Data Analysis Guiding Questions

Graduation/Dropout

1. What is the dropout rate? By disability? By race/ethnicity?
2. What is the graduation rate? By disability? By race/ethnicity?
3. Which category(ies) of students are not graduating? Why?
4. Which students are graduating? Why?
5. Evaluate characteristics of those students, for example, demographics, attendance, discipline, academic performance.
6. Analyze factors impacting students' dropout decisions.
7. What programs and services are available for students at risk of dropping out? How are students targeted to participate?
8. Analyze trends/issues contributing to low graduation rates.
9. What does the educational agency's special education profile report show in relation to this area?

Reading Performance

1. What percentage of students falls into the "Does Not Meet" category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students? What do current progress data demonstrate?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?
8. How many students are not on track for the Third Grade Reading Guarantee? For those not on track, what subgroups are involved?
9. What does the educational agency's special education profile report show in relation to this area?

Math Performance

1. What percentage of students falls into the "Does Not Meet" category?
2. Do any subgroups of students perform significantly below (10 points or more) compared to other subgroups of students?
3. Do the current results show significant improvement or gain from the previous year's results?
4. Do the current results show significant improvement or gain over a period of years?
5. How are similar schools performing?
6. How is progress tracked for students? What do current progress data demonstrate?
7. How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated?
8. What does the educational agency's special education profile report show in relation to this area?

Discipline

1. How many student discipline referrals were made? Why were they made? What was the frequency per reason? What was the frequency per location?
2. Were a significant number of discipline referrals made by the same teacher(s)?
3. How many students were placed in in-school suspension? What were the reasons?
4. How many students received out-of-school suspension? What were the reasons?
5. How many students were expelled from school? What were the reasons?
6. Which disability subgroups received more discipline actions compared to other disability subgroups?
7. What was the relationship between discipline and student performance?
8. What does the educational agency-wide review of discipline policies, practices and procedures reveal with regard to:
   a. Staff training for all school personnel: teachers, administrators, aides, bus drivers, cafeteria workers?

b. The implementation and effectiveness of positive behavioral supports and interventions?
c. Development of behavior goals and supports for students with disabilities, based on individual needs?
d. The application and use of Functional Behavioral Assessments and Behavior Improvement Plans?
e. The educational agency's Manifestation Determination Review process?

9. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
10. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline? How many students had IEPs amended to include behavior goals?
11. What does the educational agency's special education profile report show in relation to this area?

Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)

1. What are the educational agency's current policies, procedures and practices surrounding the Alternate Assessment? How are applicable staff trained/informed on these policies, procedures and practices? How are newly hired staff trained?
2. Is there a formal written procedure for determination of eligibility to participate in the Alternate Assessment?
3. What factors are considered when determining eligibility for participation in the Alternate Assessment?
4. Does the educational agency use the Department's AASCD Decision-Making Tool when determining eligibility for the Alternate Assessment?
5. What members of the IEP team are present when determining eligibility for the Alternate Assessment?
6. How are parents involved in decision making and made aware of the implications of their student participating in the Alternate Assessment?
7. If determination is not appropriate for a student who has been previously identified as participating in the Alternate Assessment, how would this issue be approached?
8. If a student is determined eligible to participate in the Alternate Assessment, how is this reflected in supports and services provided on the student's IEP?
9. What kind of professional development or formal training does the district provide to staff members regarding the Alternate Assessment and determination for eligibility?
10. Are participation rates different for certain subgroups (for example, Black, Hispanic, Asian, White, English learners, economically disadvantaged) as compared to other subgroups?
11. What does the educational agency's special education profile report show in relation to this area?

Special Education Profile

1. What specific indicator is an area of concern?
2. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
3. What current initiatives are in place to address identified concerns?
4. Has the educational agency already completed a Self-Review Summary Report and Improvement Plan through an indicator review?

Dispute Resolution

1. What procedures, policies and practices does the district have in place for disputes?
2. What is the average number of parent complaints and what is the nature of the complaints?
3. Are there any patterns in parent complaints (for example, lack of related services, lack of assistive technology)?
4. What methods are used to seek parent input and participation?
5. What types of support services are available to intervene and establish accountability for the educational agency, students and parents?

