

Charting a Course to Success:

Using Special Education Monitoring to Improve Programs

OFFICE OF SPECIAL EDUCATION

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MASA Spring Leadership Conference – March 2025



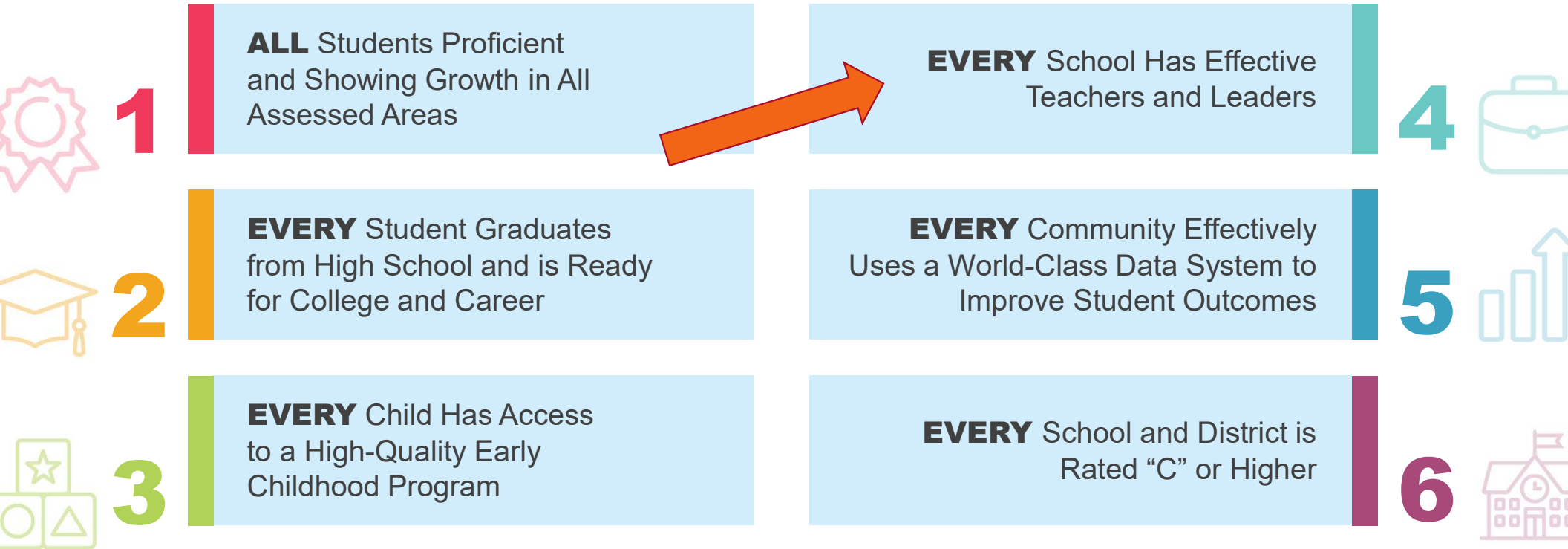
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Purpose

