

RDA Report Guiding Questions 2014-2015

Data Review	Data Analysis Guiding Questions	Program Improvement Guiding Questions	Resources
Priority Area I: Effective Instruction in Literacy and Numeracy			
Indicator 3: Numeracy Grades 3-8	Are the students in grades 3-8 enrolled in a math course that will generate a test? What additional demographic data do you need in order to address this issue in your program improvement plan?	<p>What supports are being provided to students to access the content?</p> <p>Are all students identified as needing instruction on the Utah Core Standards receiving it?</p> <p>What content focus and/or pedagogy focus has the greatest urgency?</p>	<p>Utah Teaching Channel https://www.teachingchannel.org/videos?categories=subjects_math</p> <p>Co-teaching Manual http://www.schools.utah.gov/sars/DOCS/resources/coteach.aspx</p>
Indicator 3: Numeracy Grade 10	Are the students in 10 th grade enrolled in a math course that will generate a test? What additional demographic data do you need in order to address this issue in your program improvement plan?	<p>What scientifically research-based strategy is likely to close achievement gaps in the focus area?</p> <p>How much instructional support will teachers need to address the focus area?</p> <p>How will the LEA know when implementation of the planned strategy has occurred? (Is each teacher implementing the strategy with fidelity? How will the LEA address schools and classes where implementation is lagging?) How will the LEA determine that improvement is being maintained throughout the LEA?</p> <p>How will the LEA ensure that improvement resulting from these actions is sustained?</p>	<p>Dreambox Learning—Middle School Math http://www.dreambox.com/white-papers/nurturing-middle-school-math-mind</p> <p>Essential Elements CORE Standards for Student with Significant Cognitive Disabilities http://www.schools.utah.gov/sars/Significant-Cognitive-Disabilities/Essential-Elements.aspx</p> <p>Utah Core Standards http://www.schools.utah.gov/core/Core.aspx</p> <p>New South Wales Department of Education and Training: http://www.curriculumsupport.education.nsw.gov.au/secondary/mathematics/index.htm</p> <p>NRICH Enriching Mathematics: http://nrich.maths.org/frontpage</p>

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		Do LEAs have appropriate levels of support for teachers and students to access grade level content?	Report of Common Core Standards for Mathematics(Numeracy) http://www.assessmentcompany.com/sites/default/files/files/CCAlignment-Early-Num.pdf
Indicator 3: Literacy Grades 3-8	Are the students in grades 3-8 enrolled in a literacy course that will generate a test? What additional demographic data do you need in order to address this issue in your program improvement plan?		Teaching Channel https://www.teachingchannel.org/videos?page=1&categories=subjects_english-language-arts,topics_common-core&load=1 Co-teaching Manual http://www.schools.utah.gov/sars/DOCS/resources/coteach.aspx
Indicator 3: Literacy Grade 10	Are the students in 10 th grade enrolled in a literacy course that will generate a test? What additional demographic data do you need in order to address this issue in your program improvement plan?		Literacy in Learning Exchange: http://www.literacyinlearningexchange.org/home IRIS Center: http://iriscenter.com/ National Council of Teachers of English, NCTE: http://www.ncte.org/ Oregon Reading First Center: http://oregonreadingfirst.uoregon.edu/
Priority Area II: Preschool			
Indicator 12: C to B Transition	Are the data accurate? Are data being entered into TEDI in a timely manner (recommended: 30 days past the student's 3 rd birthday)?	What is the LEA's process for working with the EI provider to ensure timely transitions? What is the LEA system to meet all preschool transition timelines for students with summer birthdays? Are the	CONNECT Modules http://community.fpg.unc.edu/connect-modules/learners/module-2 Early Childhood Technical Assistance Center http://www.ectacenter.org/topics/transition.asp

