

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas: Special Education, Civil Rights and English Learner Education. The CPR takes place every six years in each district across the state. The CPR is made up of two phases: Self-Assessment and Onsite Verification. During the spring of 2017 the Douglas Public Schools (District) participated in the Self-Assessment phase. This was comprised of district/school review of special education, English language education and civil rights documentation for required elements, including district/school review of a sample of special education student records selected from across grade levels, disability categories, and levels of need. The Onsite Verification phase took place this fall. It included the following:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interviews of parent advisory council (PAC) representatives and other telephone interviews as requested by other parents or members of the general public.
- Review of student records for special education: The Department selects a sample of student records from those the district reviewed as part of its self-assessment to verify the accuracy of the data. The Department also conducts an independent review of a sample of student records that reflect activities conducted since the beginning of the school year. The onsite team will conduct this review, using standard Department procedures, to determine whether procedural and programmatic requirements have been implemented.
- Surveys of parents of students with disabilities: Parents of students with disabilities whose files are selected for the record review, as well as an equal number of parents of other students with disabilities, are sent a survey that solicits information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observation of classrooms and other facilities: The onsite team visits a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

It is with great pleasure that I provide you with the results of the Coordinated Program Review. Each area (Special Education, English Learner Education and Civil Rights) has specific compliance criterion that was evaluated. In the Final Report, a rating for each compliance criterion was indicated. Included in a narrative statement in the Final Report for each criterion is a rating of either "Implemented," "Partially Implemented," and "Not Implemented," explaining the basis for the rating. Our results are as follows:

Special Education:

66 Compliance Criterion

0 Findings

English Language Education:

18 Compliance Criterion

0 Findings

Civil Rights:

36 Compliance Criterion

3 Findings; all 3 were categorized as "Partially Implemented"

The knowledge, dedication and discipline that went into this remarkable outcome is due to the work of the staff across the District. To have 100% implementation in both Special Education and English Language Education is not an easy accomplishment. This is an accomplishment to be celebrated. A detailed analysis of the results will be reported at the second School Committee meeting in January. Please let me know if you have any questions.

Sincerely,

Kevin G. Maines
Superintendent of Schools

Nealy Koumanelis-Urquhart
Assistant Superintendent of Student Support Services