



Kentucky Department of Education
Division of Learning Services

2011-2012

Kentucky Continuous Monitoring Process (KCMP)
Self-Assessment Instruction Manual

Winter Reporting Period

Indicator 1 & 2
Indicator 13
Indicator 14

Reporting SY 2010-2011 Data

Winter Reporting Period

January 1 – February 28

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<i>Please read all instructions carefully to ensure the KCMP Self-Assessment is fully and accurately completed by the district.</i>		

2011-2012 KCMP Schedule

Fall Reporting Period	
September 1, 2011	Districts receive documents for Indicators 3, 5, 11, and 12
November 30, 2011	District reports due
January 15, 2012	Co-op reports due

Winter Reporting Period	
January 1, 2012	Districts receive documents for Indicators 1, 2, 13, and 14
February 28, 2012	District reports due
March 31, 2012	Co-op reports due

Spring Reporting Period	
April 1, 2012	Districts receive documents for Indicators 4, 7, 8, 9/10, and 20
May 31, 2012	District Reports Due
June 31, 2012	Co-op Reports Due

Introduction to Kentucky Continuous Monitoring Process

The Kentucky Continuous Monitoring Process (KCMP) has been in place for several years. The original function of the KCMP was to serve as the Kentucky Department of Education's (KDE) tool for compliance monitoring and performance tracking of indicators at the district level.

This process has evolved over the years. The KCMP is no longer used as a monitoring tool by KDE but is rather intended to be a mechanism to allow districts to self-assess their special education programs and to plan for improvement within the district. It is the expectation of KDE's Division of Learning Services (DLS) that districts will fully use the KCMP for the purpose of analyzing district data, determining root causes of district performance, and proactively developing and implementing improvement plans. Districts should be comfortable that the self-assessment in isolation will not trigger an onsite visit or other monitoring activity.

DLS will continue to exercise its responsibility to provide General Supervision to districts by on-site visits, desk audits, data review and other available means outside the KCMP process. Data used to flag districts for review include, but are not limited to, December 1 Child Count, Achievement Data, Indicator 11 and 13 Data Report, Exiting Data, etc.

KCMP Process Steps

Step 1: Create a District Review Team (DRT)

The district uses an existing committee structure such as the Comprehensive School or District Improvement Planning Committee or creates a district-wide District Review Team. DRT membership is documented on each KCMP document and must consist of:

- parents of students with disabilities
- general education teachers
- special education teachers
- building and district level administrators

At least one parent on the DRT must not be employed by the district. Others, such as community members or representatives from institutions of higher education should be encouraged to participate as well. The DRT membership may be fluid from reporting period to reporting period, depending on the expertise and interests of designated DRT members. For example, preschool teachers and the parent of a preschooler might be on a team when preschool indicators are addressed, and middle and high school teachers might participate on the DRT with the parent of an older student when secondary transition issues are addressed. It is recommended that at least some district personnel remain on the team throughout the cycle to promote consistency in focus and activities from reporting period to reporting period.

Step 2: Review Data

The district should consider developing a calendar of events with information related to the analysis of data for each KCMP indicator with assigned dates and timelines for discussing progress of each improvement or maintenance activity.

All data provided to the district from KDE (i.e., Child Count, End of Year Report, assessment data etc.) should be validated by the district. Any discrepancies or errors in data should immediately be reported to Chris Thacker (chris.thacker@education.ky.gov).

Step 3: Analyze Data

The DRT analyzes the data and where possible, compares the data to previous years to look for trends of district performance in terms of improvement or compliance. The team then should determine for each indicator the reason(s) why the data do or do not demonstrate improvement or compliance. This analysis of data is critical to ensure that the district's plan for improvement or maintenance is developed in a manner that will ensure that the activities conducted will have a direct and positive impact on each indicator.

The DRT uses the following steps when making decisions and documenting each section of the KCMP Monitoring Document.

1. Review the data required by the KCMP Self-Assessment Document.
 - The district validates the accuracy of all data on the KCMP document and reports any inaccuracies to Chris Thacker.
2. Review the indicator's data from past KCMP reports.
 - What is the data history?
 - Have definitions changed?
 - Has a new data system been implemented?
3. Identify and compare data from other sources, if applicable.
 - What are other sources of data (e.g., results of interventions implemented from last KCMP report, general education assessment, interviews, complaint management, parent reports/surveys)?
4. Identify areas of comparison.
 - What areas will the DRT examine?
 - To what do we compare these data (e.g., district targets, state targets, state trends, comparable districts, general education programs)?
5. Examine trends and relationships.
 - Do there appear to be relationships over time?
 - Do there appear to be relationships between indicators?
 - Do there appear to be relationships between areas of performance and issues of compliance?
6. Identify and define (possible) problem areas.
 - Are there any surprises in the data?
 - How can the DRT more precisely define problem areas?
 - Over time, what can be learned from the data? Has there been progress or slippage since the last KCMP report? Use the Investigative Questions

provided for each indicator for assistance in identifying and defining potential problem areas.

Step 4: Determine Causes for the District's Performance

Based upon the analysis of district data as described above, the district should identify possible or probable causes for the district's level of performance or compliance using these questions as a basis for making this decision:

Determine the barriers or facilitators to improving the district's performance and compliance—why are the data the way they are?

- Are there any apparent relationships when data are disaggregated (e.g., age, race/ethnicity, poverty, gender, disability)?
 - What do the disaggregated data reveal compared to the aggregated data – where does the district need to focus efforts?
 - Are there patterns between or among schools in the district (e.g., size-alike, and geographically)?
 - Where is it going well and not going well?
 - What is common to schools where it is going well and not so well (e.g., specific program implementation)
 - Is there a relationship between compliance and levels of performance?

Step 5: Develop Improvement Plan

Improvement planning should not be a “laundry list” of all activities a district may do in a particular area, but should focus on those activities that will directly impact the root cause of district performance as identified by the DRT.

Based on the causes determined by the DRT, identify one to two activities that will likely have the greatest positive impact.

- Has a successful intervention/activity been implemented that needs to be continued?
- How can the district address issues of climate, culture, and history?
- What intervention strategies are being used or planned by the district already?
- How might the district bring about improved performance?
- What would yield the most immediate results or changes?
- What are the key factors the district can control that facilitate performance and compliance (e.g., policies, professional development/training, guidelines, dissemination of positive practices, monitoring)?
- How might the district evaluate the validity of the hypotheses formulated?
- How might the district evaluate the results of the interventions?

Based on periodic reviews and analysis, districts should revise the activities in the plan, as necessary.

Step 6: Submit the Report

The completed KCMP report is submitted to KDE via secure file transfer (DoSE upload) and the local cooperative director via electronic mail by the reporting period due date (November 30, February 28, and May 31.) The co-ops will submit reports of regional data to DLS.

Step 7: Implement the Plan

The district is responsible for implementing the improvement activities as written. Special Education Cooperatives are available to offer technical assistance as needed.

Step 8: Review and Evaluate Plan

The district reviews and analyzes the activities in the plan periodically for effectiveness and to ensure correction of district-identified non-compliance in a timely manner.

Step 9: Cycle Continues

The KCMP is a continual process of data collection, analysis and improvement planning. Districts review new data evaluating trends over time and make programmatic changes that are data driven.



Activities, Action Steps, Status Update, Explanation of Progress and Resources

Activity – a statement of the initiative the district will undertake that will impact the root cause of the district performance as identified by the DRT. The activity should:

- Have a clear cause-effect relationship between the goal and the activity
- Reflect district priorities
- Include a metric, benchmark, or target so that one is able to judge progress quantitatively
- Be “doable” – it should be apparent that the activity can and will be implemented
- Be innovative – be a fresh and new perspective on addressing the goal

Activities may be written as SMART goals.