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		<p>implemented systems effective in meeting timelines?</p> <p>Are district preschool personnel provided training on responsibility for meeting transition timelines?</p>	
<p>Indicator 6: Preschool Settings % of students receiving Special Education in a Regular Program</p>	<p>Are the data accurate?</p> <p>Are correct codes being used to record individual student environments?</p>	<p>What training is being provided for personnel who are inputting data? How often does it occur?</p> <p>What is the plan to move the LEA closer to the target (if not already at target)?</p>	<p>ASD Toddler Initiative http://asdtoddler.fpg.unc.edu/</p> <p>Online Autism Professional Development Modules https://www.autisminternetmodules.org</p>
<p>Indicator 6: Preschool Settings % of Students receiving special education in a special class or school</p>	<p>Do staff who input data understand the codes?</p>	<p>How are coordinators / teachers trained in providing inclusive environments for students of all abilities?</p>	<p>Early Childhood Technical Assistance Center http://www.ectacenter.org/topics/inclusion/default.asp</p> <p>USU ASSERT http://sper.usu.edu/ASSERT/train.html</p> <p>USOE Preschool LRE Manual (Coming soon)</p> <p>CONNECT: The Center to Mobilize Early Childhood Knowledge http://connect.fpg.unc.edu/</p>
<p>Indicator 7: Preschool Outcomes Positive Social Relationships SS 1</p>	<p>Are the data accurate?</p> <p>What initiatives has the LEA undertaken to improve preschool outcomes?</p>	<p>What training is provided to staff responsible for the determination of levels of development?</p>	<p>Online Autism professional Development Modules (Early Childhood and Classroom modules) https://www.autisminternetmodules.org</p>
<p>Indicator 7: Preschool Outcomes Positive Social Relationships SS 2</p>		<p>Are preschool teachers equipped to provide differentiated instruction and improve student outcomes based on assessment data?</p>	<p>Early Childhood Technical Assistance Center http://www.ectacenter.org/eco/index.asp</p>

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Indicator 7: Preschool Outcomes Knowledge and Skills SS 1	Does the LEA need additional assessments to improve the accuracy in student data reporting?	Are preschool teachers and those inputting data knowledgeable about typical development (ages 0-5)?	USU ASSERT http://sper.usu.edu/ASSERT/train.html
Indicator 7: Preschool Outcomes Knowledge and Skills SS 2	Who in the LEA needs to collaborate in order to improve the data?		National Center on Educational Outcomes: http://www.cehd.umn.edu/nceo/
Indicator 7: Preschool Outcomes Ability to Meet Needs SS 1	What additional data does the LEA need to develop an adequate program improvement plan to improve preschool outcomes?		
Indicator 7: Preschool Outcomes Ability to Meet Needs SS 2			
Priority Area III: School to Post School			
Indicator 1: Graduation Rate	Are the data accurate? Are LEAs using the correct exit code(s)? What additional data does the LEA need to develop an adequate program improvement plan to improve graduation rates?	What scientifically research-based strategy is likely to increase graduation rates? What scientifically research-based strategy is likely to decrease drop-out rates? Are the two the same? How much instructional support will teachers need to apply the strategy? How will the LEA know when implementation of the planned strategy has occurred? (Is each teacher implementing the strategy with fidelity? How will the LEA address schools and classes where implementation is lagging?)	American School Counselor Association http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf The IRIS Center http://iris.peabody.vanderbilt.edu/module/cou2/ The National Dropout Prevention Center for Students with Disabilities http://www.ndpc-sd.org/
Indicator 2: Dropout Rate	Are the data accurate? Are LEAs using the correct exit code(s)? What is the event dropout rate?		The National Dropout Prevention Center/Network www.dropoutprevention.org Dropout Prevention: What Works Clearinghouse http://www.ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9

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	<p>What is the cohort dropout rate?</p> <p>How many students dropout and return (serial dropouts)?</p> <p>At what point are students dropping out of school (9th-12th grade? After 12th grade but before age 22?)</p> <p>What additional data does the LEA need to develop an adequate program improvement plan to decrease the dropout rate?</p>	<p>How will the LEA determine that improvement is being maintained throughout the LEA?</p> <p>How will the LEA ensure that improvement resulting from these actions is sustained?</p> <p>How and when is the LEA identifying and tracking students who may be at risk for dropping out? Research indicates poor attendance, behavior challenges (office referrals, suspension expulsions) and few course credit for grade are indicators of a student at risk for dropping out. How are data for these factors collected and used to identify students at risk and select/implement strategies?</p>	<p>USOE Dropout Prevention http://www.schools.utah.gov/prevention/Dropout-Prevention.aspx</p> <p>Utah Graduation Guidelines http://www.schools.utah.gov/sars/DOCS/resources/graduation111813.aspx</p>
<p>Indicator 13: Secondary Transition Plans</p>	<p>How many transition-age students have complete transition plans as part of their IEP?</p> <p>What additional data do you need to develop an adequate program improvement plan to improve the rate of complete transition plans included in IEPs for transition-aged students?</p>	<p>What professional development do educators need to understand transition planning requirements?</p>	<p>National Secondary Transition Technical Assistance Center http://www.nsttac.org/content/what-indicator-13</p> <p>American School Counselor Association http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf</p> <p>USOE: Compliance Tips for Indicator 13, IEP Team Membership for Students with Disabilities in Post High Programs, Transition Services: Definition and Examples http://www.schools.utah.gov/sars/Transition/forms.aspx</p> <p>Utah Transition Action Guide http://www.schools.utah.gov/sars/DOCS/resources/taguide-draft.aspx</p>

