**Megan Gregory–Running Project 1**

The school district that I did my analysis on is the Stigler Public School District, located in Stigler, Oklahoma. Although I do not work for this district, I am from this small town and was able to speak with Laura, who is a Special Education Coordinator for the district. I was excited to speak with Laura because as I found out, this is a very busy time of year for administrators and school staff, especially with a statewide teacher walkout that is occurring. After calling a few different schools in my area, hoping to speak with someone that would be willing to let me interview them and go over the Transition Coalition QI Survey, Laura thankfully, called me back during this stressful time. Not only is Laura familiar with the website and survey, she mentioned that she also use to teach a professional development session over transition so we was more than willing to help me learn as well as participate for this assignment. Laura said she works with all high school students as well as all secondary special education staff including teachers, aides, and paraprofessionals. She is the school’s advocate for special education; works with high school programs, high school special education staff; oversees all career education programs for students with disabilities; collaborates with high school administrators regarding discipline for students with disabilities; collaborates with alternative programs for kids with disabilities; and provides training in the area of transition and community resources. Needless to say, Laura stays busy and I was thankful that she could speak with me.

The Stigler Public Schools system is a rural school district that is located in Haskell County. The district roughly has 1,396 students and has a student-teacher ratio of 16 to 1 in grades PK, K-12. It is ranked 32 of 413 of most diverse school districts in Oklahoma as well as 57 of 408 districts with the best teachers in Oklahoma. Currently 64% of students receive free or reduced lunches. Roughly 56.2% of the student population is White and another 19.2% is listed as Native American, while 18% is Multiracial and 5.6% is Hispanic according to the Niche Education website: (<https://www.niche.com/k12/d/stigler-public-schools-ok/students/>). Additionally, according to the School Report Card organization, there are about 27.5% of students in special education. For the purpose of this assignment, I presently do not work so I do not have a teaching job title, description of my students or job duties. Above is the information in regards to Laura, the interviewee for the survey.

The Transition Coalition has implemented a survey of 47 questions that I asked Laura, and an individual or team rates the services of the district as Not Completed, Partially Completed, Mostly Completed, or Completed (transitioncoalition.org). These questions correspond to seven domains that I will discuss further. Each question for the domains are in regards to factors that correlate with post-secondary outcomes of students, which is why it is named the Quality Indicator (QI) Survey. Attached is the completed survey from Laura where we can see how each domain is scored separately so that a district can work effectively and efficiently in order to support student outcomes.

Across all seven domains ranging from least amount of improvement needed to most amount of improvement needed, there are both strengths and weaknesses as with any district. Starting with Domain 1, Transition Planning (4.00) is the strongest domain ranking high or Complete on all of the indicators. The strengths of this include the fact that all students begin transition planning early, at least by the age of 16, which in turn means that they are targeting goals and areas specified by the Individuals with Disabilities Education Act (IDEA via idea.ed.gov). Laura expressed that though these are strengths of the district, this is also a weakness. Transition planning could begin even earlier such as transition planning beginning for students no later than age 14 or before beginning 8th grade. Another area for improvement is the approach in which is used to support transition planning. Transition planning needs to be student-centered, focusing on the students’ interests, strengths, and preferences.

Transition assessment (3.83), the second domain, the district ensures that a summary of performance is completed for each student. This includes recommendations for post-secondary goals for each student. Additionally, a similar strength is that transition assessment is viewed as an ongoing process throughout the school year. Laura stated that procedures are in place that assesses the student’s services if goals are not being achieved. One route to improving the effectiveness of transition assessment is to use a wide variety of formal and informal transition assessments and to ensure the availability of such assessments. Another way to improve this domain pertains to the necessity to meet with families in more meaningful manners so that they understand the assessment process fully.

The next domain is Systems Level Infrastructure, in which the district averaged a 3.63. Laura expressed that one of the primary strengths of the district was the face-to-face communication with school personnel that takes place at least twice a year. Also, comprehensive data systems are used to evaluate secondary programs and transition services. Even in this strong domain, there is room for growth. There are not as many dropout prevent programs in place to support students to engage in school, and teachers in core academic and vocational courses are not provided with enough assistance to adapt to instruction to meet the diverse needs of students.