Action steps are a series of events that must occur in order to successfully implement the improvement activity. They should:

- Include a timeline of when they will be implemented.
- Identify responsibility for implementation – the person to whom one would go to discuss the overall progress of the implemented improvement activity.

Status by date is a section where the action steps can be reviewed and updated. It is recommended that status be updated at least once per reporting period and more often, if desired. This section will be blank when the document is first submitted. When the DRT meets for the next reporting period, action steps for activities in this document should be updated. At that time, a date is entered at the top of the column (A). Each action step is updated with the codes listed in red below the action steps (B).

Explanation of progress allows a short narrative description of progress on the action step.

Resources are internal and external supports to the district to accomplish the activity. Specific references about the nature and intensity of technical assistance that will be needed to implement the activity can be identified here.

Activities with Action Steps, Resources, Explanation of Progress and Progress Status					
Activity 1					
Action Steps for Activity 1					
Action Steps	Status by Date*				Explanation of Progress
	A				
1	B				
2	B				
3	B				
* NI = Not Implemented; I = Implemented; IP = In Progress; O = Ongoing; C = Completed; D = Discontinued					
Resources:					

Considerations for Developing Quality Improvement Plan*



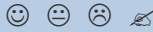
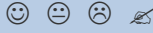
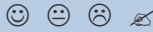
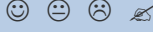
The intent of this section is to provide a means by which improvement activities can be assessed using a “quality” scale. This guidance *should not be* considered as any type of “formal” assessment – rather it is simply a tool developed to stimulate thinking and discussion among district personnel responsible for developing or implementing improvement activities. Quality descriptions used for this scale represent a formalization of basic “Who”, “What”, “Where”, “How” and “When” concepts, along with other considerations related to development of improvement activities that are clearly and effectively developed. This scale is intended to *broadly assess* quality of improvement activities, since there can be multiple activities listed.




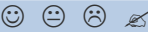
Overall Rating of Improvement Activities

☺ No Revisions Needed ☹ Some Revisions Needed ☹ Extensive Revisions Needed ✍ Start Over...?

*This information was adapted from the SPP/APR Improvement Activity Review Form developed by the North Central Regional Resource Center (NCRRC). The North Central Regional Resource Center is supported through cooperative agreement #H326R040005 with the U.S. Department of Education, Office of Special Education Programs. The content contained herein do not necessarily reflect the policy or position of the U.S. Department of Education and no official endorsement should be inferred. There are no copyright restrictions on the SPP/APR Improvement Activity Review Form. However, please cite the source when copying or citing all or part of this material.

As indicated in the chart below, quality of improvement activities is assessed on a continuous dimension – from *High Quality* to *Low Quality*. As a general or “global” assessment of improvement activities under each indicator, the rating categories represented by various icons ranging from *No Revisions Needed* to *Start Over...?* can be used to assess overall quality.

	 High Quality Activities... The “cause-effect” relationship between the activity and the goal is clear – you know how the goal will be impacted as a result of implementing the activity.		 Low Quality Activities... There is little or no indication that if the activity was implemented, the goal will be impacted in any meaningful way. The activity may be considered “good”, but bears little relationship to the intent of the goal.
Improvement activities reflect district priorities...	It is clear where the district is dedicating human and other resources. One understands what improvement activities the district deems most important and will receive the most attention.		Improvement activities are presented as a “laundry list” – one is unable to discern what should be done first or will be most likely to produce a desired outcome in relation to addressing the goal.
Improvement activities are actionable...	Improvement activities include “action steps” detailing what needs to happen when implemented. Action steps can be either expressed or implied, but it is clear that a series of events must occur in order to successfully implement the improvement activity.		Improvement activities are merely statements of vague intent. Frequently, “buzz words” and jargon give the impression that something will be accomplished (e.g., “ <i>Our agency will collaborate with X to strengthen and enhance cooperative relationships and resource sharing initiatives.</i> ”), but actually reveal little in the way of actions that will be taken.
Improvement activities include measures of performance...	A metric, benchmark, or target is included in the improvement activities. One is able to judge progress quantitatively (percentage, base rate, etc.)		No numbers or measures of progress of any type are included in the improvement activity. One is uncertain to what extent the improvement activity will contribute toward addressing the goal.
Improvement activities are realistic...	Improvement activities are “doable.” It is apparent the improvement activities can—and will—be implemented.		Even though each individual improvement activity is “doable,” there are too many listed. It is clear that the district has neither the resources nor the capacity to support all of the improvement activities it has generated for the goals.

Improvement activities include timelines...	A timeline of when the activity will be implemented is stated or implied.		No timeline is implied. Vague terms, like “ongoing” and “in the future” are used in place of a timeline.
Improvement activities include technical assistance needs...	A specific reference is made about the nature and intensity of technical assistance that will be needed to implement the activity.		A reference is made to a technical assistance provider, but it is unclear what the assistance will entail. A technical assistance center is mentioned, but with no explanation of outcomes/activities.
Improvement activities identify responsibility for implementation...	One knows “who to go to” to discuss overall progress of the implemented improvement activity.		No individual can be identified for taking responsibility for knowing about the improvement activity. A “group” may be referred to, but no connection can be made with a leader or responsible entity, e.g., “everyone” in the group is responsible, hence no one is responsible.
Improvement Activities reflect innovation...	It is clearly apparent that improvement activities were specifically designed to address the goal. One gets the impression of “fresh” and “new” perspectives are being considered to address the goal. The district is willing to take a “risk” because strategies used in the past have not produced positive results.		The same improvement activities appear year after year, even though there is little evidence they have “worked” in the past. The same improvement activities are used for multiple goals with little or no consideration of alignment, etc.

