April 29, 2013

Ms. Jeanne Davis
Superintendent
Creve Coeur School District 76
300 North Highland Street
Creve Coeur, IL 61610

Dear Ms. Davis:

Thank you for the courtesy extended during the special education focused monitoring review conducted with the Creve Coeur School District 76 on April 9 - 11, 2013. The enclosed report describes the focused monitoring process, methodology, and conclusions.

If you have any questions regarding this report or the focused monitoring process, please contact Ann DeNoyer at 217/782-5589 or adenoyer@isbe.net.

Sincerely,

David Andel
Division Administrator
Special Education Services Division

Ann DeNoyer
Principal Education Consultant
Special Education Services Division
Focused Monitoring Report

of

Creve Coeur School District 76

Date of Final Report: April 29, 2013

Date of On-Site Review: April 9 - 11, 2013

ISBE Team Leader: Ann DeNoyer

ISBE Team Member: Kelly M. Wojcik

Parent Member: Jason Pals

Peer Member: Laurie Guilfoyle
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I. Description of Monitoring Authority and Focused Monitoring

The Individuals with Disabilities Education Act (IDEA), (20 U.S.C. 1400 (c)(1)), provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly-funded educational agencies in the state comply with the requirements of IDEA and its implementing regulations. Further, Section 616 of IDEA states that the primary focus of Federal and State monitoring activities shall be on improving education results and functional outcomes for all children with disabilities and ensuring that States meet the program requirements with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities. Illinois state law requires local school districts to provide appropriate special education and related services and requires the Illinois State Board of Education (ISBE) to establish, monitor, and enforce regulations governing special education programs in the Illinois public schools and all institutions supported, in part or completely by the state. The state has adopted regulations implementing those requirements which are administered by ISBE. ISBE supervises and conducts the general supervision process in furtherance of the state’s obligations under IDEA and Illinois law.

Focused monitoring is an approach to determining compliance with federal and state special education law and regulations while also addressing critical performance areas. It is a shift from a culture of compliance to a culture of accountability. It places the emphasis of a monitoring review on results versus process. The principles of focused monitoring are identified as follows:

- Focused monitoring includes a limited number of priorities chosen by a diverse group of stakeholders.
- Available data are used to select priorities that will improve child and student educational performance, increase independence for children with disabilities, and lead to full participation in society.
- A limited number of indicators are identified within each priority area and are used as the basis for district ranking and selection for on-site reviews.
- A focused monitoring system is data- and information-based. Data-based information is used to allocate limited resources in the direction of most need, which are determined by identifying what is most likely to lead to improvement in student performance.
- There is a relationship between the monitoring process and the corrective actions as the specified solutions are linked to identified areas of concern. Corrective actions are designed to create systemic changes that result in improved student performance. Districts are required to address all identified areas of noncompliance.
- Families have the opportunity to provide information on a continuous basis.

With assistance from stakeholder groups, ISBE identified priority areas and critical performance indicators (CPIs) utilized in determining school districts most at risk for failing to meet performance. Specific indicators for focused monitoring are chosen
annually by the Illinois State Advisory Council on the Education of Children with Disabilities (ISAC). Data submitted by the school district in the Funding and Child Tracking System (FACTS) are then analyzed by ISBE to identify the district's educational placement for students with disabilities. Critical Performance 5A concerns the percentage of students with Individualized Education Programs (IEPs) who are "served inside the regular class for 80% or more of the school day." This indicator was selected as the basis for determining the appropriateness of the educational environment of students with disabilities and to determine the school districts most at risk for failing to meet performance (high risk/low performance) standards.

The ISBE focused monitoring district selection process includes dividing districts into similar clusters based upon district type and enrollment size. ISBE extracts district data from the State's Special Education Monitoring/Reporting System (SEMRS) to rank and compare school districts on the selected critical performance indicator. In most instances, those districts in each cluster performing lowest on the indicator analysis will receive an on-site review.

The following formula was used to rank districts within the indicator.

Each district with an N size of 30 students with disabilities is ranked on the percent of students with disabilities served under EE code 01 (inside the general education classroom more than 80% of the school day). If there are no districts (or very few districts) within a cluster that meets the N size, districts will be selected randomly from that cluster.

