

Kent ISD  
Developed July 2019



MEMBER DISTRICT

Continuous  
Improvement &  
**General Supervisor**  
Manual

2019 through 2025

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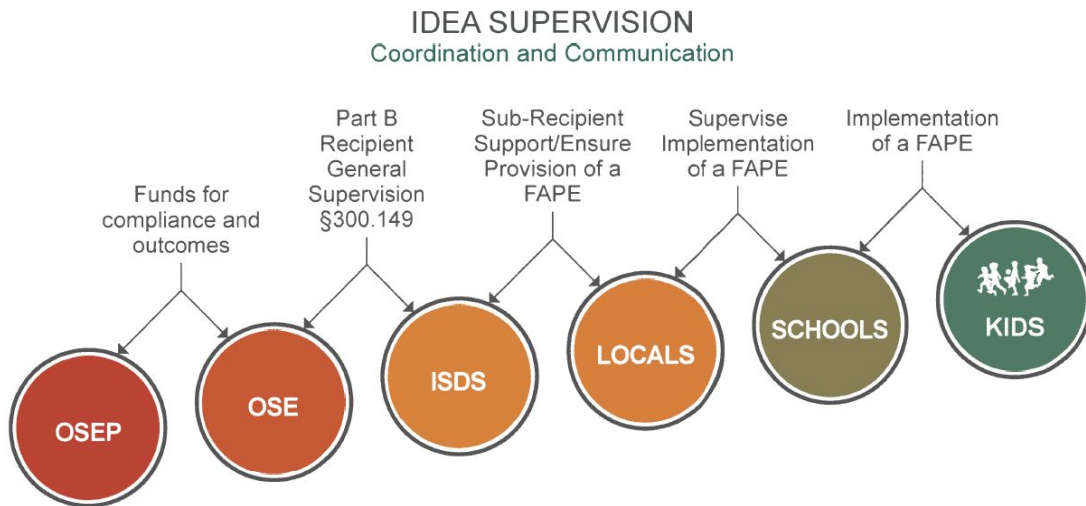
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## Introduction

As an educational leader, Kent Intermediate School District (ISD) aligns with Michigan's vision to support learners and learning. We are committed to *supporting learners and learning by ensuring high expectations and flexible supports to yield improved outcomes for each eligible student with a disability, through the provision of a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment.*

Due to Kent ISD being the subrecipient of the IDEA funds, we are stewards of the provision of FAPE for all eligible students with disabilities in our Member Districts which includes each local district (LEA) and public school academy (PSA) within our boundaries.



The Michigan Department of Education (MDE) - Office of Special Education (OSE) requires that ISD's establish a process of General Supervision Monitoring to develop a system to monitor Member Districts. Kent ISD's General Supervision Monitoring will ensure: 1) Member Districts knows the requirements of IDEA. 2) Verifies effective implementation of IDEA. 3) Identifies and supports improvement in identified areas of need.



As a result, Kent ISD has developed a comprehensive three year Strategic Plan to direct the process of General Supervision and monitoring with an emphasis on supporting the improvement of educational results and functional outcomes through the following:

- District Action Planning for Continuous Improvement and Capacity Building
- Instructional Leadership Development and Communities of Practice
- Professional Development
- Data Analysis
- Monitoring
- Targeted Technical Assistance