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Indicator 14: Post Secondary Outcomes A: Enrolled in higher education	What additional data does the need to develop an adequate program improvement plan to increase the postsecondary engagement rates of SWD?	Do all special educators have access to the data reports (note: access credentials limited to LEA director or designee)?	Utah Post High School Outcomes Project http://www.utahposthighsurvey.org/
Indicator 14: Post Secondary Outcomes B: Enrolled in higher education or competitively employed	What is the LEA response rate? Did enough youth respond to be able to make inferences about post high engagement of former students?	Do special educators have skills needed to align post school outcomes and current transition program offerings?	Utah Post High School Outcomes Project: Tips for Increasing Response Rates http://www.utahposthighsurvey.org/
Indicator 14: Post Secondary Outcomes C: Enrolled in higher education, or in some other postsecondary education or training program, or competitively employed	How many youth have been identified as being enrolled in higher education? How many youth have been identified as being competitively employed? How many youth are not engaged or are under-engaged?	Do special educators routinely and frequently update student contact information in the LEA SIS system, as well as the special education files?	National Post-School Outcomes Center – Resources: Secondary Transition http://www.psocenter.org/content_pages/35 American School Counselor Association http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Disabilities.pdf Think College! College Options for People with Intellectual Disabilities http://www.thinkcollege.net/ Utah Transition Action Guide http://www.schools.utah.gov/sars/DOCS/resources/taguide-draft.aspx National Longitudinal Transition Study 2 http://nlts2.org/
Priority Area IV: General Supervision			
Indicator 5: Access to the General Curriculum A: Inside the regular class 80% or more of the day	Are the data accurate? Does the LEA have access to all five placement options on the continuum?	Are students placed in separate schools based on disability category, program availability or on student need? What efforts are being made in separate settings to ensure access to typical peers as well as access to the Utah Core Standards and/or Essential Elements for all students? Have these efforts been	The IRIS Center http://iris.peabody.vanderbilt.edu/iris-resource-locator/ SWIFT Schools http://www.swiftschools.org/
Indicator 5: Access to the General Curriculum	Are IEP teams basing decisions on what services the student needs or schedules, disability category,		Utah Core Standards http://www.schools.utah.gov/core/Core.aspx

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<p>B: Inside the regular class less than 40% of the day</p> <hr/> <p>Indicator 5: Access to the General Curriculum C: In separate schools, residential facilities, or homebound/hospital placements</p>	<p>lack of resources, or lack of available placement options?</p> <p>Do you have a disproportionate representation in any one category?</p> <p>What additional demographic data do you need in order to address this issue in your program improvement plan?</p>	<p>successful? What additional efforts should be made?</p> <p>How will the LEA ensure that a continuum of placement options is available?</p> <p>What can the LEA do to ensure that the data is accurate?</p> <p>How are IEP teams determining individual levels of support for each student?</p> <p>Do LEAs have appropriate levels of support for teachers and students to access grade level content?</p> <p>How will the LEA provide information to both general and special education teachers about providing access to core standards, and in addition, specially designed instruction to students with disabilities?</p>	<p>Essential Elements Core Standards for Students with Significant Cognitive Disabilities http://www.schools.utah.gov/sars/Significant-Cognitive-Disabilities/Essential-Elements.aspx National Center on Accessible Instructional Materials http://aim.cast.org/</p>
<p>Indicator 4B: Suspension and Expulsion</p>	<p>Are the data accurate?</p> <p>Do the business rules in your LEA Student Information System (SIS) align with USOE UTREX?</p> <p>Which staff members are responsible for data entry related to suspension and expulsion? Do they understand the SIS coding rules?</p>	<p>Are there alternatives to suspension and expulsion options within your LEA? Have schools within the LEA implemented an effective in-school suspension program?</p> <p>Has the LEA implemented positive behavioral supports (PBIS) as required in both Utah codes and USBE rules?</p> <p>Does the LEA School Discipline Policy and/or Student Code of Conduct align with research-based interventions for</p>	<p>Least Restrictive Behavioral Interventions Technical Assistance Manual (LRBI)</p> <p>Center on Positive Behavioral Interventions and Supports (PBIS) http://www.pbis.org/</p> <p>National Center on Intensive Intervention (NCII) http://www.intensiveintervention.org/</p> <p>Finger Paints to Finger Prints: The School to Prison Pipeline in Utah</p>

