

**(ATTACHMENT 1) INFORMATION ON ANNUAL SCHOOL READING DRIVES
ACHIEVEMENT PROCEDURAL COMPLIANCE SELF-ASSESSMENT
(RDA: PCSA)**

This item initiated by Administration.

ADMINISTRATION'S REPORT

1. The Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA, or "self-assessment") is one part of DPI's monitoring activities under state and federal special education laws. The goals of the self-assessment are to ensure compliance with selected legal requirements and to improve outcomes for students with disabilities, specifically in reading.
2. Milwaukee Public Schools is committed to practices that lead to improved service delivery, provide information regarding needed professional development, and contribute to staff accountability for high-achievement outcomes for students with disabilities.

PROCEDURAL COMPLIANCE SELF-ASSESSMENT HISTORY

1. In 2003, the Special Education Oversight Action Plan (SOAP) required MPS to align special education staff to increase accountability and support for students with disabilities, to develop and to support a system to assist parents who have concerns-which is our current Parent Dispute Resolution System (PDRS)-and develop and to support a continuous improvement-focused monitoring system. The continuous improvement-focused monitoring (CIFM) process included three major areas: monitoring of teachers and individualized education program; reviewing of systems within a school under the IDEA-2004 that were not part of the IEP, such as discipline, attendance, and service delivery; and the implementing of an annual school-based assessment with mandatory corrections.
2. In 2012, the Department of Public Instruction (DPI) determined that Milwaukee Public Schools (MPS) had made enough systemic progress to enable MPS to use the same accountability as does the rest of the state. That accountability system was the Procedural Compliance Self-Assessment (PCSA). The only difference between MPS and the rest of the state was that MPS would be reviewed every year, rather than on a rotating schedule of every five years.
3. The Procedural Compliance Self-Assessment includes a school-based assessment that is completed annually during the spring. The annual measurement of compliance is completed at each school, with assessment results reported by school and as a district. The district-wide data are used to analyze needed district supports and to develop plans of improvement for district-wide systems serving students with disabilities.