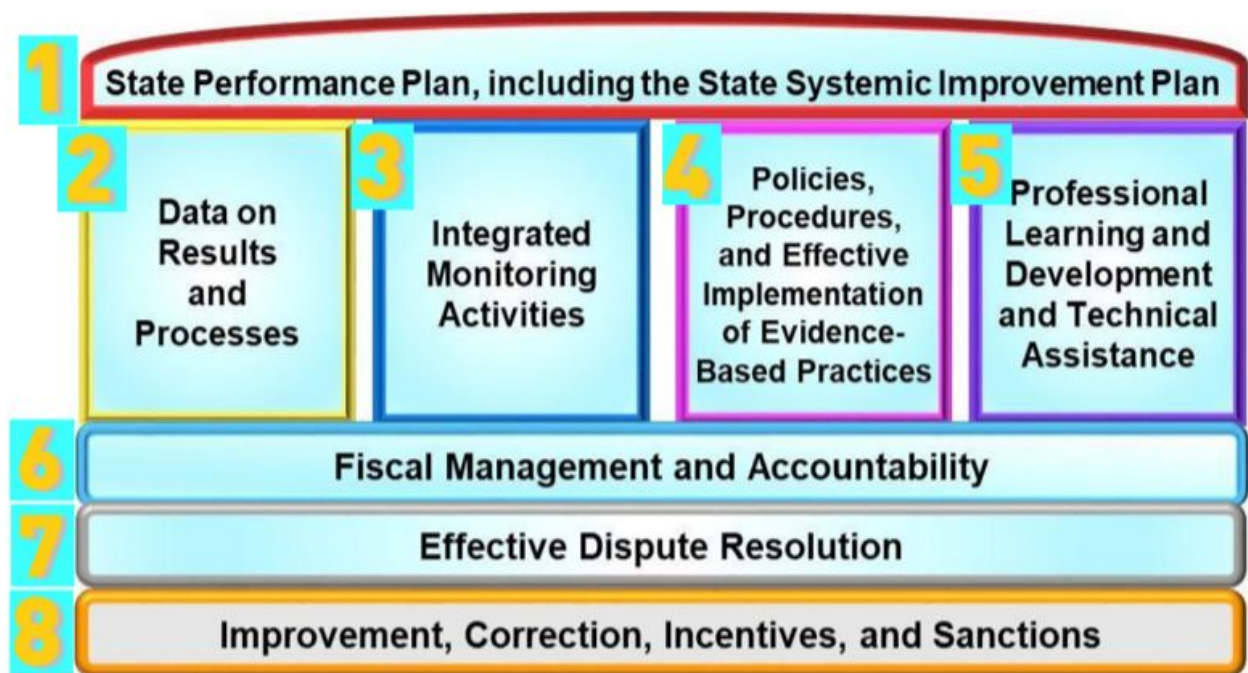
In response to the MDE-OSE requirement for a General Supervision Monitoring system, the Kent ISD Strategic Plan at the ISD and Member District level becomes the priority to ensure the understanding and effective implementation of FAPE. The collaboration between the ISD and Member Districts will support improved student outcomes for our students with disabilities in Kent County.



## Components of General Supervision and IDEA Accountability Systems

The MDE-OSE has identified eight interconnected components that comprise the state of Michigan's system of General Supervision Monitoring (GSM):

1. State Performance Plan, including the State Systemic Improvement Systems
2. Data on Results and Process
3. Integrated Monitoring Activities
4. Policies, Procedures, and Effective Implementation of Evidence Based Practices
5. Professional Learning, Development and Technical Assistance
6. Fiscal Management and Accountability
7. Effective Dispute Resolution
8. Improvement, Correction, Incentives, and Sanctions



Original Source: *Concepts of General Supervision: Accountability for Implementation & Improved results*. National Center for Special Education Accountability Monitoring (NCSEAM), 2007 puzzle pieces. Graphic adapted and Updated Source: Jane Nell Luster, Ph.D., Com-Link, LLC, 2018

Kent ISD's general supervision process targets all eight components of the MDE-OSE model with an understanding that there is an interaction and fluidity between the components. The process emphasizes accountability in all eight components with the intent to adhere to the requirements of IDEA and support evidenced based practices to improve outcomes for all students with disabilities in Kent County.