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	What additional data do you need to improve suspension and expulsion rates within you LEA?	dealing with students' disruptive behaviors?	http://www.law.utah.edu/news/from-fingerpaint-to-fingerprints-the-school-to-prison-pipeline-in-utah
Indicator 8: Parent Involvement	<p>What was the response rate for the LEA? Is the data accurate?</p> <p>What is the overall parent involvement percentage on the Parent Survey for the LEA?</p> <p>Looking at the questions that are utilized to determine the Parent Involvement Percentage (1, 3, 6, 7, 8, 14, 26, 24, 35, 36, 37), where might the LEA make improvements?</p> <p>Do teachers know about the Parent Survey and understand its purpose and use? Does the LEA inform parents about the purpose and use of the Parent Survey?</p> <p>Does the LEA communicate with parents in their preferred language if they don't speak English?</p>	<p>How does the LEA educate teachers about the Parent Survey?</p> <p>How does the LEA inform parents about the purpose and use of the Parent Survey?</p> <p>How does the LEA improve the communication process with parents?</p> <p>How can the LEA better involve parents in the Evaluation Process for their child?</p> <p>How does LEA inform parents about resources that will help them to develop greater understanding of their child's disability?</p>	<p>Parent Survey http://www.schools.utah.gov/sars/DOCS/calendar/13lawconference/13sessionh2.aspx</p> <p>Utah Disability Law Center http://disabilitylawcenter.org/</p> <p>Utah Parent Center www.utahparentcenter.org/</p> <p>CADRE (The National Center on Dispute Resolution in Special Education) http://www.directionservice.org/cadre/</p> <p>Center for Parent Information and Resources (CPIR) http://www.parentcenterhub.org/</p>
Indicator 9: Disproportionality Percent of LEAs with disproportionate representation of racial and ethnic groups in special	What additional data do you need to develop an adequate program improvement plan to decrease any disproportionality?	<p>How are culturally-neutral assessment instruments used and evaluation processes followed?</p> <p>How are evaluations conducted in the student's preferred language, when English is not the primary home language?</p>	<p>UPIPS LEA file review data (evaluation procedures)</p> <p>Culturally Competent Assessment of English Language Learners for Special Education Services http://www.nasponline.org/publications/cq/pdf/V38N7_CulturallyCompetentAssessment.pdf</p>

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education and related services that is the result of inappropriate identification.	Do UPIPS data indicate appropriate evaluation procedures are followed?	How do LEA policies and procedures address identification of students who are English learners? How are all educators provided professional development on the policies and procedures?	Response to Intervention and the Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education http://www.rtinetwork.org/component/content/article/12/31-response-to-intervention-and-the-disproportionate-representation-of-culturally-and-linguistically-diverse-students-in-special-education
Indicator 10: Disproportionality Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.	If disproportionality is identified, which subgroups are identified? Which services are identified? Which eligibility categories are identified? If data indicate disproportionate representation, is it the result of inappropriate identification procedures? Is it the result of a shift in community/LEA demographics?	How does the LEA ensure that student special education files contain student race/ethnicity and primary home language?	
Indicator 11: Child Find/Initial Evaluation	Does the LEA have a process in place to track initial evaluation timelines? What is the most common reason the LEA misses the 45 school day evaluation timeline?	What professional development do educators need to apply child find requirements and evaluate students suspected of having a disability within 45 school days?	Utah State Board of Education Special Education Rules (Black Rules) http://schools.utah.gov/sars/DOCS/law/utspedrules010614.aspx
APR Review	See Indicators 1, 2, 4b, 9, 10, 11, 12 and 13 above		
Determination History	In what year(s) did the LEA fail to “meet requirements” and what were the APR Indicators that led to that determination?	Has the LEA put actions in place to ensure it meets requirements?	The Utah State Performance Plan and Annual Performance Plan http://schools.utah.gov/sars/Quick-Links/Performance-Plan.aspx
Improvement Plan Focus on Student Outcomes	Does the LEA have an LEA-wide focus for improving student outcomes for all students?	What professional development do educators need to address the LEA’s area of focus? What are the LEA’s areas of greatest need for improving outcomes?	The National Center on School-Wide Inclusive School Reform http://www.swiftschools.org/ State Implementation and Scaling-up of EBPs http://sisep.fpg.unc.edu/

