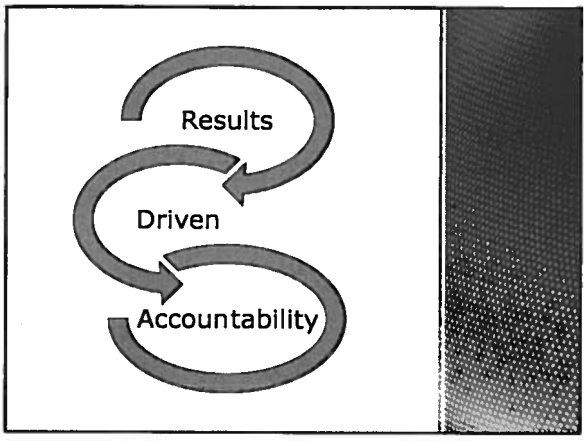


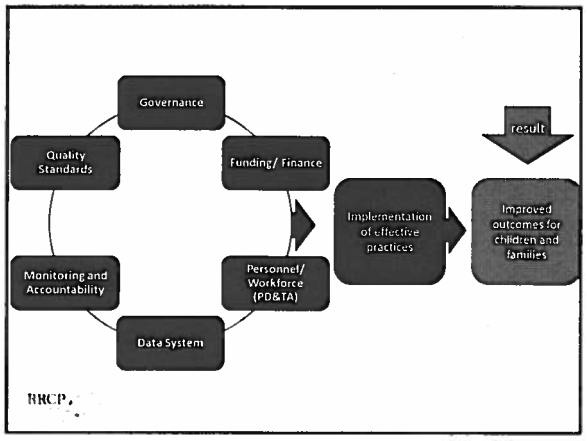
- Improvement Planning
- Building Capacity of State Staff
- Active Engagement
- Cross-Division Work
- Root Cause Analysis
- Transparency
- Front Loading TA
- Selection for Differentiated Intervention
- Qualitative Data Collection
- Incentives (rewards/sanctions) Towards Accountability

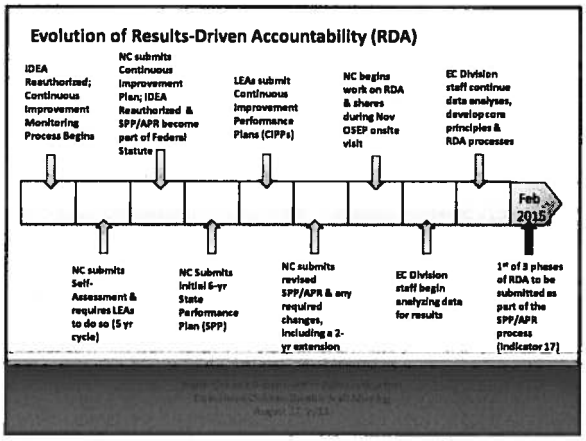
Indicator 17: SSIP

TEN DESIRED ELEMENTS OF MONITORING FOR RESULTS

- General Considerations
- Infrastructure Analysis
- Data Analysis
- Focus of Improvement
- Theory of Action

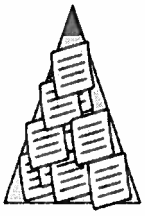
SSIP Expected to Include





Process

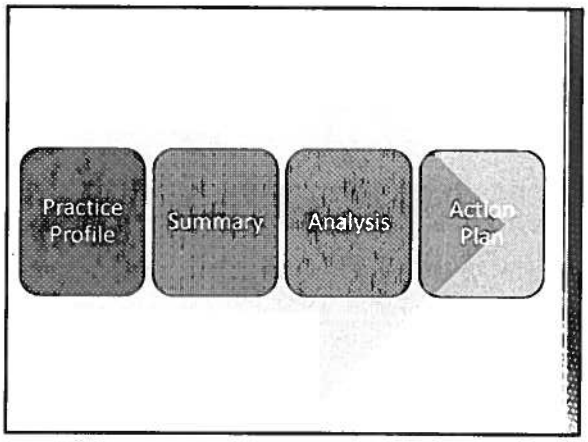
- Data Review by Regions using Rubric
- Inventory of Training & TA (Core, Supplemental, Intensive)
- Gap Analysis: What is needed to support LEAs?
- Big Ideas: What is ECD core?
- Survey: Consensus about essential knowledge and skills
- Division-wide feedback: What do LEAs need to know and be able to do to provide support for all students?
- Identify Core Elements
- Draft Practice Profile
- Develop LEA Self-Assessment Process



Core Elements:

What LEAs Need to Know and Be Able to Do to Effectively Serve Every Student

- IEP Development & Implementation
  - How to Think
  - How to Document
- Research/Evidence-Based Instruction and Practices
  - What to Think
  - How to Teach
- Policy Compliance and Monitoring
  - How to Proceed
- Problem-Solving for Improvement
  - How to Approach, Plan & Analyze
- Fiscal Management
  - How to Pay
- Communication & Collaboration
  - How to Partner



Critical Component	LEA Assessment (Expected=2, Developmental=1, Unacceptable=0)
Core Element 1: IEP Development and Implementation	
1.1 Data indicate that students with IEPs are making progress in the general education curriculum.	
1.2 IEPs document evidence of the data-based decision making process for LRE Placement. (including each student's involvement with nondisabled peers throughout the school day as well as extracurricular activities)	
1.3 IEPs document at least one strategy, for each identified need (both functional and academic), which supports each student's involvement and progress in the general education curriculum.	
1.4 IEPs document the decision-making process for each student's participation in State and District wide assessments	
1.5 IEPs are data-based and include progress monitoring data.	
Core Element 1 Total	
Core Element 1 Percentage	
Core Element 2: Research/Evidence-Based Instruction and Practices	
2.1 LEA has a clear data-driven procedure for identifying which evidence-based initiatives, practices, and instructional methods to implement to ensure students' mastery of common core and essential standards.	

Next Steps

- Feedback
  - DAC
  - ECD Staff
  - LEA Directors/Coordinators
- Introduction to LEA Directors/Coordinators
  - DAC
  - Regional Consultants
- Trial Runs
  - 3 LEAs this spring
  - 11 at Summer Institute
- Fall 2014 Implementation

LEA SELF-ASSESSMENT

Core Element 1: IEP Development and Implementation

How to think/document

Critical Component	*Data Sources*	*Expected Implementation*	*Developmental Variation*	*Unacceptable Variation*	*LEA Assessment* *(Expected=2, Developmental=1, Unacceptable=0)*
1.1 Data indicate that students with IEPs are making progress in the general education curriculum.	• Student Accountability Data • Disaggregated Accountability Data	At least 80% of students with IEPs at each grade level met expected growth.	Between 50% and 79% of students with IEPs at each grade level met expected growth.	Fewer than 50% of students with IEPs at each grade level met expected growth.	
1.2 IEPs document evidence of the data-based decision making process for LRE Placement. (including each student's involvement with nondisabled peers throughout the school day as well as extracurricular activities)	• IEP/PLAAFP • DEC-5 • Protocol • LRE justification	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). At least 80% of IEPs and/or DEC 5s reviewed provide documentation, including data, of the decision making process for the LRE placement determined.	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Between 50% and 79% of IEPs and/or DEC 5s reviewed provide documentation, including data, of the decision making process for the LRE placement determined.	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Fewer than 50% of IEPs and/or DEC 5s reviewed provide documentation, including data of the decision making process for the LRE placement determined.	
1.3 IEPs document at least one strategy, for each identified need (both functional and academic), which supports each student's involvement	• IEP • Goals • Accommodations, Modifications, supports • BIP	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). At least 80% of IEPs reviewed address all the needs indicated by current	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Between 50% and 79% of IEPs reviewed address all the needs indicated by current	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Fewer than 50% of IEP reviewed address all the needs indicated by	

and progress in the general education curriculum.	• Assistive Technology devices and services	measureable data in the PLAAFP. Documentation shows that academic, behavioral, functional, and transition needs have been considered.	measurable data in the PLAAFP. Documentation shows that academic, behavioral, functional, and transition needs have been considered.	current, measurable data in the PLAAFP. Documentation shows that Academic, behavioral, functional, and transition needs have been considered.	
1.4 IEPs document the decision-making process for each student's participation in State and District wide assessments	• IEP/PLAAFP • Justification for Alternate Assessment • Classroom Accommodations, modifications, supports • Special Education Services time, duration, and location • Continuum of alternative placement	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). At least 80% of IEPs reviewed indicate participation in State and District wide assessment decisions consistent with needs indicated in the IEP (assessments used match assessments selected by IEP team and accommodations are applied both in classroom and assessment situations).	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Between 50% and 79% of IEPs reviewed indicate participation in State and District wide assessment decisions consistent with needs indicated in the IEP (assessments used match assessments selected by IEP team and accommodations are applied both in classroom and assessment situations).	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Fewer than 50% of the IEPs reviewed indicate participation in State and District wide assessment decisions consistent with needs indicated in the IEP (assessments used match assessments selected by IEP team and accommodations are applied both in classroom and assessment situations).	
1.5 IEPs are data-based and include progress monitoring data.	• IEP/PLAAFP • Measurable Annual Goals • Progress monitoring data on goals • Evidence of progress on annual goals reported to parents	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). At least 80% of the IEPs reviewed document evidence of data-based decision making in the PLAAFP and annual goals.	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Between 50% and 79% of the IEPs reviewed document evidence of data-based decision making in the PLAAFP and annual goals.	The LEA reviews 5% of the total number of IEPs in the district (minimum of 5, maximum of 50). Fewer than 50% of the IEPs reviewed document evidence of data-based decision making in PLAAFP and annual goals.	