<table>
<thead>
<tr>
<th>Educational Environment</th>
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</thead>
<tbody>
<tr>
<td>Creve Coeur School District 76</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Time Inside General Education Classroom</td>
<td>% of Time Inside General Education Classroom</td>
<td>% of Time Inside General Education Classroom</td>
</tr>
<tr>
<td>≥80%</td>
<td>40-79%</td>
<td>&lt;40%</td>
</tr>
<tr>
<td>District</td>
<td>47.7</td>
<td>41.6</td>
</tr>
<tr>
<td>Coop.</td>
<td>53.7</td>
<td>30.5</td>
</tr>
<tr>
<td>All Elem. District</td>
<td>58.7</td>
<td>20.7</td>
</tr>
<tr>
<td>State Targets**</td>
<td>&gt;49.6</td>
<td>&lt;18.9</td>
</tr>
</tbody>
</table>

*Unit district data does not include Chicago Public Schools

In accordance with 34 CFR 300.600(e), "... the State must ensure that when it identifies noncompliance with the requirements of this part by LEAs, the noncompliance is corrected as soon as possible, and in no case later than one year after the State's identification on noncompliance" (December 2008). Furthermore, per the Office of Special Education Programs (OSEP) in memorandum 09-02, with further clarification provided at the 2010 OSEP Leadership Mega Conference, the required evidence of correction of noncompliance for LEAs must be a two-fold process. First, all instances of
identified noncompliance require immediate correction. Second, the LEA is required to provide additional, subsequent data to conclude that the LEA has achieved meaningful and sustained compliance. The ISBE monitoring system must review further updated data, as appropriate, to ensure the LEA achieves 100% compliance.

II. Focused Monitoring Methodology

The on-site focused monitoring review was conducted with the Creve Coeur School District 76 on April 9 - 11, 2013. The team visited one (1) elementary school and one (1) junior high school in the district. The team leader reviewed and analyzed the following data in relation to the on-site review.

Data Reviewed

- Special education policies and procedures
- District Improvement Plan
- Professional Development Plan
- School Report Card
- Special Education Profile
- Family/school collaboration
- FACTS data

Forum

A public forum was held on April 9, 2013 for parents of students with disabilities and community stakeholders. The district provided documentation of adequate and appropriate public notice advertising the forum. The forum was attended by four (4) parents of students with disabilities.

On-Site Interviews

Interviews were conducted with four (4) administrators, eight (8) general education teachers, one (1) special education teacher, and two (2) related services personnel.

Record Reviews

Record reviews were conducted for fifteen (15) students with IEPs. Records selected were representative of the students’ primary disabilities, age/grade levels, and special education programs within the district.

Staff Surveys

Surveys were collected from district personnel. Individuals who completed the surveys included sixteen (16) general education teachers, nine (9) special education teachers, four (4) related service providers, and two (2) administrators.
III. Positive Aspects of the District Related to the Indicator

In relation to the identified critical performance indicator of Educational Environment, the following efforts and/or initiatives have been implemented by the district. These activities have been recognized as positive efforts on the part of the district to initiate improved student outcomes.

- District-wide initiatives to increase opportunities for all students to be in inclusionary settings
- Dedicated administrators supportive of including students in the least restrictive environment
- General educators as the primary implementers of increasing inclusionary practices in the district
- High usage of data in making placement decisions for students

IV. Compliance Related to the Indicator

Compliance

Creve Coeur School District 76 makes placement decisions for students with disabilities in accordance with federal and state regulations. No areas of noncompliance were identified which relate to how educational placement decisions were made for students with disabilities in the district.

Supporting Evidence

The student file reviews, in addition to staff survey results, district interview responses, and parental responses from the public forum confirmed that educational placement decisions for students with disabilities at Creve Coeur School District 76 are appropriately determined according to each student's individual needs, and consideration is given to the least restrictive environment. Students are receiving the supports, services, and accommodations/modifications necessary to be successful in the general education setting. More specifically, the general educators are making a concerted effort to work with the special educators in the district to ensure students with disabilities are included in the least restrictive environment possible.

Corrective Action

Based upon information obtained from staff surveys, district personnel interviews, public forum participation, and student IEP records, no corrective action is warranted at this time.

Required Evidence of Correction
No evidence of correction is required at this time.

V. Areas Needing Further Action

- The district should continue to provide professional development to support its inclusionary initiatives, and validate the efforts of the teaching staff (both general and special educators) in the implementation of these policies.
- The district should provide more opportunities for the general and special educators to enhance their collaborative efforts (e.g., common planning periods, assigned team building activities, development of common goal statements, et al.).

VI. Summary

Creve Coeur School District 76 is in compliance in the areas of the focused monitoring review. The district is not required to complete any activities for evidence of correction or evidence of change; therefore, the focused monitoring process is closed and no further documentation is required.

Your cooperation and assistance throughout this process have been appreciated. The district is commended for its efforts to successfully serve students with disabilities. Should you have any questions, please contact Ann DeNoyer at 217/782-5589 or adenoyer@isbe.net.