



COLORADO
Department of Education

Indicator 11: Timely Initial Evaluation

- Importance of Indicator 11 (I11)
- What does I 11 measure?
- Where does the data come from?
- How is compliance determined?
- What counts as noncompliance?
- Know the valid and invalid delay codes.
- How can you ensure accurate data reporting?
- What are the consequences for noncompliance?

Importance of Indicator 11

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Critical first step in ensuring that we fulfill the purpose and spirit of IDEA.



To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and . . .

Prepare them for further education, employment, and independent living.

§ 300.1 Purposes



What does Indicator 11 measure?



Indicator 11 measures the percent of children whose initial evaluations were completed within **60 days upon receipt of parental consent.**

§300.301 (c)(1)(i)

Target for this indicator is 100% compliance.

How is compliance determined?

AU Data Submission

- Data source – Special Education End of Year (SPED EOY) Data Collection
 - Date of Parental Consent to Evaluate
 - Date Evaluation Completed
 - Reason for Delay in Completing the Evaluation
- Date range – July 1, 2020 – June 30, 2021
- Closing date of AU data submission – Mid-October

CDE Data Analysis

- Extracts only students who were referred for initial evaluation in the school year
- Calculates the % of students who received the initial evaluation within the 60-day timeline or had valid reasons for the delay

What counts as noncompliance?

One or more students' evaluations were completed more than 60 days after parent consent with an invalid delay code.

Note: During a recent audit of reasons for noncompliance for Indicator 11 during the SY2018-2019, the overwhelming majority of AUs indicated reporting incorrect delay codes in the SPED EOY.

So, what can you do to ensure accurate reporting of any delay codes? . . .



Know the valid and invalid delay codes

Valid delay codes

- 01 Parent refused to provide consent or revoked consent during the process or child is never enrolled, process ended.
- 03 Deceased, process ended.
- 43 Mutual written agreement was made between parents and a group of qualified professionals to extend time for SLD identification.





Know the valid and invalid delay codes

Valid delay codes

- 45 Parent repeatedly failed or refused to: produce child; give consent, respond to meeting requests; attend scheduled meetings. Includes delays due to illness and any requested delays from parent.
- 46 Student moved into district after process initiated in another district; current district is making sufficient progress to ensure a prompt completion of the initial referral process by the date which parent and the current district agree.
- 47 Student moved out of district after the initial referral process initiated, process ended.



Know the valid and invalid delay codes

Invalid delay codes

- 58 Additional evaluations or special evaluations needed
- 59 Other: (provide explanation in exception request)
- 60 Staff missed the timeline
- 61 COVID19 School Closure
 - Delays due to request from parent to wait until COVID 19 school closure is over or delays based on mutual agreement between the parent and the AU, should be reported with delay code 45 – parent reasons
 - If COVID 19 disrupted the progress monitoring necessary to evaluate the child for suspected specific learning disability, report using delay code 43 – SLD identification timeline extension

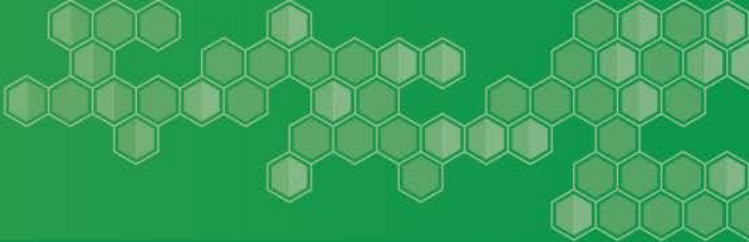
Reasons for Delay guidance document

How can you ensure accurate data reporting?

- SPED EOY timeline includes a “data review week” prior to the closing of the data collection. During this week:
 - Review detail of the SPED EOY Signature Report #3: Indicator 11 Number of Students with Initial Part B Evaluation. (slide #12)
 - If the report shows that less than 100% met the timeline, verify that each student counted as “not met” is accurately coded before signing and submitting EOY report. (slide #13)
 - For the exact list of students who were counted as "late" see SPED EOY Detail Report: Indicator 11 Detail Listing of Students who did not Meet the Timeline.



