

While the CDE continues to monitor IDEA and ECEA compliance, the renewed focus will be partnering with AUs for Results Driven Accountability (RDA). The Continuous Improvement Process will focus on successful outcomes for students with disabilities through a tiered system with a layered continuum of support.

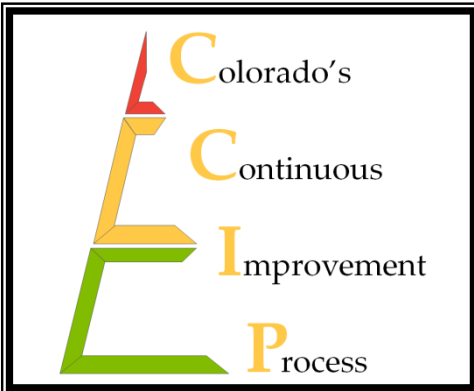
The CDE is committed to working collaboratively in a partnership with AUs to develop and strengthen their capacity to implement, scale-up, and sustain system change at the Administrative Unit (AU) level. This will facilitate increased student achievement performance and positive outcomes for students with disabilities.

Continuous improvement data collection includes the AU's self-report and summary of analyses of student performance data as well as self-audits of student records for compliance. Additional AU data and processes to be reviewed will include family-school partnering and involvement, staff qualifications, fiscal reporting, discipline, policies and procedures, use of data for instructional planning, secondary transition, disproportionate representation, IEP components corresponding to student achievement, and professional development.

Colorado Continuous Improvement Process Objectives

1. Ensure a meaningful and continuous process that focuses on improving academic performance and outcomes for students with disabilities by linking AU data, including indicator data, to improvement activities.
2. Partner with AUs to ensure compliance with IDEA and ECEA regulations.
3. Connect AU-level and school-level improvement activities with IDEA and ECEA regulations.
4. Support each AU in the process of self-audit, evaluation, and improvement of instructional effectiveness and compliance to ensure growth in student academic performance and outcomes.
5. Link improvement activities with long term, multi-year professional development to support capacity building and sustainability of compliance and instructional effectiveness.

These materials were developed under a grant from the Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



“Every AU, every year”

<p>TIER 3</p> <p>Needs Intervention</p>	<p>An AU continues to have either one area of intense need or multiple areas of moderate need that are not improved or corrected within 12-18 months, in spite of improvement activities and CDE support. An AU may be issued findings of insufficient growth and non-compliance at this tier. Evidence includes student achievement data and/or results of self-audits regarding compliance and implementation of IDEA and ECEA regulations, verified by CDE record review. A Corrective Action Plan (CAP) will be developed jointly by the AU and the CDE. The AU will receive intensive support from the CDE (e.g., multiple site visits, professional development, increased data reporting to the CDE in targeted area(s)). The CDE will follow-up with AUs regarding their CAP on a monthly basis. A written progress report based on the CAP is to be submitted by the AU on a monthly basis, with specific data provided as evidence of growth. If timely correction of findings does not occur within one year of the date of issue, sanctions may be imposed.</p>
<p>TIER 2</p> <p>Needs Improvement</p>	<p>An AU has multiple areas of moderate need demonstrated over 12-18 months that are reflected in student achievement data and the AU may also have issues of non-compliance based on its self-audits of IEP-related documentation. The AU’s specific area(s) of need are targeted through TA activities and interventions outlined in an improvement plan developed by the AU with support and follow up from the CDE. Additional data on AU identified area(s) of need will be collected, either through an on-site or desk audit of the AU data submission. A progress report based on the improvement plan is to be submitted by the AU on a quarterly basis for a maximum of 4 quarters.</p>
<p>TIER 1</p> <p>Meets Requirements</p>	<p>An AU has demonstrated successful self-monitoring, improved outcomes in student achievement, compliance with IDEA/ECEA regulations based on policies, procedures, and self-audits of student records, and effective use of professional resources. Student achievement will be measured against individualized performance targets set by CDE per district and per AU. Each AU will report to the CDE on an annual basis. All reports will be reviewed by the CDE. A random sample of AUs will be selected for a reliability review on specific SPP indicators by the CDE.</p>

The higher the tier, the higher the level of CDE partnership and support.