



District Corrective Action Plan (DCAP) Facilitation Guide

Purpose

- Writing an approvable, but most importantly, an effective plan to ensure correct implementation of regulatory requirements

A. Getting Started (DCAP facilitator* and Special Education Director)

1. Review the Statement of the Problem.

- a. KSDE provides the statement of the problem in the DCAP form located within KSDE Authenticated Web application under KIAS module. Once logged into the system, the DCAP form is located under the DCAP tab for each regulatory requirement that is noncompliant.
- b. The statement of the problem is a statement of the requirement determined noncompliant by KSDE, i.e. **“Noncompliance on regulatory requirement (34 CFR 300.116) Educational Placement-**“After the IEP team, including the parent(s) determines the placement for a child in the least restrictive environment: the LEA shall obtain informed parental consent from the parent for the proposed placement.”

2. Identify the team.

- a. Consider the statement of the problem reviewed under step 1 to identify relevant team members.
- b. Base the team membership and size on the presenting concern (i.e. transition coordinator, school psychologist, case manager, building administrator, special education teacher or service provider, etc.).

3. Identify possible questions for data analysis.

- a. Review investigative questions at the following link:
<http://www.ksde.org/Portals/0/SES/KIAS/KIASInvestigativeQuestions.pdf>
- b. Investigative questions are available for each State Performance Plan compliance indicator and IDEA Requirements, Gifted and Fiscal file reviews. The questions provided are examples of the types of questions a team would consider in analyzing factors contributing to the noncompliance identified. The contributing factors, once identified, can lead to the development of meaningful strategies for the DCAP.
- c. Identify other relevant investigative questions for the team to consider.

B. Analyzing the Data (DCAP Facilitator*, Special Education Director and team members)

1. Prioritize questions for data analysis

- a. Review purpose of the team meeting and statement of the problem.
- b. Discuss which investigative questions are relevant to the problem and need to be answered by the team.
- c. Begin discussion of relevant investigative questions and record comments.
- d. Prioritize investigative questions that need further discussion/data drill down.

2. Identify data for analysis

- a. Identify data year(s) relevant to answering the investigative questions.
- b. Identify data needed (e.g., forms, training and TA records, interviews with staff, student files, KAN-Serv data, evaluation data, indicator data, procedure manuals) to answer the investigative questions.
- c. Identify the location of each type of data (district, school building).
- d. Assign staff responsibilities for data retrieval for next team meeting.
- e. Schedule next team meeting where data retrieved will be used to conduct root cause analysis around the investigative questions.

3. Conduct root cause analysis

- a. Review and discuss relevant data per each prioritized investigative question.
- b. Determine any patterns:
 - 5 Ws (who, what, when, where, and why)
 - Age/grade level of students,
 - Time of year,
 - Teachers and other staff,
 - Location (building, district),
 - Pervasiveness of issue (localized or systemic - one staff member or multiple staff members; one student or multiple students; one school or multiple schools).
 - Infrastructure (i.e. data systems, forms, curriculum)
 - Supervision (i.e. training and professional development, internal monitoring of systems or staff)
- c. Summarize data from the analysis (e.g., narrative descriptions, charts, spreadsheets).
- d. Identify the most burning/important issues (1 to 3 issues, not every issue) that should be a focus for improvement (the issues that would make the most difference if resolved).
 - Immediate and significant
 - Long term
- e. Develop a clear statement for each identified/prioritized issue that led to the problem/noncompliance.
- f. Determine if the identified issues are at the policy/procedural level (i.e. systems/infrastructure, training/technical assistance, supervision) and/or at the provider/practices level.

C. Developing the Plan (DCAP Facilitator*, Special Education Director and team members)

1. Develop strategies to correct noncompliance

- a. Develop strategies that have a logical link to the identified issue.
- b. Develop strategies for immediate results (approximately 3 months), longer term results (one year from identification of noncompliance) and long term results (each year thereafter).
- c. Identify resources needed to implement each strategy identified.
- d. Determine which staff member(s) will be responsible for implementation of each strategy.
- e. Develop timelines for implementation of strategies.
- f. Identify what process data will be collected to determine whether (1) the plan is being implemented, and, (2) the strategies are having the intended effect.
- g. Implement the plan and collect data to monitor progress, making adjustments as needed.

D. Determining Correct Implementation of Regulatory Requirements (DCAP Facilitator*, Special Education Director and team members)

1. Evaluate the effectiveness of the DCAP

- a. Determine how the data reviewed will indicate correction of the problem/correct implementation of regulatory requirements (i.e. short term, within one year, ongoing).
- b. Analyze data collected to determine that the issue has been resolved.

4. Document implementation and evaluation of DCAP

- a. Determine what process and outcome data will be saved.
- b. Determine how the data will be organized.
- c. Determine where data will be located.

5. Document Correction of Noncompliance

- a. Submit 100% compliant updated data to KSDE.
- b. Submit 100% compliant data in subsequent data collection periods.

E. Completing the DCAP Form (DCAP Facilitator and Special Education Director)

DCAP Components	Information Required
Root Cause Analysis	Include information from B3 c, e, and f above
Strategy for Correcting the Problem Identified by the Root Cause Analysis	Include information from C1 a-e above
Method of Evaluation to Assure this Problem does not Reoccur	Include information from C1 f and D1 a above
Location of the Documentation of Actions Taken	Include information from D2c above
District Contact	Complete with contact information for KSDE staff use
Date Modified	The database will prepopulate the date that the district completed the DCAP. The date is utilized by KSDE staff to determine that the DCAP was submitted by the due date.

*DCAP Facilitator may be (1) assigned by KSDE based on extent of noncompliance; (2) requested by the district through TASN; or (3) a district representative.