

**Table 4. Overarching Analysis Questions to Support Implementation of IDEA**

<b>Focus Areas for Implementation of IDEA</b>	<b>Sampling of Supporting Data and Evidence</b>
<p style="text-align: center;"><b>IDENTIFICATION PROCESS</b></p> <p><b>Overarching Analysis Question:</b> Does the district implement identification procedures and practices to ensure that ALL students suspected of having a disability receive a special education evaluation and services, if appropriate?</p> <p style="text-align: center;"><b>Probing Questions</b></p> <p>How does the district use formative and summative data for information to continuously improve this area?            How does the district align fiscal funds to appropriately meet this need?            How does the district provide equitable access to pre-referral interventions?            What are the procedures to implement child find?            What are the procedures to ensure timely and appropriate evaluations are completed?            What are the procedures to ensure that the eligibility team executes the process with fidelity?            How does the district ensure that appropriate staff members receive professional learning/technical assistance for these procedures?            How does the district provide supervision and monitoring of compliant practices?</p>	<p style="text-align: center;"><b>Supporting Data</b></p> <p>Student Support Team Data/Tier 2 Data            Indicator 8 (Facilitated Parent Involvement)            Indicator 9 (Disproportionate Representation for All SWD)            Indicator 10 (Disproportionate Representation for Disability Categories)            Indicator 11 (Child Find)            Indicator 12 (Young Children Transition)            Indicator 15 (General Supervision)            Indicator 20 (Timely and Accurate Data)            Maintenance of Efforts (MOE)</p> <p style="text-align: center;"><b>Supporting Evidence</b></p> <p>Procedural Manual/Pre-referral Interventions Guidance            Logs for Students Receiving Interventions            Professional Development Plan/Agenda, Sign-in, and Presentation            Public notice for Child Find            MOU between collaborating agencies            Written Plan for Supervision and Monitoring            Sampling of Eligibility Reports/Child Find Logs</p>
<p style="text-align: center;"><b>SERVICES AND SUPPORTS</b></p> <p><b>Overarching Analysis Question:</b> Are procedures in place to ensure that students with disabilities receive FAPE in the LRE to access the general curriculum?</p> <p style="text-align: center;"><b>Probing Questions</b></p> <p>How does the district use formative and summative data for information to continuously improve this area?            How does the district align fiscal funds to appropriately meet this need?            What are the procedures to ensure appropriate IEP development?            How does the district ensure that the full continuum of services is available?            How does the district ensure that SWD receive specially designed instruction to access the general curriculum?            What are the procedures to ensure that the compliant IEPs are implemented with fidelity?            How does the district ensure that the appropriate staff members receive professional learning/technical assistance?            How does the district ensure that suspensions and expulsions are not impacting the students' ability to receive FAPE in the LRE?            How does the district provide supervision and monitoring of compliant practices?</p>	<p style="text-align: center;"><b>Supporting Data</b></p> <p>Classroom Observations Data            Indicator 4 (Suspension and Expulsion)            Indicator 5 (LRE)            Indicator 6 (Preschool Educational Environments)            Indicator 8 (Facilitated Parent Involvement)            Indicator 12 (Young Children Transition)            Indicator 15 (General Supervision)            Indicator 20 (Timely and Accurate Data)            Maintenance of Efforts (MOE)</p> <p style="text-align: center;"><b>Supporting Evidence</b></p> <p>Procedural Manual            Professional Development Plan            Professional Development Agenda, Sign-in, and Presentation            Written Plan for Supervision and Monitoring            Sampling of Eligibility Reports/IEPs</p>

