

Indicator 11: Child Find

Indicator 12: Early Childhood Transition

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SEPP
November 2023



Common Terms

- Below are some common terms and acronyms you may hear during these presentations. Please also refer to the handout you should have received for a list of more terms and their meanings, as well as a place for you to take notes.
- **The Department/DESE**
 - MA Department of Elementary and Secondary Education
- **SEPP**
 - Office of Special Education Planning and Policy Development
- **OSEP**
 - US Office of Special Education Programs
- **SPP/APR**
 - State Performance Plan/Annual Performance Report
- **Stakeholder**
- **Indicator**

SPP/APR Stakeholder Feedback Purpose

- Included as part of yearly report to the federal Office of Special Education Programs (OSEP).
- Provide a status of outcomes of Special Education in Massachusetts.
- Share important updates and information about Indicators.
- Gather feedback and input to improve outcomes for children with disabilities.

Overall Purpose – Why are we here?

To **share the status** in each area we are responsible for

- *How are students with disabilities doing?*

To **gather feedback** to help us improve in each area

- *What can we do differently to improve?*



Overall Purpose – Why are we here?

- DESE is seeking stakeholder input on the following four areas:
 1. Target Setting (Performance Indicators 1, 2, 3, 5, 6, 7, and 14)
 2. Data Analysis (All indicators)
 3. Evaluation of Progress (All indicators)
 4. Development of Improvement Strategies (All indicators)

Other DESE Offices and Resources

- For questions related to general special education policies and supports and the SPP/APR, contact [Special Education Planning and Policy](#) or specialeducation@doe.mass.edu
- Other DESE Offices to contact for specific questions and comments related to:
 - Compliance and Monitoring - [Public School Monitoring](#)
 - Complaints and Oversight - [Problem Resolution Systems](#)
 - MCAS, MCAS-Alt, Access - [Student Assessment Services](#)
 - [Approved Special Education Schools](#)

Meeting Norms

- Each meeting is a specific purpose and topic.
 - DESE will follow up on any questions or comments that are not addressed during the presentation.
- All voices count, all opinions are valid, but offer reasoning behind your thinking.
- If you have questions either:
 - Use the “Raise Hand” function on Zoom, or
 - Type questions in the chat box.
- Please stay muted when not talking.

Data Collection Procedure

- Data for Indicators 11 and 12 are collected through the Office of Public School Monitoring (PSM)'s Tiered Focused Monitoring system, <https://www.doe.mass.edu/psm/tfm/>.



What is Indicator 11 (Initial Evaluations/Child Find)?

- Indicator 11 collects data to determine whether students receive initial evaluations and whether eligibility for special education is determined within the federal timeline of 60 calendar days.
- In Massachusetts, evaluations must be completed and eligibility must be determined within **45 working school days** from the date of a parent's written consent, unless the reason for delay meets an exception outlined in IDEA ([34 CFR 300.301 \(d\)](#) and [34 CFR 300.309 \(c\)](#)).

Why is Indicator 11 important?

- Indicator 11 ensures that students are evaluated in a timely way so that students who are determined eligible are receiving needed services and supports without unnecessary delay.
- Schools must comply with the Individuals with Disabilities Education Act (IDEA), 34 CFR [300.111](#) and [300.301](#) and with Massachusetts regulations, 603 CMR [28.04](#).
- Evaluations that are not completed within the required timeline may result in a delay or denial of a [free and appropriate public education](#).

How is Indicator 11 data collected?

- Indicator 11 data comes from information submitted by school districts to the Department of Elementary and Secondary Education (DESE).
- Submitted information includes:
 - Date of parental consent for initial evaluation
 - Date of eligibility meeting
 - Whether the student was eligible for services
 - Disability category
 - Reasons for delays
- State monitors review and verify submitted information to determine compliance with state and federal requirements.

