A Review of Data Sources, Implications of Reported Data for the ALSDE and Education Agencies, and the need for Timely and Accurate Reporting
According to the statute (Sec. 616) and the final regulations (300.600) under state monitoring and enforcement, the primary focus of Federal and State monitoring activities must be on improving educational results for all children with disabilities; and ensuring that public agencies meet the program requirements under Part B of the IDEA.
The State has in place a performance plan that evaluates the State’s efforts to implement the requirements and purposes of Part B of the IDEA. The State Performance Plan is based on indicators established by the Office of Special Education Programs (OSEP).
OSEP reviews the State’s performance plan and based on the information provided annually, determines if the state:

- **Meets the requirements** and purposes of Part B of the IDEA.
- **Needs assistance** in implementing the requirements of Part B of the IDEA.
- **Needs intervention** in implementing the requirements of Part B of the IDEA.
- **Needs substantial intervention** in implementing the requirements of Part B of the IDEA.
The State must use the targets established in the State’s Performance Plan and approved by OSEP to analyze the performance of each LEA.
The State reviews each LEA’s performance and determines if each LEA:

- **Meets the requirements** and purposes of Part B of the IDEA.
- **Needs assistance** in implementing the requirements of Part B of the IDEA.
- **Needs intervention** in implementing the requirements of Part B of the IDEA.
- **Needs substantial intervention** in implementing the requirements of Part B of the IDEA.
LEAs receive written notification regarding their determination and any required actions.
Currently, the data used for LEA Determinations includes:

- Indicator 4B – Significant Discrepancy by race or ethnicity and policies, procedures and practices that contribute
- Indicator 9 – Disproportionality in Special Education
- Indicator 10 – Disproportionality in Disability Categories
- Indicator 11 – Child Find – (Number of Students Evaluated within Timeline)
Currently, the data used for LEA Determinations includes:

• Indicator 12 – Part C to B Transition (EI to Preschool Tracking Log)
• Indicator 13 – Secondary Transition (TVR)
• Indicator 15 – Timely Correction of Noncompliance
• Indicator 20 – Valid, Reliable and Timely data submission
• Fiscal Audit Findings
The State Performance Plan has 20 Indicators established by OSEP.

The State is required to annually report to the public on each LEA’s performance in relation to the targets on Indicators 1-14.
The **LEA Special Education Performance Profile** is the document used to annually report LEA performance on Indicators 1-14. This information is posted on the Special Education home page under SPP/APR. LEAs receive a copy of this document with their data one week prior to posting on the Web site.
INDICATOR 1

Graduation

Percent of youth with IEPs graduating from high school with a regular diploma.
Data Source:

Four-Year Cohort Graduation Data

Cohort Data from 2010-2011 to be reported for the first time February 1, 2013.
INDICATOR 2

Dropout

Percent of youth with IEPs dropping out of high school.
Data Source:

618 Exiting Data collected using the Annual Data Report
Activities for the LEA:

• Provide training to IEP Teams on selecting the highest and most appropriate course of study.

• Ensure that the Exception Rule/Credit Based endorsement is considered for those students who meet the criteria.

• Ensure that parents are informed of the diploma requirements.

• Consider the rigor of the courses of study when determining the level of support a student needs in the general education setting.
More Activities for the LEA:

- Monitor student progress to ensure success.
- Make appropriate changes to the IEP in a timely manner to ensure success.
- Ensure that students receive appropriate preparation/remediation for assessments.
- Review/implement programs that are designed to improve student outcomes (i.e., ACCESS, Credit Recovery, 21st Century Community Learning Centers, Curriculum Guides, Positive Behavior Supports, Graduation Tracking System).
INDICATOR 3

Statewide Assessment

Participation and performance of children with IEPs on statewide assessments.
Data Source:

A. Assessment Data addressing participation and performance.

B. Collection of reasons for nonparticipation of students with disabilities on statewide assessments.
Participation and performance of children with IEPs on statewide assessments includes:

A. Percent of districts with a disability subgroup that meets the state’s minimum “n” size that meet the state’s AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.
Activities for the LEA:

• Monitor to ensure that all students with IEPs participate in state assessments.

• Ensure that schools use research-based programs and practices and those programs and practices are implemented with fidelity.

• Implement practices designed to increase student achievement.
More Activities for the LEA:

• Provide in-service training/technical assistance on progress monitoring and collecting a body of evidence to ensure that data is directly related to students’ goals and needs.

