FY24 (Cohort 3) LEA and Building One Needs Assessment Questions and Triggers - IDEA Review

Strategy Areas (Sections)	SMART Goal Area (Question Group Name)	Question	Answer Type	* Required Trigger LEA	® Recommended LEA Trigger	* Required School Trigger	® Recommended School Trigger	Reference
College and Career Readiness	Early Warning System	How does the organization identify students with disabilities that are at risk of dropping out?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Early Warning System	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).	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Early Warning System	What programs and services are available for students at risk of dropping out? How are students targeted to participate?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Graduation	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).	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
College and Career Readiness	Graduation	Are any disability categories over-represented in the data identified in the "on track to graduate" question?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Community and Family Engagement	Engagement	What procedures, policies and practices does the LEA have in place for disputes? How are the policies and practices for disputes regarding special education services and programs communicated and implemented?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Community and Family Engagement	Engagement	Identify the number of complaints you have had in the past three years? What are the areas of the complaints?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Community and Family Engagement	Engagement	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?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Community and Family Engagement	Engagement	What types of support services are available to intervene and establish accountability for the LEA, students, and parents? How do you know that these support services are effective?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Content Areas	English Language Arts	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?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Curriculum, Instruction and Assessment - Teaching	Instruction	What is the process for collecting intervention data? What data does the LEA collect to determine the fidelity of adult 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 LEA regarding instruction?	Multipart Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.

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Curriculum, Instruction and Assessment - Teaching	Assessments	A. What are the LEA'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? B. Is there a formal written procedure for determination of eligibility to participate in the Alternate Assessment? C. What factors are considered when determining eligibility for participation in the Alternate Assessment? D. Does the LEA use the Department's AASCD Decision-Making Tool when determining eligibility for the Alternate Assessment? E. What members of the IEP team are present when determining eligibility for the Alternate Assessment? F. How are parents involved in decision making and made aware of the implications of their student participating in the Alternate Assessment? G. 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? H. 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? I. What kind of professional development or formal training does the LEA provide to staff members regarding the Alternate Assessment and determination for eligibility? J. Are participation rates different for certain subgroups (for example, Black, Hispanic, Asian, White, English learners, economically disadvantaged) as compared to other subgroups?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Leadership, Administration and Governance	Shared Leadership	A. Has the LEA 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 LEA leadership build capacity through support and accountability? E. How does the LEA 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)?	Multipart Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Leadership, Administration and Governance	Administrative Support	A. What are some areas of concern found in the Department's summary report for record reviews? B. What are the results of the Internal Monitoring Team's record reviews (Child Find, Delivery of Services, Least Restrictive Environment, Discipline)? C. What do IEP verifications reveal about specially designed instruction, accommodations and modifications? D. How are professional development strategies from record review results implemented and monitored? E. How does the educational agency plan to train additional staff in the internal monitoring process?	Multipart Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
Operations	Technology	A. Do all students have access to the technology and internet needed to meet all learning standards and IEP goals/accommodations? B. Are all instructional staff trained in using the technology, as well as technology targeted for students with disabilities? C. How does the LEA address any concerns with student and/or teacher access to technology? D. How does the LEA ensure parental access and training with technology including assistive technology? E. How does the LEA provide training to all educators, including paraprofessionals, to ensure learning is implemented effectively and as designed? F. How is monitoring used to identify relevant professional development?	Multipart Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
School Climate and Supports	Safe and Healthy Schools	How does the LEA address cyberbullying and internet safety?	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
School Climate and Supports	Behavioral Supports	A. How often are Functional Behavioral Assessments and Behavior Improvement Plans revisited or adjusted? B. Of the number of students with disabilities who have been disciplined, how many students had behavior goals in their IEP prior to the discipline? C. How many students had IEPs amended to include behavior goals?	Multipart Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.
School Climate and Supports	Behavioral Supports	How many times were students removed from their LRE due to behavior? Please breakdown this data by disability, grade, gender and race.	Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.

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School Climate and Supports	Behavioral Supports	What does the LEA-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?	Multipart Text	IDEA Review	N/A	N/A	N/A	This question is required for LEAs identified by the Office for Exceptional Children for an IDEA Review.