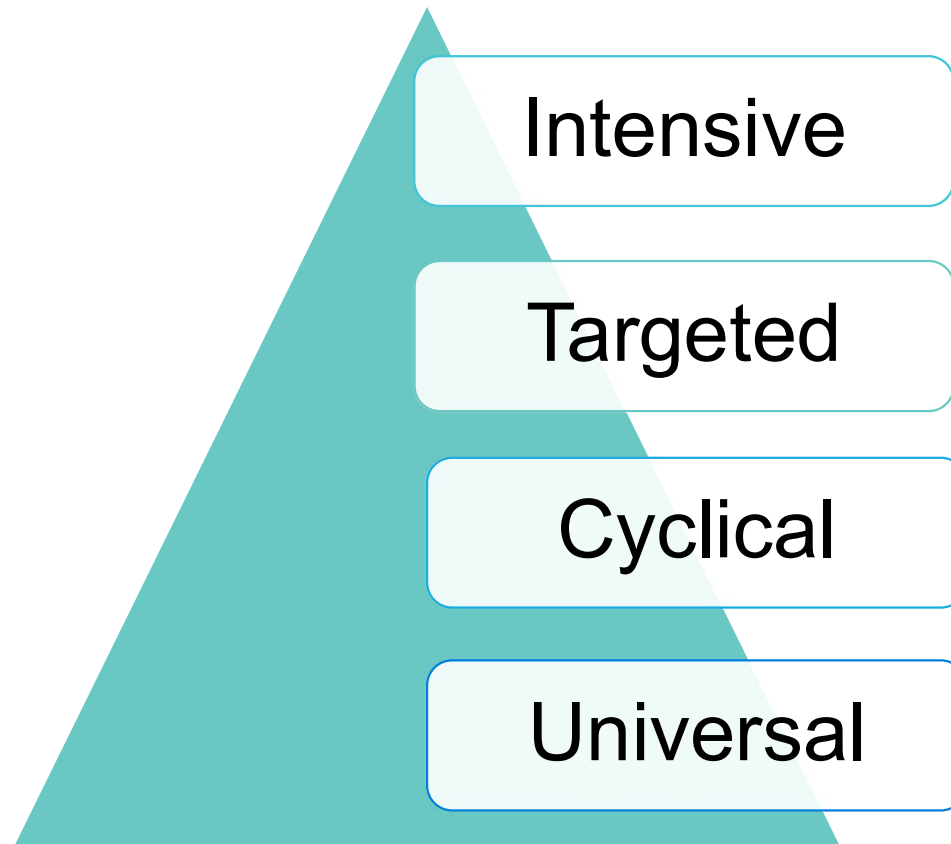
What is the purpose of monitoring?

- Mississippi Department of Education (MDE) Office of Special Education (OSE) is responsible for monitoring the programmatic and financial activities of its subrecipients;
- Implement a cyclical and risk-based monitoring system;
- Improve compliance, accountability, and technical assistance.

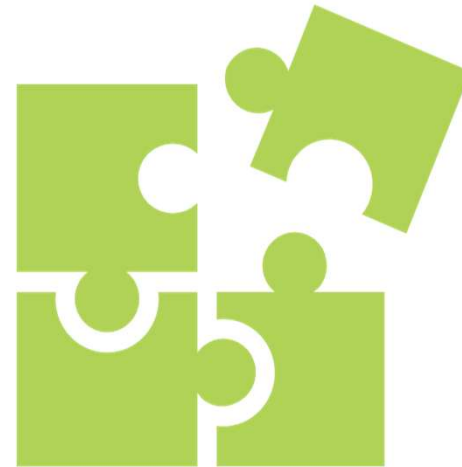
Entities Included: What is a Local Education Agency (LEA)?

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- The term LEA is defined as a traditional public school district or charter school.
- Each LEA is responsible for the compliance and oversight of any out-of-district program in which a student is placed to ensure that it operates in accordance with all Federal and State special education laws and regulations.



- Types
 - Universal
 - Cyclical
 - Targeted
 - Intensive
- Reporting
- Corrective Action Plan
- Enforcement Mechanisms



- Cyclical monitoring
 - Based on cohorts in a 5-year cycle
 - Programmatic and Fiscal
- Desk audit and other monitoring activities
- Technical assistance
- Benefits
 - Accountability
 - Data-informed technical assistance

Cyclical Integrated Activities

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- Identification (5-year Cyclical Schedule)
- Notification
- Risk-Based Assessment
- On-Site Visits
- Monitoring Reports



Common Questions

Common Questions about Monitoring

Common Questions

- Why am I on “the list”?
 - It’s just your turn.
 - We are required to monitor every district every five years.
- Who conducts the monitoring?
 - Dr. Noleen Clark, Office Director of Integrated Monitoring Activities (programmatic)
 - Janika Cheers, Office Director of IDEA Fiscal Support (fiscal)
 - MDE, OSE Staff
 - Contract workers (trained and knowledgeable)
- How is monitoring conducted?
 - Desk Audit
 - On-Site

Why am I being monitored even though I'm not on “the list”?