<b><i>Focus Areas for Implementation of IDEA</i></b>	<b><i>Sampling of Supporting Data and Evidence</i></b>
<p style="text-align: center;"><b><i>STUDENT PROGRESS</i></b></p> <p><b><i>Overarching Analysis Question:</i></b> Are students with disabilities making progress with the general curriculum as compared to grade level standards and expectations?</p> <p style="text-align: center;"><b><i>Probing Questions</i></b></p> <p>How does the district use formative and summative data for information to continuously improve this area?  How does the district align fiscal funds to appropriately meet this need?  What are the procedures to ensure that SWD make appropriate progress with the general curriculum?  How does the district ensure that appropriate staff members receive professional learning/technical assistance for these procedures?  How does the district provide supervision and monitoring of compliant practices?</p>	<p style="text-align: center;"><b><i>Supporting Data</i></b></p> <p>Classroom Observations Data  Indicator 3 (Statewide Assessment)  Indicator 4 (Suspension and Expulsion)  Indicator 5 (LRE)  Indicator 8 (Facilitated Parent Involvement)  Indicator 7 (Preschool Outcomes)  Indicator 15 (General Supervision)  Indicator 20 (Timely and Accurate Data)  Maintenance of Efforts (MOE)</p> <p style="text-align: center;"><b><i>Supporting Evidence</i></b></p> <p>Procedural Manual  Professional Development Plan  Professional Development Agenda, Sign-in, and Presentation  Written Plan for Supervision and Monitoring  Sampling of Eligibility Reports/IEPs</p>
<p style="text-align: center;"><b><i>PARENT ENGAGEMENT</i></b></p> <p><b><i>Overarching Analysis Question:</i></b> Does the district provide a continuum of services to facilitate parent engagement as a means of improving results for SWD?</p> <p style="text-align: center;"><b><i>Probing Questions</i></b></p> <p>How does the district use formative and summative data for information to continuously improve this area?  How does the district align fiscal funds to appropriately meet this need?  How do the local procedures ensure that parents are appropriately involved in the educational process?  How does the district enforce appropriate procedures for dispute resolution?  How do the appropriate staff members receive professional learning/technical assistance to support those procedures?  How does the district provide supervision and monitoring of compliant practices?</p>	<p style="text-align: center;"><b><i>Supporting Data</i></b></p> <p>IEP Participation Data  Indicator 8 (Facilitated Parent Involvement)  Indicator 15 (General Supervision)  Indicator 16 (Complaint Timelines)  Indicator 17 (Due Process Timelines)  Indicator 18 (Resolution Agreements)  Indicator 19 (Mediation Agreements)  Indicator 20 (Timely and Accurate Data)  Maintenance of Efforts (MOE)</p> <p style="text-align: center;"><b><i>Supporting Evidence</i></b></p> <p>Procedural Manual  Professional Development Plan  Professional Development Agenda, Sign-in, and Presentation  Written Plan for Supervision and Monitoring  Sampling of Eligibility Reports/IEPs  Community Outreach Documentation</p>

<b><i>Focus Areas for Implementation of IDEA</i></b>	<b><i>Sampling of Supporting Data and Evidence</i></b>
<p data-bbox="348 240 869 269" style="text-align: center;"><b><i>READINESS FOR COLLEGE AND CAREER</i></b></p> <p data-bbox="128 302 1026 363"><b><i>Overarching Analysis Question:</i></b> Are students with disabilities prepared for college and/or career upon exiting high school?</p> <p data-bbox="506 396 711 425" style="text-align: center;"><b><i>Probing Questions</i></b></p> <p data-bbox="128 425 1068 483">How does the district use formative and summative data for information to continuously improve this area?</p> <p data-bbox="128 483 894 513">How does the district align fiscal funds to appropriately meet this need?</p> <p data-bbox="128 513 1050 571">What are the procedures to ensure that SWD are college and career ready upon exiting high school?</p> <p data-bbox="128 571 984 630">How does the district ensure that appropriate staff members receive professional learning/technical assistance for these procedures?</p> <p data-bbox="128 630 997 659">How does the district provide supervision and monitoring of compliant practices?</p>	<p data-bbox="1446 240 1633 269" style="text-align: center;"><b><i>Supporting Data</i></b></p> <p data-bbox="1115 269 1583 571"> Indicator 1 (Graduation)  Indicator 2 (Dropout)  Indicator 4 (Suspension/Expulsion)  Indicator 5 (LRE)  Indicator 8 (Facilitated Parent Involvement)  Indicator 13 (Secondary Transition)  Indicator 14 (Postsecondary Outcomes)  Indicator 15 (General Supervision)  Indicator 20 (Timely and Accurate Data)  Maintenance of Efforts (MOE) </p> <p data-bbox="1423 604 1656 633" style="text-align: center;"><b><i>Supporting Evidence</i></b></p> <p data-bbox="1115 633 1766 818"> Procedural Manual  Professional Development Plan  Professional Development Agenda, Sign-in, and Presentation  MOU between collaborating agencies  Written Plan for Supervision and Monitoring  Sampling of Eligibility Reports/IEPs </p>