and SSID numbers of students who are enrolled in an institutional facility located within the district, including juvenile detention centers, group homes, and/or residential habilitation centers, during the 2018-19 school year. In addition to the names and SSIDs of the student(s), include the name of the institution in which the student is enrolled and the total number of days enrolled in the 2018-19 school year. **(Note: This item does not apply to charter schools.)**
- 17.** The district will receive the list of student files to be included in the record review via email on or around XXXXX, XX, 2018. If any of the students on this list are no longer receiving special education services in the district, please reply to the email so that an alternate record can be selected. The district will have three weeks from the date of the list to prepare and submit electronic copies of the following documents for each selected student:
- a) The student's most current evaluation/reevaluation, including any individual assessments that were part of the evaluation. The date and signature of each professional member of the evaluation group (WAC 392-172A-03035) must be included.
  - b) The prior written notice (PWN) for initiating the evaluation/reevaluation (WAC 392-172A-03020), and the parent's signed consent (or attempts to obtain consent) for conducting the evaluation/reevaluation (WAC 392-172A-03000).
  - c) The student's most current IEP, including copies of the signatures or documentation of participating IEP team members. If required IEP team members have been excused, provide documentation of parent/district agreement or consent to excuse the required team

**DISTRICT NAME**  
**2018-19 WISM Documentation Checklist**

member(s) (WAC 392-172A-03095). If applicable, include any addenda that may be part of the student's current IEP (i.e. Extended School Year services, Emergency Response Protocols, Behavioral Intervention Plans, Revocation of Consent, etc.).

- d) The cover pages and/or signature pages (documenting the date of completion) for the prior evaluation and IEP.

Additional documentation is required for student files selected for specific review areas (such as secondary transition, disproportionality, discipline, exiting, etc.). OSPI will also request copies of student schedules, progress reports, and prior IEPs for designated student files within the sampling. The district's student file list will include further instructions.

# Documentation Checklist

## Instructions:

1. Save this file to your desktop. Select File/Save As an Excel document (.xlsx) and re-title the document if desired.
2. Enter the district's name in the highlighted cell (C3) at the top of this worksheet. The name of your district will then appear on each of the worksheet pages in the workbook. (Note: if your district name does not immediately appear on each of the worksheets, you may need to re-save the workbook (Ctrl+S)).
3. Complete each worksheet with the the information requested from the corresponding item in the 2018-19 WISM Documentation Checklist. The tabs at the bottom of the page refer to the corresponding item in the WISM Documentation Checklist. On each worksheet, the item from the WISM Documentation Checklist is identified by number along with the information being requested in the first row.
4. **Data will only be accepted in Excel format. PDF and Word documents will be returned to the district for resubmission in Excel.**
5. Submit the requested information using one of the following methods:
  - a. Electronic media – Mail documents stored on electronic media (USB flash drive, CD/DVD, etc.) to Sharyn Jordan, OSPI Special Education, PO Box 47200, Olympia, WA 98504. Label the media device with "2018-19 WISM" and the name of the school district.
  - b. Email – Password-protect (if the document contains confidential information) and submit via email to Sharyn Jordan at [Sharyn.Jordan@k12.wa.us](mailto:Sharyn.Jordan@k12.wa.us). If password-protected, Sharyn will contact the district for the password.
  - c. Secure email system – Submit using OSPI's secure email system (no need for password-protecting the documents). If you are interested in this option, email Sharyn Jordan at [Sharyn.Jordan@k12.wa.us](mailto:Sharyn.Jordan@k12.wa.us) for instructions on setting up a temporary account.
  - d. Secure File Transfer Protocol (FTP) – Upload the documents to OSPI's secure FTP site (no need for password-protecting the documents). If you are interested in this option, email Sandy Grummick or Amber O'Donnell at [specialedata@k12.wa.us](mailto:specialedata@k12.wa.us) to set up an account.



