PHASE II - Guidance Document

Phase II Component #1: Infrastructure Development

1. What are the specific steps the district has taken to further align current initiatives and improvement plans that impact children with disabilities?
2. How is the district aligning and leveraging the current improvement plans across the district (in general and special education), and how will this work specifically improve outcomes for children with disabilities?
3. How does the evaluation measure the district’s infrastructure changes needed to better align current initiatives identified in the infrastructure analysis conducted in Phase I?

Phase II Component #2: Support for LEA Implementation of Evidence-Based Practices

1. Describe the student-centered, evidence-based practices (EBPs) that will be implemented?
2. What is the professional development (PD) support for high-fidelity adoption, implementation, and sustainability of the student-centered, evidence-based improvement strategy?
3. How will the district support the staff in implementing EBPs?
4. Given the challenges with implementing EBPs identified in Phase I, how are they being addressed within the plan?

Phase II Component #3: Evaluation

1. To what extent did [an activity] produce a change in student outcomes? [an outcome]?
2. To what extent were milestones in implementation [# of sites, # of implementers trained to criterion, proficiency of fidelity measures, # of coaches employed] reached on schedule?
3. What are the criteria for successful implementation based on the measure(s) established (e.g., the level of proficiency on a fidelity measure)?
4. What is the district’s system for collecting valid and reliable implementation data and data related to the focus of improvement?
5. How often is the data reviewed? Who is participating in the review? How are changes made to the implementation and improvement strategies as a result of the data reviews?
6. Did student results change over time (e.g. pre-post) or did results change when compared to other groups of students?
7. How does the district evaluate the effectiveness of the professional development? If the professional development is determined to be ineffective, what is the process for making adjustments?
8. What is the process that district will use to make modifications to the TIP as necessary?

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