

PROGRAM REVIEW INDICATORS and QUESTIONS

DATA SOURCES

Student Characteristics

- Disability x Age x Gender x Race/Ethnicity x School (Language Status and Poverty not available)
- Referral/Identification Rates x School x Age x Race/Ethnicity
- ARD Process Consistency Across Schools

- Which factors support or hinder referral/identification?

SEDS data

Currently not available in aggregate; interviews

Interviews: General/Special Education Teachers, Psychologists

Interviews: Psychologists; Special Education Teachers; Principals

Programs and Services

- Intensities x Settings (e.g., “programs”, neighborhood schools)
- Intensities x Disability
- Intensities x Race/Ethnicity/Language (?)
- Intensities x Age/Grade
- Intensities x School (cluster)
- % of SWD moving down and up in intensity
- Programs x Intensity x Schools

- What are the differences between a “program” and Intensity III, IV or V services? What is the consistency of service across sites?
- Which types of students are assigned to specific programs or to neighborhood schools/inclusion?

- What factors contribute to decisions to place a student in a “program” versus in his/her neighborhood school?

Home School Report
SEDS
SEDS
SEDS
Home School Report
SEDS
School Staffing Report; Home School Report

Interviews: Central Office Administrators; Special Education Teachers; parents

School Staffing Rpt; Interviews

Interviews: administrators;

- What factors determine in which schools specific programs are located?
- How are special education students accessing the general curriculum across intensities and settings (IEP goals; supplementing supports and services; involvement or general education teachers).
- Which special education and related services are provided to students in Intensities I-III?
- Is there consistency across classrooms/schools in I-III services?
- Are related services integrated into classrooms?
- How does coding of disability influence services provided?

teachers; psychologists

Interviews:
administrators

Interviews: teachers;
supervisors; program
directors

School Staffing
Report; Enhanced
Staffing Report;
Interviews:
administrators;
teachers

School Staffing
Report; Enhanced
Staffing Report
Interviews: teachers,
parents

Interviews: teachers

Interviews: teachers;
principals;
psychologists;
administrators

Student Performance Data:

% of Students with Disabilities participating in:

- MSPAP (at 3, 5, & 8) x disability x intensity x race/ethnicity
- CRTs (at 3, 4, 5, 6, 7, 8) x disability x intensity x race/ethnicity
- MFT (reading, math, writing, citizenship) x disability x intensity x race/ethnicity

Academic performance of students with disabilities:

- *Composite MSPAP scores x Disability Type x Intensity x*

MCPS data

- Race/Ethnicity x School
- CRT Scores x (same as above) x Disability Type x Intensity x Race/Ethnicity

- MFT Reading x Disability x Intensity x Race/Ethnicity x School
- MFT Math x Disability x Intensity x Race/Ethnicity
- MFT Writing x Disability x Intensity x Race/Ethnicity
- MFT Citizenship x Disability x Intensity x Race/Ethnicity

% of students with disabilities participating in AP, honors, h.s. courses

% of students with disabilities failing courses at a middle and high school

% of students with disabilities receiving Maryland HS Diplomas

% of students with disabilities receiving Certificate

% of students with disabilities enrolling in 4 year colleges

% of students with disabilities enrolling in vocational/technical programs

% of “certificate” students enrolled in vocational/technical programs

% of students with disabilities participating in h.s. athletics

% of students with disabilities participating in extra-curricular activities

% of students with disabilities who drop out of school?

% of students with disabilities who leave school for various reasons

% of students with disabilities who

- Lost credit (LCs)

When is decision typically made to not pursue Diploma? How does this differ for students with different disabilities?

Not available

Not available

Interviews: teachers; administrators

What performance data are available for students receiving certificates?

Interviews: teachers; administrators

What “curriculum” and instruction do students with disabilities receive when it is determined that they will pursue certificate? Is this consistent across MCPS?