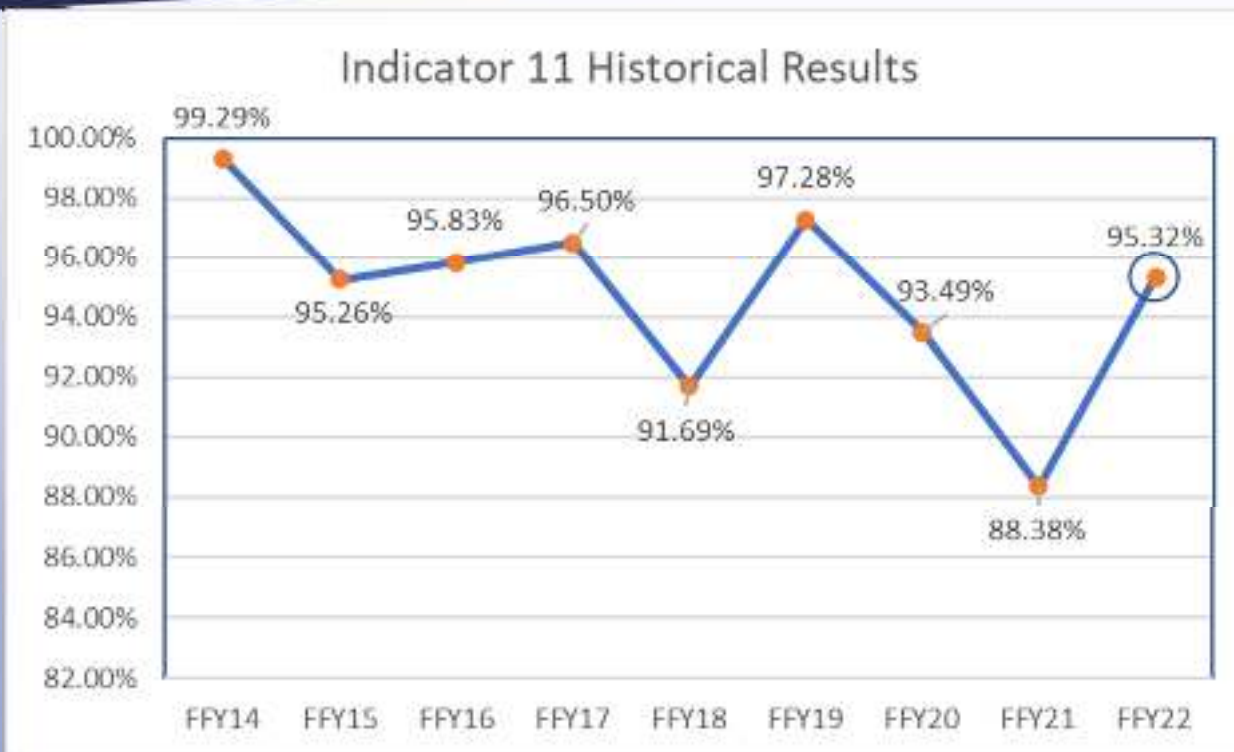
How is Indicator 11 calculated?

- Indicator 11 is calculated by dividing the number of students with evaluations completed within the required timeline by the total number of students for whom parental consent was received.
- 100% compliance is required.

Indicator 11 Results

Additional Information

- Number of districts monitored: 71
- Number of files reviewed: 1,324
- Target: 100% compliant



Percentage of initial evaluations completed within the state timeframe

What is Indicator 12 (Transition from Early Intervention to Special Education)?

- Indicator 12 measures the percentage of children referred from Early Intervention who are found eligible for special education services and who have an Individualized Education Program (IEP) implemented on their 3rd birthday.
- Indicator 12 includes:
 - Children who received Early Intervention services before their 3rd birthday and who were referred by Early Intervention to the school district.
 - Children who are determined eligible and not eligible for special education services.
- It excludes:
 - Children referred by a parent or agency other than Early Intervention.

