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## The SPSR for Part C: A Brief Summary

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### BACKGROUND

The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA) emphasize the need for measuring child outcomes and having a sound rationale for developmental and educational practices implemented for individual children. To address the accountability issues outlined in NCLB and IDEA, the Michigan Department of Education (MDE) developed the Continuous Improvement and Monitoring System (CIMS) for both school-age children (Part B) and infants and toddlers (Part C). The three major components of CIMS Part C are:

- **Focused Monitoring**  
The MDE selects service areas for review based upon prespecified data sets
- **Service Provider Self-Review (SPSR)**  
Each service area reviews its performance on specific indicators
- **Verification**  
The MDE verifies that service areas have fully implemented the SPSR

The SPSR reflects the basic premise of the CIMS model, which is concerned with the benefit that children and their families derive from the programs and services they receive through *Early On*. Conducted by a team of administrators, providers, and parents, the goal of the SPSR is to evaluate processes and outcomes *at the local level* in order to compare them to state and federal standards. By engaging in self-analysis, local programs are able to evaluate strengths and weaknesses based on first-hand knowledge—a process that is typically more effective than chain-of-command monitoring alone, and one that fosters a sense of engagement among all parties in the improvement process.

### THE PROCESS

SPSR teams are formed and oriented by *Early On* coordinators once every three years. Each SPSR team consists of at least one parent of a Part C child, at least one service provider, and the service area's *Early On* coordinator. Teams typically range in size from five to 12 members, and meet three to four times between February and May to perform their duties.

Information for the SPSR team's review is gathered, stored electronically, and automatically tabulated from a variety of sources including Wayne State University surveys, state data systems (EETRK, MiCIS, MEGS, and others), child record reviews, and a document review. Once the information is compiled, the SPSR team convenes to analyze and rate their service area's performance against established key performance indicators (KPIs). Using predefined rubrics to determine the service area's overall performance on each KPI, the SPSR team assigns one of the following ratings for each KPI:

#### Continuous Improvement & Monitoring System (**Part C**)

- Strength
- Meets Requirement
- Needs improvement

If a KPI is rated “needs improvement,” improvement planning and follow-up is required. A rating of “needs improvement” usually indicates systemic noncompliance related to IDEA 2004 regulations or rules, NCLB regulations or rules, and/or Michigan Administrative Rules for Special Education.

Each service area is responsible for developing improvement plans, which are verified for completeness and monitored for effectiveness.

When the SPSR team has completed its review and improvement plan, results are submitted electronically to the MDE.

#### **ADDITIONAL INFORMATION**

For more information about the SPSR process, contact your *Early On* training and technical assistance specialist at 1-866-334-KIDS (5437) or 517-668-0185; [eotweb@edzone.net](mailto:eotweb@edzone.net).