Definitions

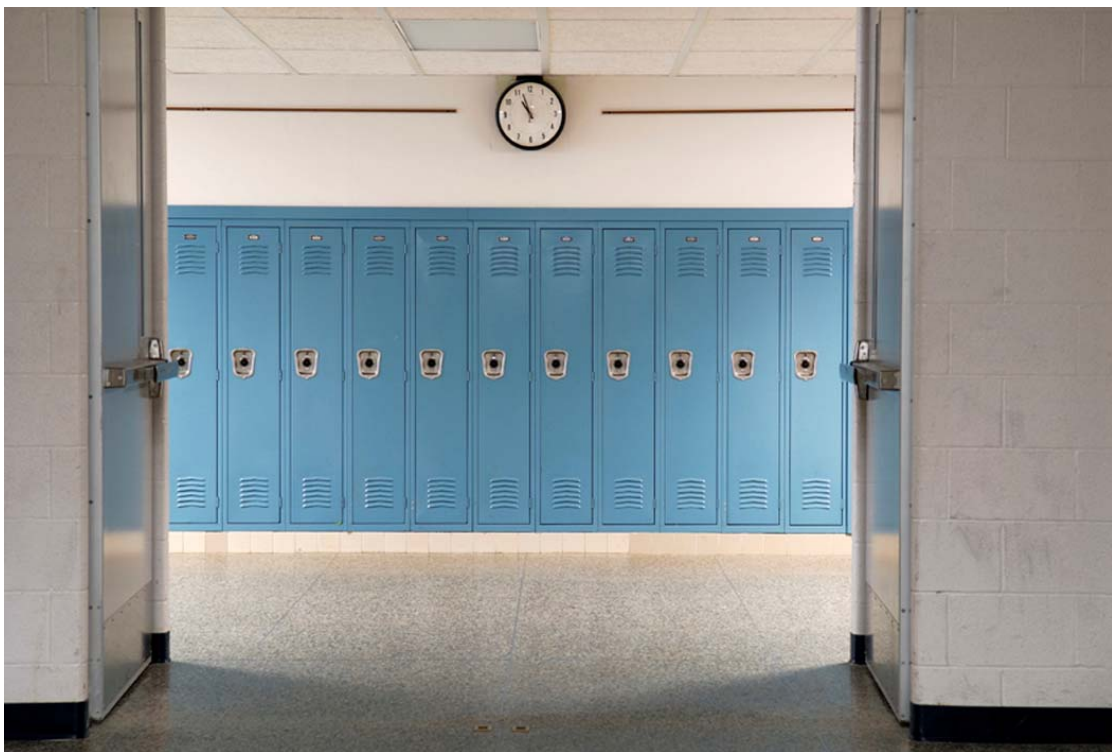
1. *Admissions and Release Committee (ARC):* A group of individuals who are responsible for developing, reviewing, or revising an Individual Education Program (IEP) for a child with disabilities. The membership of this committee includes the parent(s), teacher(s) of general education, teacher(s) of special education, representative of the Local Education Agency (LEA) who is qualified to provide or supervise the provision of specially designed instruction, an individual who can interpret the evaluation results, related service provider(s), the child (if appropriate), and others as determined necessary.
2. *Annual Performance Report (APR):* A document submitted by the Kentucky Department of Education that reports annual progress toward meeting the state's twenty State Performance Plan goals. This report is submitted each February to OSEP.
3. *Compliance:* As defined in 707 KAR 1:002, means the obligations of state or federal requirements are met.
4. *Corrective Action Plan (CAP):* As defined in 707 KAR 1:002, means a written improvement plan describing activities and timelines, with persons responsible for implementation, developed to correct identified areas of non-compliance, including directives from the Kentucky Department of Education, specifying actions to fulfill a legal obligation.
5. *Determinations:* A decision made annually by the Office of Special Education Programs (OSEP) at the state level and by the Kentucky Department of Education for local districts after data relevant to the State Performance Plan (SPP) and Annual Performance Report (APR) indicators have been reviewed. States and local districts are assigned a determination of one of four categories: Meets Requirements, Needs Assistance, Needs Intervention and Needs Substantial Intervention. Sanctions must be invoked for any state or local district that does not Meet Requirements in a given year.
6. *District Review Team (DRT):* A Local Educational Agency (LEA) committee that includes parent(s) of children with disabilities (not employed by the district), teacher(s) of general education, teacher(s) of special education, administrators, and others as needed.
7. *Dropout:* As per End-of-Year Data Instructions, a special education student reported on the Exiting list who at some point during the 12-month reporting period was enrolled at the start of the reporting period, was not enrolled at the end of the reporting period, and did not exit special education through any of the other bases described. This includes dropouts, runaways, GED recipients who dropped out of school and then received their GED, students who were expelled, students whose status is unknown, students who moved and are not known to be continuing in

another educational program, and other exiters from special education.

8. *Eligible Student:* A student evaluated in accordance with 707 KAR 1:300, as meeting the criteria for one or more of the 13 categories of disability, which has an adverse impact on the student's educational performance and who, as a result, needs special education and related services.
9. *Educational Environment:* The physical location where a student with a disability receives educational services in accordance with an IEP.
10. *Human Development Institute at the University of Kentucky (HDI/UK):* Kentucky's University Center for Excellence in Developmental Disabilities Education, Research and Service. HDI focuses its' efforts on improving lifelong opportunities and services for individuals with disabilities, their families and the community. The Institute provides a strong foundation for more than 40 research, training and service projects, addressing a wide range of topics and issues in areas such as early childhood, education and alternate assessment, transition across the lifespan, employment, community living, and personnel preparation. HDI is unit of the Office of the Vice President for Research at the University of Kentucky and a member institution of the Association of University Centers on Disabilities (AUCD).
11. *Kentucky Continuous Monitoring Process (KCMP):* An ongoing self-evaluation process used by local school districts for data collection and analysis, program evaluation and improvement of a district's special education programs.
12. *Kentucky Post School Outcome Center (KyPSO):* housed at the Human Development Institute at the University of Kentucky (HDI/UK). The Kentucky Department of Education (KDE) has contracted with the KyPSO to implement, analyze, and report the post school outcome data collected by the Local Education Agencies (LEAs). In addition, the KyPSO provides professional development and technical assistance to the KDE, the Special Education Cooperatives, and the LEAs regarding post school outcome data.
13. *Local Education Agency (LEA):* A public local board of education or other legally constituted public authority that has either administrative control or direction of public elementary or secondary schools in a district or other political subdivision in the Commonwealth. This includes the Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD), as well as any agency that is charged by State statute with the responsibility of providing educational services to children with disabilities.
14. *Needs Assessment:* A continuous review and analysis of data by LEAs to determine specific district, school, parent and student needs.
15. *Parent:* means:
 - A biological or adoptive parent of a child

- A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child, but not the State if the child is a ward of the State
 - A person acting in the place of a biological or adoptive parent such as a grandparent, stepparent, or other relative with whom the child lives, or a person who is legally responsible for the child's welfare
 - A foster parent if the biological or adoptive parents' authority to make educational decisions on the child's behalf has been extinguished and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the educational decisions required of parents under 707 Chapter 1, and has no interest that would conflict with the interests of the child
 - A foster parent if the biological or adoptive parents grant authority in writing for the foster parent to make educational decisions on the child's behalf, and the foster parent is willing to make educational decisions required of parents under 707 Chapter 1, and has no interest that would conflict with the interests of the child
 - A surrogate parent who has been appointed in accordance with 707 KAR 1:340.
16. *Part B:* The section of the Individuals with Disabilities Education Act (IDEA) that funds educational services for children with disabilities ages three through twenty (3-20) and sets forth the legal obligations of LEAs under the act.
17. *Part C:* The section of the Individuals with Disabilities Education Act (IDEA) that funds early intervention services to infants and toddlers, from birth to three years old and sets forth the legal obligations for serving these students. In Kentucky, the agency responsible for implementation of Part C is First Steps.
18. *Persistence to Graduation Tool (PtGT):* an early warning indicator system for identifying students who may be "off-track" to graduate. The PtGT Report will provide critical student-level data to identify specific students in need of additional intervention/support.
19. *Regional Interagency Transition Teams (RITTS):* teams consisting of various secondary school, adult service, and consumer representatives. The RITTS are organized around the Special Education Cooperative regions and, typically, the Transition Consultant from the corresponding cooperative chairs the RITT. The RITT provides a forum for transition trouble-shooting, problem solving, and information sharing.
20. *Sanctions:* Actions taken by the Kentucky Department of Education (KDE) in response to a LEA's failure to comply with requirements in IDEA as set forth in state and federal laws and administrative regulations related to the process for making Determinations and 707 KAR 1:380, Section 4. Examples of sanctions may include technical assistance, consultation, redirection of or withholding of funds in part or in whole or more severe actions as needed.

21. *Section 618 Data:* Data required by OSEP from each state and district as required by Section 618 of the IDEA. This information is reported by the district to KDE annually on Tables 1 through 5 and are submitted either on the December 1 Child Count or End-of-Year Report. Additional Section 618 data collected by the state through other means include data on assessment, complaints and hearings.
22. *Stakeholders:* People who have a vital interest in programs for children with disabilities. This includes parents, both general and special education teachers, related services providers, and administrators. To the extent appropriate, students with disabilities, higher education representatives and community members should be a part of this group.
23. *State Performance Plan (SPP):* A six-year plan enacted by Congress that requires each state to collect data and set targets for twenty indicators established by OSEP. The KCMP is used to support the state in the achievement and/or maintenance of the state's performance on these targets. Progress on the State Performance Plan is tracked through an Annual Performance Report submitted to OSEP each February. The [State Performance Plan](#) is available on the KDE website.
24. *Target:* The expected level of performance as determined by the State Performance Plan.
25. *Triangulation:* Use of several methods or types of data to further validate research outcomes and results.



