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| **Paperwork and Process Review** | Does the PEA have a tracking system that provides special education staff with the ability to follow the progress of a student through the evaluation process in order to ensure that timelines are not missed because of inattention to deadlines? If so, describe the tracking process.  | Analyzing the evaluation process, including the tracking system once a student has been referred for an evaluation, what are the roles and responsibilities of each member of the MET? How do these roles and responsibilities impact the process?  | Examine how the team determines what, if any, additional data are needed. At what point in the process is parental consent acquired? How does this impact the process?  | Examine the impact of caseloads on the process. Are additional staff or more explicit agreements with contractors needed?  | Examine the process for when the evaluation needs of a student exceed the staff's areas of expertise or experience. Do you have ready resources to follow up on vision, hearing, or behavioral concerns? Has the need for medical certification contributed to any delays?  |
| Findings |       |       |       |       |       |
| Evidence |       |       |       |       |       |

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| **Staffing and Personnel Review** | Review the quantity and qualifications of staff within the PEA to determine their ability to complete the evaluation timelines, including the ability to evaluate low-incidence disabilities.  | Determine if there has been an increase or decrease in the percentage of qualified and fully certified staff over the last three years. What factors may have contributed to any changes? | Identify activities in the areas of hiring, retention, personnel development, and salary analysis that the PEA has undertaken to improve staff percentages.  | Identify the number of unfilled evaluator positions in the PEA during the current school year.  | Examine the number of contracted evaluators, including bilingual evaluators. How do the numbers impact the process?  |
| Findings |       |       |       |       |       |
| Evidence |       |       |       |       |       |

**Action Plan**

Problem Statement(s):

Actionable Cause(s):

Goal: