



IC) logo.
alyze, and Use High-Quality Part B Data.

Excpetional Student Services (ESS)

Priority Setting Tool

After completing the *Arizona Success Gaps Rubric*, PEA teams can use the *Priority Setting Tool* to summarize their findings and determine priority areas. For each indicator, your team will document the identified actionable root causes and potential foci of your action plan. The priority setting tool helps the PEA teams rate each indicator from the rubric based on the urgency of the issue, the availability of resources to intervene, and the level of effort required to create change. The tool then helps the user calculate a priority recommendation based on these ratings. Any item with an urgency rated as critical will automatically appear as a high-priority recommendation. In addition, items will appear as a higher priority if the team rated them as requiring a low level of effort—enabling your team to accomplish some quick wins.

The IDEA Data Center (IDC) created this publication under U.S. Department of Education, Office of Special Education Programs grant number H373Y190001. Richelle Davis and Rebecca Smith serve as the project officers. This document has been revised and edited to support Arizona's Success Gap Rubric and Action Plan Process (2026).

The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred. This product is in the public domain. Authorization to reproduce it in whole or in part is granted.

Version Date: August 2021

Suggested Citation:

Reynolds, H., Munk, T., and O'Hara, N. (2021, August). *Priority Setting Tool*. IDEA Data Center. Rockville, MD: Westat.



Directions for Using the Priority Setting Tool

Priority setting is about balancing factors such as implementation status, urgency of the issue, availability of resources needed, level of effort required, and priority rating, efforts to identify where your district or school can exert its efforts best. After completing the *Arizona Success Gaps Rubric*, PEA teams will use this tool to summarize their findings from the Arizona Success Gaps Rubric and determine priority areas.

Columns identified in the Priority Tool	Directions for each column
What gaps and actionable root causes have you identified? (column C)	Using the evidence and ratings from the Success Gaps Rubric, document the information that your team's discussion of each indicator revealed about your success gap(s), group experiencing the success gap, outcome area, and actionable root causes.
Implementation status (column D)	Transfer your team's rating for each indicator to this column.
Urgency (column E)	For each indicator, determine the level of urgency for your district/school to address the identified gap based on level of implementation, data, and any actionable root causes related to the gap.
Availability of resources needed (column F)	For each indicator, rate the availability of the resources that you will need to address the gap(s) and root causes. Consider all types of resources: personnel, time, financial, etc.
Level of effort required (column G)	Assess the level of effort that will be required to address the gaps and root causes.
Priority rating (column H)	Once you have completed each of these previous ratings, the tool generates a recommended priority level, which will appear in this column.
Include in current action plan (column I)	For each indicator, your team should consider what you know about the gaps and actionable root causes you have identified alongside the priority level the tool generated. Document the decision your team makes about whether you will include the particular indicator, gaps, and root causes in your current action plan. It is most important to make decisions based on what your team can reasonably accomplish in your next round of action planning and implementation.
Alignment to Action Plan	For each indicator that you choose to include in your current action plan, document strategies to reduce risks to improvement efforts. Consider the level of risk you identified in column H and develop strategies that would mitigate the risks and help ensure the success of your improvement efforts.



IDEA DATA
CENTER

Collect, Report, Analyze, and
Use High-Quality Part B Data

This document has been adapted from the IDEA Data Center (IDC) Priority Tool Setting.

Indicator/HLP	Sub-Indicators (Note: Collaboration HLPs,1,2,3 provide a foundation for all sub-indicators)	What gaps and actionable root causes have you identified?	Factor: Implementation status (1=Exemplary, 2=Implemented, 3=Partially implemented, 4=Planning)	Factor: Urgency (1=Not urgent, 2=Low urgency, 3=Urgent, 4=Critical)	Factor: Availability of resources needed (1=Unavailable, 2=Might be available with substantial effort, 3=Resources exist, just need approval, 4=Resources available now)	Factor: Level of Level of Impact if implemented (1=Very low, 2=Low, 3=Somewhat high, 4=High)	This populates Priority rating	Include in current action plan (Y/N)?
Data-based Decision Making	1b Data Disaggregation and Analysis (HLPs: 6, 4, 5, 11)							
Responsive and Inclusive Educational Practices	2b Staff Collaboration for Instructional Design and Implementation (HLPs: 1, 2, 6, 12, 13, 17, 18)							
Core Instruction	3a Guaranteed and Viable Curriculum and Essential Standards (HLPs: 1, 2, 13, 15)							

Indicator/HLP	Sub-Indicators (Note: Collaboration HLPs,1,2,3 provide a foundation for all sub-indicators)	What gaps and actionable root causes have you identified?	Factor: Implementation status (1=Exemplary, 2=Implemented, 3=Partially implemented, 4=Planning)	Factor: Urgency (1=Not urgent, 2=Low urgency, 3=Urgent, 4=Critical)	Factor: Availability of resources needed (1=Unavailable, 2=Might be available with substantial effort, 3=Resources exist, just need approval, 4=Resources available now)	Factor: Level of Level of Impact if implemented (1=Very low, 2=Low, 3=Somewhat high, 4=High)	This populates Priority rating	Include in current action plan (Y/N)?
Core Instruction	3c. Evidence-Based Instructional Practices and High-Leverage Practices (HLPs: 14, 15, 16, 18, 19, 8/22, 21)							
Core Instruction	3e Family Engagement in Data Informed Decision Making (HLPs: 3, 2)							
Assessment (Universal Screening and Progress Monitoring)	4b Progression Monitoring (HLPs: 4, 5, 6, 10)							

Indicator/HLP	Sub-Indicators (Note: Collaboration HLPs,1,2,3 provide a foundation for all sub-indicators)	What gaps and actionable root causes have you identified?	Factor: Implementation status (1=Exemplary, 2=Implemented, 3=Partially implemented, 4=Planning)	Factor: Urgency (1=Not urgent, 2=Low urgency, 3=Urgent, 4=Critical)	Factor: Availability of resources needed (1=Unavailable, 2=Might be available with substantial effort, 3=Resources exist, just need approval, 4=Resources available now)	Factor: Level of Level of Impact if implemented (1=Very low, 2=Low, 3=Somewhat high, 4=High)	This populates Priority rating	Include in current action plan (Y/N)?
Interventions and Supports	5a Behavior Interventions and Support (HLPs: 4, 5, 7, 10, 20)							

Indicator/HLP	Sub-Indicators (Note: Collaboration HLPs,1,2,3 provide a foundation for all sub-indicators)	What gaps and actionable root causes have you identified?	Factor: Implementation status (1=Exemplary, 2=Implemented, 3=Partially implemented, 4=Planning)	Factor: Urgency (1=Not urgent, 2=Low urgency, 3=Urgent, 4=Critical)	Factor: Availability of resources needed (1=Unavailable, 2=Might be available with substantial effort, 3=Resources exist, just need approval, 4=Resources available now)	Factor: Level of Level of Impact if implemented (1=Very low, 2=Low, 3=Somewhat high, 4=High)	This populates Priority rating	Include in current action plan (Y/N)?
Interventions and Supports	5c Family Engagement in Academic and Behavior Interventions and Supports (HLPs: 3, 2)							0