- Risk-Based Assessment
- General Supervision

What if I inherited a current or previous monitoring cycle?

- Contact the MDE, OSE for your status and next

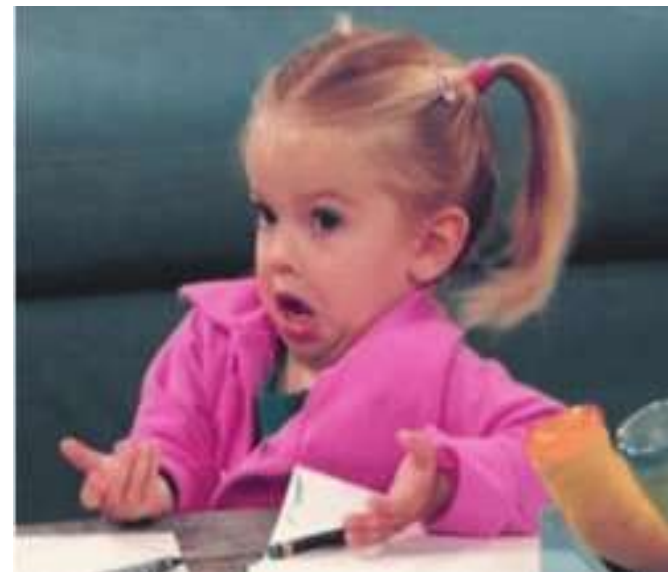


I'm on "THE LIST"

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What now?

- Participate in the training offered by MDE OSE.
- Review the Monitoring Procedures & Protocols and utilize MDE supports to prepare for the monitoring process.
- <https://mdek12.org/specialeducation/monitoring/>
- Assemble an internal monitoring team to complete the self-assessment and data submission processes with transparency and fidelity.
- Notification Letters are sent out in groups beginning in August of each year.



Timeline* of Monitoring Activities and Communication to LEAs

Date	Activities
July-August	MDE, OSE conducts the LEA Cyclical Monitoring trainings
August-September	MDE, OSE notifies LEAs to complete Self-Assessment and assigns an MDE, OSE Monitoring Specialist
September-October	LEAs complete Self-Assessment and submit files for verification
November-December	MDE, OSE conduct LEA file verification
January	MDE, OSE complete Risk-Based Assessment
January	MDE, OSE identify and notify districts for Cyclical Monitoring on-site visits and Intensive Monitoring
February	MDE, OSE conducts Cyclical Monitoring on-site activities
February-March	MDE, OSE conducts Intensive Monitoring activities
March (within 90 days of verification)	MDE, OSE issue final Monitoring Reports (desk-audits only)
April-May (within 90 days of completion of activities)	MDE, OSE issue final Monitoring Reports for Cyclical Monitoring (on-site visits) and Intensive Monitoring
May-June (within 30 days of Monitoring Report)	LEAs respond to Monitoring Reports/submit Corrective Action Plans (CAPs)
Monthly or as needed	MDE, OSE will follow up and meet with LEA staff to monitor the implementation of CAPs until Clearance
No later than 1 year from Monitoring Report	MDE, OSE verifies LEA compliance and issues a Clearance Letter

***Timelines may be subject to change.**

I'm on "THE LIST"

Resources and Training?

- MDE OSE conducts training for those in the cycle in July and August of each year.
 - Dates/Times for SY25-26 are TBD
- Monitoring VOH
- MDE Staff: Dr. Noleen Clark nclark@mdek12.org
- TA Support
 - Julie Etheridge: jetheridge@mdek12.org
 - Loretta White: lwhite@mdek12.org

