



One Needs Assessment – IDEA Review Questions for DDs

These questions will be triggered in the ED STEPS One Needs Assessment for DDs involved in either a Tier 2 or Tier 3 IDEA Monitoring Review. The DD’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 DD in completing the One Needs Assessment/One Plan.

College and Career Readiness

Graduation

1. How does the board of developmental disabilities determine if students are on track for graduation, and what supports are in place to help students who are at risk of not graduating?

Transitions

1. How does the board of DD provide ongoing support to students experiencing challenges in transitioning to employment?
2. What percentage of graduating students gained community employment in the most recent program year?
3. How does the board of DD provide social and life skills to assure a smooth transition from school to work?
4. How does the organization ensure students learn self-reliance and respectful citizenship skills?

Family and Community Engagement

Engagement

1. What is the rate of attendance of parents at IEP meetings during last school year?
2. What is the rate of attendance at parent-teacher conferences during last school year?
3. What is the rate of attendance at parent events during last school year?

Partnerships

1. What community partnerships does the board of DD have in place to support parent and family engagement?
2. How does the DD partner with the community?
3. How often does the DD provide student engagement opportunities within the community?
4. What are some examples of those community engagement opportunities?
5. What are the methods for seeking input and participation from the community to the DD?

Curriculum, Instruction and Assessment

Assessment

1. What is the percentage of IEP goals that were mastered for the students served by the board of DD?
2. What supports are in place for students to ensure IEP goals are met?



Curriculum

1. What are the existing reading curriculum and supports, and are these supports driving student success?
2. What are the existing math curriculum and supports, and are these supports driving student success?
3. What nonacademic supports are in place to meet the particular needs of the students?

Instruction

1. What is the process the board of DD uses to determine if a student will be included in the group of students who are exempted from state tests?

Leadership/Administration/Governance

Shared Leadership

1. How does the organization involve staff, students, parents and the community in the decision-making processes of the board of DD, such as policy development, budget development, fiscal development and community outreach?

Data-Driven Decisions

1. What data does the administrative team use to drive decision-making and planning? Some examples might be alternate assessments, COS, KRA, ASQ-SE, ELA and the IEP goals and objectives.

Records

1. Does the board of DD develop and maintain a record of contracts, agreements or memoranda of understanding between the board of DD and school districts in the placement and services to students with a disability placed into school districts?

Internal Monitoring Process

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?

Operations

Transportation

1. What is the process used to determine the transportation needs of all students?

Technology

1. How does the board of DD use technology to enhance student success?



School Climate and Supports

Connections

1. What supports are in place for districts that are having difficulty maintaining a special education student within the classroom?
2. How does the board of DD collaborate with school districts to assist administrators, teachers and students to learn different techniques and strategies to be successful in the classroom as well as at home?
3. What are the written procedures in regard to communication with districts of residence? How often does the board of DD communicate with districts of residence? What is the nature of the communication?
4. How can the communication improve with parents? Community? Districts of residence?

Disproportionality

1. Does the board of DD gather and monitor data regarding students with special needs who are involved with behavior incidents?
2. What systems and supports does the board of DD have in place to monitor students' behavior and schools' responses to intervene to assure students with special needs are not disproportionately disciplined for behavior incidents.
3. What policy or procedure does the board of DD have in place to identify and address the root cause of student behavioral problems and the school staff responses to the incident?
4. How do districts plan to utilize funds set aside for comprehensive, coordinated early intervening services to ensure it aligns with the district improvement plan to address significant disproportionality?