• Ensure that students are provided instruction in the assigned curriculum.

• Ensure that students receive appropriate preparation for state assessments.
INDICATOR 4

Rates of Suspension and Expulsion

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

B. Percent of districts that have: (a) a significant discrepancy by race or ethnicity and (b) policies, procedures, or practices that contribute to the significant discrepancy.
Data Source:

Student Incident Report (SIR Data)
Activities for the LEA:

• Ensure that all newly hired teachers, administrators and evaluators and others, as appropriate, participate in the following training modules: *Addressing Disproportionality in Alabama, Positive Behavior Supports, and Makes Sense Instructional Strategies.*

• Ensure that the SIR data is reported accurately and in a timely manner.

• Allocate 15% of IDEA funds for early intervening services if numerically determined to be significantly disproportionate.
Target:

OSEP has set the target for Indicator 4B at 0%. This data is used in making LEA determinations. LEAs should not have (a) a significant discrepancy by race or ethnicity and (b) policies, procedures, or practices that contribute to the significant discrepancy.
INDICATOR 5

LRE Placement

Percent of children with IEPs aged 6 through 21 served:

A. Inside the regular class 80% or more of the day;
B. Inside the regular class less than 40% of the day;
C. In separate schools, residential facilities, or homebound/hospital placements.
Data Source:

Child Count

A. Percent of students inside the regular class 80% or more of the day - 01 LRE Code

B. Percent of students inside the regular class less than 40% of the day - 04 LRE Code

C. Percent of students in separate schools, residential placements, or homebound/hospital placements - 06-11 LRE Codes
Activities for the LEA:

• Ensure that the LRE is recorded correctly in STISETS. The LRE code entered on the student’s IEP does not automatically populate into the STISETS Student Folder. It must be entered manually.

• Calculate the percentage of time inside the general education environment by dividing the number of hours the student spends inside the general education environment by the total number of hours in the school day (including lunch, hall passing time, recess, and study periods) multiplied by 100.
More Activities for the LEA:

• Consider the time a student spends outside the general education environment receiving services unrelated to the student’s disability (e.g., receiving LEP services) as time inside the general education environment.

• Count the educational time spent in age-appropriate, community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, as time spent inside the general education environment.

• Refer to *Mastering the Maze* and the *Child Count Help Document* for guidance and additional information on determining LRE.
Preschool Settings

Percent of children aged 3-5 with IEPs attending regular early childhood programs and separate class, school or residential facility.
Data Source: Child Count
Indicator 6 includes:

Percent of children aged 3 through 5 with IEPs attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and

B. Separate special education class, separate school or residential facility.
Activities for the LEA:

• Ensure that accurate LRE codes are used for preschool children based on the directions contained in the *Child Count Help Document*.

• Ensure that preschool children are provided the opportunity to receive special education and related services in settings with typically developing peers to the maximum extent appropriate.

• Develop programs/activities that are designed to increase participation in settings with typically developing peers.
INDICATOR 7

Preschool Skills

Percent of preschool children with IEPs who demonstrate improved:

A. Positive social-emotional skills;

B. Acquisition and use of knowledge and skills; and

C. Use of appropriate behaviors to meet their needs.
Data Source:

Early Learning Progress Profile (ELPP)
Activities for the LEA:

• Ensure that the entry ELPP is completed within 45 days of the initiation of special education services. To assist in gathering documentation for the ELPP, the *Family Focus Interview* and the *Natural Environment Observation* were revised to align with the *Alabama Developmental Standards for Preschool Children*.

• Ensure that the exit ELPP is completed during the specified window of time between April 15 and May 1 for all children exiting preschool programs who received at least six months of special education services. Six months of services will automatically be calculated based on the “Initial IEP Signature Date” field in the Student Folder.
More Activities for the LEA:

• Submit the LEA summary form for children remaining on the ELPP to the ALSDE by May 15th of any given reporting period.

• Use the ELPP information to examine the effectiveness of curricula and specially designed instruction for preschool children with IEPs.
Things to Remember:

• Ensure that all preschool teachers and SLPs understand that if the entry ELPP was completed on the ELPP Electronic Tracking System (EETS) spreadsheet in a school year prior to 2011-2012, then exit data must be completed on the EETS spreadsheet. Beginning with the 2011-2012 school year, all ELPP data must be entered on the new web-based program.