## **General Supervision Monitoring Components**

### **GENERAL SUPERVISION COMPONENT 1: State Improvement Plan (SPP)/Annual Performance Report, included in the State Systematic Improvement Plan (SSIP)**

Kent ISD will routinely examine the performance of the ISD through the completion of a Comprehensive Needs Assessment, ongoing strategic planning, and progress monitoring. The ISD will also examine Member Districts and ISD operated programs specifically on indicators of results and compliance included in the State Performance Plan (SPP).

### **GENERAL SUPERVISION COMPONENT 2: Data on Results and Processes**

Through state reporting and our Kent ISD MiPSE IEP software system, the ISD has a system to ensure Member Districts and ISD operated programs collect and report data that is valid, reliable, timely and reflect actual practice and performance.

### **GENERAL SUPERVISION COMPONENT 3: Integrated Monitoring Activities**

The Kent ISD has a system to support the integrated monitoring activities through the SPP Part B Indicators and General Supervision Monitoring activities which engages and supports Member Districts and ISD operated programs towards continued compliance.

### **GENERAL SUPERVISION COMPONENT 4: Policies, Procedures and Effective Implementation of Evidence Based Practices**

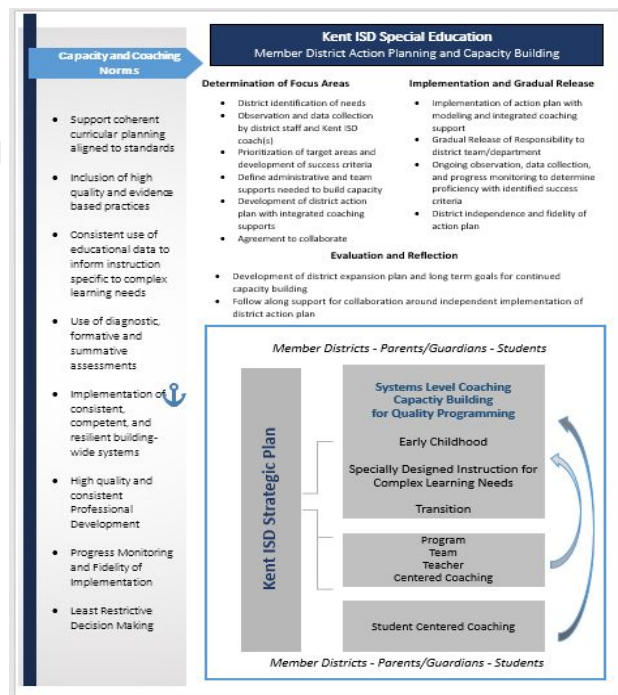
The Kent ISD Strategic Plan and embedded commitment to the 5 Pillars of Core Educational Practices supports the development of ISD, Member District, and ISD operated programs implementation of policies, procedures and effective implementation of evidenced based practices.

#### **5 Pillars of Core Educational Practices**

1. Core Mission and Guiding Principles
2. Explicit Expectations of Staff Performance and Instructional Practices
3. Safe, Secure and Well-Maintained Environments
4. Essential Components of Education Practice
  - a. Coherent curriculum aligned to standards
  - b. High quality, evidence based practices
  - c. Consistent use of education data to inform instruction specific to complex learning needs
  - d. Consistent, competent and resilient building-wide systems
  - e. High quality and consistent Professional Development
5. Continuous School Improvement

## GENERAL SUPERVISION COMPONENT 5: Professional Learning and Development and Technical Assistance

The Kent ISD Strategic Plan promotes robust professional development and technical assistance for all districts annually. Targeted professional learning, technical assistance and student level, teacher/team level, and systems level coaching is also offered through the District Action Planning and Capacity Building process for Member Districts and ISD operated programs when requested. Additional and targeted professional development and technical assistance will be provided through the development of the Member District Continuous Improvement and GSM Action Plan as part of the Kent ISD GSM cohort process.