Now I will discuss the Interagency Collaboration and Community Services (3.60) that is another successful area for the district. Laura’s survey answers show that the district scores Mostly Complete or better in every area, which shows the strength of this domain. Specifically, there is accurate information about the range of community services that is provided to students and families. There are also interagency agreements that identify roles and responsibilities regarding the exchange of information, share of resources, and coordination of services as well as looking to support further. However, in interest of improving this domain, there needs to be more school-business partnerships that exist in order to support career development activities. Another weakness is that there needs to be a better process in place for schools and agencies to determine the anticipated service needs of students who are moving from school to community services. The school currently has partnerships with the vocational and technology center that holds supervised experiences with the county including but not limited to groundwork, custodial work, food services, and other various career opportunities.

Transition-Focused Curriculum and Instruction is the fifth domain we will discuss (3.57). The survey revealed a few more areas in need of attention compared to the previous domains. As mentioned somewhat before, there are not enough work-based programs in place for community employment and career experiences. In turn, this means there are also not enough school-based programs in place to teach career development since there is not a “need” for it within the community. However, there are programs in place to teach academic strategies as well as effective instructional methods in place to teach academic content. Laura discussed how teachers utilize effective instructional methods such as the Universal Design for Learning and Cooperative Groups.

Sixth, I will determine the strengths and weaknesses of the Student Involvement domain that had an average score of 3.43. The educators show proof of teaching goal setting skills using evidence-based curriculum, and there are opportunities for the students to learn about particular post-school options such as postsecondary education and training, employment, and independent living. Areas of need for this domain revolve around parents’ provision of information and training to support student self-determination and self-advocacy. Another area of improvement for this domain is the instruction of decision-making skills using evidence-based curriculum and strategies. Laura talked about how there are programs that provide students with the opportunities to practice decision-making skills, but there needs to be further explicit instruction on specific strategies as well as how to make meaningful choices.

The final domain we will discuss is the Family Involvement domain that needs the most improvement, scoring a 3.00 average on the survey scale. There are supports in place to involve family members in transition planning meetings such as being flexible with times and locations; however, there needs to be more support in language interpreters, specifically Native American language interpreters. Now that we have discussed one strength and weakness for this domain, I will move to another area that needs work. Laura pointed out that there is not enough information and training provided to families about transition even though family members, including extended family, friends, and/or legal guardians, regularly participate in transition planning and IEP meetings. This is a continuous concern as though there are state resources available online, the family members need more in-person explanation so that the district can share the resources with parents in order to support and prepare for the transition activities.

Thus, the domains can be ranked from strongest to least strong as follows: Planning (4.00), Assessment (3.83), Systems Level Infrastructure (3.63), Interagency Collaboration and Community Services (3.60), Transition-Focused Curriculum and Instruction (3.57), Student Involvement (3.43), and Parent Involvement (3.00). Even during the interview, Laura acknowledged how there are several strengths as well as weaknesses of the district in regards to transition. However, we came to the conclusion that Parent Involvement is indeed the area most in need. As a rationale, the survey data not only points to this area as needing the most improvement, the teacher interview with Laura further supports this conclusion. With Laura’s participation and my research of the district, along with both our professional experiences, we can clearly see how the family involvement is crucial to the transition program success. Empowering families by taking into consideration their needs and supports will not only boost the QI survey score for this district, it will further provide a better means for supporting outcomes for transition students throughout. This domain is in most need and support not only due to the lowest average of the survey but also because it is vital to have family members who are actively involved throughout the transition planning process. The more meaningful support the students have, the more successful they will be.

**References:**

Niche K-12, Niche.com Inc., (2018). Stigler Public Schools. Retrieved from <https://www.niche.com/k12/d/stigler-public-schools-ok/students/> on April 1, 2018.

Office of Educational Quality and Accountability. (2016). School Profiles: Stigler Public Schools. Retrieved from <https://www.schoolreportcard.org/doc/profiles/2016/reports/src/201631i020105.pdf> on April 1, 2018.

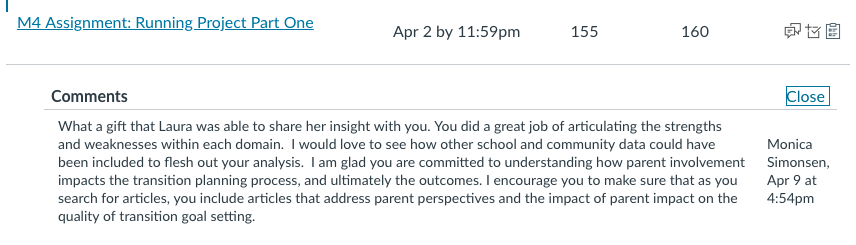
Transition Coalition, University of Kansas. (2012). Quality Indicators of Exemplary Transition Programs (QI-2). Retrieved from <http://transitioncoalition.org/qi-survey-introduction/> on April 1, 2018.