• Ensure that all preschool teachers and SLPs are reminded about the following:
  – The ELPP must be completed for all preschool children determined eligible for any special education disability area, including SLI, within 45 days of initiation of special education services.
• Beginning with the 2011-2012 school year, the data should be entered as it is completed into the web-based program which is available at https://fp.auburn.edu/institute/elpp. Please remember that the exit ELPP must be completed within 30 days of exit from special education, regardless of the time of year.

• If an entry ELPP was completed on a child using the EETS, then the exit data should be recorded on the EETS at the time of exit ELPP completion. The EETS is a cumulative document and information should be completed using the same spreadsheet each year.
Enter ELPP data at the time of exit. Do not wait until the window of April 15-May 1 if the child exits prior to these dates. The spreadsheet information is to be submitted to ALSDE through the EETS only for children who have received at least six months of special education services.

• All exit data must be entered into the Web-based site or submitted to ALSDE via Web VPN (depending on when the entry was completed as stated above) no later than May 15th each year. Instructions for the VPN process were provided to special education coordinators and technology coordinators. This data is to be submitted by the LEA technology coordinator.
• Remember, all ELPP exit data for the reporting period is due by May 15th of each year. ELPP data is subject to timely and accurate data submission and a late submission may impact your LEA determination.
Parent Involvement

Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
Data Source:

Parent Survey

Designated questions from the survey that report schools facilitated parent involvement as a means of improving services and results for children with disabilities will be tabulated to obtain required data.
Activities for the LEA:

• Provide parents written notice of IEP Team meetings early enough to ensure that they have an opportunity to attend/participate.

• Develop a process to receive parental input when parents can not attend to ensure that the concerns of the parent have been addressed.

• Promote the active involvement of parents’ participation in IEP Team meetings and in all phases of their child’s education.
INDICATOR 9

Disproportionality in Special Education

Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
Disproportionality in Disability Categories

Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
Data Source:

A. Child Count
B. Individual student eligibility reports in STISETS
Activities for the LEA:

• Use research-based instructional and behavioral practices/interventions in general education classrooms.
• Refer students with academic and behavioral concerns to the Problem Solving Team (PST).
• Ensure that students evaluated and determined eligible for services are appropriately identified based on criteria for disability areas outlined in the AAC.
• Use nontraditional assessments when appropriate.
• Use a central office monitoring process to detect/correct problems with appropriate identification.
More Activities for the LEA:

• Provide professional development that has the potential to reduce disproportionate representation of racial and ethnic groups in special education and related services that may be the result of inappropriate identification.

• Review the records of all students in the racial and ethnic groups that have disproportionate representation to ensure that all students have been appropriately identified.

• Use the Compliance Verification Form to ensure that all required assessments have been administered, documented on the eligibility report, and considered at the eligibility determination meeting.
More Activities for the LEA:

• Ensure that eligibility data is correctly entered into STISETS and be sure the report is complete and closed.

• Review and analyze Child Count data by race/ethnicity on an ongoing basis.

• Allocate 15% of IDEA funds for early intervening services if numerically determined to be significantly disproportionate.
Target:

OSEP has set the targets for Indicators 9 and 10 at 0%. This data is used in making LEA determinations.
INDICATOR 11

Child Find

Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.
Data Source:

STISETS Report - Number of Students Evaluated within Timeline
<table>
<thead>
<tr>
<th>School Name</th>
<th>Student ID # or SSN</th>
<th>Student Name</th>
<th>Student Date of Birth</th>
<th>Date Signed Notice and Consent for Evaluation Received in Public Agency</th>
<th>Final Completion Date for ALL evaluations</th>
<th>Evaluations Completed Within 60 Days</th>
<th>If &quot;NO&quot; Indicate Range of Days</th>
<th>Reasons for Late Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>STI ELEMENTARY SCHOOL</td>
<td>S1295576</td>
<td>ALLEN, DACIOUS</td>
<td>12/07/1996</td>
<td>01/23/2012</td>
<td>03/30/2012</td>
<td>No</td>
<td>31-45</td>
<td>COD</td>
</tr>
<tr>
<td>STI ELEMENTARY SCHOOL</td>
<td>S1295451</td>
<td>SIMMONS, DANNIE</td>
<td>01/21/2003</td>
<td>02/01/2012</td>
<td>03/15/2012</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# of Students: 3

Yes: 2
No: 1

1-15: 0  SIA: 0  DDOVHS: 0
16-30: 0  PIA: 0  SD: 0
31-45: 1  PRRPS: 0  COD: 1
46-60: 0  STILEA: 0
60+: 0  STOLEA: 0  PRC: 0

Total Excused Reasons: 0
Total Unexcused Reasons: 1
Total of all Reasons: 1
Critical Dates for Indicator 11

- Date a signed Notice and Consent for Initial Evaluation is received, and

- Final Completion Date of ALL Evaluations
Activities for the LEA:

• Develop and implement procedures to ensure that all initial evaluations are completed within 60 days.

