Special Education Assessment Questions

The educational agency's cross-functional team will gather and analyze data for these questions and determine specific areas of concern and root cause. This information will assist the educational agency in developing special education strategies and goals for the EDSTEPS One Plan.

College and Career Readiness

Early Warning System

1. How does the organization identify students who are at risk of dropping out?
2. How does the organization identify students with disabilities that are at risk of dropping out?
3. How many students are identified as at risk for dropping out in grades 6-12? How many of those identified as at risk of dropping out have success plans?
4. How many students at risk of dropping out are identified as having the following disabilities? Options: Multiple Disabilities (other than Deaf-Blind); Deaf-Blindness; Deafness; Visual Impairments; Speech and Language Impairments; Orthopedic Impairments; Emotional Disturbance; Intellectual Disability; Specific Learning Disabilities; Autism; Traumatic Brain Injury (TBI); Other Health Impaired (Major); and Other Health Impaired (Minor).
5. What do the data indicate about the effectiveness of efforts to prevent students from dropping out? How do these data reflect on the number of students who dropped out last year?
6. What programs and services are available for students at risk of dropping out? How are students targeted to participate?

Graduation

1. How many students with a disability are not on track to graduate, by the following categories: Multiple Disabilities (other than Deaf-Blind); Deaf-Blindness; Deafness; Visual Impairments; Speech and Language Impairments; Orthopedic Impairments; Emotional Disturbance; Intellectual Disability; Specific Learning Disabilities; Autism; Traumatic Brain Injury (TBI); Other Health Impaired (Major); and Other Health Impaired (Minor)?
2. Are any student populations over-represented in the data identified in the previous question?
3. Are any disability categories over-represented in the data identified in the "on track to graduate" question?
4. How are students monitored to determine if they are not on track to graduate? What programs and services are available for students at risk of not graduating? How are students targeted to participate in these programs and services?
5. How are external partnerships utilized to improve students' post-high school outcomes in education, competitive integrated employment, and independent living?
6. Which graduation pathways are most utilized by students?
7. What barriers limit students' access to all graduation pathways?
8. What evidence demonstrates the business advisory council helps improve student graduation and post-high school outcomes?
9. What is the educational agency or building's annual process for developing and updating graduation plans for students in grades 9-12?

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Postsecondary

1. What do data indicate about ensuring all students are able to transition from high school to successful post-graduation outcomes?
2. What data are used to analyze if the marketing of career-technical education programs and access to postsecondary coursework is reaching all students?
3. How are career-focused education programs made accessible to all students, including students with disabilities?
4. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students with disabilities?
5. What do data indicate about post-graduation outcomes (military, college/trade school, employment, Opportunities for Ohioans with Disabilities) for students who are gifted?

Career Connections

1. In analyzing career advising support to students, which supports are most effective for the specified populations (all students and students with disabilities)?

Community and Family Engagement

Engagement

1.
2. What methods are used to seek parent input and participation, including parent participation in the evaluation process? How do you know that these methods are effective?
3. What types of support services are available to intervene and establish accountability for the educational agency, students, and parents? How do you know that these support services are effective?

Curriculum, Instruction, and Assessment - Content Areas

Literacy

1. List and describe the evidence-based strategies used to meet specific adult and student goals and improve instruction. Include the following:
   (a) Strategies reflecting culturally responsive practices.

   (b) A process for monitoring the progress and implementation of the plan's strategies.

   (c) Action steps to implement the plan's strategies, including professional development for each strategy.

   (d) A description of how these strategies support students on reading improvement and monitoring plans (RIMP).

   (e) A description of how the proposed strategies will be effective and improve strategies utilized during the previous two years.

English Language Arts

1. In what area(s) of reading achievement are students not proficient? PreK-3? 4-12? Data sources may include, but are not limited to, the English Language Arts assessment prescribed under Ohio Revised Code 3301.0710 (grades 3-8, ELA I and II), language and literacy portion of the Kindergarten Readiness Assessment, reading diagnostic assessments (required for grades K-3 under the Third Grade Reading Guarantee), Early Learning Assessment and screeners.
2. How many students are not on track for the Third Grade Reading Guarantee? For those not on track, what subgroups are noticeably not on track? For students with disabilities who are not on track, how many students have a RIMP in place?
3. What do your growth data show about reading achievement for all students, including local and report card data? What do your growth data, including special education profile data, show for students with disabilities?
4. How does the educational agency track progress for students with disabilities in reading proficiency to ensure that specially designed instruction and accommodations support student needs? What is the educational agency's process for reviewing IEPs for students who scored below proficient on reading assessments?
5. Describe the evidence-based strategies used to meet specific learner needs and improve instruction. What do the data indicate about implementation of identified evidence-based practices? What data or trends demonstrate the evidence-based literacy strategies are effective?

Career Technical Education – Equity

1. How are students from special populations performing in the career-technical education programs in comparison to students without identified special needs?
2. What are the potential root causes of inequities in the career-technical education programs?
3. How are special population groups performing in these programs? How are students with disabilities performing in these programs? Which disability categories are underrepresented in career-technical education programs?
4. What additional accommodations, modifications, and supportive services would help ensure access and equity for all students within the programs?
5. To what degree do students have access to career guidance that is comprehensive, equitable, and unbiased?

