



INDIANA
DEPARTMENT *of*
EDUCATION

INDICATOR 11

MONITORING AND COMPLIANCE GUIDE

Indiana Department of Education
Office of Special Education

100 N. Senate Ave.
Indianapolis, IN 46204



Table of Contents

Indicator 11: Initial Evaluations/Child Find Overview	3
Definition	3
Measurement	3
Data Collection	3
Monitoring Cycle	3
Compliance Guidelines	4
Correction of Noncompliance	5
First-Year Finding	5
Continued Finding (Two consecutive years of having a finding)	5
Longstanding Finding (Three or more consecutive years of having a finding)	5
State Targets	5
Results Driven Accountability (RDA)	6
Technical Assistance	7



Indicator 11: Initial Evaluations/Child Find Overview



Definition of Indicator 11:

Percentage of children evaluated within 50 instructional days of parental consent (20 days when the student has participated in Response to Intervention (RtI) or when an expedited evaluation is required by discipline procedures identified in 511 Indiana Administrative Code [IAC]

7-44-9).

What does this mean?

Indicator 11 measures the percentage of children who are evaluated for special education services. There are two timelines local education agencies (LEAs) should follow when conducting an initial evaluation: 50 instructional day timeline or 20 instructional day timeline. A majority of initial evaluations will occur through a 50 instructional day timeline; however, if a student is receiving support through Multi-Tiered Systems of Support (MTSS) such as RtI, or if the student is being considered for suspension or expulsion and there is evidence the student's behavior was caused by a disability, then the student's evaluation should be conducted within 20 instructional days.

Measurement

- a. The number of children for whom parental consent to evaluate was received.
- b. The number of children whose evaluations were completed within 50 instructional days (or 20 instructional days when the student has participated in RtI or when an expedited evaluation is required by discipline procedures identified in 511 IAC 7-44-9).

Account for children included in (a), but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100

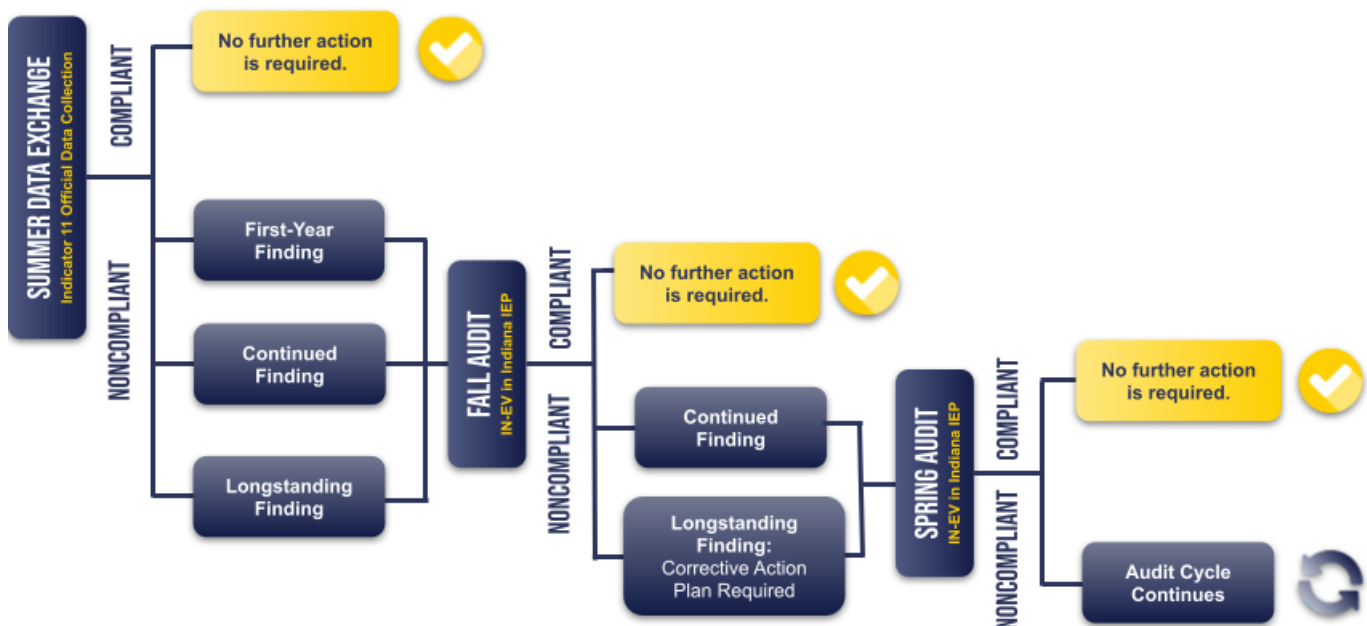
Indicator 11 Data Collection

- Official Data Collection: July Data Collection - Evaluation Roster (EV Roster) in Data Exchange (DEX)



- Fall Audit¹: November or December Data Collection - IN-EV Report in Indiana IEP (IIEP)
- Spring Audit²: May Data Collection- IN-EV Report in IIEP

Monitoring Cycle



The Indiana Department of Education’s (IDOE) Office of Special Education (OSE) monitors Indicator 11 data at three separate points during the calendar year. During the July data collection window, DEX is used to conduct the official review of all initial evaluations conducted by the LEA during the school year that has just concluded. For example, in July 2023, the July data collection will include all initial evaluations conducted during the 2022-2023 school year.

LEAs who are found to be noncompliant with meeting timelines for initial evaluations will undergo a fall audit of their initial evaluations conducted during the 2023-2024 school year in November or December 2023. For LEAs who continue to have noncompliance after the fall audit, a spring audit for initial evaluations conducted between January and April 2024 will be conducted in May 2024.

LEAs who are determined noncompliant for the official data collection and the two subsequent audits are moved from a *First-Year Finding* status to a *Continued* status.

¹ LEAs found to be noncompliant with meeting timelines for initial evaluations during the official data collection period (July-June of each school year) undergo an audit of their initial evaluations conducted between July and October of the subsequent school year.

² LEAs who continue to have noncompliance after the fall audit will undergo an audit in the spring of the same school year as the subsequent audit took place in the fall. Initial evaluations conducted between January and April are monitored.



These LEAs will continue to be monitored using the aforementioned cycle until they are found compliant during one of the monitoring windows.

Compliance Guidelines

Each LEA must conduct child-find activities to determine whether a student should be evaluated for special education services. LEAs must complete initial evaluations in a timely manner not to exceed 50 or 20 instructional days, depending on the circumstances described in the definition section of this guide. Each July, LEAs are required to report all initial evaluations regardless of whether:

- The student is found eligible for special education services;
- The student is deemed ineligible for special education services;
- The student has unenrolled from the LEA;
- The parent/guardian revoked consent to evaluate;
- The timeline is still open (“pending”) at the end of the school year; or
- The timeline was completed beyond the appropriate 50 or 20 instructional day timeline.

LEAs report all initial evaluations through the EV Roster, which is generated through information collected in the LEA’s student information system (SIS), which is connected to DEX. DEX generates a report, which is available to download throughout the school year. The report contains a column that indicates whether the student was found eligible for special education services, “excused” reasons for missing a timeline (examples include the student unenrolling or the parent/guardian revoking consent), a column indicating how many instructional days were in the timeline, and a column indicating whether the timeline is “compliant,” “noncompliant,” or “pending.” “Excused” evaluations will be listed as “compliant.” Evaluations not completed during the current school year will be listed as “pending.” For federal reporting purposes within the State Performance Report/Annual Performance Review (SPP/APR), “pending” evaluations are included in the calculation under (a) in the measurement described in the measurement section of this document.

For the state reporting purposes to LEAs on the yearly performance within the Results Driven Accountability (RDA) Dashboard, “pending” evaluations are not included in the calculation. A subsequent pull of data in the July data collection via DEX must include all “pending” evaluations with documentation of “compliant” or “noncompliant” status.



