

Indicator 12 Early Childhood Transition

Indicator 12: Percent of eligible children transitioning from the Part C program who had an IEP by their third birthday.

Purpose

This district has been notified of noncompliance for indicator 12. Please refer to the Annual District Determination and District Data Profile for results. Districts are federally required to resolve and address noncompliance at the student and systemic level.

Address the Guiding Questions and describe the root cause of noncompliance.

Develop an improvement plan with professional development aligned to the indicator.

Submit an assurance statement signed by the Superintendent and Special Education director ensuring correction of noncompliance to 100% in accordance with 34 CFR 300.600(e).

Review progress of the improvement plan twice.

Submit professional development documentation summary and sign-in sheets.

Exception: Additional activities are required if found to be noncompliant and/or not have met state target in the same focus area/indicator for three consecutive years and/or have been identified as a DMR Level 3 or DMR Level 4 in the same focus/target area. The district will be notified for additional required activities. Activities are developed on a tiered system based on the number of consecutive years with a growth measure built in. Refer to the General Supervision System for additional information.

Tier 1: 3rd year of consecutive noncompliance in one or more areas. Complete the required additional activities below:

- Review the past two years' root cause findings to assist with developing an improvement plan.
- Utilize 615 funds to address improvement plan implementation (fund amount/percentage is determined by SDE).

Tier 2: 4th year of consecutive noncompliance in one or more areas below. Complete the required activities below:

- Review the past two years' root cause findings to assist with developing an improvement plan.
- Utilize 615 funds to address improvement plan implementation (fund amount/percentage is determined by SDE).
- Develop/utilize a Parent Advisory Board, meet quarterly, discuss root cause and improvement plan, and how the 615 funds will be utilized.

Tier 3: 5th plus year of consecutive noncompliance in one or more areas below. Complete the required activities below:

- Review the past two years' root cause findings to assist with developing an improvement plan. One SDE staff or contract with an outside representative to participate in team planning to support the identification of the root cause, data review, and the plan for improvement.
- Utilize 615 funds to address improvement plan implementation (fund amount/percentage is determined by SDE).
- Develop/utilize a Parent Advisory Board, meet quarterly, discuss root cause and improvement plan, and how the 615 funds will be utilized to support the plan and share progress made towards the plan.
- Invite parents to a school board meeting to discuss the plan for improvement and data trends for the past three years related to the area.

If 10% or more growth is demonstrated while implementing the plan from the previous year, the district will remain at Tier 1 for the current year. If the district drops down below the gain the district will move to the next tier below current placement.

Indicator 12 Early Childhood Transition Toolkit Process

- **Establish a Team** - Identify site-based personnel (administrative, instructional, specialized and /or support staff) to participate as members of this team. The team should consist of experts in this area with the ability to implement improvement strategies.
- **Review guiding questions and gather important supporting documents** - Prior to meeting, provide team members with a copy of the toolkit, allowing them to become familiar with the tool and gather supporting documentation describing the district's current practices and procedures. Review the progress made on last year's improvement plan if target was not met for Indicator 12 last year.
- **Identify Data** - Prior to meeting, identify all relevant data needed to assist the team through the review process. Review the recommended data sources as well as any additional data the team identifies as relevant for analyzing Early Childhood Transitions.
- These sources may include:
 - The Early Childhood Transition Report (available through EdPlan Reports by selecting Reports>Insights>OK Reports>OK Library>End of Year).
 - District level tracking documentation, process, and practice for early childhood transition.
- **Meet and review practices and procedures.**
 - Review results of last year's data to determine if the current plan is effective or needs revising (if the district did not meet target for this indicator last year).

