Welcome to the Webinar!

- Sound check

- Meeting presentation will be posted on the Exceptional Children communication site:
http://ec.ncpublicschools.gov/conferences-profdev/webinars

- PowerPoint can be downloaded during this presentation from the 'Handouts' tab of this GoToWebinar

Note: New Charter Schools

- **All districts and charter schools who completed the LEA Self-Assessment in 2015-16:**
  - Complete the LEA Self-Assessment Update

- **All new charter schools (i.e., opening in the 16-17 school year):**
  - Complete the LEA Self-Assessment

Broad Overview:
Timeline and Submission Details

- LEA Self-Assessment Updates were emailed to directors and coordinators on March 16th and 17th

- The email was sent from Kelly Breest

- If you have not received the update, please email Matt Hoskins at Matt.Hoskins@dpi.nc.gov

Guidance Manual

- The guidance manual is located at:

http://ncimplementationscience.ncdpi.wikispaces.net/LEA+Self-Assessment

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Due Dates

- LEA Self-Assessment Update:
  - Should be emailed to Matt Hoskins by 5/22/17
  - Naming convention: LEASAU.2016-17.*LEAName*

- LEA Self Assessment (for new charters only):
  - Should be emailed to Matt Hoskins by 6/1/17
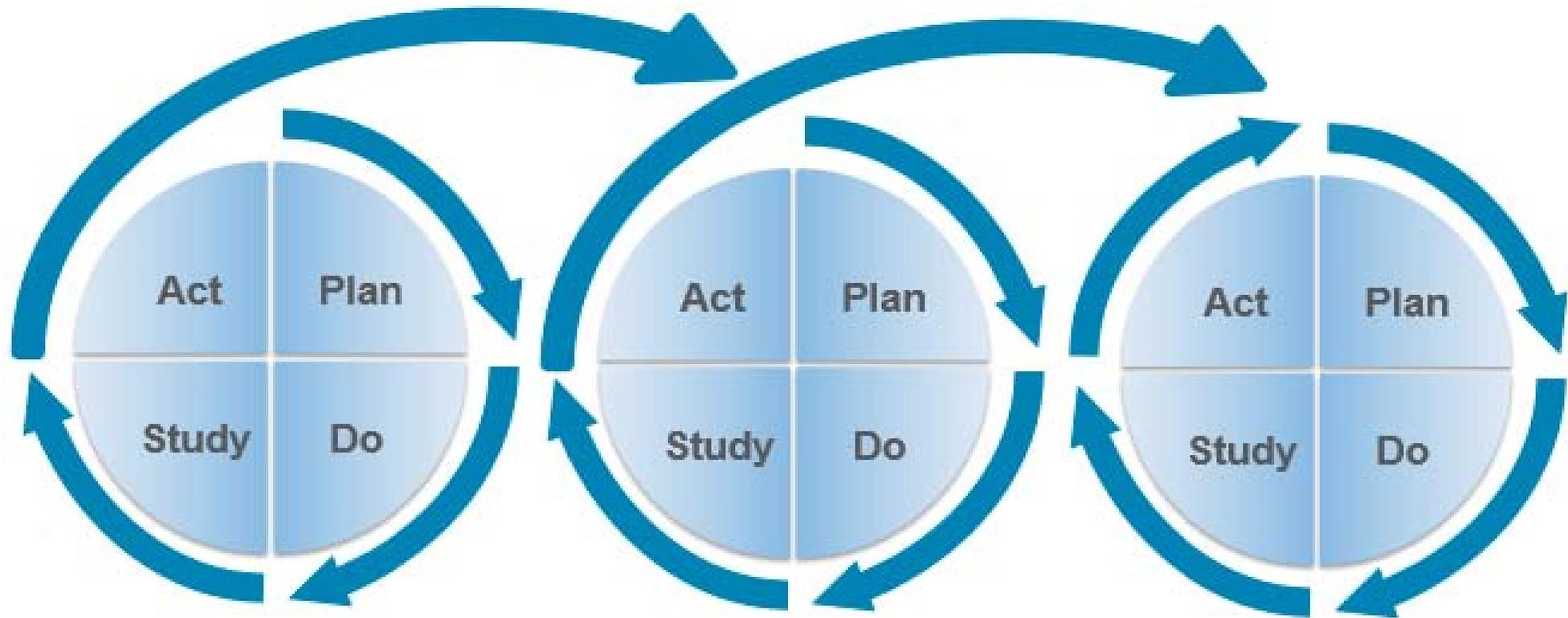 - Naming convention: LEASA.2016-17.*LEAName*