• Recognize what constitutes an acceptable/unacceptable reason for delay.

• Complete all fields in the *Number of Students Evaluated Within Timeline* report. Unaddressed fields automatically default to *NA* and count against the LEA.

• Conduct the vision and hearing screenings during the Problem Solving Team process prior to referring the child for an evaluation.
Target:

OSEP has set the target for Indicator 11 at 100%. This data is used in making LEA determinations.

All children with parental consent to evaluate must be evaluated within 60 calendar days.
District Approved Process for State Reports

- Verify data accuracy.
- Check the District Approved box for the specific state report (this locks the current data for the selected State Report for replication).
- Submit the State Report within the required timeline.
WARNING!!

• Timely submission of data through the District Approved Process under State Reports in STISETS is used in making annual LEA determinations.

• It is critical to verify data prior to checking the box to ensure timely and accurate data submissions!
Things to Remember When Reviewing This Report:

- Please remember that the 60-day evaluation timeline DOES NOT STOP during the summer or extended breaks such as spring break, Thanksgiving, or Christmas.
- Please review all report fields for accuracy.
- Please remember to close the eligibility report form so that the fields will populate to the student folder.
- If a student transfers out of the LEA in the middle of the evaluation process, the code “STOLEA” should be entered on the report noting that the student transferred out of the LEA. This code may only be used for students who transfer out in the middle of the evaluation process.
• If a student is determined “Not Eligible” or withdraws from the LEA, do not archive the student until the report has been submitted through the District Approved process.

• Remember that children ages 3-5 transitioning from EI are now on the *Number of Students Evaluated Within Timeline* report. These children must meet the 60-day timeline (60 calendar days from date consent received to evaluation completion) for your LEA to be 100% on this Indicator.

• Review your report regularly for accuracy and completeness.
INDICATOR 12

Part C to B Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.
Data Source:

A. STISETS Report – EI to Preschool Tracking Log
B. EI GIFTS Report
## EI to Preschool Tracking Log

<table>
<thead>
<tr>
<th>LEA Code</th>
<th>LEA Name</th>
<th>Student IDSSN #</th>
<th>Date of Birth</th>
<th>Date of Notification Received From EI</th>
<th>Date of Transferred to EI less than 90 Days</th>
<th>Date of Referral to EI</th>
<th>Date of Initial Eligibility Determination</th>
<th>Eligibility Determined by 3rd Birthday</th>
<th>IEP Developed and Implemented by 3rd Birthday</th>
<th>Reason for late (or no) IEP development</th>
<th>Parent Delays</th>
<th>Other Delays</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SELLERS, KEVIN</td>
<td>SI39453</td>
<td>06/02/09</td>
<td>07/01/11</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Parent Delays</td>
<td>Other Delays</td>
<td>Reason for late (or no) IEP development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SELLERS, KURTIS</td>
<td>SI39453</td>
<td>06/01/09</td>
<td>02/01/12</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Parent Delays</td>
<td>Other Delays</td>
<td>Reason for late (or no) IEP development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>SIMS, KORY</td>
<td>SI39593</td>
<td>03/06/09</td>
<td>02/12/10</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Parent Delays</td>
<td>Other Delays</td>
<td>Reason for late (or no) IEP development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>TAFFERT, ANNE</td>
<td>SI39454</td>
<td>06/02/09</td>
<td>09/23/11</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Parent Delays</td>
<td>Other Delays</td>
<td>Reason for late (or no) IEP development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals:**

- Parent Delays: 4
- Other Delays: 4
- Total: 4

**Range of Days Eligibility Determined after 3rd Birthday:**

- Parent Delays: 1-15: 0
- Other Delays: 1-15: 0

**Range of Days IEP Developed and Implemented after 3rd Birthday:**

- Parent Delays: 0
- Other Delays: 0

**Reason for late (or no) IEP development:**

- Parent Delays: PDS: 0
- Other Delays: CTI: 0

**Special Education Services, Alabama Department of Education**

**State Performance Plan - Annual Performance Report**
Activities for the LEA:

• Monitor the preschool tracking log data on an ongoing basis.