Core Element 2: Research/Evidence-Based Instruction and Practices

What to Think/How to Teach

Critical Component	*Data Sources*	*Expected Implementation*	*Developmental Variation*	*Unacceptable Variation*	*LEA Assessment* *(Expected=2, Developmental=1, Unacceptable=0)*
2.1 LEA has a clear data-driven procedure for identifying which evidence-based initiatives, practices, and instructional methods to implement to ensure students' mastery of common core and essential standards.	• Documentation of procedure for selecting initiatives, practices, and instructional methods	LEA uses Strategic Plan, and district data to identify and prioritize needs. LEA researches initiatives, practices, and instructional methods that address the identified needs. LEA has a documented process/rubric to determine which initiatives, practices, and instructional methods are both research/evidence-based and best address the high-priority needs. 80% of currently implemented initiatives were selected using this procedure. This procedure is used to select all new initiatives.	LEA uses Strategic Plan, and district data to identify and prioritize needs. LEA researches initiatives, practices, and instructional methods that address the identified needs. LEA does not have a documented process/rubric to determine which initiatives, practices, and instructional methods are both research/evidence-based and best address the high-priority needs.	LEA does not use Strategic Plan, and district data to identify and prioritize needs.	

	• Methods for evaluating evidence base of initiatives and practices • Data about student needs to be addressed		-OR- 50%-79% of currently implemented initiatives were selected using this procedure. -OR- This procedure is not used to select all new initiatives.	-OR- LEA does not research initiatives relative to identified needs. -OR- LEA does not have a documented process/rubric to evaluate initiatives. -OR- Fewer than 50% of currently implemented initiatives were selected using a data-driven procedure. -OR- No procedure is used to select new initiatives.	
2.2 LEA develops effective implementation plans for selected initiatives, practices, and instructional methods to improve outcomes for SWD.	• Use of teams for implementation	LEA has a documented plan for at least 80% of initiatives BEFORE implementation begins that includes:	LEA has a documented plan for at least 50%-79% of initiatives BEFORE implementation begins that includes:	LEA has a documented plan for less than 50% of initiatives BEFORE implementation begins that includes:	

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	• Hexagon Tool • Implementation Plan • District/School Capacity Assessment • Practice Profiles • Communication protocols	A) Leadership has identified and addressed potential barriers (time, funding, etc.) B) Selection criteria for staff who will deliver intervention C) Staff Training D) Coaching/follow-up support for staff E) Selection criteria for students who will receive intervention F) Progress monitoring of students receiving the intervention G) Fidelity Checks H) Program Evaluation	A) Leadership has identified and addressed potential barriers (time, funding, etc.) B) Selection criteria for staff who will deliver intervention C) Staff Training D) Coaching/follow-up support for staff E) Selection criteria for students who will receive intervention F) Progress monitoring of students receiving the intervention G) Fidelity Checks H) Program Evaluation -OR- LEA has a documented plan for at least 80% of initiatives BEFORE implementation begins that includes at least 6 of 8 identified supports	A) Leadership has identified and addressed potential barriers (time, funding, etc.) B) Selection criteria for staff who will deliver intervention C) Staff Training D) Coaching/follow-up support for staff E) Selection criteria for students who will receive intervention F) Progress monitoring of students receiving the intervention G) Fidelity Checks H) Program Evaluation -OR- LEA implementation plan includes fewer than 6 of the identified supports	
2.3 LEA purposefully implements practices and initiatives, including ongoing assessment and evaluation of fidelity of implementation and outcomes	• District Capacity Assessment • Implementation/	Ongoing implementation includes provision for the following: A) Communication process for immediate reporting of barriers to leadership	Ongoing implementation includes provision for at least 4 of the following: A) Communication process for immediate reporting of barriers to leadership	Ongoing implementation includes provision for fewer than 4 of the following: A) Communication process for immediate reporting of barriers to leadership	