Additional Support

- Phone call from EC Division Staff

- May Division Meeting

- Technical Assistance from Regional Coordinators

Plan, Do, Study, Act

Plan

- 2015-16 LEA Self-Assessment and Improvement Plan
  - What change are you testing with the PDSA cycle(s)?
  - What do you predict will happen and why?
  - Who will be involved in this PDSA improvement cycle?
  - How long will the change take to implement?
  - What resources will they need?
  - What data need to be collected?

Plan

A) Precise Problem Statement based on Data Review (What, When, Where, Who, Why)	B) Goal and Solution Actions	Implementation & Evaluation				
		C) Who?	D) Timeline	E) Measure of Fidelity?	F) Measure of Effectiveness?	G) Outcome and Next Steps

Do

- 2016-17 installation of the improvement Plan

- Universal support training plan

- Resource mapping, infrastructure alignment, and systematic gap analysis

- Professional learning calendar

Study: Policy and Fiscal

Core Element 1: Policy Compliance and Monitoring		
For this Core Element, consider the way the LEA monitors and ensures compliance with federal and state policies regarding students with disabilities.		
Critical Component	**LEA Notes**	**LEA Notes (2016/2017)**
1.1 LEA provides training on the legal requirements of IDEA, Article 9 and NC Policies Governing Children with Disabilities.		
1.2 LEA has an effective system for internal monitoring & general supervision, to include IEP implementation.		
1.3 LEA uses effective methods and practices for resolving complaints/disputes (formal and informal) within required timelines.		

Core Element 2: Fiscal Management		
For this Core Element, consider the way the LEA monitors fiscal resources and ensures compliance with federal and state policy.		
Critical Component	**LEA Notes**	**LEA Notes (2016/2017)**
2.1 LEA fiscal management policies and procedures comply with federal and state regulations, policies, and procedures for appropriate use of funds.		
2.2 LEA Timely and accurately completes and submits eligible grants, funding applications/reimbursements, and required amendments/supplements.		
2.3 LEA implements effective practices for fiscal accountability.		

| ▶ | 🔒 Process | 🔒 Data Reports | **16-17 Policy &Fiscal Compliance** | 16-17 Practice Profile | 🔒 16-17 Practice Profile Summa |

Practice Profile

Core Element 3: IEP Development, Implementation, and Outcomes

For this Core Element, consider the outcomes for students with disabilities in the LEA, and the process the LEA uses to support high fidelity implementation of IEPs.

Critical Component	Expected Implementation (Rate as 2)	Developmental Variation (Rate as 1)	Needs Improvement (Rate as 0)	LEA Rating	Documentation and Comments	LEA Rating 2016-2017	Documentation and Comments
3.1 Data indicate that students with IEPs are making progress towards grade level standards in the general education curriculum.	At least 80% of students with IEPs participating in state assessments met proficiency standards.	Between 50% and 79% of students with IEPs participating in state assessments met proficiency standards.	Fewer than 50% of students with IEPs participating in state assessments met proficiency standards.				
3.2 Data indicate that students participating in the Standard Course of Study are making progress on IEP goals.	At least 80% of students with IEPS who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	Between 50% and 79% of students with IEPS who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	Fewer than 50% of students with IEPS who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.				
3.3 Data indicate that students participating in the Extended Content Standards are making progress on IEP goals.	At least 80% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	Between 50% and 79% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	Fewer than 50% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.				
3.4 Data indicate that students with disabilities are graduating.	At least 80% of students with IEPs graduate within 5 years of entering high school.	Between 50% and 79% of students with IEPs graduate within 5 years of entering high school.	Fewer than 50% of students with IEPs graduate within 5 years of entering high school.				
3.5 IEPs are developed based on each student's unique needs and relevant progress monitoring data that clearly documents student growth.	Progress monitoring data* is collected at least once each grading period and included in progress reports. Academic and behavioral data are used to review and revise IEP: A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications	Progress monitoring data* is collected less than once each grading period or is not included in progress reports. -OR- Academic and behavioral data are not collected or are not used to review and revise IEP: A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications	Progress monitoring data* is collected less than once each grading period or is not included in progress reports. --AND- Academic and behavioral data are not collected or are not used to review and revise IEP: A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications				
3.6 IEPs are implemented at a high level of fidelity.	LEA has a process in place and data to show that IEPs meet all of the following: A) Are implemented throughout the school day.	LEA has a process in place and data to show that IEPs meet at least 2 of the following: A) Are implemented throughout the school day.	LEA has a process in place and data to show that IEPs meet at least 1 of the following: A) Are implemented throughout the school day.				