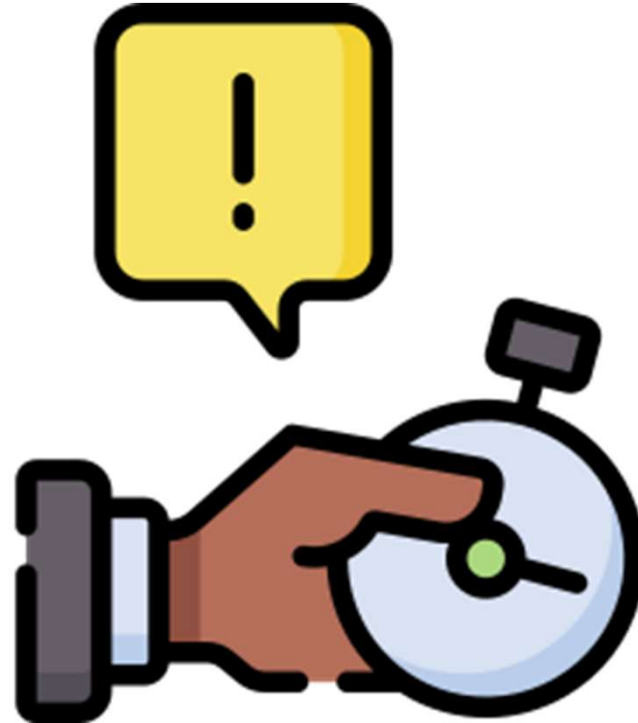


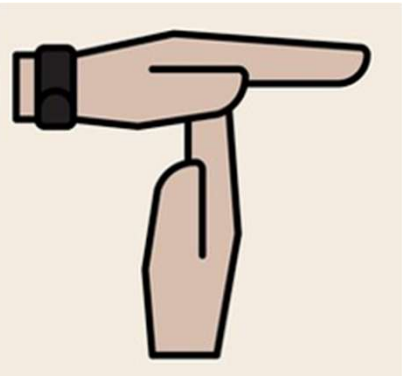
Collaborative Timeouts

Using Collaborative Timeouts to Improve Programs

What is a “timeout”?

A timeout is a halt in the play that allows coaches to stop the game clock to communicate with the team to determine strategy, inspire morale, etc.





Basketball

- Build momentum & change the game strategy
- To draw up a specific play
- Give players a rest without substituting
- Fire players up

**In the game,
what is the
importance
of
“timeouts”?**

Education

- Build processes, procedures, & practices for success
- Focus on specific areas of improvement
- Give teachers time to reflect & review
- Build teacher capacity & motivation

Schedule Time to:

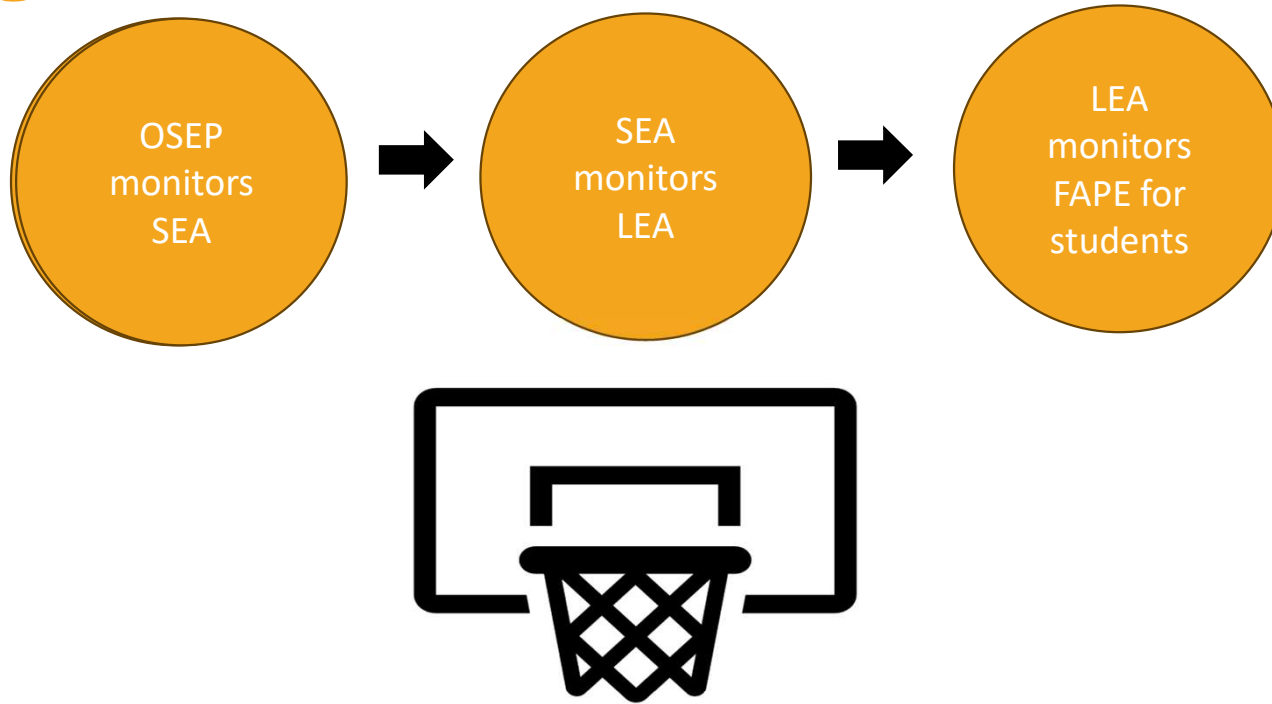
- Assemble Specialized Teams
- Self-assess data, processes, implementation, and progress
- Identify compliance/noncompliance
- Develop Improvement Plans, Actions, & Timelines
- Utilize feedback, training, support, technical assistance
- Implement actions to achieve compliance
- Develop/revise policies & procedures
- Develop ongoing, internal monitoring cycles for program evaluation monitoring & improvement