Correction of Noncompliance

LEAs with a finding of noncompliance for initial evaluations fall into one of the following categories: First-Year Finding, Continued Finding, or Longstanding Finding year 1+.

FIRST YEAR FINDING

LEAs that have a first-year finding will need to complete the following tasks to correct their finding of noncompliance:

1. Meet all subsequent timelines for initial evaluations.
2. Review the EV Roster in Data Exchange to ensure all timelines are being accurately recorded.
3. Participate in universal training and technical assistance opportunities.

CONTINUED FINDING

Two consecutive years of having a finding

LEAs that have had a finding for more than one year will need to complete the following tasks to correct their finding of noncompliance:

1. Meet all subsequent timelines for initial evaluations.
2. Review the EV Roster in Data Exchange to ensure all timelines are being accurately recorded.
3. Participate in targeted training and technical assistance opportunities.

LONGSTANDING FINDING

Three or more consecutive years of having a finding

LEAs that have had a finding for more than two years will need to complete the following tasks to correct their finding of noncompliance:

1. Complete the Indicator 11 Root Cause Analysis and Corrective Action Plan form.
2. Meet all subsequent timelines for initial evaluations.
3. Review the EV Roster in Data Exchange to ensure all timelines are being accurately recorded.
4. Participate in intensive training and technical assistance opportunities.



State Targets					
Target Year	2021	2022	2023	2024	2025
Target Data	100%	100%	100%	100%	100%

Results Driven Accountability (RDA)

Indicator 11 is included in the Compliance Matrix of RDA. When an LEA meets the target for a particular compliance indicator, they are considered “compliant” and are assigned a score of 5. If the LEA has a “finding of noncompliance” for an indicator, the corporation is assigned a score of 1.³

For RDA purposes, if a record is closed for an excused reason such as the parent revoking consent, or if an evaluation is completed late, those records are counted as compliant.

Category Weights for Compliance Index	
Category	Percentage Weight
Indicator 4B	12.5%
Indicator 9	12.5%
Indicator 10	12.5%
Indicator 11	12.5%
Indicator 12	12.5%
Indicator 13	12.5%
Continued Noncompliance	10%
Longstanding Noncompliance	15%
Total	100%

³ If the compliance target (100% or 0%) is not met for the compliance indicators, the corporation is out of compliance and must correct the noncompliance within one year. For Indicators 11 and 12, a corporation is designated as “substantially compliant” for the indicator and will receive a score of 5, if their compliance falls within a range of 95% - 100%. “Substantial compliance” is still considered a finding and must be corrected.



Scoring/Quintiles

RDA Scoring for Indicators 11, 12, and 13	
Percentage Compliance	Points
100.00% (Compliant)	5
95.00% - 99.99% (Substantially Compliant - Finding)	5
Less Than 95.00% (Finding)	1

Scoring is not differentiated based on enrollment size group.

Requesting Technical Assistance (TA)

Technical Assistance

Technical assistance involves communication between a specialist or consultant and the LEA to receive targeted support with a development need or problem to build organizational capacity. IDOE offers support with [various levels of technical assistance](#), and the Technical Assistance Request Form may be submitted to request these resources. The levels of technical support and correlating resources can be found below.

Technical Assistance Resources	
Level of Support	Resources
Universal	IEP TA Center <ul style="list-style-type: none"> • Statewide conference: Elevating Education: Improving Outcomes for All <ul style="list-style-type: none"> ○ Tuesday, November 28th, and Wednesday, November 29th • What Administrators Need to Know About SPED OSEP <ul style="list-style-type: none"> • SWIFT: Strong and Engaged Site Leadership
Targeted	<ul style="list-style-type: none"> • IDOE Technical Assistance Request Form
Intensive	<ul style="list-style-type: none"> • IDOE Technical Assistance Request Form

Contact IDOE's [Office of Special Education](#) for additional support.