Why is Indicator 12 important?

- Indicator 12 is one way that Massachusetts ensures that schools and districts comply with Individuals with Disabilities Education Act (IDEA) regulations ([34 CFR 300.124](#) and [34 CFR 300.323](#)) and Massachusetts special education regulations ([603 CMR 28.04 – 28.06](#)) for the transition of children from Early Intervention (birth to age 3) to special education (ages 3 to 22 years old).
- This Indicator ensures that children are evaluated in a timely way so that those determined eligible begin receiving needed services and supports at age three.
- If children do not receive evaluations and IEP services according to legally required timelines, this may result in delay or denial of a [free and appropriate public education](#).

How is Indicator 12 data collected?

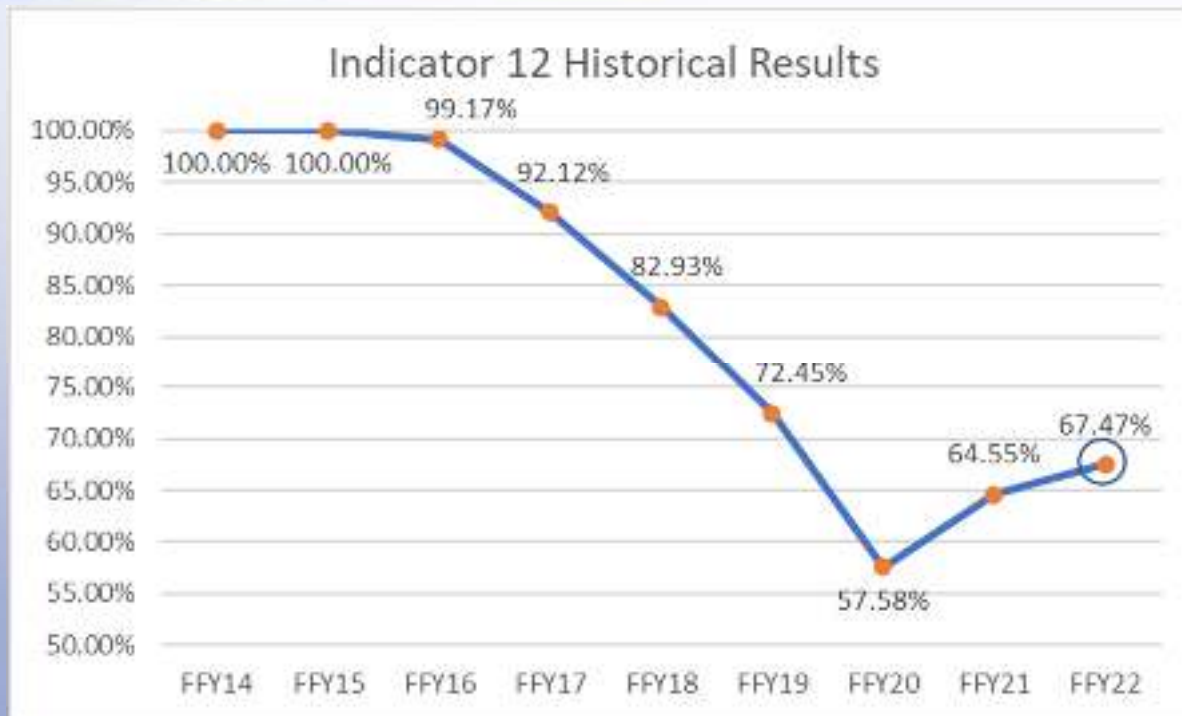
- Indicator 12 data comes from information that school districts submit to the Department of Elementary and Secondary Education (DESE).
- The information includes:
 - Date school district received referral from Early Intervention.
 - Date parents consented to initial evaluation.
 - Date of team meeting.
 - Whether the student was eligible for services.
 - Reasons for delays.
- DESE reviews the submitted information to determine Indicator 12 compliance.
- 100% compliance is required.

