Desired Outcomes of the Evaluation Services:

1. Determine the extent to which instructional services support student learning outcomes.
2. Determine the extent to which the identification and referral processes in place for students with disabilities have successfully identified students that meet the state and federal definitions including dually identified (EL and SWD) students.
3. Determine the extent to which IEP development and reevaluation processes meet state and federal regulations and support student learning needs.
4. Determine the extent that human capital resources are supportive of meeting student learning goals.
5. Determine the extent that ACPS fosters a climate of accountability, a culture of inclusion, and a belief system that establishes shared ownership of students with disabilities that holds teachers and leaders responsible for student outcomes.
6. Determine the effectiveness of communication strategies to keep stakeholders informed in support of helping students meet student learning outcomes.
7. Make recommendations that:
   - are actionable and feasible;
   - are both long- and short-term;
   - improve the efficacy and efficiency of services for students with disabilities to promote student academic excellence;
   - are grounded in research related to services and/or other best practices in meeting the academic needs of students with disabilities; and
   - provide a tiered set of options allowing for informed decision-making including fiscal, programmatic, and student impacts within each tiered option.

SWD Key Areas	Key Questions	Potential Data Sources
Instructional Services	i. To what extent do the instructional delivery models demonstrate best practices and meet student needs?	-document review -classroom observations -focus groups/ interviews -surveys -analysis of division data -review of student records -external research on best practices in SWD service delivery -external benchmarking
	ii. To what extent does the continuum of services offered by ACPS for students with disabilities address the needs of students? How do these services compare to similar divisions in terms of demographics and resources?	
	iii. How are inclusionary practices being implemented across schools and educational settings? Are practices aligned to best practices in supporting student academic excellence?	
	iv. To what extent are instructional interventions and strategies meeting the needs of students with disabilities?	
	v. To what extent are behavioral supports meeting the needs of students with disabilities?	
	vi. To what extent does postsecondary programming prepare students for life after high school?	
	vii. To what extent are services for dually identified (EL and SWD) students meeting student needs?	
	viii. To what extent do instructional services for students with disabilities have the capacity to positively impact student outcome data toward meeting performance goals found in the Office of Specialized Instruction Plan (e.g. SOL performance,	

	GPAs, graduation rates, IEP goal progress data, postsecondary outcomes, etc.)?	

Compliance	i. How effective is Child Find and Early Childhood Special Education Services at identifying young children suspected of having a developmental delay or disability and providing/getting families access to services?	-document analysis -review of student records -focus groups/ interviews -surveys -external benchmarking
	ii. To what extent is the referral and eligibility determination process working in terms of identifying students with disabilities? In identifying dually identified students?	
	iii. To what extent are IEPs being developed in compliance with state and federal regulations (e.g. VDOE special education indicator data)?	
	iv. To what extent are IEPs being implemented as written?	
	v. To what extent is the IEP reevaluation process being implemented?	
Human Capital	i. How effective is ACPS in recruiting, hiring, and retaining qualified and effective staff servicing students with disabilities including teachers, related service providers and paraprofessionals?	-analysis of division data -focus groups -interviews -surveys -review of professional development offerings -external benchmarking
	ii. How do ACPS's caseloads compare to similarly situated divisions and divisions in nearby proximity to ACPS?	
	iii. How efficiently does ACPS allocate staffing to meet the needs of its population of students with disabilities?	
	iv. To what extent do ACPS's professional development offerings meet the needs of teachers, related service providers, and paraprofessionals in servicing students with disabilities?	
Culture and Climate	i. To what extent are teachers and leaders held accountable for instructional and procedural practices that effectively support students with disabilities and their learning?	-focus groups -surveys -interviews -classroom observations -analysis of division data
	ii. To what extent do school staff demonstrate a culture of inclusion?	
	iii. To what extent do ACPS staff demonstrate a belief system that establishes shared ownership of services and outcomes for students with disabilities?	
Communications	i. How effective are communication efforts in reaching targeted audiences with pertinent information (e.g. division to school, school to division, division to parent, school to parent, teacher to teacher, case manager to case manager at transition points, etc.)?	-document analysis -review of website and other communications -focus groups -surveys -interviews
	ii. To what extent are families and community members kept informed about services for students with disabilities (e.g. through the ACPS website, Parent Advisory Committee, Parent Resource Center, ACPS Express, etc.)?	