## GENERAL SUPERVISION COMPONENT 6: Fiscal Management and Accountability

Kent ISD's Strategic Plan and professional development facilitates policies, procedures, and practices around Maintenance of Effort (MOE), excess cost, proportionate share, and timely use of funds, to ensure IDEA requirements are met and funds are spent for allowable purposes across Member Districts.

## GENERAL SUPERVISION COMPONENT 7: Effective Dispute Resolution

Kent ISD's Strategic Plan prioritizes instructional leadership and parent collaborative planning. This prioritization facilitates the development and implementation of written materials that promote understanding and the partnership between school and families. This partnership is reasonably designed to reduce disputes and effectively resolve differences.

## GENERAL SUPERVISION COMPONENT 8: Improvement, Correction, Incentives, and Sanctions

Kent ISD will provide assistance for improvement, correction, incentives, and sanctions through the development of the specific monitoring activities that require student level corrective action (completed within 30 days) and systems level corrective action (completed within the 1st year of the cohort) and in the development of the Member District Continuous Improvement and GSM Action Plan as part of the Kent ISD GSM cohort process.

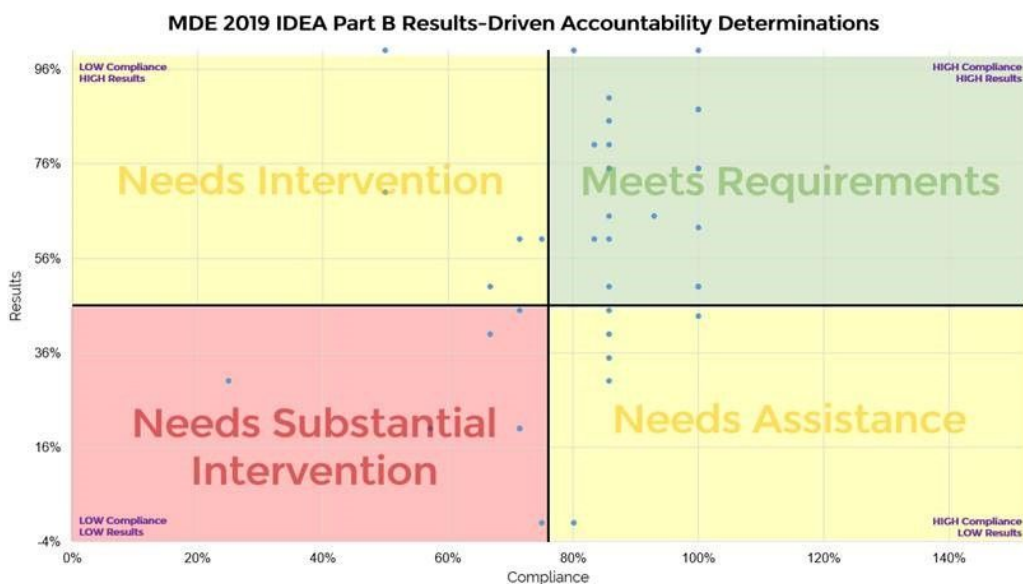
## Five Year Cohort Process

Kent ISD has created a multi tiered system of identification and support for continuous improvement that addresses both outcomes and compliance. The Continuous Improvement and General Supervision Monitoring process fulfills the obligation of ensuring a (FAPE) Free and Appropriate Public Education in the LRE (Least Restrictive Environment) through collaborating with districts around their procedures and in using the results and compliance data from Michigan Part B Determinations for Member Districts.

The Office of Special Education Programs (OSEP), MDE, and Kent ISD will use the results and compliance data and the same four determination categories to support Member District cohort participation.

