Compliance Reports

For reports where the filter or sort was “by AU”, duplicate the report(s) and filter or sort “by district” as well for the multi-member district AUs.

Individual Reports

2

|  |  |  |
| --- | --- | --- |
| SASID |  |  |
| Section of the IEP | Rating by Reviewers | Comments per Section |
| **Dates** | | |
| Annual completed within one year |  |  |
| Reevaluation conducted within 3 years |  |
| **Present Levels of Academic Achievement and Functional Performance** | | |
| Student’s Strengths |  |  |
| Most recent evaluation considered |  |
| Present Levels of academic achievement and functional performance |  |
| Academic, developmental and functional needs |  |
| Impact of disability on involvement and progress in the general curriculum |  |
| Parent/Student Input |  |
| **Post School Considerations** | | |
| Appropriate measurable postsecondary goals (PSGs) in **education/training** |  |  |
| Appropriate measurable PSGs in **career/employment** |  |
| Appropriate measurable PSGs in **independent living skills** |  |
| PSG updated annually |  |
| PSG based up current age appropriate transition assessments |  |
| Course of study is multiyear from current age of student to exit; specific, individualized and linked to the PSGs |  |
| Transition services are coordinated set of activities – individualized, specific, linked to PSGs, and directly stated as to what the community of adults will do (not the student) |  |
| Transition notice – invitation indicates a purpose of the meeting will be PSGs and transition planning |  |
| Documentation of student invitation |  |
| Parental consent if invitation of an outside agency |  |
| **Annual Goals/Objectives** | | |
| For transition IEPs, all annual goals are directly and genuinely linked to transition services and/or postsecondary goals |  |  |
| Measurable |  |
| Measurement strategies are aligned with the metric identified in the targets within the goal statement |  |
| Designed to meet the child’s needs that result from the disability |  |
| Enable the child to be involved in and make progress in the general education curriculum |  |
| Short-term objectives are written for students who take alternate assessments |  |
| **Accommodations and Modifications** | | |
| Student receives instruction based on enrolled grade-level academic achievement standards or meets requirements to receive instruction under alternate academic achievement standards |  |  |
| Student is participating in grade-level assessments or participating in alternate assessments, judged against alternate academic achievement standards. |  |
| **Service Delivery Statement** | | |
| Services designed to enable the child to advance appropriately toward attaining goals |  |  |
| Designed to enable the child to be involved in and make progress in general education |  |
| Designed to enable the child to participate in extracurricular and other nonacademic activities |  |
| Designed to enable the child to participate with other children with and without disabilities |  |
| Aligned to identified needs and goals |  |
| **Recommended Placement in the LRE** | | |
| Placement decision was made by a group of persons knowledgeable about the child, the evaluation data, and the placement options |  |  |
| Consideration is given to any potential harmful effects on the child or on the quality of services |  |
| Student removed from reg ed environment only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with supplementary aids and services |  |
| Explanation of the extent, if any, to which the child will not participate with children without disabilities |  |
| **Prior Written Notice** | | |
| Provided when the AU proposed or refused to initiate or change the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child |  |  |

3

Duplicate the results of the lifesavers at the AU level and at the State level

|  |  |
| --- | --- |
| Administrative Unit |  |
| Item | Example |
| Year | 2014-15 |
| Type of review | Standard or Real-time, etc |
| Overall | 89% |
| Dates of Meeting | 97% |
| Present Levels of Academic Achievement and Functional Performance | 81% |
| Post-School Considerations | 85% |
| Annual Goals/Objectives | 90% |
| Accommodations and Modifications | 95% |
| State/District Assessments | 90% |
| Service Delivery Statement | 97% |
| Recommended Placement in the LRE | 92% |
| Prior Written Notice | 90% |
| Early Childhood IEP |  |
| Evaluation/Reevaluation |  |
| Next AU |  |
| etc |  |
| State |  |
| Item | Example |
| Year | 2014-15 |
| Type of review | Standard or Real-time, etc |
| Overall | 89% |
| Dates of Meeting | 97% |
| Present Levels of Academic Achievement and Functional Performance | 81% |
| Post-School Considerations | 85% |
| Annual Goals/Objectives | 90% |
| Accommodations and Modifications | 95% |
| State/District Assessments | 90% |
| Service Delivery Statement | 97% |
| Recommended Placement in the LRE | 92% |
| Prior Written Notice | 90% |
| Early Childhood IEP |  |
| Evaluation/Reevaluation |  |