• Ensure that accurate reasons for delay and range of days are entered correctly.

• Review/revise the process and amend the LEA plan if necessary when eligibility determinations and IEPs are not completed by the child’s third birthday.

• Foster positive relationships with Part C service providers.
Target:
OSEP has set the target for Indicator 12 at 100%. **This data is used in making LEA determinations.**

All children who transition from Part C, prior to age three, must have eligibility determined and IEPs developed and implemented by the child’s third birthday.
District Approved Process for State Reports

- Verify data accuracy.
- Check the District Approved box for the specific state report (this locks the current data for the selected State Report for replication).
- Submit the State Report within the required timeline.
WARNING!!

• Timely submission of data through the District Approved Process under State Reports in STISETS is used in making annual LEA determinations.

• It is critical to verify data prior to checking the box to ensure timely and accurate data submissions!
Things to Remember When Reviewing this Report:

• Please remember that the EI-to-Preschool referral process DOES NOT STOP during the summer. The LEA must make arrangements with personnel to complete the process for any transition notifications received during the summer or for any EI referral for which the child’s 3rd birthday occurs during the summer.

• Make sure all student data for these children are entered in STISETS under the EI-to-Preschool tab.
• When reviewing the EI to Preschool Tracking Log, make sure all fields are complete.

Example: If the parent stopped the process after the referral was completed, be sure to click on the drop-down box under “Reason for late (or no) eligibility determination” and select PSP (parent stopped process).

• Only one reason for delay should be selected under both the eligibility and IEP sections.

• If the process stops prior to or at eligibility, including determining the child ineligible, do not complete any fields in the IEP section.
If a child is referred to EI less than 90 days prior to the third birthday, the LEA will be notified by EI and this information should be documented on the notification, but no transition meeting will be scheduled. Enter the child’s demographic information in the EI Tab in STISETS. This ends the EI-to-Preschool process and the LEA will then begin the referral process under the basic tab. Evaluations must be completed within 60 calendar days and the eligibility process and the IEP should be completed by the third birthday.

For clarification purposes, the field titled “Referral date from EI” means the date the referral was signed by the LEAs IEP Team.
INDICATOR

13

Secondary Transition

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the postsecondary goals.
Data Source:

STISETS Report – Transition Verification Report
## Transition Verification Report

**LEA Name:** SOFTWARE TECHNOLOGY CITY SCHOOLS  
**Person Verifying:** System Admin, SETS  
**Date of Verification:** 07/01/2011 to 08/30/2012

<table>
<thead>
<tr>
<th>School Code</th>
<th>School Name</th>
<th>Student #</th>
<th>Student Name</th>
<th>DOB</th>
<th>Age</th>
<th>Other Agency Invited with prior Consent</th>
<th>Student Invited</th>
<th>Student is in a Middle School course of study (Yes if checked, blank if not)</th>
<th>Course of Study (program credits) (Blank only if Middle School checked)</th>
<th>Transition Assessments</th>
<th>Transition Goals - Post-secondary Education / Employment</th>
<th>Transition Goals - Community / Independent Living</th>
<th>Coordinated Transition Services</th>
<th>Verification Summary (Yes if all areas are addressed) (Goal is 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9000</td>
<td>STI ELEMENTARY SCHOOL</td>
<td>S1295668</td>
<td>BULLARD, JAMES</td>
<td>07/14/1995</td>
<td>16</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>9000</td>
<td>STI ELEMENTARY SCHOOL</td>
<td>S1295641</td>
<td>JONES, SAMUEL</td>
<td>06/17/1993</td>
<td>19</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>9000</td>
<td>STI ELEMENTARY SCHOOL</td>
<td>S1295642</td>
<td>YOUNG, KAYLA</td>
<td>07/25/1993</td>
<td>18</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

### Summary

- **# Students:** 3
- **Total of Yes's:** 2 3 0 3 3 3 0 3 0 3 3
- **Total of No's:** 0 0 0 0 3 0 3 0 3 0
- **Total of Blanks:** 1 0 3 0
- **Percentage:** 66.67% 100.00% 0.00% 100.00% 100.00% 0.00% 100.00% 0.00% 100.00% 100.00%
Activities for the LEA:

- Transition services must be addressed for all students with disabilities age 16 and above or for students with disabilities who are age 15 and will be turning 16 during the implementation of the current IEP.
- Ensure that the transition page of the IEP is correctly completed and all components have been addressed.
- Conduct ongoing reviews of the TVR.
Target:

OSEP has set the target for Indicator 13 at 100%. **This data is used in making LEA determinations.**

All youth aged 16 and above (or who will be turning 16 during the implementation of the current IEP) must have an IEP that includes coordinated, measurable, annual IEP goals and transition services.
District Approved Process for State Reports

• Verify Data Accuracy.
• Check the District Approved box for the specific state report (this locks the current data for the selected State Report for replication).
• Submit the State Report within the required timeline.
WARNING!!

• Timely submission of data through the District Approved Process under State Reports in STISETS is used in making annual LEA determinations.

• It is **critical** to verify data prior to checking the box to ensure timely and accurate data submissions!
Things to Remember When Reviewing this Report:

• Transition services must be addressed for **ALL** students with disabilities beginning not later than the first IEP to be in effect when the student turns 16 years of age. This includes students who may be in middle school and those who may be 15 but will turn 16 at any time during the duration dates of the IEP.
• Ensure that all students on the Transition Verification Report have all appropriate components of transition addressed and a Y appears in each column of the report.

• When reviewing this report, resolve any N’s that appear on the Transition Verification Report as soon as possible. First, determine what is missing and why; then, if appropriate, convene the IEP Team to address the missing component(s). Remember, the first two columns must be supported by evidence on the meeting notice.
Post School Outcomes

Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
Data Source:

Alabama Post School Survey

The Post-School Survey must be administered to students with disabilities who exited during the previous school year including those who aged out, dropped out, graduated or received a certificate.

Alabama uses “sampling by districts” on a 4 year cycle to collect data. LEAs must collect the data each spring and summer on those students who exited the previous year.
Activities for the LEA:

• Ensure that LEAs conducting the surveys have a list of students to be surveyed.

• Develop a procedure for ensuring accurate contact information before students exit school.
General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.
Data Source:
System Profile Information, Focused Monitoring Reports, Complaints, Due Process Hearing information, Database Reports, Fiscal Information
Activities for the LEA:

• **Do everything possible to be in compliance!**

• Use a central office monitoring process to detect/correct noncompliance.

• Use appropriate processes when correcting noncompliance.

• When noncompliance has been identified, ensure that each individual instance of noncompliance has been corrected. Also, review updated data to ensure the correction of noncompliance has resulted in change in practice and demonstrates sustained compliance.
More Activities for the LEA:

- Adhere to due process hearing timelines.
- Adhere to state complaint timelines. If an LEA cannot meet the timeline, it is very important to contact the State Complaint Contact to request an extension of the timeline. If corrective action is required, an LEA should make every effort to comply with the established timeline. If corrective action is required, but not possible by the established timeline, the LEA must request a timeline extension. Failure to adhere to timelines may impact determinations for monitoring.
Target:

OSEP has set the target for Indicator 15 at 100%. This data is used in making LEA determinations.

All findings of noncompliance must be corrected as soon as possible but in no case later than one year from identification 100% of the time.
INDICATOR 20

State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.
Data Source:

A. Child Count
B. Annual Data Report
C. Database Reports – Number of Students Evaluated Within Timeline, EI to Preschool Tracking Log, TVR, Post School Survey
D. Tracking Logs
E. Focused Monitoring Reports
F. LEA Profile Information
G. Surveys
H. State-wide Assessment Data
Activities for the LEA:

- Make verification of data an on-going process.
- Use the reports and data tools in STISETS to assist with detection/correction of data problems/trends.
- Address problems through appropriate processes.
- Make one submission to the ALSDE.
- Do not use place-holder data in order to appear timely.
Target:

OSEP has set the target for Indicator 20 at 100%. This data is used in making LEA determinations.

LEAs must submit data timely and all data must be accurate.
REMEMBER

The State Performance Plan is a “blueprint” for improvement.
Focused monitoring, technical assistance, and professional development must support improvement on critical indicators.
But, more important is that the primary focus must be on improving educational results for all children with disabilities.
SPP/APR Information available at

[www.alsde.edu](http://www.alsde.edu)

Click on “Offices”
Click on “Office of Learning Support”
Click the + to expand
Click on “Special Education”
Click on “SPP/APR”

For more information call your ALSDE Contact at

(334) 242-8114.