Report 3 Indicator 11



Colorado Department of Education 3 Indicator 11 Number of Students with Initial Part B Evaluation Administrative Unit 2019-2020 Special Education End Of Year

STUDENTS REPORTED IN PATH 3:

Number of students referred for an Initial Part B Evaluation [Path 3] during reporting period:

BIRTH THRU 2	AGES 3	AGES 4	AGES 5	AGES 3-5	AGES 6-11	AGES 12-14	AGES 15-17	AGES 18-21	TOTAL STUDENTS
1	10	15	4	29	25	18	9	2	84

STUDENTS REPORTED IN PATH 2:

Number of students referred for an Evaluation for Part C to Part B Transition [Path 2] during reporting period:

9	8	0	0	8	0	0	0	0	17
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TOTAL STUDENT CALCULATIONS:

Total Number of Students [Path 3 + Path 2]:

10	18	15	4	37	25	18	9	2	101
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Number of students considered to have MET the timeline [Path 2 + Path 3]:

10	15	15	4	34	21	14	7	2	88
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Number of students with an acceptable reason for delay and excluded from the percentage calculation [Path 2 + Path 3]:

0	3	0	0	3	1	2	1	0	7
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Number of students considered to have NOT MET the timeline [Path 2 + Path 3]:

0	0	0	0	0	3	2	1	0	6
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*Met Timeline: 93.6%

State Target: 100.0%

Noncompliant
if less than
100%





Data Validity Certification Report



Colorado Department of Education

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1 Special Education EOY Data Validity Certification Report

Administrative Unit: [Redacted]
2019-2020 Special Education End Of Year

- 2) Number of Children Referred for Part C Evaluation(s)
- 3) Indicator 11: Number of Students with Initial Part B Evaluation
- 4) Indicator 12: Number of Children Referred from Part C to Part B
- 5) Number of Students Exited by Disability and Discrete Age
- 6) Number of Students Reported by Age Group, Type of Service and Disability
- 7) Number of Students Reported by Age Group and Type of Referral
- 8) Year to Year Comparison Report of Number of Students Exited
- 9) Year to Year Comparison Report of Students Reported by Type of Referral
- 10) Listing of Students Reported in Error on the Previous December Count

I certify that I have reviewed the reports listed above. By signing below I verify that the data are valid and reliable representing an accurate account of all students who were in attendance at my administrative unit or state operated program during the current reporting period.

[Redacted Signature] _____
Special Education Director Signature Date





Inaccurate delay code reporting results in additional work for you.

Reporting accurate delay codes can help to reduce unnecessary work for you in the implementation of the required demonstration of correction process.



Consequences of Noncompliance





What is demonstration of correction?

When an AU fails to meet 100% compliance with this indicator, the state must ensure the noncompliance is corrected in accordance with [OSEP memo 09-02](#), which specifies that the CDE must:

1. Ensure that each child's evaluation was completed, though late, and identify the root-cause of the delay ("Individual Correction"); and
2. Review updated data to determine if the AU is correctly implementing the specific regulatory requirements related to Indicator 11 ("Review of Updated Data").





Individual student correction

Indicator 11 Correction Tracker

Correction of Noncompliance Occurred in SY2018-19
Completed Tracker Due 11-1-2020

AU Name: Toy Story BOCES

The state performance plan indicator 11 measures the percent of children whose initial evaluations were completed within 60 days upon receipt of parental consent. When an AU fails to meet 100% compliance with this indicator, the state must ensure the noncompliance is corrected in accordance with OSEP memo 09-02, which specifies that the CDE must:

1. Ensure that each child's evaluation was completed, though late, and identify the root-cause of the delay ("Individual Correction"); and
2. Review updated data to determine if the AU is correctly implementing the specific regulatory requirements related to Indicator 11 ("Review of Updated Data").

