

SAU NAME:	DATE PLAN DUE TO DEPARTMENT OF EDUCATION/CDS STATE IEU
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Self-Assessment Plan

Part C and Part B Birth to 20

The Self-Assessment Plan is designed to provide each School Administrative Unit (SAU), including Child Development Services (CDS) sites, the opportunity to use its Performance Profile and its SAU Data to measure its progress towards meeting the State's Annual State Performance Plan Targets. The results of the self-assessment must be submitted by SAUs 5-20 to the State Performance Plan Indicator Response and Improvement Team (SPPIRIT) and by CDS sites to the General Supervision System Team (GSST) for review as outlined in the Continuous Improvement and Monitoring Program/General Supervision Process and will then inform the development of the SAU's Improvement/Corrective Action Plan.

The Self Assessment Plan has four Sections:

Section 1 Data Collection and Comparison

Section 2 Internal Audit

Section 3 In-Depth Indicator Self Assessment

Section 4 Promising Practices

This is a Part C and Part B document. Please fill out only the sections that are required based upon the age ranges served by the SAU.

SECTION 1:

CDS sites must complete the following sections of the Indicator Charts:

- All of IDEA Part C Chart
- IDEA Part B Chart
 - Indicators – B6; B7; B8; B11; B12

SAUs ages 5-20 must complete the following sections of the Indicator Charts:

- IDEA Part B Chart
 - Indicators – B1; B2; B3; B4; B5; B8; B11; B13

IDEA Part C

SPP Indicator	SAU Data	Annual SPP Target	Difference between SAU Data and the Annual SPP Target	State Average	Difference between SAU Data and State Average	Maine's 6 year SPP Target	Difference between SAU Data and Maine's 6 year SPP Target	Place a check (√) here if SAU met requirements (met or exceeded Annual SPP Target)
C-1 Timely service delivery. % of infants/ toddlers with IFSPs receiving Early Intervention on their IFSPs in a timely manner All Therapies		100%		95.4%		100%		
Special Instruction (B-3) (previously known as Developmental Therapy)								
Occupational Therapy								
Physical Therapy								
Speech Therapy								
C-2 Settings.		91%		84.7%		95%		

SPP Indicator	SAU Data	Annual SPP Target	Difference between SAU Data and the Annual SPP Target	State Average				Difference between SAU Data and State Average	Maine's 6 year SPP Target	Difference between SAU Data and Maine's 6 year SPP Target	Place a check (√) here if SAU met requirements (met or exceeded Annual SPP Target)
% of infants/ toddlers receiving Early Intervention in the home or programs for typically developing children.											
C-3 Outcomes. Percent of infants and toddlers with IFSPs who demonstrate improved skills.		entry			A	B	C		Set in FFY 2007		
C-4 Family Outcomes. % of families reporting: Early Intervention services have helped the family: know their rights; effectively communicate child's needs; and help their children develop and learn.		86%		35%	82%	84%			91%		
C-5 Child Find: Ages Birth to 1. % of infants/ toddlers Birth to age 1 with IFSPs compared to: other states with similar eligibility definitions and national data.		0.80%		0.64%					1.00%		
C-6 Child Find: Birth to 3:		2.81%		2.51%					2.85%		

SPP Indicator	SAU Data	Annual SPP Target	Difference between SAU Data and the Annual SPP Target	State Average	Difference between SAU Data and State Average	Maine's 6 year SPP Target	Difference between SAU Data and Maine's 6 year SPP Target	Place a check (√) here if SAU met requirements (met or exceeded Annual SPP Target)
Similar to Indicator C-5 for Birth to age 3.								
C-7 Timelines of IFSPs. % of infants/ toddlers with IFSPs within 45-day Part C timeline.		100%		91%		100%		
C-8 Early Childhood Transition. % of children exiting Part C who receive timely transition planning by their 3 rd birthday		100%				100%		
a. IFSP with Transition Steps and Services		100%		69%		100%		
b. Notification to LEA, if child potentially eligible for Part B		100%		100%		100%		
c. Transition Conference if child potentially eligible for Part B		100%		87%		100%		