U.S. Department of Education, Office of Special Education Programs. (2008). Building the Legacy: Idea 2004 Topic, Secondary Transition. Retrieved from <http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,17> on April 1, 2018.

Macintosh HD:Users:HunterG:Desktop:QI Results | Transition Coalition (dragged).pdfMacintosh HD:Users:HunterG:Desktop:QI Results | Transition Coalition (dragged) 1.pdf

Macintosh HD:Users:HunterG:Desktop:QI Results | Transition Coalition (dragged) 2.pdf

Feedback:



Assignment description:

### Instructions

In Running Project Part One, you will be analyzing the transition services for a school district. You will need to complete the Quality Indicators of Exemplary Transition Program Needs Assessment (TQI-2). This instrument is designed to evaluate transition programs across seven transition domains. You must fill out the survey, score it, and write a summary of results across all domains.

The survey can be found at:[www.transitioncoalition.org (Links to an external site.)Links to an external site.](http://transitioncoalition.org/transition/" \t "_blank); log into your account. Then, go to “My Surveys."  Click to take the QI-2 survey.  Once you finish the survey, it will automatically total your scores. Please print the survey results or download them as a PDF to reference as you complete this project and turn in with your final project.

\*\*If you don’t already work in a district or you are not familiar with the transition program in the district in which you work, you will need to identify and interview someone from the district (secondary coordinator or transition coordinator) who can assist you with filling out the district information.

You must turn in a paper that summarizes the results of the data for each of the 7 transition domains. Your paper must include a priority domain area based upon the results of the TQI-2 and your summary analysis.

### Guidelines

You must turn in the following: (your paper must also include your name typed into the paper at the top as well as the file saved as “your initialsRP1”)

1. The results from the survey. Please include the actual completed TQI-2 summary page as an attachment to the back of your report.
2. A paper (four to five pages double-spaced) addressing the following areas:
   * Describe your school district and setting to provide a context for this report. Provide a description of: (a) the type of community (e.g. urban, rural, suburban); (b) the size (number of students in school and/or district); (c) percentage of students receiving Free and Reduced Meals (FARM); (c) percentage of students in special education; (d) racial/ethnic composition; (e) your job title; (f) description of your students; and (g) description of your job duties.
   * Review and summarize the results of the survey across all 7 domains. As part of the summary analysis, be sure to rank order the domains from the first being the one needing the least amount of improvements, to the domain most in need of improvement. Be sure to include the domain mean scores for each of the 7 domains when you describe each domain. Describe both the strengths and needs for each domain area (i.e., at least 2 strengths and 2 needs for each domain). You can use the individual survey items from each domain to help structure your summary, however, it is not expected that the paper is a review of every single one of the 47 items on the survey.
   * Select one domain area that you believe is the most critical to address and that you will research for Running Project Part 2. Be sure to describe why you believe this domain is most in need and support your discussion with a variety of sources: (a) the results from the QI-2 survey, (b) results from interviews you may have completed with others in your district, and (c) any other information related to the domain areas.

Be sure to TYPE your name at the top of the Word document with the date and title: Running Project 1. Also, save the document file as: “RP1-your initials.doc” Then upload it to KU Connect.

To view the complete rubric for how you will be assessed, download the Word document with the complete assignment by clicking [here](https://kuconnect.ku.edu/courses/1286/files/312065/download?verifier=eJobFLlFFKkDToc0Rk3bGRpEOXscUNZOTRQi67xb&wrap=1).