<b>Item 2:</b>	<b>All Administrative and Special Education Staff</b>							
<b>District:</b>	<b>0</b>							
<b>This staff list is considered current as of the following</b>								

**Note:** Please list all (1) district and building administrators, regardless of funding sources, and (2) certificated and classified staff assigned to provide special education services (e.g. preschool teacher, resource room teacher, psychologist, speech language pathologist, paraeducator, SLP assistant, etc.). Include the names of any special education staff hired through personal service or other types of contracts (e.g., 21-700, 24-700, 26-700, 27-700) or on long-term substitute assignment. When completing this form, each employee's FTE should add up to the total FTE worked. Include each source of FTE funding for an individual on a separate line. Identify which teachers, if any, are currently on temporary out-of-endorsement assignment or have a pre-endorsement waiver.

Last Name	First Name	Title/Position	Building	FTE	Program	Activity	Object	Pre-endorsement waiver or temporary out-of-endorsement assignment?



# How to Submit

## Electronic Media

- Submit materials together in the same format (USB flash drive, CD/DVD, FTP site, etc.)
- PDF documents **must be searchable**
- Electronic media should be labeled with “2018-19 WISM” and the name of the school district
- Electronic folders should be clearly labeled by Documentation Checklist number
- Student files should be clearly labeled and include the student’s file number (identified on the file list)
- New FTP site option





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# Core Review Activities: Desk and On-site

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## Data Integration

- P-223H Monthly Student Count
- Budget and Personnel Reports
- Supporting Documentation
  - Indicator 4 – Discipline
  - Indicator 11 – Initial Evaluations
  - Indicator 12 – Transition from Part C to Part B
  - Indicator 13 & 14 – Secondary Transition

## Dispute Resolution

- Three-year data trends for citizen complaint, due process and mediation processes



# Core Review Activities: Desk and On-site

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## Parent Involvement

- NCSEAM: The School Age Survey
- FFY 2018 Parent Survey
- Curriculum aligned to survey

## Administrator Interview

- Follow-up on questions and information generated during review activities

## Supplemental Interviews (if applicable)

- Equitable Services
- Contracted Placement Services
- Institutional Education Services

## Provider Interviews

- Conducted during building visits for on-site reviews and telephone conference calls for off-site desk reviews



# Service Provider Interview: Sample Questions

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## Special Education Teacher

- What special education and related services is the student receiving?
- Where are the services being provided?
- Who is providing specially designed instruction?
- How is the content, methodology, and/or service delivery of instruction modified to meet the individual needs of the student?



# Service Provider Interview: Sample Questions

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## Educational Staff Associate

- What related services is the student receiving?
- Where are the services being provided?
- Are you providing specially designed instruction?
  - If yes, in what area?
  - If yes, how is the content, methodology, and/or service delivery of instruction modified to meet the individual needs of the student?



# Service Provider Interview: Sample Questions

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## General Education Teacher

- Are you providing specially designed instruction?
  - If yes, in what area(s)?
  - If yes, how is the content, methodology, and/or service delivery of instruction modified to meet the individual needs of the student?
- Who is responsible for planning and organizing the specially designed instruction?
- Who do you share student progress with? How often?



# Service Provider Interview: Sample Questions

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## Paraeducator

- Are you providing specially designed instruction?
  - If yes, in what area(s)?
  - Who provides the materials for the student's instructional programming?
- Who is responsible for planning and organizing the specially designed instruction?
- Who do you share student progress with? How often?



# Service Provider Interview: Sample Questions

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## Sample Supplemental Topics (as time permits):

- Provision of Services
  - How do you maintain ongoing communication with other service providers?
  - How are necessary instructional accommodations identified?
- IEP Development
  - Who participates in the development of an IEP?
  - What information is considered when developing the IEP?
- Progress Reporting
  - How do you measure student progress towards goals and objectives?  
What if the student is not making sufficient progress?



# Sample Off-site Desk Review: Provider Interview Schedule

XX Elementary School			
Zoom mtg/Phone	Day/Time	Provider Name	Student Name/File #
Zoom: <a href="mailto:TeacherA@sd.org">TeacherA@sd.org</a>	Tuesday, Oct 7 8:00-8:30	Teacher A	File 1 File 5 File 10
Phone: (555) 555-5555	Tuesday, Oct 7 2:45-3:05	Teacher B	File 2 File 7
Phone: (555) 555-5556	Wednesday, Oct 8 9:00-9:15	SLP	File 4
Zoom: <a href="mailto:TeacherC@sd.org">TeacherC@sd.org</a>	Thursday, Oct 5 1:00-1:15	Teacher C	File 3