	Action Plans • Fidelity Checks • Practice Profiles • Training and Coaching Logs • Reporting Documents • Outcome Data	B) Progress monitoring of students receiving the intervention C) Fidelity Checks at least twice a year D) Staff training and Coaching based on results of fidelity checks and student progress monitoring data E) Reporting to stakeholders a minimum of twice a year F) Annual Program Evaluation	B) Progress monitoring of students receiving the intervention C) Fidelity Checks at least twice a year D) Staff training and Coaching based on results of fidelity checks and student progress monitoring data E) Reporting to stakeholders a minimum of twice a year F) Annual Program Evaluation	B) Progress monitoring of students receiving the intervention C) Fidelity Checks at least twice a year D) Staff training and Coaching based on results of fidelity checks and student progress monitoring data E) Reporting to stakeholders a minimum of twice a year F) Annual Program Evaluation	
2.4 LEA implementation includes strategies that support sustainability and actively build capacity for implemented practices, initiatives, and instructional methods	• LEA implementation Plan • Training Rosters • Coaching Logs • Fidelity Monitoring	Ongoing implementation includes provision for the following: A) Procedures for training new staff B) Fidelity Checks at least twice a year to monitor drift C) Staff training and Coaching based on results of fidelity checks and student progress monitoring data	Ongoing implementation includes provision for at least 3 of the following: A) Procedures for training new staff B) Fidelity Checks at least twice a year to monitor drift C) Staff training and Coaching based on results of fidelity checks and student progress monitoring data	Ongoing implementation includes provision for less than 3 of the following: A) Procedures for training new staff B) Fidelity Checks at least twice a year to monitor drift C) Staff training and Coaching based on results of fidelity checks and student progress monitoring data	

	• Practice Profiles • Program Review data • Team Rosters • Personnel Selection Criteria	D) Skills needed to implement are included in hiring guidelines for teachers, principals, and district leadership	D) Skills needed to implement are included in hiring guidelines for teachers, principals, and district leadership	D) Skills needed to implement are included in hiring guidelines for teachers, principals, and district leadership	

Core Element 3: Policy Compliance and Monitoring

How to Proceed

Critical Component	*Data Sources*	*Expected Implementation*	*Developmental Variation*	*Unacceptable Variation*	*LEA Assessment* (Expected=2, Developmental=1, Unacceptable=0)
3.1 LEA staff implement Federal Regulations and NC Policies, LEA implements Exceptional Children program that is in compliance with federal and state EC laws, regulations, and policies	• Monitoring events/ activities; State complaints/ due processes • Class Size Enrollment Forms • Teacher Licensure • Indicator Data	Compliance rate of 100%	Compliance rate of 99-80%	Compliance rate of 79% or lower	
3.2 LEA data submissions are	• Various data submissions:	100% of required submissions are accurate	99-80% of required submissions are accurate	79% or less of required submissions are accurate	

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timely and accurate (includes responding to determinations of noncompliance within required timelines to avoid sanctions/corrective action).	• Child Count • Annual Indicator Data submissions • Exit Report • Submission of Corrections of Noncompliance • Grant Submission, etc.	and meet deadlines.	and meet deadlines.	and meet deadlines.	
3.3 LEA provides training on the legal requirements of IDEA and Article 9 to all staff and parents.	• Training Agendas and Rosters • Documents provided to staff and parents • Links to web-based training materials	LEA training on legal requirements: A) is provided to staff at least once each grading period B) is provided to parents at least once each year C) is based on needs identified by the district's data, including complaint/dispute data D) is modified based on participant evaluations	LEA training on legal requirements meets at least 3 of the following requirements: A) is provided to staff at least once each grading period B) is provided to parents at least once each year C) is based on needs identified by the district's data, including complaint/dispute data D) is modified based on participant evaluations	LEA training on legal requirements meets less than 3 of the following requirements: A) is provided to staff at least once each grading period B) is provided to parents at least once each year C) is based on needs identified by the district's data, including complaint/dispute data D) Is modified based on participant evaluations.	
3.4 LEA has an effective system for internal monitoring & general supervision, to include IEP implementation.	• Narrative descriptions, checklists, or rubrics that document LEA procedures • Internal Audit findings & IEP reviews for process	LEA monitoring and supervision systems include: A) Audits of IEP team processes	LEA monitoring and supervision systems include at least 3 of the following: A) Audits of IEP team processes	LEA monitoring and supervision systems include less than 3 of the following: A) Audits of IEP team processes	