This Ind11 Correction Tracker is designed to fulfill the individual correction requirement. Below is the list of students whose initial evaluations were delayed for unacceptable reasons (34 CFR §300.301(d)) during SY2018-19. **Please fill out the columns highlighted in grey for each student.**

Student Demographic			60-day Timeline Between Consent and Evaluation (Ind11)				Timeline Between Consent and IEP Finalization/Implementation (OSEP memo 09-02)				
SASID	First name	Last name	Date of parental consent	Date of evaluation	Number of days between consent and evaluation	Root cause for delay (drop down)	Was student eligible for special education services?	Date IEP finalized (initial part B) or date IEP implemented (C-B transition)	Number of days between consent and IEP finalization/implementation	Was IEP finalized/implemented more than 90 days after parental consent?	How did the AU address the delay to ensure FAPE was provided? (drop down)
1542121	Sheriff	Woody	2/14/2019	5/21/2019	96 days	Other: Provide explanation in the "Explanation Ind11" tab	NO STOP HERE: further correction not required	-	- days	-	
5412512	Buzz	Lightyear	1/10/2019	4/11/2019	91 days	Student unavailable (AU misreported in EOY)	YES Proceed to the next column	4/17/2019	97 days	YES Proceed to the next column	Other: Provide explanation in the "Explanation 09-02" tab
5120541	Little	Bo-Potts	3/22/2019	5/22/2019	61 days	Data discrepancy eval completed within 60 days (AU misreported in EOY)	YES Proceed to the next column	5/22/2018	61 days	NO STOP HERE: further correction not required	
5414212	Andy	Davis	8/28/2018	11/3/2018	67 days	Parent unavailable (AU misreported in EOY)	NO STOP HERE: further correction not required	-	- days	-	
4511327	Duke	Caboom	1/16/2019	5/2/2019	106 days	Other: Provide explanation in the "Explanation Ind11" tab	YES Proceed to the next column	5/2/2019	106 days	YES Proceed to the next column	Not yet addressed: Provide a correction plan in the "Explanation 09-02" tab



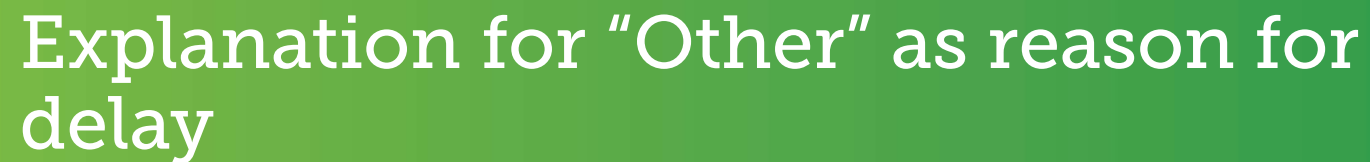
Individual student correction



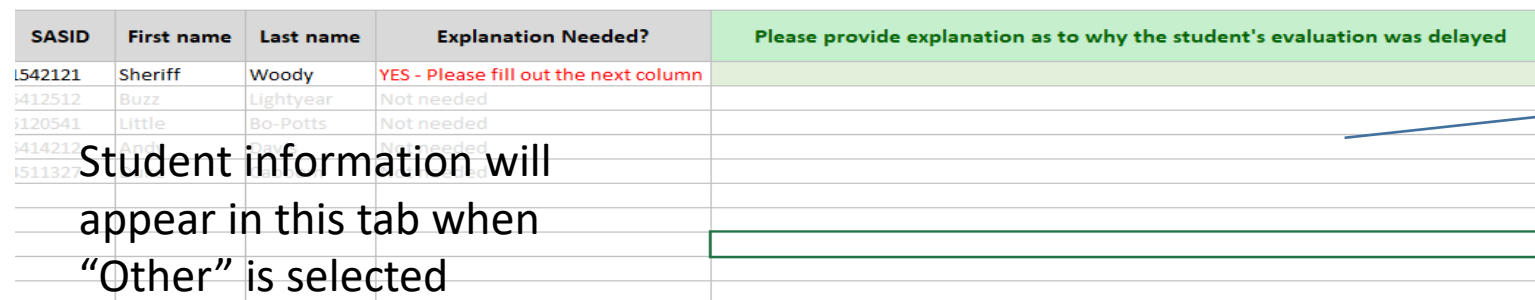
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For each student, use the dropdown menu to select an answer for root cause

