

Self-Assessment for Special Education Program Improvement

This self- assessment for special education program improvement is designed to allow the leadership team to reflect upon the current practices related to the achievement of students with disabilities in their division and serve as a tool that will assist the division leadership team in the development of the division improvement plan . This assessment can also be used in conjunction with protocol developed for a Results Driven Accountability (RDA) local education agency (LEA) review. This process needs no outside facilitation. It is designed to be completed by division level staff members. The team is encouraged to have the division staff members disaggregate student data, review current division improvement plans, mission and/or vision statements and disaggregate data from any state standardized tests or outside evaluation, such as climate surveys.

In completing the self- assessment, the division leadership team should discuss each question and describe current practices, identify evidence/data and documentation of those practices, identify and describe the areas of need and determine the action steps or whether additional assistance is needed.

I. Vision, Division, and Mission

- What policies, practices, or procedures does the division currently have in place that are producing positive results for students with disabilities? (i.e., *scheduling, instructional practice, community or behavioral support*)
 - No policies, practices or procedures that are producing positive results for student with disabilities are in place.
 - Some policies, practices or procedures that are producing positive results for student with disabilities are in place.
 - Unsure of policies, practices or procedures in place that are producing positive results for students with disabilities.

Please describe your responses in the narrative section below:

| | |
|---|---|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- Based on the division’s data, what barriers has the division identified that impact the success of students with disabilities? (*e.g., alternate assessment, achievement data, behavioral data, referral data, suspension data, placement data, graduation data, post-secondary outcomes and progress on individual IEP*)
 - No barriers that impact the success of students with disabilities were identified.
 - Unsure of the barriers that may be impacting the success of students with disabilities.
 - Some barriers that impact the success of students with disabilities were identified.

Please describe your responses in the narrative section below:

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|---|--|
| Narrative Description: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- From the analysis of data, what practices, policies or procedures has the division developed or implemented to address the identified areas of concern for students with disabilities?
 - No policies, practices or procedures have been developed or implemented based on the data analysis.
 - Unsure of the policies practices, or procedures that need to be developed or implemented based on data analysis.
 - Some policies, practices or procedures have been developed or implemented based on the data analysis.

Please describe in the narrative section :

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| Narrative Description: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

II. Climate and Culture

- What role does the division’s climate play in the current level of achievement for students with disabilities and what changes have been initiated to address any concerns?
 - No division climate concerns that impact students with disabilities’ achievement were identified.
 - Unsure of the division climate concerns that may impact students with disabilities’ achievement.
 - Several division climate concerns that impact students with disabilities’ achievement were identified.

Please describe in the narrative section:

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|---|---|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- What role does the division’s parental involvement play in the current level of achievement for students with disabilities and what changes have been initiated to address any concerns?
 - No division parental involvement concerns that impact students with disabilities’ achievement were identified.
 - Unsure of the division parental involvement concerns that may impact students with disabilities’ achievement.
 - Several division parental involvement concerns that impact students with disabilities’ achievement were identified.

Please describe in the narrative section:

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| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
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Division Name: _____

Date: _____

Version 8/11/2015

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| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |
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- What disciplinary practices and alternatives to suspension have been implemented to ensure that students with disabilities are not excluded from the general education at a higher rate than their peers without disabilities?
 - Disciplinary practices or suspensions are not a concern.
 - No disciplinary practices or alternatives to suspension have been implemented.
 - Several disciplinary practices or alternatives to suspension have been implemented.

Please describe in the narrative section:

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|---|--|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- How are culturally responsive practices integrated into the overall division vision?
 - No culturally responsive practices are needed.
 - No culturally responsive practices have been integrated into the overall division vision.
 - Several culturally responsive practices have been integrated into the overall division vision.

Please describe in the narrative section:

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|-----------------------------------|--|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
|-----------------------------------|--|

Division Name: _____

Date: _____

Version 8/11/2015

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| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |
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- How are culturally responsive practices integrated into the overall division culture?
 - No culturally responsive practices are needed in our division.
 - No culturally responsive practices have been integrated into our division culture.
 - Several culturally responsive practices have been integrated into our division culture.

Please describe in the narrative section:

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|---|--|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

III. Curriculum, Instruction and Assessment

A. Instructional Delivery

- What are the most frequently used models of service delivery for students with disabilities in your division and why? (Please describe in the narrative.)
- Only one model of service delivery is used within our division.
- Several models of service delivery are used within our division.
- Unsure of the most frequently used model(s).

Please describe in the narrative section:

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|---|---|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- What effort is made to match service delivery and placement to learning preferences and individual instructional needs/goals?
 - Learning preferences and individual needs are not a consideration in determining service delivery and/or placement.
 - Learning preferences and individual needs are a consideration in determining service delivery and/or placement.
 - Learning preferences and individual needs are the primary consideration in determining service delivery and/or placement.

Please describe in the narrative section:

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| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
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Division Name: _____

Date: _____

Version 8/11/2015

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| What are the strengths and weaknesses of the most frequently used models in your division? | Evidence, artifacts, data, used to identify positive results for students with disabilities with most frequently used service delivery models: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- How do you know that your teachers (general and special education) are planning for and teaching the Virginia Standards of Learning or Aligned Standards of Learning, as applicable, while still addressing the instructional needs/deficits of students with disabilities?
 - No method of instructional accountability is in place.
 - A single method of instructional accountability is utilized.
 - Several methods of instructional accountability are in place.

Please describe in the narrative section:

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| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

B. Research Based Interventions

- What research based interventions or practices are you utilizing for students with disabilities and how are the students selected for the interventions?
 - No research based interventions or practices have been implemented.
 - One research based intervention or practice has been implemented.
 - Several research based interventions or practices have been implemented.

Please describe in the narrative section:

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|---|---|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| How are students selected for interventions? | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- How are you monitoring the implementation of the interventions and have the interventions produced positive results for students with disabilities?
 - No monitoring plan has been implemented.
 - Unsure of the monitoring plan and the effectiveness of the interventions for students with disabilities.
 - Several methods of monitoring the implementation of the intervention are in place, as well as documented evidence of their effectiveness for students with disabilities.

Please describe in the narrative section:

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| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used to illustrate positive results for students with disabilities: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

IV. Professional Development

- What professional development initiatives are planned or have been implemented to improve the performance of students with disabilities and increase their access to the general curriculum?
 - No professional development initiatives are planned or have been implemented.
 - Unsure of appropriate professional development options.
 - Several professional development initiatives have been planned and implemented.

Please describe in the narrative section:

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|---|---|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- In what ways are cultural competence and teaching diverse learners part of the division’s professional development initiatives?
 - No professional development needs have been identified in the areas of cultural competence and teaching diverse learners.
 - Unsure of appropriate professional development options in the areas of cultural competence and teaching diverse learners.
 - Several professional development needs have been identified in the areas of cultural competence and teaching diverse learners.

Please describe in the narrative section:

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Date: _____

Version 8/11/2015

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| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |

- What additional topics of professional development to support students with disabilities need to be addressed and how can we assist the division in addressing the needs of your students with disabilities?
 - No additional professional development needs have been identified.
 - Unsure of additional professional development options.
 - Several professional development needs have been identified.

Please describe in the narrative section:

| | |
|---|--|
| Narrative Description/Discussion: | Evidence, artifacts, data, documentation used: |
| Next steps or implications for division improvement planning: | Additional Assistance Requested: ___no ___yes, please describe: |