# Sample On-site Building Visit and Provider Interview Schedule

Time	Session/Activity			
<b>1:00–3:15 pm</b> 1 hour for interviews, ½ hour for observations, ½ hour for focus group)	<b>High School</b> <ul style="list-style-type: none"> <li>• Principal:</li> <li>• Phone:</li> <li>• Address:</li> </ul> <i>[Focus on SDI &amp; service delivery for students selected for review (see student file review list); classroom observations of SDI; Secondary Transition Focus Group.]</i>			
	Room	Service Provider Interviews	Student Name(s)	Time <i>(15 min ea)</i>
	Conf. Rm.	Teacher A	File 1, File 5	1:00-1:15 pm
	Conf. Rm.	Teacher B	File 2, File 3, File 10	1:20-1:40 pm
	Conf. Rm.	SLP	File 7	1:45-1:55 pm
	Room	Classroom Observations	Student Name(s)	Time <i>(15-20 min ea)</i>
	216	Teacher B	File 3	2:00-2:15 pm
	112	Teacher A	File 5	2:20-2:35 pm
	Room	Mini-Focus Group	Participants	Time <i>(30 min)</i>
	Conf. Rm.	Secondary Transition	Building Administrator, Transition Specialist, Counselor, School Psych, Special Ed Teachers, Paras	2:40-3:10 pm

# On-site Review Activities

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## Opening Session (1-hour time block)

- Review scope of visit and on-site schedule
- Gather information about the district's infrastructure; alignment of accountability systems; and strengths and/or emerging challenges related to improving outcomes for eligible students
- Provide opportunity for the District to share information about district demographics; programs and services; community partnerships; and strengths and emerging challenges
- May be coordinated with ESEA Consolidated Program Review (CPR) Schedule, if applicable



# On-site Review Activities

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## Management Work Session (2-hour time block)

- Systemically address monitoring priority areas in which the district did not meet targets set in the State Performance Plan.
- Content includes trend data; contributing factors—both positive and negative; and current district initiatives to improve compliance and/or performance.
- Suggested participants depend on content.



# Concurrent On-site Activities

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## **Focus Groups** (30-60 minutes) - examples:

- \* Parent Focus Group
- \* Student Achievement
- \* Eligibility and Placement
- \* Student Focus Group
- \* Discipline
- \* Early Childhood
- \* Secondary Transition
- \* Intervention Team

## **Fiscal Accountability Session** (30-60 minutes)

## **Data Verification Interview** (30-60 minutes)

## **Authentic Systems Observations** - examples:

- \* Parent Advisory Committee
- \* Budget Forecasting Session
- \* Student Study Team
- \* EC Transition Conference



# Concurrent On-site Activities

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## School Building Visits

- Interviews with educators responsible for the provision of specially designed instruction and related services
- Informal observations of service delivery linked to IEPs that are part of the student file sampling
- Focus group activities (30 minutes)

## Site Visits (if applicable)

- Private Schools
- Non-Public Agencies
- Institutional Education Facilities



# On-site Review Activities

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## District Briefing

- Informal opportunity to communicate about visit progress and follow-up on emerging questions
- Confirmation of next day's schedule/activities

## Summary Session

- Informal summary of pre-visit and on-site activities
- Discussion of post-visit activities; final report development; and expected timelines



8:00 am – 8:30 am

Arrival/Set-Up (Preparation for Opening Session)

8:30 am – 9:00 am

**Opening Session**

- OSPI staff (5 minutes) – Introductions; purpose; scope of visit and onsite schedule.
- District staff (40 minutes) – Organizational infrastructure and sharing of school programs, strengths, and emerging challenges.
- Suggested participants: Superintendent, Operations Representative, Special Education Director, and others as appropriate such as the Dean, Data Director, etc.