- Meets requirements and purposes of IDEA
- Needs assistance in implementing the requirements of IDEA
- Needs intervention in implementing the requirements of IDEA
- Needs substantial intervention in implementing the requirements of IDEA

Results	<b>Needs Intervention</b> High Results Low Compliance DIRECTED SUPPORTS	<b>Meets Requirements</b> High Results High Compliance UNIVERSAL SUPPORTS
	<b>Needs Substantial Intervention</b> Low Results Low Compliance INTENSIVE SUPPORTS	<b>Needs Assistance</b> Low Results High Compliance TARGETED SUPPORTS
Compliance		



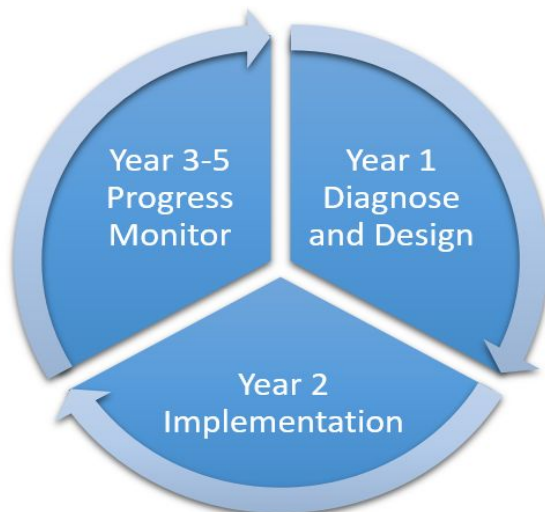


Kent ISD Member Districts are divided and scheduled into 5 cohorts based on their statewide assessment participation and proficiency results and compliance indicators for participation in the Continuous Improvement and General Supervision Cycle. Although Member Districts are assigned to a given year, it is possible for a Member District to participate outside of the cohort process if one or more years of needs have been identified prior to or after the assigned year.

ELEMENTS USED IN CALCULATING MEMBER DISTRICT DETERMINATIONS	
RESULTS INDICATORS	COMPLIANCE INDICATORS
<ul style="list-style-type: none"> <li>● SPP/APR Indicator 3B and 3C: Statewide Assessment Participation and Proficiency               <ul style="list-style-type: none"> <li>○ Participation at 4th grade English Language Arts (ELA)</li> <li>○ Proficiency at 4th grade ELA</li> <li>○ Participation at 4th grade math</li> <li>○ Proficiency at 4th grade math</li> <li>○ Participation at 8th grade ELA</li> <li>○ Proficiency at 8th grade ELA</li> <li>○ Participation at 8th grade math</li> <li>○ Proficiency at 8th grade math</li> </ul> </li> <li>● Graduation</li> <li>● Dropout</li> </ul>	<ul style="list-style-type: none"> <li>● SPP/APR Indicator 4B: Suspension/Expulsion by Race/Ethnicity</li> <li>● SPP/APR Indicator 9: Disproportionate Representation - Child with a Disability - due to inappropriate identification</li> <li>● SPP/APR Indicator 10: Disproportionate Identification - Six Disability Categories - due to inappropriate identification</li> <li>● SPP/APR Indicator 11: Child FInd (Timely Initial Evaluations)</li> <li>● SPP/APR Indicator 12: Early Childhood Transition</li> <li>● SPP/APR Indicator 13: Secondary Transition</li> <li>● Submission of Timely Data</li> <li>● Submission of Valid and Reliable Data</li> <li>● Audit Findings (Finance)</li> <li>● Timely Correction of Noncompliance</li> </ul>

It is important to note that in 2019-2020 both the MDE and Kent ISD were determined to be in the “Needs Intervention” in implementing the requirements of Part B of IDEA by the U.S. Department of Education in June of 2019. The MDE initiated a response to the determination through the MDE’s Path Forward. Kent ISD has responded through the identification of priority, ongoing, and long term goals developed in a three year countywide Strategic Plan.