IDEA Part B

SPP Indicator	SAU Data	Annual SPP Target	Difference between SAU Data and the Annual SPP Target	State Average	Difference between SAU Data and State Average	Maine's 6 year SPP Target	Difference between SAU Data and Maine's 6 year SPP Target	Place a check (√) here if SAU met requirements (met or exceeded Annual SPP Target)
B-1 Graduation. % of students with IEPs graduating with regular diplomas		78%		84.5%		86%		
B-2 Dropout. % of students with IEPs dropping out or exiting		4.0%		6.1%		2.0%		
B-3 Statewide Assessment								
a. Participation: % of students with IEPs participating in the assessment		Reading 97.5% Math 99%		Reading (4 th , 8 th , 11 th) 99%, 98%, 88% Math (4 th , 8 th , 11 th) 99%, 98%, 88%		Reading 99% Math 99.5%		
b. Performance: % of students with IEPs scoring at or above proficient		(4 th , 8 th , 11 th) Reading 41%, 42%, 50% Math 21%, 22%, 22%		(4 th , 8 th , 11 th) Reading 31%, 16%, 11% Math 35%, 12%, 11%		(4 th , 8 th , 11 th) Reading 75%, 75%, 78% Math 66%, 66%, 66%		
B-4 Suspension and Expulsion		1.75%		0.13%		1.55%		
B-5 Least Restrictive Environment. % of students with IEPs who are placed in:								
a. Regular Classroom: 80% or more of the day		61%		58.2%		65%		
b. Self-Contained: regular classroom less		11%		11.5%		9%		

SPP Indicator	SAU Data	Annual SPP Target	Difference between SAU Data and the Annual SPP Target	State Average	Difference between SAU Data and State Average	Maine's 6 year SPP Target	Difference between SAU Data and Maine's 6 year SPP Target	Place a check (√) here if SAU met requirements (met or exceeded Annual SPP Target)																								
than 40% of the day																																
c. Special Purpose Private Schools: out of district placements		4%		3.6%		3.1%																										
B-6 Preschool Setting. % of Preschool children with IEPs in settings with typically developing peers		83% Not reported		77.6%		85%																										
B-7 Preschool Skills. % of Preschool children with improved positive social-emotional skills; acquisition and use of knowledge and skills; use of appropriate behaviors		entry		<table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>DNI</td> <td>0%</td> <td>25%</td> <td>0%</td> </tr> <tr> <td>INN</td> <td>25%</td> <td>25%</td> <td>50%</td> </tr> <tr> <td>IN</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>IC</td> <td>25%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>M</td> <td>25%</td> <td>0%</td> <td>25%</td> </tr> </tbody> </table>		A	B	C	DNI	0%	25%	0%	INN	25%	25%	50%	IN	25%	50%	25%	IC	25%	0%	0%	M	25%	0%	25%		Set in FFY 2007 (APR to be submitted Feb 1, 2010)		
	A	B	C																													
DNI	0%	25%	0%																													
INN	25%	25%	50%																													
IN	25%	50%	25%																													
IC	25%	0%	0%																													
M	25%	0%	25%																													
B-8 Parent Involvement. % of parents with children receiving Special Education services who report schools facilitated parent involvement		86%		87.4%		91%																										
B-11 Child Find. % of children with parental consent to evaluate who were evaluated within 45 school days (State established		100%		91%		100%																										

SPP Indicator	SAU Data	Annual SPP Target	Difference between SAU Data and the Annual SPP Target	State Average	Difference between SAU Data and State Average	Maine's 6 year SPP Target	Difference between SAU Data and Maine's 6 year SPP Target	Place a check (√) here if SAU met requirements (met or exceeded Annual SPP Target)
timeline)								
B-12 Part C to B Transition. % 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.		100%		100%		100%		
B-13 Secondary Transition Goals. Percent of youth aged 14 (State established age) and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.		100%		59%		100%		

Adapted with permission from: New Jersey Department of Education's Special Education Monitoring Self-Assessment Document, 2008.

SECTION 2:

SAU Internal Audit; Part C and Part B of IDEA

As Part of the Self- Assessment:

1. SAUs ages 5-20 must complete an internal review of 20% of its special education records based upon its December 1st Child Count.
2. For CDS, the site must complete an internal review of 20% of its Part C and 20% of its Part B files.
3. For all SAUs with a child count of 10 or less, all files must be reviewed.
4. For all other SAUs, a minimum of ten files must be reviewed during the internal audit.
5. SAUs must use the age level appropriate Record Audit Forms provided by the Department/CDS Central Office.

The SAU must analyze the data collected during the internal review and complete a summary of the findings on the Summary Record Audit Form provided by the Department/CDS State IEU. The SAU must provide reasons for non-compliance within the comment section of the Summary Record Audit Form.

The SAU must attach the Summary Record Audit Form to the Self Assessment and return them to the Department/CDS State IEU by the required due date indicated at the top of this form.

All forms indicated above can be downloaded from the website :



SECTION 3: In-depth Indicator Self-Assessment

Section 3 is to be completed by the SAU for the indicators that are at a 2, 3, or 4 level on the profile.

The In-depth Indicator Self-Assessments can be downloaded from the following web site by Specific Indicator Number:



SECTION 4: Promising Practices –

For each indicator that was checked as having met requirements, describe those practices being utilized by the SAU that you believe to be connected with the good result achieved. Promising practices will be collected and shared with all SAUs to assist in developing Improvement/Corrective Action Plans.

Indicator	Promising Practice	Date Initiated