	• Parent involvement and satisfaction data • Documentation of corrective actions to address formal complaints	B) Procedures to verify IEPs are implemented as written C) Evidence of a mechanism to gather parent involvement and satisfaction data D) Documentation of corrective actions submitted for formal complaints filed	B) Procedures to verify IEPs are implemented as written C) Evidence of a mechanism to gather parent involvement and satisfaction data D) Documentation of corrective actions submitted for formal complaints filed	B) Procedures to verify IEPs are implemented as written C) Evidence of a mechanism to gather parent involvement and satisfaction data D) Documentation of corrective actions submitted for formal complaints filed	
3.5 LEA uses effective methods and practices for resolving complaints/disputes (formal and informal) within required timelines.	• Documentation of LEA procedure for responding to complaints/ disputes • Training documents for staff • Records of facilitated meetings • Documentation of successfully resolved complaints	LEA practices for preventing and resolving complaints and disputes include: A) Annual staff training in how to prevent and receive complaints, including required documentation B) Staff training and coaching in data-based problem-solving with refreshers annually C) Procedures for data collection and progress monitoring D) Protocols to guide staff at all levels in requesting assistance from supervisors	LEA practices for preventing and resolving complaints and disputes include at least 3 of the following: A) Annual staff training in how to prevent and receive complaints, including required documentation B) Staff training and coaching in data-based problem-solving with refreshers annually C) Procedures for data collection and progress monitoring D) Protocols to guide staff at all levels in requesting assistance from supervisors	LEA practices for preventing and resolving complaints and disputes include less than three of the following: A) Annual staff training in how to prevent and receive complaints, including required documentation B) Staff training and coaching in data-based problem-solving with refreshers annually C) Procedures for data collection and progress monitoring D) Protocols to guide staff at all levels in requesting assistance from supervisors	

Core Element 4: Problem-Solving for Improvement

How to Approach, Plan, & Analyze

Critical Component	*Data Sources*	*Expected Implementation*	*Developmental Variation*	*Unacceptable Variation*	*LEA Assessment* *(Expected=2, Developmental=1, Unacceptable=0)*
4.1 LEA routinely collects data about student academic, behavioral, and functional progress and outcomes as well as fidelity measures for implemented practices and interventions	• Formative and Summative assessment data for academic, behavioral, and functional goals • Progress Monitoring Data for academic, behavioral, and functional goals • Data from fidelity measures • Teacher licensure, recruitment, and retention Data	LEA can provide progress monitoring, fidelity, and outcome data for 80% of implemented practices and interventions	LEA can provide progress monitoring, fidelity, and outcome data for 50-79% of implemented practices and interventions	LEA can provide progress monitoring, fidelity, and outcome data for less than 50% of implemented practices and interventions	
4.2 LEA regularly analyzes and uses collected data for decision-making and continuous improvement of student outcomes and LEA EC Program	• Steering Committee • NCSIP Developmental Review Data • Meeting minutes from problem-solving team • PBIS Team meeting reports • SPP/APR/SSIP Data • PLC minutes	LEA provides meeting minutes that document data-based decision making and problem-solving processes occurred for 80% of items that LEA targeted for improvement.	LEA provides meeting minutes that document data-based decision making and problem-solving processes occurred for 50 to 79% of items that LEA targeted for improvement.	LEA provides meeting minutes that document data-based decision making and problem-solving processes occurred for less than 50% of items that LEA targeted for improvement.	

	• SIP Analyses Team minutes • EC Grant Narrative Data • Class Size Data • Documentation of Problem-Solving Process used by LEA				
4.3 LEA collects, interprets, analyses, and applies student and teacher data to inform eligibility determination, instruction, programming, and delivery of services at the student level	• Student assessment, progress monitoring, and outcome data • Teacher evaluation, licensure, and retention data • CECAS periodic count and other reports	LEA has documentation of problem-solving process applied to develop 80% of student service delivery plans	LEA has documentation of problem-solving process applied to develop 50-79% of student service delivery plans	LEA has documentation of problem-solving process applied to develop less than 50% of student service delivery plans	

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Core Element 5: Fiscal Management

How to Pay

Critical Component	*Data Sources*	*Expected Implementation*	*Developmental Variation*	*Unacceptable Variation*	*LEA Assessment* *(Expected=2, Developmental=1, Unacceptable=0)*
5.1 LEA fiscal management policies and procedures comply with federal and state regulations,	• ECD Fiscal Monitoring reports • FBS Federal Monitoring reports	LEA meets all federal/state fiscal requirements that include: A) ECD/*FBS Monitoring	LEA meets Expected Implementation, but with completed/submitted corrective action plan/activities in areas	LEA does not meet Expected Implementation and does not complete/submit corrective action	