Perception Surveys
1. Does the educational agency have an ongoing formal process for communicating and receiving feedback from all stakeholders?
2. What were the results of the perception surveys (parents, staff, administrators)?
3. What do the data reveal/what other areas identified do they align with?
4. What current initiatives are in place to address identified concerns?

Internal Monitoring Process
1. What are some areas of concern found in the Department's summary report for record reviews?
2. What are the results of the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)?
3. What do IEP verifications reveal about specially designed instruction, accommodations and modifications?
4. How are professional development strategies from record review results implemented and monitored?
5. How does the educational agency plan to train additional staff in the internal monitoring process?

Use and Access to Technology
1. Do all students have access to the technology and internet needed to meet all learning standards and IEP goals/accommodations?
2. Are all instructional staff trained in using the technology?
3. How does the educational agency address cyberbullying and internet safety?
4. How does the educational agency address any concerns with student and/or teacher access to technology?
5. How does the educational agency ensure parental access and training with technology if in a remote/blended learning environment?

Inclusive Leadership
1. Has the educational agency established a Leadership Team that reviews data, monitors and determines next steps in the improvement process? The team should include individuals with key positions at various levels of the organization (system wide learning/ decision making) and community stakeholders. For example, members may include:
   - Superintendent
   - Special Education Director/Coordinator
   - EMIS Coordinator
   - Treasurer/Fiscal Agent
   - Legal
   - General education leadership
   - Curriculum
   - Parent
   - Community/agencies
   - Union leadership
2. Are building and department leaders knowledgeable about evidence-based instructional strategies that are successful for students with disabilities and how to use data to inform instruction?
3. Do leaders engage staff in rigorous procedures for monitoring and evaluating instructional practices?
4. How does educational agency leadership build capacity through support and accountability?
5. How does educational agency leadership sustain an open and collaborative culture? Does leadership collaborate with internal and external stakeholders (including staff, parents, other outside entities, the Department, SST staff, other educational agencies)?

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Disproportionality

Placement

1. How does the team ensure that materials and procedures used to assess English Learners are evaluating the extent to which the student has a disability rather than evaluating English language skills?
2. How does the team ensure students are assessed in all areas of the suspected disability including, when appropriate, health, vision, hearing, social and emotional skills, general intelligence, academic performance, vocational skills, communication abilities, adaptive skills and motor abilities?
3. Does the educational agency review its continuum of alternative placement options? How?
4. How does the IEP team decide what supports and services are necessary for the student to access the general education curriculum?
5. How does the team align supports and services to the least restrictive environment?
6. What is the protocol when supports and services cannot be aligned with district placement options?
7. How often is the least restrictive environment decision revisited?
8. What specific steps does the district take to ensure diversity among district staff reflects that of the student population?

Identification

1. Identify the most common sources of referrals to the intervention process for those students who reflect the race/ethnicity and disability category identified as significantly disproportionate in the district's Special Education Profile (for example, parents, school-based staff, outside professionals)?
2. What are the most common referral concerns for those students who reflect the race/ethnicity and disability category identified as significantly disproportionate in the district's Special Education Profile?
3. What is the district's formal, written process for intervention prior to evaluation for special education services?
4. What training have evaluation team members had in selecting assessments and materials that avoid racial/cultural bias?
5. How does the team ensure that assessments are administered in a student's native language when applicable and/or student's mode of communication?
6. How does the team ensure that assessments are used for the purpose intended and that the measurement is valid and reliable?
7. How does the team ensure the student is assessed in all areas of the suspected disability including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status and motor abilities?
8. How does the team ensure that materials and procedures used to assess English Learners are evaluating the extent to which the student has a disability rather than evaluating the student's English language skills?

Restraint and Seclusion

1. How is staff trained in the educational agency's Restraint and Seclusion policy? How is it documented? How often? What arrangements are made (including timeframes) for training newly hired staff? How does the educational agency ensure that someone in each building has received training?
2. What are the procedures for documenting restraints and/or seclusions? Who tracks (either district wide and/or building level) the occurrences?

