

Delaware Department of Education
Exceptional Children Resources

MOT Charter School
LEA Determination Under IDEA
Corrective Action Plan

Goal: The goal of this plan is to ensure systemic changes in the MOT Charter School that will lead to improved results for students with disabilities and their families.

Background:

Under the IDEA, the Department is required to review the performance of local education agencies (LEAs) on the targets identified in the State's Performance Plan (SPP) and make annual determinations on LEA performance.

The federal Office of Special Education Programs (OSEP) has broadened their focus from holding states accountable for compliance indicators only to now holding states accountable for both compliance and results indicators. On June 15, 2015, LEAs received their Annual Determination based on a combination of the following compliance and results indicators:

- **Compliance:**
 - Indicator 4b Significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year and policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements
 - Indicators 9 & 10 Disproportionate Representation related to identification
 - Indicator 11 Timely evaluations
 - Indicator 12 Early childhood transition from Part C/preschool special education services to Part B/school-age special education services
 - Indicator 13 Transition planning in the IEP
 - Other Equitable Services, Needs-Based Funding, Fiscal Monitoring
 - Other Corrective Action as a Result of an Administrative Complaint or Due Process

- **Results:**
 - Indicator 3b Participation in the State Assessment
 - Indicator 3c Proficiency on the State Assessment
 - Indicator 4a Significant Discrepancy in the rates of long-term suspension of students with disabilities
 - Indicator 7 Early Childhood Outcomes

Based on a review of your LEA's data, the Department has determined your LEA Needs Assistance in implementing the regulations of the IDEA.

MOT Charter School

Following is a review of the timeline for actions due to the DDOE:

Action	Due Date	Due To:
Corrective Action Plan	August 30, 2015	Barbara Mazza, Education Associate, Exceptional Children Resources
Status Update	January 15, 2016	Barbara Mazza, Education Associate, Exceptional Children Resources
Status Update	June 30, 2016	Barbara Mazza, Education Associate, Exceptional Children Resources

On Behalf of MOT Charter School

Submitted by:



Supervisor/Director of Special Education Services

On Behalf of the Department of Education
Reviewed and Approved by:

Director of Exceptional Children Resources

Final Approval Date: _____

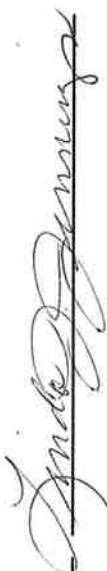

***Corrective Action Plans relating to Compliance Indicators are addressed through monitoring of the individual indicators.**

Results Indicator: Indicator 3C: Proficiency on the State Assessment - Math	
Root Cause Analysis: Identify factors that prevented the LEA from meeting the target.	<ol style="list-style-type: none"> 1. Insufficient alignment between IEP goals and state level expectations. 2. Lack of rigor in assessments; insufficient progress toward independence. 3. Lack of a good progress monitoring tool to measure student progress throughout the year and over time.
Action Plan: Identify at least 2 activities that the LEA will implement to meet this target.	<ol style="list-style-type: none"> 1. Each staff member will review IEP goals and map out a learning progression that reaches grade level proficiency in three years. 2. Implement a progress monitoring tool for 4-8 grade that will help measure student progress toward grade level standards throughout the year and over time.
Metric(s): Explain how the LEA will measure progress and identify baseline.	<ol style="list-style-type: none"> 1. The baseline will be the number of IEP's with goals that need to be redefined to increase alignment and rigor to achieve grade level proficiency within 3 years. Progress will be measured by reviewing the goals in January and at the end of the year to determine the number of IEP's with aligned and rigorous goals. 2. The baseline will be established once we have selected and implemented a tool to measure progress toward grade level standards throughout the year.
Target(s): Identify targets for status update schedule.	<p>Activity 1</p> <ul style="list-style-type: none"> • By January 15, 2016, 25% of IEP's that need improved goals will be modified to ensure alignment and rigor of goals. • By June 30, 2016, 50% of IEP's that need improved goals will be modified to ensure alignment and rigor of goals. <p>Activity 2</p> <ul style="list-style-type: none"> • By November 30, 2015, MOT will have implemented a progress monitoring tool and establish a baseline that will help special education teachers evaluate progress toward grade level standards during the year and over time. • By January 15, 2016, 40% of students with IEPs will demonstrate growth over time as measured by the tool that MOT Charter adopts. • By June 30, 2016, 60% of students with IEPs will demonstrate growth from their baseline as measured by the tool that MOT Charter adopts.
Status Update: January 15, 2016	
Status Update: June 30, 2016	

Results Indicator: Indicator 3C: Proficiency on the State Assessment - Reading	
Root Cause Analysis: Identify factors that prevented the LEA from meeting the target.	<ol style="list-style-type: none"> 1. Insufficient alignment between IEP goals and state level expectations. 2. Lack of rigor in assessments; insufficient progress toward independence. 3. Lack of a good progress monitoring tool to measure student progress throughout the year and over time.
Action Plan: Identify at least 2 activities that the LEA will implement to meet this target.	<ol style="list-style-type: none"> 1. Each staff member will review IEP goals and map out a learning progression that reaches grade level proficiency in three years. 2. Implement a progress monitoring tool for 4-8 grade that will help measure student progress toward grade level standards throughout the year and over time.
Metric(s): Explain how the LEA will measure progress and identify baseline.	<ol style="list-style-type: none"> 1. The baseline will be the number of IEP's with goals that need to be redefined to increase alignment and rigor to achieve grade level proficiency within 3 years. Progress will be measured by reviewing the goals in January and at the end of the year to determine the number of IEP's with aligned and rigorous goals. 2. The baseline will be established once we have selected and implemented a tool to measure progress toward grade level standards throughout the year.
Target(s): Identify targets for status update schedule.	<p>Activity 1</p> <ul style="list-style-type: none"> • By January 15, 2016, 25% of IEP's that need improved goals will be modified to ensure alignment and rigor of goals. • By June 30, 2016, 50% of IEP's that need improved goals will be modified to ensure alignment and rigor of goals. <p>Activity 2</p> <ul style="list-style-type: none"> • By November 30, 2015, MOT will have implemented a progress monitoring tool and establish a baseline that will help special education teachers evaluate progress toward grade level standards during the year and over time. • By January 15, 2016, 40% of students with IEPs will demonstrate growth over time as measured by the tool that MOT Charter adopts. • By June 30, 2016, 60% of students with IEPs will demonstrate growth from their baseline as measured by the tool that MOT Charter adopts.
Status Update: January 15, 2016	
Status Update: June 30, 2016	

MOT Charter School

Signatures of all LEA staff who participated in the development of the LEA's Corrective Action Plan:

Name:	Signature:	Title:
___Linda Jennings		<u>Head of School</u>
___Terry Howarth		<u>Principal</u>
___Cara Dougherty	<u>Cara Dougherty</u>	<u>School Psychologist</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____