How is Indicator 12 calculated?

Indicator 12 is measured using:

- Number of children served in Early Intervention and referred to special education.
- Number of children referred and determined not eligible.
- Number of children found eligible with an IEP in place by their 3rd birthdays.
- Number of children for whom parent refusal to provide consent caused delays in evaluation or services OR to whom allowable exceptions applied under 34 CFR §300.301(d).
- Number of children determined eligible for Early Intervention services less than 90 days before their 3rd birthdays.

Indicator 12 Results

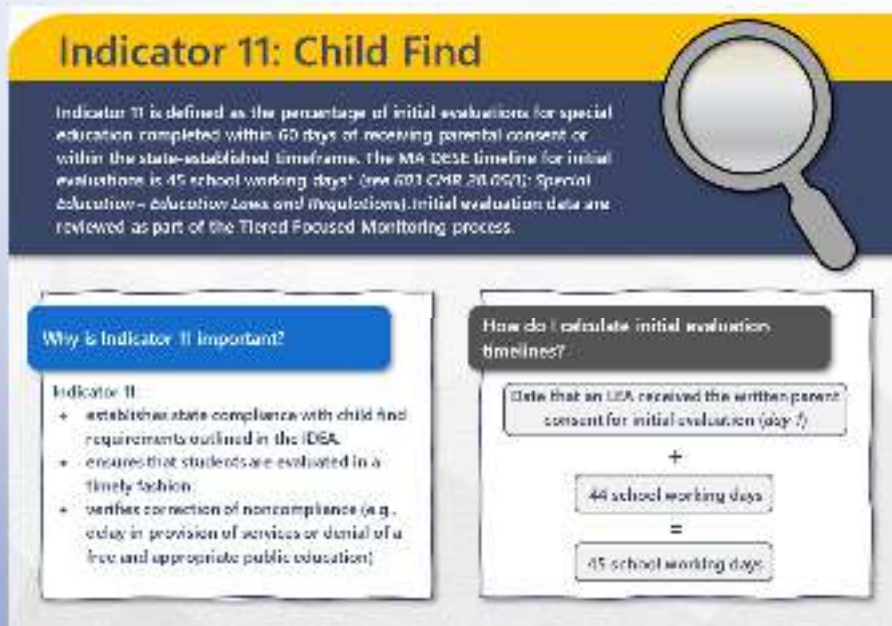


Additional Information

- Number of districts monitored: 41
- Number of files reviewed: 243
- Target: 100% compliant

Percentage of children found Part B eligible with an IEP implemented by 3rd birthday

DESE Resources



Indicator 11: Child Find

Indicator 11 is defined as the percentage of initial evaluations for special education completed within 60 days of receiving parental consent or within the state-established timeframe, the MA DESE timeline for initial evaluations is 45 school working days* (see 603 CMR 26.00(1); Special Education – Education Laws and Regulations). Initial evaluation data are reviewed as part of the Tiered Focused Monitoring process.

Why is Indicator 11 important?

Indicator 11:

- + establishes state compliance with child find requirements outlined in the IDEA.
- + ensures that students are evaluated in a timely fashion.
- + verifies correction of non-compliance (e.g., delay in provision of services or denial of a free and appropriate public education).

How do I calculate initial evaluation timelines?

Date that an LEA received the written parent consent for initial evaluation (day 0)

+

44 school working days

=

45 school working days

- Created Quick Reference Guides (posted on our website) to aid schools and districts
- Each QRG contains:
 - Brief overview of the Indicator
 - How compliance is calculated
 - Tips and Tricks
 - Allowable Reasons for Delay
 - How to Address Noncompliance

Improvement Strategies

- DESE Resources have been created
- Technical Assistance and Professional Development is offered
- What are other areas pertaining to Indicator 11 and 12 that you think the Department should be focusing on?
- How can we help districts (and in turn the state) improve their compliance percentages?

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