Acronyms

1.	APR	Annual Performance Report
2.	ARC	Admissions and Release Committee
3.	CAP	Corrective Action Plan
4.	CDIP	Comprehensive District Improvement Plan
5.	CSIP	Comprehensive School Improvement Plan
6.	CTBS	Comprehensive Test of Basic Skills
7.	DLS	Division of Learning Services
8.	DEIC	District Early Intervention Committee
9.	DRT	District Review Team
10.	DPP	Director of Pupil Personnel
11.	FAPE	Free Appropriate Public Education
12.	HDI	Human Development Institute
13.	IDEA	Individuals with Disabilities Education Act
14.	IEP	Individual Education Program
15.	ILP/IGP	Individual Learning Plan/Individual Graduation Plan
16.	KAR	Kentucky Administrative Regulations
17.	KCCT	Kentucky Core Content Test
18.	KDE	Kentucky Department of Education
19.	KECCAG	Kentucky's Early Childhood Continuous Assessment Guide
20.	KECTP	Kentucky Early Childhood Transition Project
21.	KISTS	Kentucky In-School Transition Survey
22.	KSB	Kentucky School for the Blind
23.	KSD	Kentucky School for the Deaf
24.	KyPSO	Kentucky PostSchool Outcomes
25.	LEA	Local Education Agency
26.	LRE	Least Restrictive Environment
27.	NCLB	No Child Left Behind
28.	OSEP	Office of Special Education Programs (federal)
29.	PtGT	Persistence to Graduation Tool
30.	RITT	Regional Interagency Transition Team
31.	SEA	State Education Agency
32.	SPP	State Performance Plan
33.	YOYO	Youth One-Year-Out Survey

Indicators At-a-Glance

Note: Indicators shaded in gray will not be reported by districts in the KCMP Monitoring Document at the present time. Orange indicators are reported in the fall reporting period. Blue are reported in the winter reporting period. And, green are reported in the spring reporting period. Compliance indicators are italicized.

Indicator 1	Percent of youth with IEPs graduating from high school with a regular diploma	Completed during Jan-Feb reporting period
Indicator 2	Percent of youth with IEPs dropping out of high school	
Indicator 3	A: Percent of districts meeting the State's AYP objectives for progress for disability subgroup	Completed during Sept-Nov reporting period
	B: Participation rate for children with IEPs	
	C: Proficiency rate for children with IEPs	
Indicator 4	A: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year	Completed during April-May reporting period
	B: Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity	DLS will contact districts individually that do not meet target
	C: Difference in suspension rate for students with disabilities is no more than 2 percentage points higher than the suspension rate for students without disabilities	
Indicator 5	Percent of children with IEPs aged 6 through 21 A. Removed from regular class less than 21% of the day. B. Removed from regular class greater than 60% of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements	Completed during Sept.-Nov reporting period
Indicator 6	Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings)	Report at later date
Indicator 7	Percent of preschool children with IEPs who demonstrate improved: A. Positive social-emotional skills (including social relationships); B. Acquisition and use of knowledge and skills (including early language/ communication and early literacy); and C. Use of appropriate behaviors to meet their needs	Completed during April-May reporting period

Indicator 8	Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities	Completed during April-May reporting period
Indicator 9	<i>Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification</i>	<i>Completed during April-May reporting period</i>
Indicator 10	<i>Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.</i>	<i>Completed during April-May reporting period</i>
Indicator 11	<i>Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or state established timelines)</i>	<i>Completed during Sept-Nov reporting period</i>
Indicator 12	<i>Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays</i>	<i>Completed during Sept-Nov reporting period</i>
Indicator 13	<i>Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals</i>	<i>Completed during Jan-Feb reporting period</i>
Indicator 14	Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school	Completed during Jan-Feb reporting period
Indicator 15	<i>General supervision system (including monitoring, complaints and hearings.) corrects non-compliance as soon as possible but in no case later than one year from identification</i>	<i>Completed during all reporting periods through Interim Data Reporting</i>
Indicator 16	<i>Percent of signed written complaints with reports issued that were resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint</i>	<i>State general supervision responsibility</i>
Indicator 17	<i>Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party</i>	<i>State general supervision responsibility</i>
Indicator 18	<i>Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements</i>	<i>State general supervision responsibility</i>
Indicator 19	<i>Percent of mediations held that resulted in mediation agreements</i>	<i>State general supervision responsibility</i>
Indicator 20	<i>State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</i>	<i>Completed during April-May reporting period</i>

2011-2012 Changes to KCMP



indicator.

Schedule – After feedback from district directors, it was decided to move Indicators 9 and 10 to the spring reporting period. Moving Indicator 4 to the fall reporting was considered but rejected because it would be impossible to get the data soon enough to populate the district forms. It is likely that Indicator 7 will also be added to the spring reporting period.

Investigative Questions – The investigative questions are organized by root cause. That will allow the districts to structure their discussion at District Review Teams to deeply investigate the reasons behind the district performance on each

Suggested Activities – When possible, there will be suggested activities listed for each root cause. The list of suggested activities should not be considered to be exhaustive, simply some ideas to help the District Review Team identify how they can address the root cause that they have determined to be the reason for district performance.

Correction of Noncompliance – This page is deleted and a page for collecting interim data is added to the end of the self-assessment document. The purpose of both is to encourage districts to monitor their progress on indicators throughout the year. Interim data will not be collected on every indicator but will be a snapshot of how the district is progressing on several indicators.

Unprotected Document – Several district directors tested an unprotected document and found it to be much easier to manage than the protected document. Therefore, this year, all documents will be unprotected. As always, work should be backed up frequently so that work can be retrieved if necessary.

Options for Meeting Target for 3 Consecutive Years – Districts that have met target on Indicators 1/2, 4, 5, 9/10, 11, 12, and 20 for 3 consecutive years have the option to omit the narrative data analysis. They should still discuss the indicator during their DRT meeting, celebrate their success, and determine the root cause for their strong performance. They should also identify an activity to ensure that they continue to meet target. Indicators 3 and 8 are not included for this option

SMART Goals – Districts that would like to refine their activity development may choose to write their activities as “SMART Goals”. Using this format will help to identify desired outcomes of the activity which will, in turn, assist with evaluating activity effectiveness.

Create S.M.A.R.T. Goals



*KCMP Instruction Manual
Indicators 1 & 2, 13, & 14
2010-2011 SY Data*

Creating S.M.A.R.T. Goals

Specific
Measurable
Attainable
Realistic
Timely

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- *Who: Who is involved?
- *What: What do I want to accomplish?
- *Where: Identify a location.
- *When: Establish a time frame.
- *Which: Identify requirements and constraints.
- *Why: Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable - Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

To determine if your goal is measurable, ask questions such as.....How much? How many? How will I know when it is accomplished?

Attainable - When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic - To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high

goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely - A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.

Indicator 1 & 2

Indicator 1: (Applicable only to secondary programs) Percent of youth with IEPs graduating from high school with a regular diploma

2010-2011 State Target: 85.1% or greater
2010-2011 State Performance: 74.09%

Measurement: Using Section 618 data, Kentucky utilizes the OSEP method to calculate the graduation rate for students with disabilities:

$$\frac{\# \text{ graduates receiving regular diplomas}}{\# \text{ graduates} + \# \text{ GEDs (and certificates)} + \# \text{ dropouts} + \# \text{ who maxed in age} + \# \text{ deceased}}$$

Data Source: Exiting Report (Section 618 data) due July 31

Indicator 2: (Applicable to secondary programs) Percent of youth with IEPs dropping out of high school

2010-2011 State Target: 2.70% or less
2010-2011 State Performance: 2.59%

Measurement: Using Section 618 data, Kentucky utilizes the OSEP method to calculate the dropout rate for students with disabilities:

$$\frac{\# \text{ special education dropouts from grades 9-12}}{\text{total number of special education students enrolled in grades 9-12}}$$