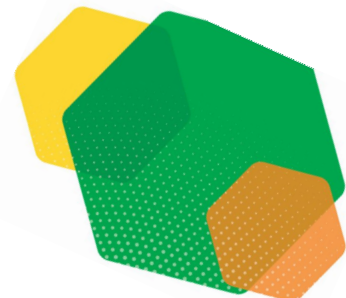
**Continuous Improvement and GSM Action Planning**



## Year 1 - Diagnose And Design

Based on statewide assessment, compliance, and self assessment data, Kent ISD will work collaboratively with Member Districts to identify areas of strength and challenges to support continuous improvement through the following activities:

1. Member District will complete a self assessment aligned to the Core Educational Practices outlined in Kent ISD's Strategic Plan and focused on Child Find, IEP Implementation, and Least Restrictive Environment (LRE) to review all areas of special education systems, compliance, implementation, and student outcomes.
2. Kent ISD will conduct Interviews with Member Districts around the requirements of FAPE which will include:
  - Special Education Director
  - Building Principal
  - Special Education Teacher
  - General Education Teacher
  - Related Service Provider
3. Kent ISD and/or Member District team will utilize the Kent ISD IEP Rubric to support district progression with IEP compliance and development which supports access, participation, and proficiency in general education.
4. Final Report will be provided to the Superintendent and Director with identified Student and District level strengths and areas of need for the development of the Member district's Continuous Improvement and GSM Action Planning.
  - a. Student level Corrective Action to be completed within 30 days from the date issued
5. Development of a Continuous Improvement District Team (inclusive of Director, principals, elementary and secondary teaching and related service representation) that will develop a Continuous Improvement and GSM Action Plan to be completed within year 1 with the following identified:
  - a. Areas of focus for improved result and compliance
  - b. Areas of focus for continuous improvement and improved student outcomes
  - c. Identification of professional development and/or coaching needed within the district and/or from Kent ISD to build capacity at the student, teacher/team, and systems level
  - d. Identification of Targeted Technical Assistance needed from Kent ISD
  - e. Progress monitoring and evaluation process
  - f. Staff responsible



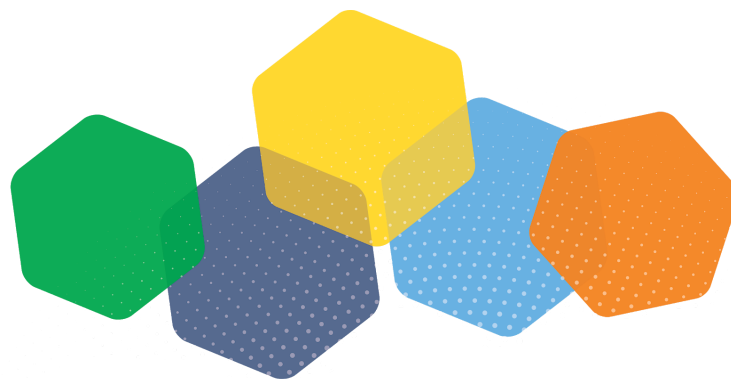
## **Year 2 Activities - Implementation**

Member Districts will begin the implementation of Continuous Improvement and GSM Action Plan. Kent ISD will provide technical assistance to Member District through continued coaching and professional development opportunities to support monitoring and potential revisions needed in the member district's Continuous Improvement and GSM Plan.

## **Years 3-5 Activities - Progress Monitoring**

Member Districts will spend years 3 through 5 implementing and monitoring their targeted area(s) identified in the Continuous Improvement and GSM Action Plan, evaluating their implementation of the plan, and adjusting practices to support continuous improvement. These actions are completed to ensure fidelity towards improving special education outcomes, student results, and compliance. This planning will ensure that all eligible students are provided with a Free and Appropriate Public Education in the Least Restrictive Environment.

Kent ISD will provide continued technical assistance, coaching and professional development opportunities as well as continued monitoring as part of the process. This includes support for revisions needed as part of an ongoing evaluation of the Member District's Continuous Improvement and GSM Plan.