- Complete a root cause analysis by answering the guiding questions and analyzing collected data.
 - Provide a summary describing how the team determined factors linked to the root cause.
 - Develop and implement an improvement plan to improve early childhood transitions.
 - Identify professional development to support the improvement plan (professional development must align with area of need identified and must be provided after the Improvement plan is submitted and before May 31st).
 - Establish monitoring tools needed to measure effectiveness of the improvement plan.
- **Continued monitoring and improvement.** Once the plan has been implemented, the team will meet again to analyze results, identify areas of improvement, and adjust the plan as needed to move towards improving performance.

Assurance Statement:

Districts found in noncompliance for Indicator 12 are required to provide the OSDE-SES with assurance that the LEA will correct its noncompliance to 100%. Provide the assurance statement signed by the Superintendent and Special Education Director.

Indicator 12 Root Cause

Step 1: Who is on your Team?

List each team member's role as well as full name in the box below. Required team members are an Administrator, the Special Education Director, and a staff member who coordinates with SoonerStart. Optional team members to include may be Service Providers (Speech, OT/PT), additional Special Education Teachers (early childhood), and additional General Education Teachers (early childhood).

Step 2: As a team, consider why the district did not meet 100% compliance for this indicator by addressing the questions below. Data and other information the team feels is relevant should also be considered.

1. If noncompliant last year for Indicator 12, describe the progress made last school year. Does the data indicate the plan was effective? If not, please describe why the team feels it was not effective and what are the next steps.
2. Does staff attend the Transition Planning Conference? If no, why not?

3. Is there a comprehensive initial evaluation documented to support the team decision?
4. What are the reasons an IEP is not in place by the 3rd birthday?
5. Does the district have a process to communicate with SoonerStart staff on a regular basis?
6. Does the district have a process for tracking late referrals? Is there a policy in place for handling late referrals?

Step 3: Summarize the responses to the questions above, identifying the factors that the team believes are most linked to the root cause(s). Provide data/information to assist in identifying the root cause. Determine the root cause(s) and provide summary.

Indicator 12 Improvement Plan

Develop an improvement plan for Indicator 12.

Include professional development as a part of the plan.

Describe professional development needed to assist with improving this indicator.

Identify area of focus, who will attend, and date professional development is provided.

Submit the professional development documentation summary and sign-in sheets.

Describe progress review activity and/or data source for determining effectiveness of the improvement plan.

Identify the person(s) responsible for monitoring the progress of the improvement plan. Enter the name, position, and responsibilities of the person(s) monitoring the plan.

First Progress Review

Analyze the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

Guiding Questions for the first progress review:

1. Has the identified team membership changed since the improvement plan was created? Are any additional members needed?
2. What data is the team using to monitor improvement plan's effectiveness?
3. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
4. What additional activities should be added to the district's improvement plan?
5. What policies, practices, and/or procedures will be changed or implemented?

6. What strategies have been used? Will these continue to be used?

Professional Development

1. Provide a summary of the professional development completed.
2. How does the pd relate to the root causes identified by the team?
3. What did the team gain from this pd?
4. How does the LEA need to update and implement practices/policies?
5. What are the next steps to improve results for this indicator?

Provide professional development summary.

Submit Professional Development sign-in sheets aligned to summary.

Professional development sign-sheets must include date and title.

Upload to the LEA Document Library>Compliance tab in EdPlan.

Final Progress Review

Analyze the collected data identified in the improvement plan as well as any other data gathered to measure the effectiveness of the improvement plan. If the data sources analyzed do not demonstrate progress towards improving the indicator, the district may continue or amend the improvement plan. Provide justification for the decision to either continue or amend the plan.

Guiding Questions for the final progress review:

1. What data is the team using to monitor growth toward the intended outcomes? Does the data demonstrate growth or are other sources of data needed? Please explain.
2. Describe how the improvement plan was implemented. Was it enacted as planned or were changes made? Has the team encountered any challenges or unforeseen obstacles in implementing the improvement plan?
3. What additional activities should be added to the district's improvement plan?
4. What policies, practices, and/or procedures will be changed or implemented?
5. What strategies need to be carried into the following school year?