Data Source: Exiting Report (Section 618 data) due July 31

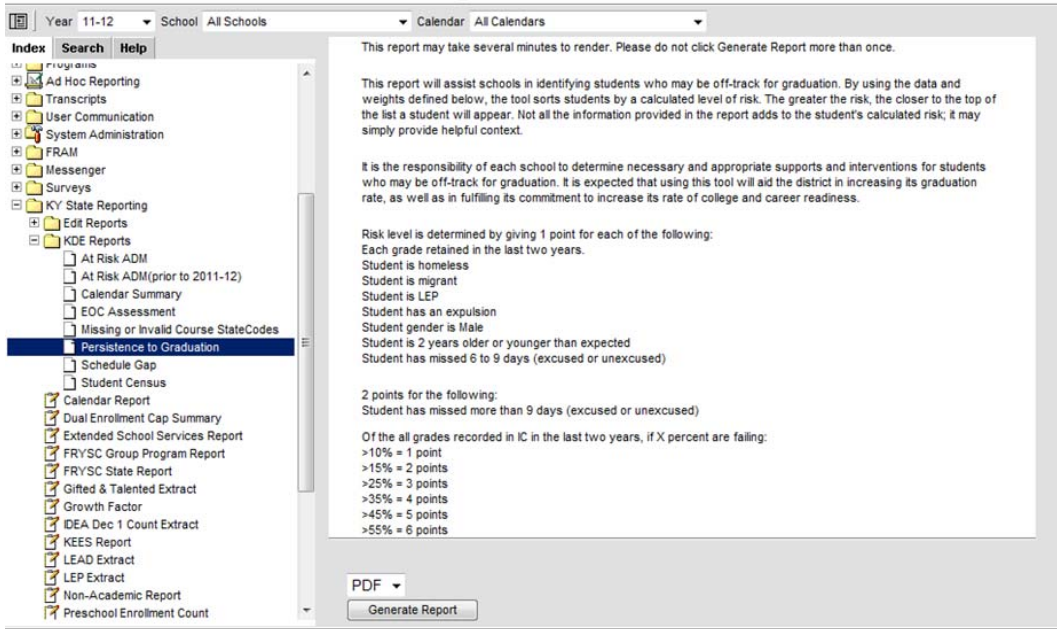
General Information

- It is important for DRTs to review both district-wide and student-specific data. District-wide data includes data such as: district retention rates, district suspension and office referral rates, district attendance rates, patterns of involvement in extra-curricular

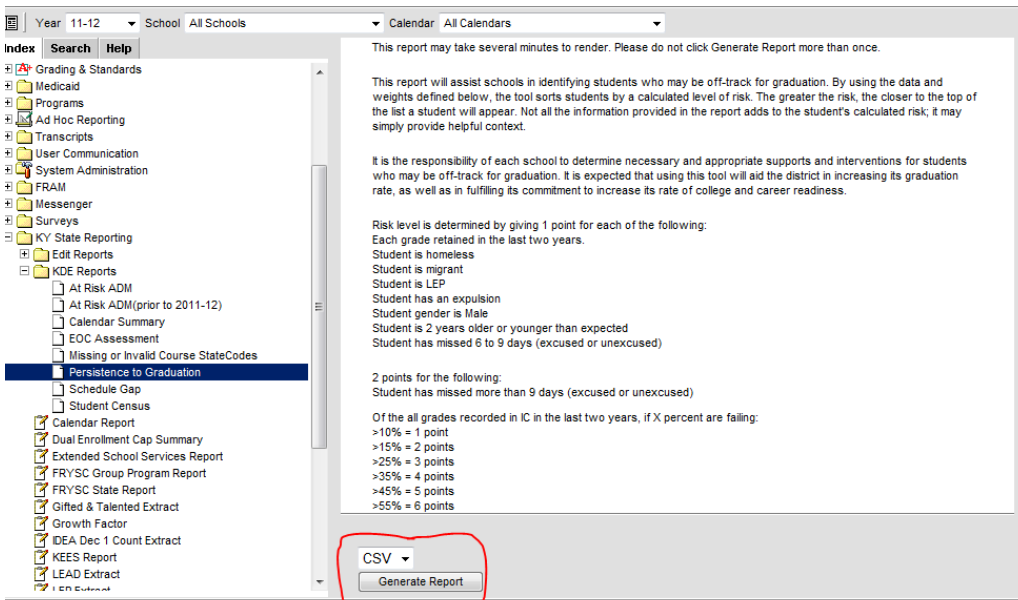
activities, parental involvement, etc. Student-specific data includes data such as Persistence to Graduation Rate data, Student Dropout Questionnaire data, etc.

Directions

- Review data from the Infinite Campus Persistence to Graduation Tool. This report will assist in identifying students who may be off-track for graduation. By using the data and weights defined below, the tool sorts students by a calculated level of risk. The greater the risk, the closer to the top of the list a student will appear. Not all the information provided in the report adds to the student's calculated risk; it may simply provide helpful context.
- Risk level is determined by giving 1 point for each of the following:
 - * Each grade retained in the last two years.
 - * Student is homeless
 - * Student is migrant
 - * Student is LEP
 - * Student has an expulsion
 - * Student gender is Male
 - * Student is 2 years older or younger than expected
 - * Student has missed 6 to 9 days (excused or unexcused)
- 2 points for the following:
 - * Student has missed more than 9 days (excused or unexcused)
- Of the all grades recorded in IC in the last two years, if X percent are failing:
 - * >10% = 1 point
 - * >15% = 2 points
 - * >25% = 3 points
 - * >35% = 4 points
 - * >45% = 5 points
 - * >55% = 6 points
- To access the Persistence to Graduation Tool in Infinite Campus, click on "Persistence to Graduation" under the KDE Reports folder.



- At the bottom of the screen, select “CSV” and click on “Generate Report.” The Persistence to Graduation Tool will create a report. The report will provide a complete list of all students based on the weighting of indicators. The students at higher risk will appear at the top of the list. The report may be filtered to get customized results.



- For more information and guidance on how to use the Persistence to Graduation Tool, an instructional web-ex titled “Using the New Persistence to Graduation Tool (PtGT) – August 3, 2011” is posted at the following link:

<http://www.education.ky.gov/kde/instructional+resources/curriculum+documents+and+resources/kde+-+webex+information+and+resources.htm>

- Review other district level and student specific data (e.g., Student Dropout Questionnaires) regarding the following key predictors for students dropping out of school:
 - Low Academic Performance
 - Behavior/Discipline Problems
 - Truancy/Poor Attendance
 - Extra-curricular Involvement
 - Parent Involvement
- **Determine the root cause for why the district did or did not meet target for Indicator 2 – Dropout Rate and mark an “x” in the appropriate box.** (The district is not asked to identify a root cause for Indicator 1 – Graduation Rate because the focus is on dropout prevention which will have the effect of improving graduation rate as well.)
- Develop a maintenance plan (districts with NO dropouts in the past year) or an improvement activity (districts reporting one or more dropouts this past year).
- Include an effective dropout prevention strategy/intervention to be implemented by the district. Effective strategies/interventions are identified by the National Dropout Prevention Center and can be reviewed at <http://www.dropoutprevention.org/effective-strategies>.

Investigative Questions

General Questions:

- Has the district met the state APR target this year?
- Has there been progress or slippage since the last report?
- What have the trends been in the past four years?
- Where is it going well and where is it not going well?
- What is common to schools where it is going well and not so well?
- Are there patterns with:
 - Schools
 - Teachers (teacher pre-service, in-service, other professional development)
 - Parent involvement at the school level
 - Degree of co-op involvement
 - Staffing (administrator changes, central office changes, teacher retirement)

Factors That May Contribute To District Performance

- 1-2 A. Supports for academic progress
- 1-2 B. Supports for behavioral progress
- 1-2 C. Supports for attendance
- 1-2 D. Supports for extracurricular involvement
- 1-2 E. Supports for parent involvement
- 1-2 F. Flagging system for students at risk of dropping out

Specific Questions:

- What patterns or trends did the district's Persistence to Graduation Tool data reveal?
- At what percentage rate is the district preparing students for college/career. (See rates at <http://openhouse.education.ky.gov/HighSchoolGraduates.aspx>)
- Are the district's schools fully implementing the Individual Learning Plan (ILP) process?