Interviews: teachers; administrators

Teacher and Support Staff

Characteristics:

- Certified special educators
- # of certified general ed teaching special education
- Non-certified
- # of special education instructional assistants

MCPS data
Staffing Report
Interviews:
administrators

Case loads/Class sizes:

- Intensity/Program type x Grade levels (e.g., ES, MS, HS)
- TSTs
- “RTSEs” (Resource Teachers in Special Education)
- Psychologists
- Speech/Language Pathologists
- Other: (OT, PT)
- What mental health and other agency services are available in the system?
- What interagency agreements and relationships exist and how do they support special education programs?
- What clerical support is available for special education teachers? For psychologists?
- What is ratio of IAs to teachers and how is this determined?
- What professional development resources are available? (e.g., special ed allocations; topics; procedures for allocating)

Staffing Report;
Interviews:
administrators;
teachers in Intensity
IV & V services

School and Staffing
Report

Interviews:
administrators

Interviews:
administrators

Interviews: teachers;
psychologists;
principals

Interview:
administrators

Interviews: teachers,

- How are materials, supplies, technology allocated to teachers/programs? (e.g., special ed allocations; procedures; totals)

principals,
administrators

Interviews: teachers;
principals;
administrators

Transition Programs

- What do transition services look like in middle schools?
- What do transition services look like in high schools?
- What do transition services look like on community college setting (18-21 years)?
- Who receives transition services?
- Do diploma track students have transition goals on IEP?
- Are transition services differentiated by Intensity levels?
- Do students receiving Intensity I-III services receive TST support?
- Do students with disabilities participate in their IEP meeting when transition services are discussed?
- What do students with disabilities think about the support and training they have received regarding transition planning as they get ready to move from school to work and adult life? (or are students with disabilities and their families satisfied with transition services)
- Preschool to Elementary School
- What are the major issues for students with disabilities transitioning from elementary to middle schools?

Enhanced Staffing
Report
Interviews:
administrators;
psychologists; teachers

- What are the major issues for students with disabilities transitioning from middle to high schools?
- What are the major issues for students with disabilities transitioning from non-public to public schools?

Parent Satisfaction

- How satisfied are parents of students with disabilities with MCPS programs and services? How satisfied are parents of students with disabilities as compared to parents of non-special education students?
- What factors contribute to parents filing for proceedings regarding their child’s special education? How satisfied are parents with these proceedings?

MCPS Parent Satisfaction survey; interviews with parents

MCPS Survey

Resource Allocation

- What type of special education allocation system might work best for the MCPS?
- Are current special education allocations within the system equitable?
- MCPS encourages the used of the district over nonpublic and neighborhood versus centralized special school placements for students with disabilities. Considerable progress has been made in returning children to the district and to their neighborhood schools over the past several years.
 - Are there barriers to continuing progress toward these goals in either state or local fiscal policies?
 - At the local level should fiscal incentives be considered to advance these goals?
 - What form might these take?
 - If state-level policies stand in the way, what might the LEA do to effect change in the state fiscal policy?

Interviews: administrators; review of Master Plan and other budget documents

System/Administration

- How are special education staff and programs integrated into the mission, planning, and administration of MCPS?
- How does system integration affect programs for students with disabilities and/or at-risk students in the schools?
- How are programs for students at-risk of academic failure collaborating with special education services to promote schoolwide achievement?
- To what degree does school improvement planning address special education?

Document review;
Interviews:
administrators; parents

DOCUMENTS REVIEWED

Reports and System Documents

Success for Every Student Strategic Plan

Quality Management Councils

MCPS Schools at a Glance

MCPS School Performance Program Report, 1998

MCPS FY 1998 Educational Facilities Master Plan

MSDE Maryland State Improvement Program; Performance Report No. 1
March 1, 1999

MCPS FY 1999 Special Education Enrollment and Staffing (Jan 31, 1999; April 30, 1999)

“State of the Art”: A Handbook for Educators

Report of the Budget Review Subcommittee on Special Needs

Draft Vision for the Unification of General and Special Education

Making a Difference: A Strategic Plan to Ensure Equity for All Students in Special Education

Report of the Work Group to Study Special Education Fees

Comprehensive Systemwide Action Plan on the Short-term and Long-term Recommendations of the Work Group to Study Special Education Fees

Draft: Diagnostic and Procedural Handbook for Emotional Disturbance

Draft: Educational Support Team Manual

Draft: Proposal to Field Test a Collaborative Problem-Solving Model to Reduce the Disproportionate Representation of African-American Students in Special Education

Draft: Multidisciplinary ARD Evaluation Form

Report of the Advocacy Review Committee, April, 1999

Home School Report by Enrollment

Home School Report Summary

MEMOS: (Topics)

Classical Program Review Authorization

Continuous Improvement/Staff Training Development Work Group Report

Update on the Disproportionate Representation of African-American Students in Special Education

Information Related to Reporting Requirement IV of the OCR Agreement

Flexible Spending: Clerical Support for Annual Reviews

Update to Special Education Corrective Action Plan Committee