If you select "Other", open this color-coded tab to provide explanation



Explanation for delay of evaluation



Use only to explain “Other”
root cause selection



Delay of IEP finalization/implementation

Note: Stop Signs



Timeline Between Consent and IEP Finalization/Implementation (OSEP memo 09-02)				
Was student eligible for special education services?	Date IEP finalized (initial part B) or date IEP implemented (C-B transition)	Number of days between consent and IEP finalization/implementation	Was IEP finalized/implemented more than 90 days after parental consent?	How did the AU address the delay to ensure FAPE was provided? (drop down)
NO STOP HERE: further correction not required	-	- days	-	
YES Proceed to the next column	4/17/2019	97 days	YES Proceed to the next column	Other: Provide explanation in the "Explanation 09-02" tab
YES Proceed to the next column	5/22/2018	61 days	NO STOP HERE: further correction not required	
NO STOP HERE: further correction not required	-	- days	-	
YES Proceed to the next column	5/2/2019	106 days	YES Proceed to the next column	Not yet addressed: Provide a correction plan in the "Explanation 09-02" tab

Tracker Explanation Ind11 Explanation 09-02 +

Open this color-coded tab to provide explanation

Dropdown Menu Options:

Data discrepancy: IEP finalized with 90 days.
Student made progress towards IEP goals.
Compensatory services provided.
Increased service time.

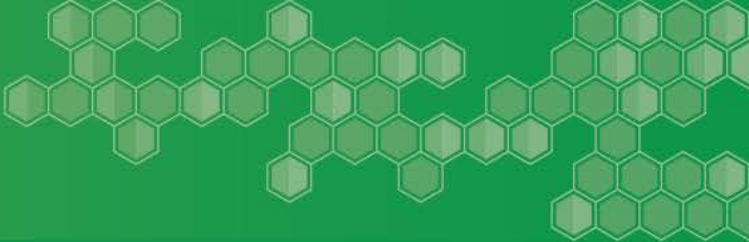
Other: Provide explanation

Not yet addressed: Provide a correction plan

Not yet addressed and student no longer within the jurisdiction of the AU.



Explanation for delay of IEP finalization/implementation



OSEP Memo 09-02 Explanation for delay of IEP finalization/implementation



SASID	First name	Last name	Explanation Needed?	Please provide explanation as to how the student's FAPE was/will be ensured despite the delay of IEP finalization/implementation
542121	Sheriff	Woody	YES - Please fill out the next column	
412512	Buzz	Lightyear	Not needed	
120541	Little	Bo-Potts	Not needed	
414212	Andy	Davis	Not needed	
511111	Not needed	Not needed	Not needed	

Student information will appear in this tab when explanation is needed based on the reason selected on the Tracker.



Individual Correction

The Individual Correction Tracker is designed to fulfill the “Individual Correction” obligation to ensure that each child’s evaluation was completed, though late, and identify the root-cause of the delay (“Individual Correction”).

- Once completed, the Tracker is returned to the CDE.
- The CDE conducts a desk audit of the information in the Tracker and reports results to the AU.

Review of Updated Data

The CDE will conduct the “Review of Updated Data” by reviewing a portion of the following school year’s Participation File to determine if the AU is correctly implementing the specific regulatory requirements related to Indicator 11.

Data fields related to Indicator 11:

- Date of Parental Consent to Evaluate
- Date Evaluation Completed
- Reason for Delay in Completing the Evaluation

If the AU continues to report noncompliance for Indicator 11, additional monitoring activities may be required.



Questions



Indicator 11

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Data Pipeline and Participation File

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