1-2A. Regarding supports for academic progress:

- Are there patterns or trends in retention rates across grade levels? From school to school?
- Are there patterns or trends in the grades of students who dropped out?
- Did the students who dropped out advance from grade to grade with their peer groups?
- Were the students who dropped out retained? What grade(s)? How many times?
- Were the students who dropped out over-age for their grade levels?
- Of the students who dropped out, what percentage were in the regular class 80% or greater, 40-79%, and less than 40%?

1-2 B. Regarding supports for behavioral progress:

- Are there patterns or trends in behavior/suspension rates across grade levels? From school to school?
- Do the district's Policies and Procedures (e.g., Code of Conduct, Attendance Policies) or classroom-level rules have any unintended impact on the dropout rate of students with disabilities? For example:
 - Are students suspended from school for relatively minor behavior incidents?
 - Are students referred to the office or suspended from school for numerous unexcused absences or tardies?
 - Are students referred to the office or to in-school suspension for relatively minor incidents?
 - Do students assigned to in-school suspension continue to receive specially designed instruction and the opportunity to progress in the general curriculum?
- Were the students who dropped out referred to the office for behavior/discipline, placed in in-school suspension, placed in alternative settings, and or suspended out-of-school? Across grade levels? How many times?

1-2 C. Regarding supports for attendance:

- Are there patterns or trends in attendance data across grade levels? From school to school?
- Did the students who dropped out have a pattern of excessive absenteeism (10-18% of school year)?
- Did the students who dropped out have patterns in absenteeism from grade to grade, month to month? Were the courts involved?

1-2 D. Regarding supports for extracurricular involvement:

- Are there patterns or trends in extracurricular activity involvement across grade levels? From school to school?
- Of the students who dropped out, what percentage were involved in extracurricular activities?

1-2 E. Regarding supports for parental involvement:

- Are there patterns or trends in parental involvement across grade levels? From school to school?
- Did the parents of students who dropped out attend or participate in ARC meetings?
- Were the parents of students who dropped out involved in other parent activities (e.g., Individual Learning Plan involvement; parent-teacher conferencing)?

1-2 F. Regarding flagging systems for students at-risk of dropping out:

- Does the district implement use of the Persistence to Graduation Tool and toolkit to target students at risk of not completing school?
- Does the district implement other tools in addition to the Persistence to Graduation Tool to identify and intervene with students at risk of not completing school?

Suggested Activities Related to Root Causes

1-2A. Regarding academic progress data and information:

- Implement a mentoring/tutoring program.
<http://www.dropoutprevention.org/effective-strategies/mentoring/tutoring>
- Implement individualized instructional strategies such as problem-based learning and reciprocal teaching, peer tutoring, cooperative learning, hands-on learning, journaling, projects, role play, simulation, and inquiry.
<http://www.dropoutprevention.org/effective-strategies/individualized-instruction>
- Implement active learning strategies such as cooperative learning, learning styles theory, multiple intelligences theory, and project-based learning.
<http://www.dropoutprevention.org/effective-strategies/active-learning>

1-2 B. Regarding behavior/discipline data and information:

- Implement an alternative schooling model.
<http://www.dropoutprevention.org/effective-strategies/alternative-schooling>
- Implement strategies to improve culture and safe learning environments.
<http://www.dropoutprevention.org/effective-strategies/safe-learning-environments>
- Implement a mentoring/tutoring program.
<http://www.dropoutprevention.org/effective-strategies/mentoring/tutoring>

1-2 C. Regarding attendance data and information:

- Implement career and technical programming
<http://www.dropoutprevention.org/effective-strategies/career-and-technology-education-cte>
- Implement web-based learning strategies
<http://www.dropoutprevention.org/effective-strategies/career-and-technology-education-cte>

1-2 D. Regarding extracurricular activity involvement data:

- Implement service-learning teaching and learning strategies.
<http://www.dropoutprevention.org/effective-strategies/service-learning>
- Provide after-school opportunities.
<http://www.dropoutprevention.org/effective-strategies/after-school-opportunities>

1-2 E. Regarding parental involvement data and information:

- Increase opportunities for family engagement.
<http://www.dropoutprevention.org/effective-strategies/family-engagement>
- Increase use of technology for communication with students and parents.
<http://www.dropoutprevention.org/effective-strategies/educational-technology>

1-2 F. Regarding flagging systems for students at-risk of dropping out.

- Implement use of Persistence to Graduation Tool and toolkit to target students at risk of not completing school.
- Implement use of other tools in addition to Persistence to Graduation Tool to identify and intervene with students at risk of not completing school.

Potential Resources for completing KCMP Self-Assessment:

- [KDE PtGT webpage](#)
- [PtGT Web-Ex](#)
- [National Dropout Prevention Center Effective Strategies](#)
- [National Dropout Prevention Center for Students with Disabilities](#)
- [National Secondary Transition Technical Assistance Center](#)
- [Kentucky Department of Education Transition Page](#)
- [Kentucky Postschool Outcomes Data Collection](#)
- [Regional Interagency Transition Teams](#)
- [KDE Dropout Prevention Branch](#)
- [Transition One Stop](#)

Exemplary Programs that Address Low Academic Performance:

- Check & Connect
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=100
- Adolescent Sexuality & Pregnancy Prevention Program
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=87
- Project GRAD
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=61
- For more resources on low academic performance:
http://www.dropoutprevention.org/modelprograms/get_programs.php?desc=1

Exemplary Programs that Address Behavior/Discipline:

- Olweus Bullying Prevention Program
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=113
- Coping Power
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=79
- Open Circle
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=293
- For more resources on behavior/discipline:
http://www.dropoutprevention.org/modelprograms/get_programs.php?desc=4

Exemplary Programs that Address Truancy/Poor Attendance:

- Career Academy
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=88
- Check & Connect
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=100
- School Transitional Environment Program (STEP)
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=51
- For more resources on truancy:
http://www.dropoutprevention.org/modelprograms/get_programs.php?desc=3

Other Exemplary Programs

- Big Brothers Big Sisters
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=83
- Job Corps
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=146
- Plato Learning Inc.
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=104
- Peer Assisted Learning Strategies
http://www.dropoutprevention.org/modelprograms/show_program.php?pid=101



Indicator 13

Indicator 13: (Applicable only to programs serving youth age 16 and older) Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.

2010-2011 State Target: 100%

Data Source: District Generated Record Reviews (item #49) submitted via Indicator 11 and 13 Data Report, May 2011

General Information

- The Division of Exceptional Children Services (DECS) has determined the items on which Kentucky school districts will collect data in order to answer this indicator for OSEP. DECS used the OSEP approved “Indicator 13 Checklist” to align the KCMP Indicator 13 requirements:
 - a. The IEP contains appropriate measurable postsecondary goals based on age appropriate transition assessments related to (a) training or education, (b) employment, and, (c) as needed, independent living skills.
 - b. The IEP includes a statement of needed transition services of the child.
 - c. There is documentation that a representative of another agency is invited to the ARC, if appropriate.
 - d. If an agency representative was invited, a signed Consent for Release of Information is included in the record.
 - e. The child has a multi-year course of study as outlined in the Individual Learning (Graduation) Plan.
 - f. The annual goal(s) included in the IEP will reasonably enable the child to meet the stated postsecondary goals.
 - g. Measurable postsecondary goals are based on age appropriate transition assessment.
 - h. The child is invited to the ARC meeting where transition services are discussed.
 - i. The measurable postsecondary goals are updated annually.
- Indicator 13 is a compliance indicator, which means the district is expected to be at 100%. If data reflects less than the state target of 100%, the district should describe in the data analysis section the corrective action taken for each student record that was out of compliance.
- The data is pre-populated based on what was submitted to DLS in May of 2011. Space has been provided for the district to update the data by identifying the number of records

that were found to be out of compliance but have since been corrected. The compliance rate will remain as reported.