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Systems, Practices, and Outcomes

Fidelity of Systems (Support Teachers)	Fidelity of Practices (Support Students)	Student Outcomes (Desired Impact)
Implementation frameworks that augment LEA staff's ability to engage in high quality evidence-based practices (e.g., training, coaching, systematic approaches to problem solving, support for data collection and analysis, communication that facilitates practice and policy feedback loops)	**Desired outcomes for staff** (e.g., the knowledge, skills, dispositions, attitudes, and behaviors required to implement an evidence-based practice)	**Desired outcomes for students** (e.g., academic proficiency, achieving course credits, high attendance rates, low suspensiion rates, graduation, attainment of post-secondary goals)

Act

A) Precise Problem Statement based on Data Review (What, When, Where, Who, Why)	B) Goal and Solution Actions	Plan and Do					Study	Act	
		C) Who?	D) Timeline	E) Measure of Fidelity?	F) Measure of Effectiveness?	G) Outcome and Next Steps	H)Based on fidelity and effectiveness measures describe: -progress towards the goal -barriers you have experienced	I) Describe any modifications (if any) to your goal and solution actions (from column B)	J)Describe any modifications to columns C-G

Priority Identification

Priority Area One	Academics, Behavior, Transition	Core Element	Level of Support
	Choose One	Choose One	Choose One

Priority Area Two (If Applicable)	Academics, Behavior, Transition	Core Element	Level of Support
	Choose One	Choose One	Choose One

Universal: Universal supports address state-wide priority areas identified by the LEA Self-Assessment. These priority areas include: Specially Designed Instruction and Progress Monitoring within an MTSS, Implementation Planning, Problem Solving, IEP Development and Implementation, and Evidence-Based academic and behavioral practices. Universal supports are provided in face-to-face, blended, and online training modules. Examples of universal supports include Regional Directors' meetings, March Institute, the Exceptional Children's Conference, and Summer Institute.

Tailored: Tailored supports address content that is aligned to common needs of regional participants that are in the process of developing district capacity to sustain and scale the critical components of the LEA Self-Assessment. District teams are utilized to provide job-embedded follow up and coaching. Tailored supports are provided in addition to the universal supports described above by regional teams and sections within NCDPI. Tailored supports are developed and provided via formal professional development requests by districts and in response to common areas of regional need identified in the LEA Self-Assessment.

Customized: Customized supports address content that is specifically designed to meet unique needs of a district. Customized supports are provided in addition to universal and (possibly) tailored supports to develop readiness and begin capacity building or in cases of high urgency needs. NCDPI staff support district staff in the provision of job-embedded follow up.

Stakeholders

Name	Position

Next Steps

- April 2017: Refine and confirm consensus on ECD definitions of tiers of support and technical assistance
- April 2017: Revise the professional learning inventory by section to align to established definitions
- April 2017: Revise the LEASA-Update Revision tool based on the revised professional learning inventory
- May 2017: Receipt of LEASA-Updates
- May 2017: ECD coaching sessions on use of the LEASA-Update Review Tool
- May 2017 – June 2017: ECD staff review the LEASA-Updates
- June 2017: Analyzed LEASA Update data (and LEASA data for new charter schools) are reviewed by regions and sections
- June 2017: Tailored and Customized supports are planned and scheduled
- June 2017 – May 2018: Universal and tiered support plans support implementation of evidence-based practices

Next Steps

- Professional Learning Calendar available late July

- Routinely use the data to inform the development of the professional learning plan

- Routinely begin to schedule by mid-summer

for joining us today!