# Appendix A: Part B (Age 3 to 21) State Performance Plan Indicator Descriptions

## Results and Compliance Indicators of the Individual with Disability Education Act

### **Part B State Performance Plan Results Indicators<sup>1</sup>**

- 1 **Graduation:** Percent of youth with individualized educational programs (IEPs) graduating from high school with a regular diploma.
- 2 **Dropout:** Percent of youth with IEPs dropping out of high school.
- 3 **Statewide Assessment:** Participation and performance of children with an IEP on statewide assessments.
- 4A **Rates of Suspension and Expulsion:** Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP.
- 5 **Educational Environments (Ages 6 through 21):** Percent of 6-21 year old children with an IEP served inside the regular class and in public/private separate schools, residential, homebound/hospital placements.
- 6 **Early Childhood Education Environments (Ages 3 through 5):** Percent of children with an IEP aged 3 through 5 attending a regular early childhood program and in separate special education class, separate school or residential facility.
- 7 **Preschool Outcomes:** Percent of preschool children with an IEP aged 3 through 5 who demonstrate improved positive social-emotional skills; acquisition & use of knowledge and skills; and use of appropriate behaviors.
- 8 **Facilitated Parent Involvement:** Percent of parents with a child receiving special education services who report schools facilitated parent involvement.
- 14 **Postsecondary Outcomes:** Percent of youth who had an IEP, are no longer in secondary school and who have been employed, enrolled in higher education, or some other postsecondary education/training program within one year of leaving high school.
- 15 **Resolution Session Agreements:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.
- 16 **Mediation Agreements:** Percent of mediations held that resulted in mediation agreements.
- 17 **State Systemic Improvement Plan (SSIP):** A comprehensive, ambitious, yet achievable multi-year plan for improving results for children with disabilities.

### **Part B State Performance Plan Compliance Indicators<sup>2</sup>**

- 4B **Rates of Suspension and Expulsion by Race/Ethnicity:** Percent of districts that have a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with an IEP; and policies, procedures or practices that contribute to the significant discrepancy.
- 9 **Disproportionate Representation (Child with a Disability):** Percent of districts with disproportionate representation of racial and ethnic groups that is a result of inappropriate identification.
- 10 **Disproportionate Representation (Eligibility Categories):** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification.
- 11 **Child Find (Evaluation Timelines):** Percent of children with parental consent to evaluate and were evaluated within 30 school days.
- 12 **Early Childhood Transition:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and had an IEP developed and implemented by their 3rd birthday.
- 13 **Secondary Transition:** Percent of youth aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are based upon an age appropriate transition assessment and transition services.

<sup>1</sup> Michigan sets measurable and rigorous results targets with broad stakeholder input. Targets vary by indicator.

<sup>2</sup> Compliance targets are set by the United States Department of Education, Office of Special Education Programs at either 0% or 100%.

## Appendix B: Glossary of Acronyms and Terms

Acronyms & Terms	Description
Cohort	Districts assigned to participate in a given year to complete the Continuous Improvement & General Supervision process
Continuous Improvement and GSM Action Plan	Identifies areas of focus for: improved results and compliance, continuous improvement and improve student outcomes, identification of professional development and/or coaching needed, identification of targeted technical assistance needed, progress monitoring and evaluation process, and staff responsibilities.
Corrective Action	A scheduled, systematic set of actions to correct an issue, problem, non-compliance or underperformance. A plan to improve performance and/or reduce risk.
FAPE	Free Appropriate Public Education
GSM	General Supervision Monitoring - Monitors the requirements and implementation of IDEA within the member districts, including Kent ISD operated programs.
IDEA	Individuals with Disabilities Education Act
LRE	Least Restrictive Environment
Member District(s)	All public schools and public school academies within the Kent ISD boundaries.
MDE-OSE	Michigan Department of Education – Office of Special Education
OSEP	Office of Special Education Programs (Federal)
SPP	State Performance Plan
TTA	Targeted Technical Assistance

\* Adapted and modified from MAISD Targeted Technical Assistance Cycle Manual