Investigative Questions

General Questions:

- Has the district met the state APR target this year?
- Has there been progress or slippage since the last report?
- What are the trends for the past four years?
- Where is it going well and where is it not going well?
- What is common to schools where it is going well and not so well?
- What patterns are there? (Use Indicator specific investigative questions)
- Are there patterns with:
 - schools
 - teachers (teacher pre-service, in-service, other professional development)
 - school levels, i.e., primary versus secondary
 - parent involvement at the school level
 - degree of co-op involvement
 - staffing (administrator changes, central office changes, teacher retirement)
- Are there any relationships when data are disaggregated?
 - age
 - race/ethnicity,
 - poverty,
 - gender,
 - disability
- If the district is compliant with Indicator 13; what is the impact on graduation rate, dropout rate, and successful transition rate?

Factors That May Contribute To District Performance

- 13A Professional Development Related to Transition
- 13B Depth of Knowledge and Application of Transition Concepts
- 13C Knowledge of Transition by ARC Chairpersons
- 13D District Monitoring Practices
- 13E Accountability Procedures

Specific Questions

13A. Regarding Professional Development Related to Transition

- Is routine training provided for teachers related to transition?
- Have new teachers been hired since training has been provided? If so, did they receive training?
- Were noncompliant records identified and those teachers and ARC chairpersons trained in the areas of noncompliance?

- Has job-embedded training and follow-up occurred?

13B. Regarding Depth of Knowledge and Application of Transition Concepts

Postsecondary Goals (49a)

- How do ARCs ensure that students' postsecondary goals cover each of the required areas?
- How does the district connect this IEP requirement with the Individual Learning Plan?
- Is the ILP process a *tool to inform* the ARC rather than just a *task to complete* by the student?

Statements of transition services (49b):

- Do students' IEPs describe the transition services to be provided by the school, as well as transition services to be provided or paid for by outside agencies?
- Do transition services include: (a) instruction, (b) related service, (c) community experience, (d) development of employment and other post-school adult living objectives, (e) if appropriate, acquisition of daily living skills, OR (f) if appropriate, provision of a functional vocational evaluation?

Coordination with other agencies (49c and 49d):

- Do ARCs consider the individual needs (interests and preferences) of the student before deciding if and when to invite another agency to the transition planning meetings?
- Do ARCs consider representation from agencies/services such as postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services and/or independent living or community participation?
- If agency representatives do not attend, how do ARCs obtain information from them or make the necessary linkages between student and agency?

Courses of study (49e):

- How do ARCs use the student's 4-year course of study when developing the statement of transition needs and other descriptions of levels of performance?
- Do schools assist students in planning their courses of study in relationship to their individual postsecondary goals?
- Are ARCs utilizing official transcripts to inform course of study selections?
- Are ARCs utilizing parent and student transition surveys to inform course of study selections?

Annual goals (49f):

- How do ARCs discuss how the annual goals might enable the student to reach postsecondary goals?
- How can the district connect this IEP requirement with the Individual Learning Plan?
- How do ARCs use knowledge about the student's transition needs to guide them in writing annual goals?

Transition assessment (49g):

- What sources does the district use for assessing the students' transition needs?
- Do ARCs utilize assessment information from the student's Individual Learning Plan? Does ILP assessment information align with other transition information (surveys, etc.)?
- If the Individual Learning Plan does not provide enough information, do ARCs consider other assessments?

- Do students receive training and supervision on ILP completion and use?

Interconnectedness

- How do ARCs use the interconnectedness among the necessary components of transition planning (Assessment – Present Levels – Postsecondary Goals – Transition Services – Annual Goals) to develop more effective transition IEPs?
- How do ARCs use student-focused transition planning to improve academic progress, suspension rate, graduation rate, dropout rate, positive post-school outcomes?

13C Regarding Knowledge of Transition by ARC Chairpersons

- Do ARC Chairpersons receive regular training on transition?
- Are ARC Chairpersons competent to guide ARCs in consideration of issues related to transition?
- Are ARC Chair persons able to review records for compliance with Indicator 13?

13D Regarding District Monitoring Practices

- Does the district have a process for regularly monitoring records for transition documentation?
- Does the district's monitoring process include notification and training of the ARC whose record was noncompliant so that they can make corrections?
- Are ARCs reconvened when needed to correct noncompliances?
- Does the district identify systemic issues and correct them when identified?
- Are transition requirements implemented at the ARC level (e.g., record reviews, DoSE attendance at ARCs)?

13E Regarding Accountability Procedures

- Is there a procedure in place for holding ARC members accountable for ensuring that their records are compliant?
- If a noncompliance is identified, what is the procedure for ensuring that it gets corrected in a timely fashion?
- How does the district ensure that an identified problem does not reoccur?

Suggested Activities Related to Root Causes

13A Regarding Professional Development Related to Transition

- Provide training on Indicator 13 requirements to all case managers who have students ages 15 and over.

13B Regarding Depth of Knowledge and Application of Transition Concepts

- Conduct record reviews of random records of students age 16 and over; focus training on Indicator 13 requirements based on non-compliances found in the review.
- Provide training on topics such as Student-Directed IEPs, Person-Centered Planning, Transition Assessments, etc.

13C Regarding Knowledge of Transition by ARC Chairpersons

- Provide training on Indicator 13 requirements to all ARC Chairpersons of students age 16 and over.

13D Regarding District Monitoring Practices

- Develop procedures for systematic record reviews.

13E Regarding Accountability Procedures

- Develop procedures for systematic analysis of record review data and any subsequent corrective actions.

Potential Resources for completing KCMP Reporting Instrument:

- [Regional Interagency Transition Teams \(Contact Cooperatives\)](#)
- [KDE Dropout Prevention Branch](#)
- [Transition One Stop at the Human Development Institute at the University of Kentucky](#)
- [Kentucky Transition Signal Project](#)
- [National Dropout Prevention Center for Students with Disabilities](#)
- [National Center on Secondary Education and Transition](#)
- [Kentucky Postschool Outcomes Data Collection](#)
- [Kentucky's Annual Performance Report](#)



Indicator 14

Indicator 14: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled higher education or in some other postsecondary education or training; or competitively employed or in some other employment within one year of leaving high school.

State Targets:

- A: 24.5%
- B: 52.7%
- C: 62.4%

Data Source: 2011 Youth One Year Out (YOYO) former student interviews, analyzed by KYPSO

General Information

- Data reported in the KCMP document for indicator 14 include two measures of response rate: percent attempted, and percent completed. For both, the denominator is determined by exiting data reported to KDE, and consists of all 2009-10 exiters from the categories of: graduated with diploma; received a certificate of attainment; reached maximum age; and dropped out.
 - The number of attempted interviews is the total number of former students for whom data were entered into the YOYO database, whether or not the former student was contacted and agreed to be interviewed. It is mandatory that all such students are at least attempted to be contacted. In some cases there are more attempted interviews than exiters (percent attempted = greater than 100%). This may be the case when former students who were not included in exit data were included.
 - Percent completed will likely be less than 100%, as it is difficult to reach all former students, and some may choose to decline participation in the interview.
 - Although all districts are encouraged to be as diligent as possible in their attempts to increase their completion rate, the main concern of these data are the outcomes of students who did give interviews, and how transition services may be improved in light of is learned from the analysis of these interviews.
- In December 2011, KyPSO distributed YOYO Reports to all districts. These reports included Indicator 14 data as well as individual items from the YOYO. Also included in these reports was information on post-school outcomes from the National Post-School Outcomes Center (NPSO) and the National Secondary Transition Technical Assistance

Center (NSTTAC), as well as results from the Needs Assessment of programs being offered by districts.