9:00 am – 9:45 am

**Data Verification Focus Group** (Validity and Reliability)

- Purpose: To review data collection, validity/verification processes, reporting, analysis, use of data in decision-making
- Suggested participants: Data manager/data entry staff, student information system staff, building-level data entry representative, Special Education Directors, and others as appropriate

9:00 am – 9:45 am

**Individual Service Provider Interview & Classroom Observation**

**Fiscal Interview**

- Purpose: Review of fiscal internal control activities related to the management and use of federal special education funds and follow-up inquiries from pre-visit analysis
- Suggested participants: Superintendent, Business/finance director, Special Education director, others as appropriate

10:00 am – 10:45 am

**Individual Service Provider Interview & Classroom Observation**

**Administrative Interview**

- Purpose: Emphasis on various administrative and program issues. Follow-up inquiries for Critical Elements I – Data Management, III-Dispute Resolution, IV-Monitoring Priorities (Child Find, LRE, Discipline, Systems of Transition, and Disproportionality), and V-Individualized Education Programs
- Suggested participants: Superintendent, Spokane District Representative if appropriate, Special Education Director, others as appropriate.

10:00 am – 10:45 am

10:45 am- 12:00 pm

12:00 am- 12:45 pm

**Management Work Session (OSPI Team)**

- Purpose: An in-depth, data-driven focus on monitoring priority area: Discipline (Indicator 4B -Black)) Suggested participants: Building principal/assistant principals from each level, district-level administrators (e.g. special education, curriculum & instruction, teaching & learning, career & technical education, Title/LAP, bilingual/ELL, etc.), school psychologists, and counselors.

1:45 pm – 2:15 pm

Program Review Team – Data Collection Analysis (DRAFT Summary of Activities)

2:15 pm – 3:00 pm

**Summary Session/District Briefing**

(Informal review of preliminary results with special education director and designated staff; technical assistance offered as appropriate or needed)

This is a working sample of a one-day visit.

If visit is aligned with CPR visit, timeframes will be coordinated.

**Day One – Monday, January 8<sup>th</sup>**

- 8:00 a.m. – 8:30 a.m.**    **Arrival/Set-Up** (*Preparation for Opening Session*)
- 8:30 a.m. – 9:30 a.m.**    **Opening Session** (*Introductions; Purpose; scope of visit and on-site schedule; discussion of district demographics, program services, and community partnerships.*)
- 10:00 a.m. – 3:00 p.m.**    **Concurrent School Building Visits/Activities**
- 3:30 p.m. – 4:00 p.m.**    **District Briefing** (*Meeting with special education director to confirm next day activities*)
- 6:00 p.m. – 7:30 p.m.**    **Parent Focus Group** (*To gather parent input regarding the district's special education program*)

**Day Two – Tuesday, January 9<sup>th</sup>**

- 8:00 a.m. – 8:30 a.m.**    **Arrival/Set-Up** (*Preparation for day's sessions/activities*)
- 8:30 a.m. – 10:30 a.m.**    **Management Work Session** (*In-depth, data-driven focus on monitoring priority areas: Disproportionality and Discipline*)
- 10:45 a.m. – 11:45 a.m.**    **Concurrent Sessions:**
  - Eligibility & Placement Focus Group** (*Focus on eligibility and placement decision-making processes*)
  - Discipline Focus Group** (*Focus on behavioral supports and process for suspension/expulsion of students with disabilities*)
- 12:45 p.m. – 1:30 p.m.**    **Concurrent Sessions:**
  - Data Verification Session** (*Focus on data collection, validity/verification, reporting, analysis, and use in decision-making; and follow-up inquiries from pre-visit analysis*)
  - Fiscal Interview** (*Review of fiscal internal control activities related to the management and use of federal special education funds; follow-up from pre-visit analysis*)
- 1:45 p.m. – 2:45 p.m.**    **Administrative Interview** (*Emphasis on various administrative and program topics; follow-up inquiries related to Critical Elements*)
- 2:45 p.m. – 3:30 p.m.**    **Program Review Team – Data Collection & Analysis**
- 3:30 p.m. – 4:30 p.m.**    **Summary Session** (*Informal review of activities to date, technical assistance offered as appropriate or needed, discussion of post-visit activities*)

This is a working sample of a two-day visit.

If visit is aligned with CPR visit, timeframes will be coordinated.



# Post-Review Activities

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## Parent Survey Results – Indicator B8

### Follow-up inquiries

- Related to any additional questions or documentation needed

### Peer review activities

- To ensure inter-rater reliability

### Report development

- Written report issued, with appended Required Actions Tracker addressing Critical Elements I-V in the WISM Review Tool
- Optional report debrief based on district request





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