



Maine Department of Education's
Section 3 In-Depth Indicator Self Assessment
for

Improvement or Corrective Action Planning

**IDEA B-1 Percentage of youth with IEPs graduating with a regular
High School Diploma**

**IDEA B-2 Percentage of youth with IEPs dropping out and exiting by
dropping out**

January 7, 2009

Adapted from School Dropout Prevention Program Self-Assessment Rubric (Maine Dropout Prevention Guide, 2006); Dropout Prevention Planning Guidebook: A Guide for School District Planning and Self-Assessment Tool (Reinvesting in Youth Dropout Prevention Initiative, 2006); and the National Standards and Quality Indicators for Secondary Education and Transition Self Assessment (National Alliance for Secondary Education and Transition, 2005).

Purpose

The purpose of the Self Assessment is to assist SAUs in reviewing and analyzing their current policies, procedures, and practices to determine their effectiveness and identify areas needing strengthening and/or improvement for increased compliance and performance to meet Maine's IDEA Part B State Performance Plan targets. By completing the self-assessment, the SAU will be able to determine areas for improvement and/or corrective action planning.

IDEA Part B Indicators

IDEA B-1: Percent of youth with Individualized Educational Programs (IEPs) graduating with a regular diploma compared to the percent of youth in regular education graduating with a regular diploma.

IDEA B-2: Percent of youth with IEPs dropping out of high school compared to the percent of youth in regular education dropping out of high school.

General Instructions to the CIMP Team

1. The team will review the IDEA data provided by Maine Department of Education as well as the SAU/CDS data for each indicator.
2. Have the Team review the Components and Features of B1 and B2 prior to completing the ratings.
3. Identify the title or number and location of any supporting documents (e.g., policies procedures, practices). **There is no need for collecting or copying the policies or sending the policies to Maine Department of Education.**
4. Using data and the Team's knowledge of policies, services, programs, and initiatives, the Team completes the following Self-Assessment protocol using a consensus decision-making process. Rate each feature according to the following rating scale:
 - 5 = All of the Time
 - 4 = Most of the Time
 - 3 = Some of the Time
 - 2 = Rarely
 - 1 = Never

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5. At the end of each major section, there is a box for total score and an average section score. Please average all the scores for that section and write that score in the row at the end of the section. This will also be the score that will be transferred to a summary sheet at the end of each section for an IDEA Indicator.
6. Any component or feature rated with a 1, 2, or 3 indicates a need for improvement and/or corrective action. The team may identify the prioritized component to be addressed and identify potential areas for improvement and/or corrective action planning.
7. Submit Completed Self Assessment(s) to designated personnel of Maine Department of Education (MDOE).

IDEA Part B Indicators 1 and 2

SAU:

Date Completed:

B1 Components and Features	1	2	3	4	5	Information (Policy/Procedure Title or Number & Location) to Support Rating
1. SAU Graduation Policies, Courses, and Programs of Study						
1.1 There are specific SAU Board policies that support a focus on high school completion and dropout prevention for all students, including students with disabilities.						
1.2 The SAU informs parents and students, particularly students with a disability, of diploma options and the requirements for graduation with a high school diploma, at the appropriate time.						
1.3. SAU provides equitable access to all students, with and without disabilities, to a full range of academic and non-academic courses and programs of study that lead to a high school diploma.						
1.4 SAU offers all students, particularly students with disabilities, courses, programs, and activities that broaden and deepen youth's knowledge of careers that allow for more informed career choices.						
1.5. SAU offers curricula that allows all youth, particularly students with disabilities, to organize and select academic, career, or technical courses based on their career interests and goals.						
1.6. SAU provides guidance to all youth, particularly youth with disabilities, in using a career planning process (e.g. inventories, career paths, portfolios) based on career goals, interests, and abilities as a way to learn about potential careers.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 6)						Average:

1= Never 2= Rarely 3= Some of the Time 4= Most of the Time 5= All of the Time

IDEA Part B Indicators 1 and 2

SAU:

Date Completed:

B1 Components and Features	1	2	3	4	5	Information (Policy/Procedure Title or Number & Location) to Support Rating
2. High School Completion Data and Activities						
2.1 For each high school, the SAU staff annually analyzes the high school completion and dropout data between students with and without IEPs by race/ethnicity, disability, gender, and socio-economic status. Based on the data, the SAU supports schools in determining barriers to high school completion for students, particularly students with disabilities.						
2.2 To improve high school completion rates in general, the SAU offers volunteer activities and initiatives (e.g., after school tutoring, summer school, mentoring, credit recovery) to any students.						Please identify activities:
2.3. To improve the high school completion rates of specific students, the SAU has targeted, mandatory activities (e.g., case management, attendance monitoring, counseling, extended learning opportunities) and resources.						Please identify activities:
2.4. Annually, the SAU examines the effectiveness and outcomes of the high school completion activities (identified in 2.2. & 2.3) based on student outcome data.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 4)						Average:

1= Never 2= Rarely 3= Some of the Time 4= Most of the Time 5= All of the Time

Notes/Comments:

IDEA Part B Indicators 1 and 2

SAU:

Date Completed:

B2 Components and Features	1	2	3	4	5	Information (Policy/Procedure Title or Number & Location) to Support Rating
3. SAU's Dropout Prevention Committee						
3.1 The SAU has an active Dropout Prevention Committee with representation from a variety of stakeholders (e.g., parents, district and school personnel, students) to study the problem of dropouts and habitual truancy and the need for alternative programs and make recommendations for addressing the problems.						
3.2. SAU staff and the Dropout Prevention Committee annually review disaggregated graduation and dropout data between students with and without disabilities (e.g. by race, gender, disability, socio-economic status) to consider the reasons why students dropout of school and the implications for SAU policies and strategies. The data is also compared between schools.						
3.3 The SAU Dropout Prevention Committee has submitted an annual Dropout Prevention Plan to the school board.						
3.4. The current Dropout Prevention Committee Plan specifically addresses the dropout of students with disabilities.						
3.5. The Dropout Prevention Committee meets at least annually to review the plan and make recommendations to the school board.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 5)						Average:

1= Never 2= Rarely 3= Some of the Time 4= Most of the Time 5= All of the Time

Notes/Comments:

IDEA Part B Indicators 1 and 2

SAU:

Date Completed:

B2 Components and Features	1	2	3	4	5	Information (Policy or Procedure Title or Number & Location) to Support Rating
4. SAU Dropout Prevention Strategies						
4.1. The SAU identifies and uses the following student data in determining students at risk for dropping out: poor attendance, discipline and behavior, and academic failures and retentions (particularly in English and mathematics).						
4.2 Based on student data, the SAU reviews specific school policies and practices (e.g., attendance, discipline, curriculum and instruction, promotion and retention) that may influence students dropping out, particularly for students with disabilities.						
4.3. The SAU has an early warning data system that provides necessary data to school personnel to identify at-risk students early in elementary and middle schools.						
4.4. The SAU identifies, targets, and monitors students at-risk for dropping out, starting in elementary school, and continuing into middle and high schools.						
4.5 The SAU is using a variety of proven drop-out prevention strategies (e.g. student case management, mentoring, supplemental programs, Check & Connect, pathways planning) to currently address the needs of at-risk students.						
4.6. The SAU evaluates the effectiveness and outcomes of the drop-out prevention strategies based on student data, particularly comparing data for students with and without disabilities.						
4.7. Based on 4.6, the SAU has identified areas needing improvement so the SAU can meet Maine's IDEA B2 targets.						
Total No. of Points for Each Column (rating # multiplied by the number of times the rating is marked) and Total Points (sum of all ratings)						TOTAL Points:
Section Average Score (average of all scores - the total points for all ratings divided by 7)						Average:

1 = Never 2 = Rarely 3 = Some of the Time 4 = Most of the Time 5 = All of the Time

IDEA Part B Indicators 1 and 2

SAU:

Date Completed:

B1 & B2 Component	Average Score	Priority	Potential Areas for Improvement or Corrective Action Planning
1. SAU Graduation Policies, Courses, and Programs of Study			
2. High School Completion Data and Activities			
3. SAU's Dropout Prevention Committee			
4. SAU Dropout Prevention Strategies			

Team Certification:

I certify that the ratings on the IDEA B1 and B2 indicators and features, the priorities, and the potential areas for improvement or corrective action planning, represent a consensus of all Team Members.

Name of Chair Signature Date

Verification: I verify that the Self-Assessment was developed in compliance with requirements of Maine and Federal statutes and regulations.

Name of Superintendent Signature Date