Take Brief Pauses to:

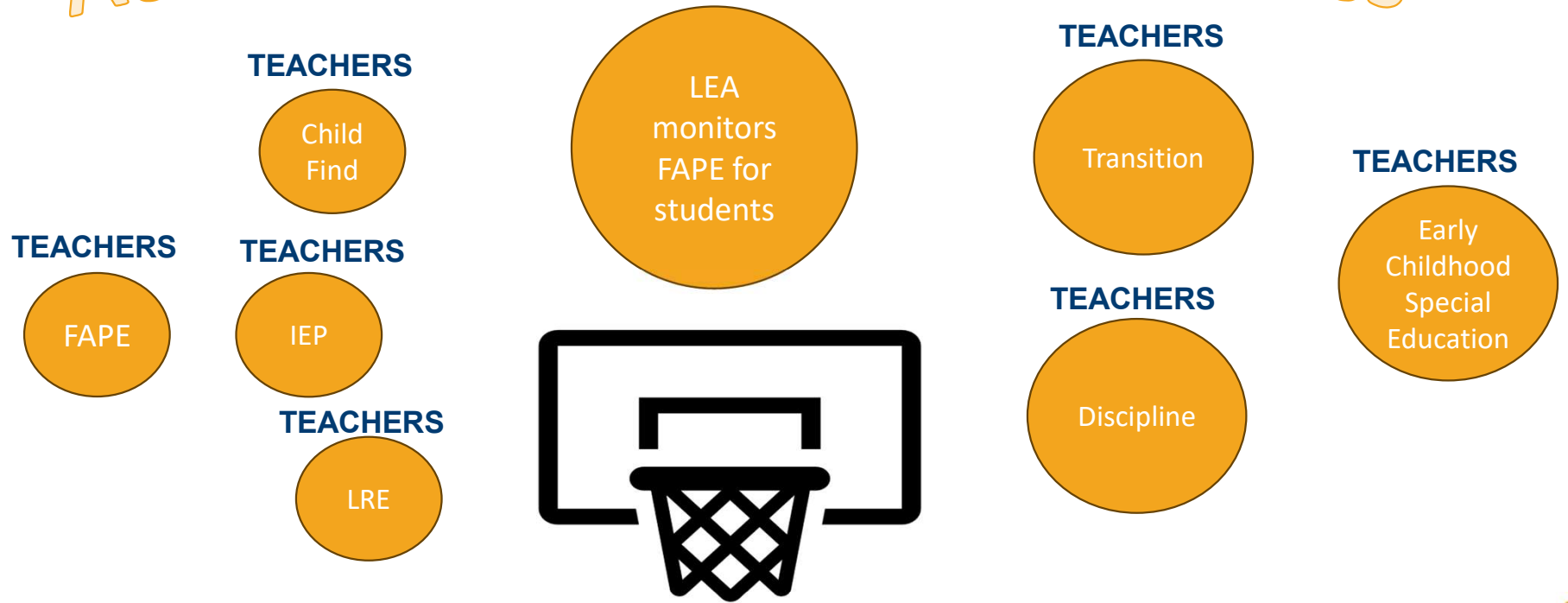
- Address concerns
- Build capacity
- Collaborate
- Document everything
- Gather data
- Review documentation & progress
- Communicate with administrators
- Write down what works
- Communicate
- Be "In The Know"
- Get on teams & lead tasks