Rubric:

|  | 0 | 3 | 6 | 9 | 12 | 15 |
| --- | --- | --- | --- | --- | --- | --- |
| **Description of School District & Setting**: Describe your school district and setting by providing statistics for the following   1. Type of community (e.g. urban, rural, suburban) 2. Size (number of students in school or district) 3. % FARM 4. % Special Education 5. Race/ethnicity composition | No data provided | Includes data for 1 or fewer of the 5 identified characteristics. | Includes data from 2 of the 5identified characteristics | Includes data from 3 of the identified characteristics. | Includes data from 4 of the 5 of the identified characteristics. | Includes data from all five identified characteristics. |
| **Description of Job: Describe your job, including:**   1. Your job title 2. Description of your students 3. Job duties | No description provided | Job title provided. Student population and job duties are not provided. | Job title provided. Description of student population is described but might be missing critical information. Job duties are not described. | Job title provided. Description of student population is not described. Job duties are briefly described (e.g. teaching functional academics, job development, etc.). | Job title provided. Description of student population is missing critical information (e.g. age, disability, or setting). Job duties are briefly described (e.g. teaching functional academics, job development, etc.). | Description includes job title, and clear description of student population (e.g. age, disability, setting). Job duties are briefly described (e.g. teaching functional academics, job development, etc.). |
| **Domain 1** | No description provided. | Briefly reviewed the results of the survey. Did not identify sufficient strengths or weaknesses. Specificity of the summaries were significantly lacking details. Domains were not Ranked | Reviewed the results of the survey. Described either strengths or weaknesses but less than minimum of 2 each and lacking details needed to fully understand the summary. Rank not included in description or not in correct order. | Reviewed & summarized the results of the survey. Described strengths and/or weaknesses for a minimum of 2 each. The summary was lacking specificity and details. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses but the level of detail was lacking some specificity. Ranked in appropriate order. | Reviewed & summarized the results of the survey concisely and with sufficient detail. Described 2 strengths and 2 weaknesses in sufficient detail. Ranked in appropriate order. |
| **Domain 2** | No description provided. | Briefly reviewed the results of the survey. Did not identify strengths or weaknesses. Rank not included in description. | Reviewed the results of the survey. Described either strengths or weaknesses. Rank not included in description. | Reviewed & summarized the results of the survey. Described either strengths or weaknesses. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described one strength and one weakness. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses. Ranked in appropriate order. |
| **Domain 3** | No description provided. | Briefly reviewed the results of the survey. Did not identify strengths or weaknesses. Rank not included in description. | Reviewed the results of the survey. Described either strengths or weaknesses. Rank not included in description. | Reviewed & summarized the results of the survey. Described either strengths or weaknesses. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described one strength and one weakness. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses. Ranked in appropriate order. |
| **Domain 4** | No description provided. | Briefly reviewed the results of the survey. Did not identify strengths or weaknesses. Rank not included in description. | Reviewed the results of the survey. Described either strengths or weaknesses. Rank not included in description. | Reviewed & summarized the results of the survey. Described either strengths or weaknesses. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described one strength and one weakness. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses. Ranked in appropriate order. |
| **Domain 5** | No description provided. | Briefly reviewed the results of the survey. Did not identify strengths or weaknesses. Rank not included in description. | Reviewed the results of the survey. Described either strengths or weaknesses. Rank not included in description. | Reviewed & summarized the results of the survey. Described either strengths or weaknesses. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described one strength and one weakness. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses. Ranked in appropriate order. |
| **Domain 6** | No description provided. | Briefly reviewed the results of the survey. Did not identify strengths or weaknesses. Rank not included in description. | Reviewed the results of the survey. Described either strengths or weaknesses. Rank not included in description. | Reviewed & summarized the results of the survey. Described either strengths or weaknesses. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described one strength and one weakness. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses. Ranked in appropriate order. |
| **Domain 7** | No description provided. | Briefly reviewed the results of the survey. Did not identify strengths or weaknesses. Rank not included in description. | Reviewed the results of the survey. Described either strengths or weaknesses. Rank not included in description. | Reviewed & summarized the results of the survey. Described either strengths or weaknesses. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described one strength and one weakness. Ranked in appropriate order. | Reviewed & summarized the results of the survey. Described 2 strengths and 2 weaknesses. Ranked in appropriate order. |
|  | **0** | **5** | **10** | **15** | **20** | **25** |
| **Rationale for target domains** | No rationale provided. | Rationale does not align with the survey findings and did not include additional information or the information provided did not align with the survey results. | Rationale includes references to the survey data only. | Rational includes references to the survey data and some additional information describing primarily personal experiences without support from other sources. | Rationale includes references to the survey data and some brief information from outside sources (e.g. teacher interviews; other data collected in district; professional experiences). | Rationale includes references to the survey data and also includes detailed information from other multiple outside sources (e.g. teacher interviews; other data collected in district; professional experiences) |
| Total Points | | | | | | 155/160 |