Career-Technical Education

1. What opportunities exist in the local labor market for students with disabilities, English learners, or other special populations?
2. To what degree do learners have access to meaningful work-based learning experiences, opportunities to receive credit for prior learning, career advisement, and development opportunities, job placement services, and/or Career and Technical Student Organizations? How does this vary across programs or pathways? How does this vary across student groups, including students with disabilities?
3. Are programs aligned and articulated across secondary and postsecondary education? How?
4. In what subject area(s) is there a need to develop or recruit faculty and staff due to upcoming retirements, growing student interest, and/or emerging priority employment areas?
5. To what degree do faculty, staff, and administrators have opportunities to work with and learn directly from representatives of business and industry OR their peers in professional learning communities?

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Curriculum, Instruction and Assessment – Teaching

Instruction

1. What supports are available to all students in Tier 1 (core) instruction across all grade levels?
2. How does the educational agency identify the needs of students who are not responding to Tier 1 instruction?
3. What data does the educational agency collect to determine the fidelity of staff implementation of the three levels of MTSS practices in schools?
4. What is the process for collecting intervention data? What data does the educational agency collect to determine the fidelity of staff implementation of the three levels of MTSS practices in schools? What is the process for analyzing and reporting the intervention data for feedback? What does the data tell the educational agency regarding instruction?
5. Based on the evidence collected for the questions above, what barriers prevent schools from implementing MTSS at all three levels?
6. How does the educational agency monitor effective instructional strategies and methods to assure strong academic learning programs are implemented and quality instructional time is maximized?
7. What differentiated instructional technology is available to meet diverse student preferences? How often are these instructional technology strategies used? What is the capacity of staff to suggest, identify, and utilize these instructional technology strategies? What is the capacity of students to identify and utilize available instructional technology?

Assessments

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 the 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 in the student's IEP?
9. What kind of professional development or formal training does the educational agency 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?

Standards Alignment

1. How are professional development opportunities determined and evaluated to ensure they meet the needs of teachers (including intervention specialists, paraprofessionals, related service providers, etc.) to implement adopted standards aligned curriculum?

2. How are professional development opportunities selected to ensure they meet the needs of all staff and service providers (including Teachers of English to Speakers of Other Languages (TESOL), general education teachers, intervention specialists, paraprofessionals, related service providers, etc.)?

Curriculum, Instruction and Assessment – Special Populations

Special Populations – Students with Disabilities

1. What do internal monitoring data indicate about alignment of student needs identified in Evaluation Team Reports (ETR) with Individualized Education Program (IEP) goals?

2. How are student progress data on IEP goals collected and shared, and shared with whom?

3. How do progress monitoring data inform changes to supports and services for students with disabilities?

Leadership, Administration and Governance

Shared Leadership

1. How are special education professionals and leadership included within the educational agency, building, and teacher-based team structures?

   A. 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.

   B. 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?

   C. Do leaders engage staff in rigorous procedures for monitoring and evaluating instructional practices?

   D. How does the educational agency leadership build capacity through support and accountability?

   E. How does the 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, SSTs, and other educational agencies)?

Administrative Support

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?

Operations

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, as well as technology targeted for students with disabilities?
3. How does the educational agency address any concerns with student and/or teacher access to technology?
4. How does the educational agency ensure parental access and training with technology, including assistive technology?
5. How does the educational agency provide training to all educators, including paraprofessionals, to ensure learning is implemented effectively and as designed?
6. How is monitoring used to identify relevant professional development?

School Climate and Supports

Safe and Healthy Schools

1. How does the educational agency address cyberbullying and internet safety?

Behavioral Supports

1. Number of students (0-1 discipline referrals) for what behavior(s), gender, ethnicity, disability status, and grade?
2. Number of students (2-5 discipline referrals) for what behavior(s), gender, ethnicity, disability status, and grade?
3. Number of students (6+ discipline referrals) for what behavior(s), gender, ethnicity, disability status, and grade?
4. Based on review of your discipline referral data, which grade level(s) represents the largest number of referrals, and what was the frequency per location? Which gender represents the largest number of referrals?
5. When looking at discipline data, what are the trends and patterns, including gender, ethnicity, disability status, grade, location, time of day, and referring staff, that you can identify? What trends and patterns can you identify for vulnerable populations?
6. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted?
7. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline?
8. How many students had IEPs amended to include behavior goals?
9. What are the top three behavioral infractions that result in students receiving out-of-school suspensions? When looking at these behaviors, are there trends or patterns, including for gender, ethnicity, disability status, grade, location, time of day, or referring staff? What is the relationship between discipline and student performance for students with disabilities?

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10. How many times were students removed from their LRE due to behavior? Please breakdown these data by disability, grade, gender, and race. Did the student have a Functional Behavior Assessment prior to the removal from the LRE? Was data provided that indicated the interventions developed in the Behavior Intervention Plan were not effective?

11. 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, and 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?

Positive Behavioral Interventions and Supports (PBIS)

1. What PBIS are available to all students in Tier 1 across all grade levels?
2. How are the needs of students who are not responding to Tier 1 PBIS identified and supported through Tier 2 and Tier 3 interventions?
3. What data are collected (such as PBIS Tiered Fidelity Inventory data) to determine the fidelity of staff implementation of the three levels of PBIS practices in schools? How is the fidelity of PBIS implementation measured?
4. What impact has PBIS implementation had on the number of office referrals, in- and out- of school suspensions and expulsions?

Additional Data Analysis

Special Education Profile

1. What specific indicator is an area of concern?
2. Has the district been identified to have disproportionate representation of racial and ethnic groups in special education and related services? What is being done to address this?
3. What do the data reveal about the trends and patterns over time? What is the impact of these trends and patterns?
4. What current initiatives are in place to address identified concerns?
5. 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 educational agency have in place for disputes? How are the policies and practices for disputes regarding special education services and programs communicated and implemented?
2. What is the average number of parent complaints and what are 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?

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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?

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