Accountability and Effectiveness



To improve educational results and functional outcomes for all children with disabilities

Accountability and Effectiveness



To improve educational results and functional outcomes for all children with disabilities

Teams

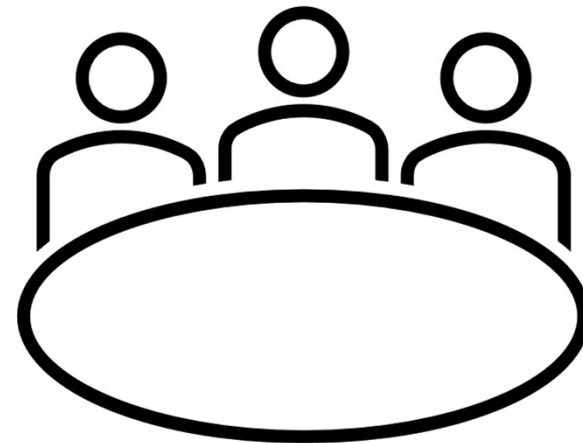
- School Leadership Teams
- Lead Teacher Positions
- Professional Development
- Monitoring Self-Assessment Team



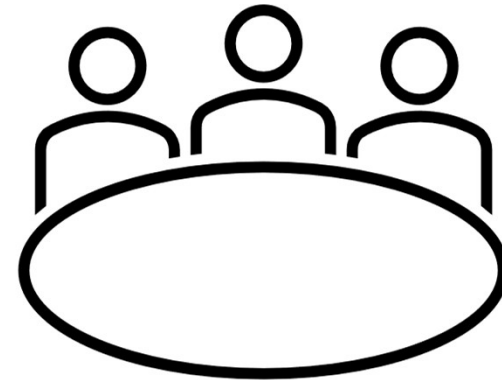
Tasks

- Data Collection & Reviews
- Improvement Plans & Actions
- Collaborative Planning
- Inclusive Practices
- Liaison Between School & District Awareness

- District and school administrators
- Special and general education administrators
- General and special education teachers
- Academic coaches



- Review and analyze data: IEPs, grades, attendance, discipline, functional performance
- Utilize evaluation rubrics and protocols
- Develop improvement/action plans (actions, timelines, roles, etc.)
- Implement action plans
- Evaluate progress
- Adjust plans and implementation as needed for success



Full/Scheduled Timeouts

- Professional Development Opportunities
- Instructional Breaks
- Scheduled Team Meetings
- Scheduled Leadership Meetings
- Monitoring Prep



Half/Brief Timeouts

- Lack of Progress
- Not Meeting Goals
- Concerns/Issues
- Information/Awareness
- Staff Changes

Who do you call?

You have questions. We have answers!

Do you have questions? We have *ANSWERS*:

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Sharon Coon – Bureau of Data and Compliance
scoon@mdek12.org

- December 1 Child Count
- Data Clarifications
- Determination Reports
- Integrated Monitoring Systems
- Parent Complaints (Dispute Resolution)
- Policy and Procedure

PHONE A FRIEND:

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Also contact:

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