

## Instructions for Data Review Monitoring

PEAs completing the data review as their monitoring activity must submit the completed **Data Review** student file review forms to the ESS program specialist for acceptance on or before May 8, 2020. PEAs are expected to conduct a genuine, thorough review of files and to provide evidence of the correction of self-identified noncompliance from the file reviews. The focus of the reviews will be Indicators 11 & 13, Child Find (initial evaluation timeline) and Secondary Transition, as applicable.

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- The Data Review monitoring is assigned when the PEA Risk Analysis Tool comprehensive score is more than one and one-half standard deviations above the state average.
- The ESS specialist provides the PEA with the **Data Review** student file review form, which focuses on Indicator 11 (Child Find—initial evaluation timeline) and Indicator 13 (Secondary Transition).
- The Data Review timeline begins on **September 30, 2019**.
- The initial targeted student file review results are due to the ESS program specialist **on or before January 13, 2020**. This is done by submitting the completed **Data Review** student file forms via mail, in person, or by scanning and emailing.
- The PEA must review all initial evaluations completed within the past year and all IEPs for students 16 years of age and older (if either is applicable, based on the size of the PEA).
- ESS Program Support and Monitoring (PSM) completes a sample validation of compliance calls. The PSM specialist will ask for a sample of the files that were reviewed to validate calls made by the PEA.
- The PSM specialist provides feedback to the PEA on the validation of the PEA's calls within two weeks of the PEA's submission of the targeted file reviews.
- Based on the PSM specialist feedback, the PEA may need to review/change initial compliance calls on files reviewed.
- The PEA corrects each instance of self-identified noncompliance and reviews subsequent files to show sustainability.
- The PSM specialist verifies the correction of self-identified noncompliance.
- The PEA must submit the final student file form documentation, including the correction of any self-identified noncompliance **on or before May 8, 2020**.
- The monitoring will be closed if all items are compliant by **May 8, 2020**.
- If there are any findings of noncompliance identified at the conclusion of the monitoring activities, ESS will issue a written notification of findings and the PEA will develop a corrective action plan in collaboration with the PSM specialist.

- Items that are considered detrimental to the PEA's ability to provide FAPE to students require that a PEA correct the student file within 60 calendar days of the Written Notification of Findings letter; enforcement activities will apply if the timeline is not met.
- There is a one-year timeline for correction of all individual instances of noncompliance; enforcement activities will apply if the timeline is not met.

## Special Education Data Review File Sample Selection

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PEA: \_\_\_\_\_

Number of students in special education	10 or Fewer	11–100	101–250	251–500	501 or more
Number of eligible student files	All	11–20	20–30	30–40	40–55+
Initial evaluations of students found not eligible (for line item II.A.5 only)	2	2	5	8	12+

**Select a representative sample of files based upon your student population. This sample should include the following specific kinds of files, as applicable:**

- Each school site
- Initial evaluations
- All disability categories
- All service delivery models within the PEA
- English language learners (ELLs)
- Students who are 16 years of age or older (Indicator 13)
- Students in dropout recovery programs
- Out-of-district placements (ASDB, private day school, and residential placement)
- Students from an elementary-only district that are tuitioned (not open enrolled) to a neighboring unified or high school district
- Students phased out of special education services
- Students who have been suspended, have been expelled, or have moved to an IAES for longer than 10 days
- Students initially evaluated and found not eligible (Indicator 11)
- Preschool students

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**Additional items needed for the monitoring:**

- List of student files to be reviewed (Please use the DRM-3 form)
- Copy of the data review section of the Arizona Monitoring Manual (available online)
- Guide Steps for each PEA team member
- Copy of current SPED 72 report from AzEDS
- Documentation of systems of referral in place for children from birth to 5 years (including AzEIP referral and/or the district of residence)
- Hearing and vision screenings (if not maintained in student file)
- Home language surveys (if not maintained in student file)
- Copy of language proficiency assessments (if not maintained in student file)
- Current progress reports

The following matrix may be used to assist you in determining the sample to be selected for the monitoring.

Service Delivery Options	A	E D	E D P	O I	M D	M D S S I	M I D	M O I D	S I D	O H I	T B I	H I	V I	S L D	S L I	D D	P S D
Included in general education class 80% or more of the day (A)																	
Included in general education classroom between 40% and 79% of the school day (B)																	
Included in general education classroom for less than 40% of the school day (C)																	
PEA-operated special school (D)																	
Tuitioned to other public school (D)																	
Private day school (D)																	
Private residential (E, EA, EB, or EC)																	
Homebound/hospital/institution settings (H)																	
ASDB/PDSD (D)																	

# Data Review Only Monitoring File Sample

PEA: \_\_\_\_\_

Date of Review: \_\_\_\_\_

List all student files and indicate the purpose of review for each file selected.

Student Last Name, First Initial	DOB	School or Teacher	Eligibility Category	Initial Eval	Initial Eval <b>Did Not Qualify</b>	Pre-K	English Language Learner (ELL)	Dropout Recovery Program (DRP)	Approved Private Day	Secondary Transition/ Elementary Tuitioned Out to Neighboring HS	Phased Out	Suspended / Expelled	Reviewer Signature or Initials
SSID													
1.													
SSID													
2.													
SSID													
3.													
SSID													
4.													
SSID													
5.													
SSID													
6.													
SSID													
7.													
SSID													
8.													
SSID													
9.													
SSID													
10.													
SSID													

A3

## Data Review Student Form

SSID No: \_\_\_\_\_ DOB: \_\_\_\_\_ Student: \_\_\_\_\_ Eligibility: \_\_\_\_\_  
 Ethnicity: \_\_\_\_\_ School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Monitor: \_\_\_\_\_

Primary home language indicated by the parent \_\_\_\_\_ Language in which the student is most proficient \_\_\_\_\_

### Evaluation/Reevaluation

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>	II.A.5	_____	For initial evaluation, the student was evaluated within 60 calendar days. # of days over: _____ Reason: _____ <b>60-Day</b>

### Individualized Education Program

<input type="checkbox"/>	III.A.1	_____	Current IEP (date: _____) <b>60-Day</b>
<input type="checkbox"/>	III.A.6	_____	<b>For students 16 years of age or older, documentation of required postsecondary components. 60-Day</b>
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals <input type="checkbox"/> No evidence of goals <input type="checkbox"/> Goal content not postsecondary <input type="checkbox"/> Not measurable <input type="checkbox"/> Required goal areas not addressed
<input type="checkbox"/>		<input type="checkbox"/>	Measurable postsecondary goals updated annually
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the postsecondary goals were derived from age-appropriate assessment(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of one or more transition services/activities that support the postsecondary goal(s)

PEA ✓	Line Item	I-O-U	Description
<input type="checkbox"/>		<input type="checkbox"/>	The student's course of study supports the identified postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation of annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)
<input type="checkbox"/>		<input type="checkbox"/>	Documentation that the student was invited to meeting
<input type="checkbox"/>		<input type="checkbox"/>	Evidence that a representative of another agency that is likely to provide and/or pay for transition services has been invited to the meeting when parent consent is obtained

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Comment(s) \_\_\_\_\_  
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