- Districts should incorporate a review and discussion of this report into the review process for the KCMP. Individual data from the YOYO is also available upon request or a KyPSO staff member can assist with analysis, if desired.

General Investigative Questions

- How do district outcomes compare to cooperative region and state outcomes?
- Are there particular groups of students who do better or worse in particular areas than others?
- Who are the students that are not engaged, and what are the reasons for their disengagement?
- Are there particular types of former students (i.e., drop-outs, students with EBD) that were unable to be contacted?
- Are former students who are employed and/or going to post-secondary education doing so in a successful manner (i.e., a job with good pay and benefits, are happy at their school)?

Factors That May Contribute To District Performance

14A District Promotion of Awareness of Employment and Educational Opportunities in Region

14B District Promotion of Information to Parents and Students Regarding Working and Government Benefits

14C District Facilitation and Development of Student Transition Plan

14D District Policies and Procedures

14E District Encouragement of Student/Parent Self-Determination and Self-Advocacy

Specific Questions Related to Root Causes

14A. Regarding District Promotion of Awareness of Employment and Educational Opportunities in Region:

- How often does the Regional Interagency Transition Team (RITT) meet, and what suggestions do they make?
- Is school a part of local Chamber of Commerce (or other local business group)?
- Are customized employment personnel utilized?
- What postsecondary educational opportunities are available in the region?
- Are students prepared to live away from home to further their education, if necessary?

14B. Regarding District Promotion of Information to Parents and Students Regarding Working and Government Benefits

- Are students made aware of work incentives that allow persons to retain assistance while working?
- Are students and families connected with the Social Security Administration as a resource for questions they may have?
- Are families invited to participate in transition related open houses / job fairs?

14C. Regarding District Facilitation and Development of Student Transition Plan:

- How are student post-school goals developed for the IEP?
- Is the student involved and encouraged to speak openly in their IEP/Transition meeting?
- Are parents actively involved in IEP/Transition planning?
- How old are students when transition planning is started? When are agencies first involved?
- To what extent is the ILP utilized as a transition planning tool?

14D. Regarding District Policies and Procedures:

- Are transition related programs being effectively implemented?
 - Are there too few being offered?
 - Are there too many being offered that cause a lack of focus and implementation?
- Are administrators and guidance counselors trained on providing transition planning for students with IEPs?

14E. Regarding District encouragement of student/parent self-determination and self-advocacy:

- Does the district philosophy support student centered planning?
- Does the district teach students how to participate in IEP/Transition Planning meeting?
- Does the district encourage parental involvement in the transition planning process? How does district encourage and support parental involvement?

Suggested Improvement Activities Related to Root Causes

14A. Regarding District Promotion of Awareness of Employment Educational Opportunities in Region:

- Consider ways to customize employment. (Customized Employment means individualizing the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualized determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.)
- Catalogue all available post-secondary education options in region (e.g. apprenticeships, certificates).
- Collaborate with RITT chair on reconvening and sharing with RITT why they are needed.

14B. Regarding District promotion of information to parents and students regarding working and government benefits:

- Involve Social Security Administration in transition planning to discuss work incentive programs.
- Involve Office of Vocational Rehabilitation (OVR) in transition planning.

14C. Regarding district facilitation of individual student transition planning

- Teach student about transition planning and how to participate.
- Practice the IEP/Transition Planning meeting.
- Help student identify strengths, needs, interests.
- Help student learn how to set goals, develop action plan, monitor own progress.
- Work with transition consultant to train staff in utilizing ILP to its fullest extent.
- Invite agencies to participate in transition planning starting at age 14. Involve parents in decisions regarding which agencies to involve.

14D. Regarding District Policies and Procedures:

- Utilize Transition Services Inventory to identify possible services related to employment.
- Utilize Transition Services Inventory to identify possible services related to education.
- Discontinue services not being provided with fidelity; expend resources on those identified as most effective.
- Provide support for guidance counselors to receive specialized training in transition planning for students with IEPs.

14E. Regarding District encouragement of student/parent self-determination and self-advocacy:

- Provide self-advocacy training to students.
- Work with Parent Resource Center to raise awareness among parents of post-school opportunities for employment and education. Encourage participation of parents in transition planning meetings.

Potential Resources for completing KCMP Reporting Instrument:

Employment

Supported Employment Training Project (SETP): Supported Employment; Customized Employment; Vocational Profile Development; and more. <http://www.hdi.uky.edu/setp/>

Office of Vocational Rehabilitation (OVR): Provides assistance in obtaining employment for eligible people with disabilities. <http://ovr.ky.gov/>

Post-Secondary Education

Kentucky Supported Higher Education Project (SHEP): An initiative to help students with intellectual disabilities gain access to, and complete, post-secondary education. <http://www.shepky.org>

HEATH Resource Center: A national clearinghouse on postsecondary education for individuals with disabilities, managed by [George Washington University Graduate School of Education and Human Development](http://www.heath.gwu.edu/). <http://www.heath.gwu.edu/>



ThinkCollege: Initiative of the Institute for Community Inclusion (ICI) at the University of Massachusetts Boston; leader in the area of [postsecondary education](http://www.thinkcollege.net/) for people with intellectual and other developmental disabilities. <http://www.thinkcollege.net/>

Transition Planning

Transition One Stop: A web site that provides information about transition planning from hospital through transition from high school and beyond. <http://www.transitiononestop.org/>

Kentucky Transition Services Inventory (K-TSI): A catalogue of transition services organized around key transition planning areas. Developed by Kentucky PostSchool Outcomes/Human Development Institute/University of Kentucky. <http://www.kypso.org/resources.aspx>

Individual Learner Plan (ILP):

Students across Kentucky are required to complete an Individual Learning Plan (ILP) beginning in the 6th Grade. The ILP is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This enables the student, parents or guardians, teachers, and counselors to work together to develop a course of study that meets the student's needs and goals.

<http://www.education.ky.gov/KDE/Instructional+Resources/Secondary+and+Virtual+Learning/ILP/>

Parent Involvement

Kentucky Special Parent Involvement Network (KySPIN): Provides statewide training, information and support to people with all types of disabilities, their parents and families, and professionals for all age groups. <http://www.kyspin.com/>

United Partners In Kentucky (UPKY): To initiate positive change on behalf of individuals with developmental disabilities by voicing their needs to the community; creating new choices for living, learning, and participation; and, ensuring the highest quality of life possible.

<http://www.up-in-ky.com/pages/education.html>

Transition One Stop: A web site that provides information about transition planning from hospital through transition from high school and beyond. <http://www.transitiononestop.org/>

Independent Living

Supports for Community Living (SCL) a home and community-based waiver under the Kentucky Medicaid program developed as an alternative to institutional care for individuals with mental retardation or developmental disabilities. SCL allows individuals to remain in or return to the community in the least restrictive setting. <http://chfs.ky.gov/dms/scl.htm>

Interim Data

At this time, there is no requirement for any narrative explanation of the data or description of intervention. It is expected that, by collecting interim data, the district will address any areas of concern as they are identified.

Indicator 1&2 - Document the number of students that have dropped out since the last reporting period (September 1, 2011)

Indicator 4 – Document the number of students that have been suspended for 8 or more days since the last reporting period (September 1, 2011).

Indicator 11 – Document the number of initial evaluations that have been requested since September 1, 2011 and the number that were completed within the 60 day timeline.

Indicator 12 – Document the number of First Steps students referred to the district and the number with IEPs in place by the 3rd birthday since the last reporting period (September 1, 2011).

Indicator 13 - Document the number of records reviewed and the number found to be compliant since the last reporting period (September 1, 2011). There is no minimum number of records that are required to be reviewed nor a required process for conducting the reviews.

Indicator 20 - Enter “yes” or “no” indicating whether or not each report was submitted on time.