policies and procedures for appropriate use of funds.	• Special Projects Validation reports • Behavior Support (PRC 029) Validation reports • Targeted Assistance and SIP Expenditure reports • SEA Single Audits • Grants, Applications, and budgets • LEA Medicaid Program Post Payment	(1) Time & Effort* (2) Contract* (3) Equipment* (4) MOE (5) Proportionate Share (6) CEIS B) Special Projects Validations (1) Child-specific application (2) End-of-year update (3) Reversion C) PRC 029 (1) Child specific, target group application (2) Mid/end-year expenditures reports (3) Reversion D) Targeted Assistance/SIP (1) Initiative specific services (2) End-of-year expenditures E) Single Audits (IDEA) (1) Fiscal compliance (2) Internal controls F) Medicaid (1) MAC (2) FFS	identified by SEA/DMA.	plan/activities required by SEA/DMA.	

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5.2 LEA fiscal strategies enable LEA to support programs and services needed for student success, and include planning for sustainability.	• Federal Part B sub-grants • State and federal allocations • Blended and consolidated program funds • Special Project applications • Targeted assistance funds • SIP plan • Behavior Support (PRC 029) application • Local funds • LEA Medicaid proceeds/services • Budget and expenditure reports	LEA annually collects, interprets, and analyzes student, personnel, and finance data to identify program needs and determine fiscal priorities for service delivery for the next 3 years.	LEA collects, interprets, and analyzes student, personnel, and finance data to identify program needs and determine fiscal priorities for service delivery less frequently than once a year but develops a multi-year budget. -OR- LEA annually collects, interprets, and analyzes student, personnel, and finance data, but identifies program needs and determines fiscal priorities for service delivery for less than 3 years.	LEA does not collect, interpret, and analyze student, personnel, and finance data to identify program needs and determine fiscal priorities to deliver services.	

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5.3 LEA timely and accurately completes and submits eligible grants, funding applications/reimbursements, budgets, and required amendments/supplements.	• EC Grants Application Management System (IDEA, Part B-611 & 619) • Budget & Amendment Approval System (BAAS) for federal program budgets • CEIS Plan • SIP Plan • Targeted Assistance Funds (Preschool, PBIS, Content Literacy, Personnel, Related Services, Autism Problem-Solving)	Grants, applications/reimbursements, budgets, and required amendments/supplements are accurately completed and submitted by due dates.	Grants, applications/reimbursements, budgets, and/or required amendments/supplements completed accurately and submitted, but exceeded the due date(s) by less than 30 days. -OR- Grants, applications/reimbursements, budgets, and/or required amendments/supplements submitted by due date(s), but completed inaccurately. -OR- Grants, applications/reimbursements, budgets, and/or required amendments/supplements submitted, but exceeded the due date(s) and completed inaccurately.	Grants, applications/reimbursements, budgets, and/or required amendments/supplements not completed and/or submitted by LEA and, if required, not resubmitted by LEA with required correction.	

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	• Special Project Programs (Community Residential, Developmental Day Center, Group/Foster Home, Risk Pool, Out-of-District Placement, Special State Reserve) • Behavior Support (PRC 029) Application • LEA Medicaid RMTS				
5.4 LEA implements effective practices for fiscal accountability	• Fiscal Monitoring Self Assessment and Action Plan • State, local, and federal budget and expenditure reports • Grants, Applications and budgets • Internal audit reports • SEA monitoring and audit reports • Uniform Chart of Accounts	Implementation of effective fiscal practices include: A) Completion of Fiscal Monitoring Self-Assessment Checklist and Action Plan for identified area(s) of need B) Ongoing communication with finance staff C) Attendance at SEA/DMA sponsored trainings D) Internal maintenance of accurate fiscal data. E) Knowledge of state fiscal policies.	Implementation of effective fiscal practices to include at least the following: A) Completion of Fiscal Monitoring Self-Assessment Checklist and Action Plan for identified area(s) of need B) Ongoing communication with finance staff C) Internal maintenance of accurate fiscal data. D) Knowledge of state fiscal policies. E) Completion of Medicaid Self-Assessment and Audit File MAC Checklist	Implementation of effective fiscal practices include less than the following: A) Completion of Fiscal Monitoring Self-Assessment Checklist and Action Plan for identified area(s) of need B) Ongoing communication with finance staff C) Internal maintenance of accurate fiscal data. D) Knowledge of state fiscal policies. E) Completion of Medicaid Self-Assessment and Audit File MAC Checklist	

	• Allotment Policy • LEA Medicaid Self-Assessment and Audit File MAC Checklist	F) Completion of Medicaid Self-Assessment and Audit File MAC Checklist			