4

**Present Levels of Performance: By AU with State summaries**: Percentage of sample with “yes” for each of the sections within the Present Levels. (total number of records in the sample). So for example, if Mapleton has 10 reviews to do and received yes for 8 out of 10 for each of the items in the present levels, the results would be 80% across. Mapleton’s sample of 10 would add to the other AUs’ sample totals to yield the state’s total number of students in the compliance samples, etc.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AU | Present Levels of Academic Achievement and Functional Performance | | | | | |
| Student’s Strengths | IEP team considered most recent evaluation | Statement of present levels | Academic, developmental, and functional needs | Impact of Disability on involvement and participation in the general curriculum | Parent/Student Input |
| Mapleton |  |  |  |  |  |  |
| Adams 12 |  |  |  |  |  |  |
| Etc |  |  |  |  |  |  |
| State Summary |  |  |  |  |  |  |

5

Annual Goals: By AU with State Summaries: Percentage of sample with “yes” for each of the sections within the Goal area

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| AU | Annual Goals | | | | | |
| For transition IEPs, all goals directly & genuinely link to transition services and/or postsecondary goals | Measurable | Measurement strategies align with the metric identified in the targets within the goal statement | Designed to meet the student’s needs | Enable the child to be involved in and make progress in the general education curriculum | Short-term objectives are written for students who take alternate assessments |
| Mapleton |  |  |  |  |  |  |
| Adams 12 |  |  |  |  |  |  |
| Etc |  |  |  |  |  |  |
| State Summary |  |  |  |  |  |  |

1

Post-School Considerations: by AU with State Summaries: Percentage of sample of students with transition IEPs (indicated by age or IEP type) with “yes” for each of the sections in the Post School Considerations area and the item in the Goal area specific to transition IEPs.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| AU | Post-School Considerations | | | | | | | | | | |
| Appropriate measurable postsecondary goal in education/training | Appropriate measurable postsecondary goal in career/employment | Appropriate measurable postsecondary goal in independent living skills | Postsecondary goals updated annually | Postsecondary goals based on current age appropriate transition assessment | Course of study is multiyear from current age of student to exit; specific, individualizing and linked to postsecondary goals | Transition services are coordinated set of activities – individualized, specific, linked to postsecondary goals and directly stated with regard to adult actions | Transition notice indicates a purpose of the meeting will be postsecondary goals and transition planning | Documentation of student invitation to the meeting | Parent consent if an outside agency is invited to the meeting | All annual goals are directly and genuinely linked to the transition services and/or postsecondary goals |
| Mapleton |  |  |  |  |  |  |  |  |  |  |  |
| Adams 12 |  |  |  |  |  |  |  |  |  |  |  |
| Etc |  |  |  |  |  |  |  |  |  |  |  |
| State Summary |  |  |  |  |  |  |  |  |  |  |  |

6

Service Delivery Statement: by AU with State Summaries: Percentage of sample of students with “yes” for each of the sections in the Service Delivery Statement section.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| AU | Service Delivery Statement | | | | |
| Services designed to enable the child to advance appropriately toward attaining goals | Designed to enable the child to be involved in and make progress in general education | Designed to enable the child to participate in extracurricular and other nonacademic activities | Designed to enable the child to participate with other children with and without disabilities | Aligned to identified needs and goals |
| Mapleton |  |  |  |  |  |
| Adams 12 |  |  |  |  |  |
| Etc |  |  |  |  |  |
| State Summary |  |  |  |  |  |

7

Recommended Placement in the LRE

Recommended Placement in the LRE: by AU with State Summaries: Percentage of sample of students with “yes” for each of the sections in the Recommended Placement in the LRE section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AU | Service Delivery Statement | | | |
| Placement decision was made by a group of persons knowledgeable about the child, the evaluation data, and the placement options | Consideration is given to any potential harmful effects on the child or on the quality of services | Student removed from reg ed environment only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily even with supplementary aids and services | Explanation of the extent, if any, to which the child will not participate with children without disabilities |
| Mapleton |  |  |  |  |
| Adams 12 |  |  |  |  |
| Etc |  |  |  |  |
| State Summary |  |  |  |  |

8

Top 5 and Bottom 5 Questions across Compliance Reviews

|  |  |
| --- | --- |
| Top 5 Questions | Percentage across all AUs |
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|  |  |
|  |  |
|  |  |
| Bottom 5 Questions |  |
|  |  |
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