District-Wide Interventions and Student Supports (such as Multi-Tiered System of Support, Response to Intervention)

1. What is the educational agency's process to address the needs of all students across all learning environments?
2. Within this process, is there a system that identifies students in need of additional interventions?
3. What is the process for collecting intervention data?
4. What is the process for analyzing and reporting the intervention data for feedback?

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Additional Data Analysis Guiding Questions for Educational Service Centers (ESCs)

Least Restrictive Environment

1. Define the service focus of the classrooms, programs and remote locations offered by the ESC.
2. What is the continuum of alternative placements, and how are placement decisions made for students entering ESC programs and services?
3. What is the written application process for entering students, and what are the written acceptance criteria? How are these documents shared with associate districts?
4. How does the ESC ensure that the least restrictive environment is provided when a child comes from a less restrictive environment in the previous placement?
5. How are special education records reviewed for compliance and services required before the student enters?
6. How does the internal monitoring team review student records for compliance?
7. How are pre-entrance and annual IEP meetings conducted with parents and home district personnel?
8. How does the ESC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
9. Where are students being provided services?
10. How are related services provided to students in ESC programs?
11. How is transition planning for post-secondary life accomplished?
12. What is the process for students to return to a less restrictive environment (home district)?
13. How does the ESC partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?

Behavior

1. Does the ESC collect behavior data for students with disabilities? If so, how are these data shared with associate districts, and how are they used for analyses and improvement?
2. What is the Restraint and Seclusion policy and Positive Behavioral Intervention and Supports (PBIS) process?
3. How are data collected and reported for restraint and seclusion?
4. How are ESC and home district personnel involved in manifestation determinations?
5. How many children have had a Functional Behavior Assessment (FBA) completed?
6. How many children have a Behavior Intervention Plan (BIP), and how is the BIP implemented and monitored?

Administration

1. How often do administrators from the ESC meet with associate district administrators?
2. How often do ESC special education leaders meet with special education supervisors from associate districts? What topics or issues are addressed at these meetings?
3. Is there a written, approved and shared communications plan that describes joint responsibilities for the ESC and associate districts?
4. What is the collaborative process for reviewing and revising the communications plan between the ESC and associate districts?
5. What is the process for reviewing and revising application procedures, entrance criteria and selection/acceptance processes?
6. What is the process for reviewing and revising the ESC special education policies and procedures in collaboration with associate districts?

Staffing

1. How are special education staffing levels tracked and maintained?
2. How does the ESC ensure compliance with special education staff workload and caseload requirements?
3. How are special education staffing levels adjusted to meet changing special education enrollment levels?

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Additional Data Analysis Guiding Questions for Career-Technical Centers (CTCs)

Least Restrictive Environment

1. What is the continuum of alternative placements, and how are placement decisions made for students entering CTC programs and courses?
2. Where are students being provided services?
3. How are related services provided to full-time students in CTC programs?
4. How does the CTC ensure that the least restrictive environment is provided when a child is newly identified as a child with a disability?
5. How does the CTC ensure that the IEP is implemented as written, including the provision of all special education instruction, supports and services?
6. How does the CTC partner with community and county resources and agencies to provide improved opportunities and outcomes for students with disabilities?
7. How does the current Perkins Plan address the needs of students with disabilities in the career-tech setting?

Behavior

1. Does the CTC collect behavior data for students with disabilities? If so, how are these data shared with associate districts, and how are they used for analyses and improvement?
2. How are CTC personnel involved in Manifestation Determinations?
3. How many children have had a Functional Behavior Assessment (FBA) completed?
4. How many children have a Behavior Intervention Plan (BIP), and how is the BIP implemented and monitored?

Administration

1. How often do administrators from the CTC meet with associate district administrators?
2. How often do CTC special education leaders meet with special education supervisors from associate districts? What topics or issues are addressed at these meetings?
3. What is the collaborative process for reviewing and revising the communications plan between the CTC and associate districts?
4. What is the process for reviewing and revising application procedures, entrance criteria and selection/acceptance processes?
5. What is the process for reviewing and revising the CTC special education policies and procedures in collaboration with associate districts?

Staffing

1. How are special education staffing levels tracked and maintained?
2. How does the CTC ensure compliance with special education staff workload and caseload requirements?
3. How are special education staffing levels adjusted to meet changing special education enrollment levels?

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