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		What are areas that could improve the LEA's student outcomes with limited work?	National Implementation Research Network http://nirn.fpg.unc.edu/ Collaboration for Effective Educator Development, Accountability, and Reform CEEDAR http://cedar.education.ufl.edu/ Center on School Turnaround, WestEd http://centeronschoolturnaround.org/ National Center on Standards and Assessments Implementation http://csai-online.org/
Quality of PIP	NA		
Progress on PIP	NA		
Findings of Noncompliance	Does the LEA have an internal monitoring plan? Does the LEA have a systematic process for correcting noncompliance as soon as possible but in no case later than one year from identification?	What is the LEA's plan for providing educators with professional development related to areas of noncompliance?	USOE UPIPS website http://schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Compliance.aspx
Internal Monitoring	Does the LEA have a systematic way to monitor student files? Has the LEA communicated the process to the USOE? Does the LEA have a process for monitoring a representative sample of the LEA's student demographics on a regular basis?	What is the LEA's process for identifying and correcting noncompliance as soon as possible and but in no case later than one year from identification?	UPIPS website https://upips.schools.utah.gov/Login.aspx

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Dispute Resolution	<p>Has the LEA had several requests for mediation or due process related to the same IDEA issue?</p> <p>Has the LEA had several IDEA Formal State Complaints filed related to the same issue?</p> <p>Does the LEA access the USOE's Problem Solving Facilitation service as an early dispute resolution process to resolve parent concerns?</p>	<p>What is the LEA's proactive strategy to communicate with parents and stakeholders?</p> <p>What is the LEA's systemic process to address and resolve parent concerns?</p> <p>What is the LEA's systemic process to address and resolve employee and stakeholder concerns?</p>	<p>USOE Dispute Resolution website http://schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Dispute.aspx</p> <p>Utah Disability Law Center http://disabilitylawcenter.org/</p> <p>Utah Parent Center www.utahparentcenter.org/</p> <p>National Center on Dispute Resolution in Special Education http://www.directionservice.org/cadre/</p>
Fiscal			
Data Timeliness			
SEA Concerns	Which USOE departments have reported areas of risk for the LEA?	What is the LEA's plan to improve collaboration across departments?	Collaboration Continuum http://www.schools.utah.gov/sars/Partnerships/CollaborationContinuum.aspx
Overall Tiered Monitoring Data Report			
Areas of Strength	<p>What are the LEAs strengths?</p> <p>What has LEA intentionally done that has resulted in these strengths?</p>	<p>Based upon this analysis, which items are the most problematic?</p> <p>Based upon this analysis, what actions will best address the identified problem?</p>	
Areas of Weakness	<p>What are areas that could improve the LEA's determination level and/or RDA score with limited work?</p> <p>What additional data does the LEA need and/or who does the LEA need to collaborate with in</p>	<p>How will the LEA know that this action step has been fully implemented?</p> <p>How will the LEA know that the problem has been resolved?</p>	

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	<p>order to understand the data? (Of the items that are problematic, are they specific to or even more pronounced for certain schools, programs, grade levels, or personnel?)</p> <p>What additional data does the LEA need and who does the LEA need to collaborate with in order to improve the data?</p>	<p>How will the LEA determine that improvement is being maintained throughout the LEA?</p> <p>How will the LEA ensure that improvement resulting from this action is sustained?</p>	