Core Element 6: Communication and Collaboration

How to Partner

Critical Component	*Data Sources*	*Expected Implementation*	*Developmental Variation*	*Unacceptable Variation*	*LEA Assessment* *(Expected=2, Developmental=1, Unacceptable=0)*
6.1 LEA has effective vertical and horizontal communication processes in place to support policy and practice.	• Newsletters, pamphlets • Meetings with stakeholders • LEA website • Methods for soliciting stakeholder feedback: surveys, forums, hotlines, etc.	There is evidence of both outgoing communication and opportunities for stakeholders (staff, families, and community) to provide feedback each grading period (at minimum).	There is evidence of two-way communication with all stakeholders once or twice a year. -OR- There is evidence of communication with SOME stakeholders more than twice a year.	Communication with stakeholders occurs less than once a year. -OR- There is no mechanism in place for stakeholders to provide feedback.	

6.2 LEA facilitates meaningful parent involvement as a means of improving services and results for children with disabilities (e.g., rights and procedural safeguards, specific disability information, instructional practices, etc.).	• Training Agendas and Rosters • Improvement activities • Indicator 8 Survey Data • Newsletters, pamphlets, meetings with stakeholders, etc. • LEA survey data on parent involvement • LEA Website	LEA provides multiple ways for parents to learn more and provide feedback including: A) In-person trainings and forums B) Web-based parent information and training C) Surveys in multiple formats	LEA provides multiple ways for parents to learn more and provide feedback including at least 2 of the following: A) In-person trainings and forums B) Web-based parent information and training C) Surveys in multiple formats	LEA provides multiple ways for parents to learn more and provide feedback including less than 2 of the following: A) In-person trainings and forums B) Web-based parent information and training C) Surveys in multiple formats -OR- Information is only provided to parents in a written format sent home with students.	
6.3 LEA partners with community stakeholders (including preschool, mental health, etc.) to enhance service provision to students and families	• Meeting Invitations, Agendas, and Rosters • MOAs with community agencies	LEA meets at least twice a year with representatives from at least 80% of the child/family service agencies in its community (e.g. public health, mental health, DSS, DJJDP, etc.).	LEA meets less than twice a year with representatives from at least 80% of child/ family service agencies in its communities. -OR- LEA meets at least twice a year with 50%-79% of the child/family service agencies in its communities.	LEA meets less than twice a year with less than 50% of the child/family service agencies in its community.	

6.4 LEA collaborates with SEA to support program and initiative improvement	• Initiative implementation evidence (MOAs, meeting agendas, implementation plans, fidelity checks, outcome data, etc.) • LEA participation in SEA stakeholder committees • Participation in DAC activities at regional level • Letters/reports between SEA/LEA (e.g., visits, evaluations, consultations, etc.) • Attendance/participation in regional meetings • Conferences • Professional Development agendas and rosters	LEA: A) EC Director/Coordinator (or designee) attends Directors' Institute & all regional EC Director/Coordinator meetings annually B) Sends teams to EC Conference and/or Summer Institute C) Participates in regional training opportunities based on data-identified needs Submits requested data on time for SEA initiatives in which the LEA is participating	LEA completes at least 3 of the following: A) EC Director/Coordinator (or designee) attends Directors' Institute & all regional EC Director/Coordinator meetings annually B) Sends teams to EC Conference and/or Summer Institute C) Participates in regional training opportunities based on data-identified needs Submits requested data on time for SEA initiatives in which the LEA is participating	LEA completes less than 3 of the following: A) EC Director/Coordinator (or designee) attends Directors' Institute & all regional EC Director/Coordinator meetings annually B) Sends teams to EC Conference and/or Summer Institute C) Participates in regional training opportunities based on data-identified needs Submits requested data on time for SEA initiatives in which the LEA is participating	

LEA:

Date:

Critical Component	*LEA Assessment* *(Expected=2, Developmental=1, Unacceptable=0)*
Core Element 1: IEP Development and Implementation	
1.1 Data indicate that students with IEPs are making progress in the general education curriculum.	
1.2 IEPs document evidence of the data-based decision making process for LRE Placement. (including each student's involvement with nondisabled peers throughout the school day as well as extracurricular activities)	
1.3 IEPs document at least one strategy, for each identified need (both functional and academic), which supports each student's involvement and progress in the general education curriculum.	
1.4 IEPs document the decision-making process for each student's participation in State and District wide assessments	
1.5 IEPs are data-based and include progress monitoring data.	
Core Element 1 Total	
Core Element 1 Percentage	
Core Element 2: Research/Evidence-Based Instruction and Practices	
2.1 LEA has a clear data-driven procedure for identifying which evidence-based initiatives, practices, and instructional methods to implement to ensure students' mastery of common core and essential standards	
2.2 LEA develops effective implementation plans for selected initiatives, practices, and instructional methods to improve outcomes for SWD.	
2.3 LEA purposefully implements practices and initiatives, including ongoing assessment and evaluation of fidelity of implementation and outcomes	
2.4 LEA implementation includes strategies that support sustainability and actively build capacity for implemented practices, initiatives, and instructional methods	
Core Element 2 Total	
Core Element 2 Percentage	
Core Element 3: Policy Compliance and Monitoring	
3.1 LEA staff implement Federal Regulations and NC Policies, LEA implements Exceptional Children program that is in compliance with federal and state EC laws, regulations, and policies	
3.2 LEA data submissions are timely and accurate (includes responding to determinations of noncompliance within required timelines to avoid sanctions/corrective action).	
3.3 LEA provides training on the legal requirements of IDEA and Article 9 to all staff and parents.	
3.4 LEA has an effective system for internal monitoring & general supervision, to include IEP implementation.	
3.5 LEA uses effective methods and practices for resolving complaints/disputes (formal and informal) within required timelines.	
Core Element 3 Total	

Core Element 3 Percentage	
Core Element 4: Problem-Solving for Improvement	
4.1 LEA routinely collects data about student academic, behavioral, and functional progress and outcomes as well as fidelity measures for implemented practices and interventions	
4.2 LEA regularly analyzes and uses collected data for decision-making and continuous improvement of student outcomes and LEA EC Program	
4.3 LEA collects, interprets, analyses, and applies student and teacher data to inform eligibility determination, instruction, programming, and delivery of services at the student level	
Core Element 4 Total	
Core Element 4 Percentage	
Core Element 5: Fiscal Management	
5.1 LEA fiscal management policies and procedures comply with federal and state regulations, policies and procedures for appropriate use of funds.	
5.2 LEA fiscal strategies enable LEA to support programs and services needed for student success, and include planning for sustainability.	
5.3 LEA timely and accurately completes and submits eligible grants, funding applications/reimbursements, budgets, and required amendments/supplements.	
5.4 LEA implements effective practices for fiscal accountability	
Core Element 5 Total	
Core Element 5 Percentage	
Core Element 6: Communication and Collaboration	
6.1 LEA has effective vertical and horizontal communication processes in place to support policy and practice.	
6.2 LEA facilitates meaningful parent involvement as a means of improving services and results for children with disabilities (e.g., rights and procedural safeguards, specific disability information, instructional practices, etc.).	
6.3 LEA partners with community stakeholders (including preschool, mental health, etc.) to enhance service provision to students and families	
6.4 LEA collaborates with SEA to support program and initiative improvement	
Core Element 6 Total	
Core Element 6 Percentage	

Review your results on the Practice Profile. Which of the six core elements are the most challenging for your LEA?

Of the elements you idenfied, what seems to be important? Are there any commonalities? Are you surprised by any of the results? What is of concern to you about this/these elements?

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What other information or data do you need to problem-solve the issues around this/these elements? Are there other people who need to be involved in the conversation to further clarify the issues? After further discussion, do you have any additional concerns?

Consider your priorities. What issues that you have uncovered are the most important? What areas are the most serious? How urgent is the issue? Are there any deadlines associated with any of the issues or concerns? What is the potential for growth?

Based on your assessment of the situation, determine which area(s) you want to focus on improving.

Precise Problem Statement based on Data Review (What, When, Where, Who, Why)	Solution Actions	Implementation & Evaluation					
		Who?	By when?	Goal with timeline	Measure of Fidelity?	Measure of Effectiveness?	Updates

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Draft LEA EC Self-Assessment Feedback

Reviewer:

LEA/Organization:

Feedback about Practice Profile

Critical Component	Proposed change to *Critical Component*	Proposed change/addition to *Data Sources*	Proposed change to *Expected Implementation*	Proposed change to *Developmental Variation*	Proposed change to *Unacceptable Variation*
1.1					
1.2					
1.3					
1.4					
1.5					
2.1					
2.2					
2.3					
2.4					
3.1					
3.2					
3.3					
3.4					
3.5					
4.1					
4.2					
4.3					
5.1					
5.2					
5.3					
5.4					
6.1					
6.2					
6.3					
6.4					

Feedback about Summary

What suggestions do you have to improve the Summary section?

Feedback about Analysis

What suggestions do you have to improve the Analysis section?

Feedback about Action Plan

What suggestions do you have to improve the Action Plan section?