



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Eric G. Mackey, Ed.D.
State Superintendent of Education

February 20, 2020

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Eric G. Mackey *EGM*
State Superintendent of Education

RE: Special Education Data Reporting Reminders

As the 2019-2020 school year comes to an end, the Alabama State Department of Education (ALSDE), Special Education Services (SES) Section, offers the following reminders regarding data that are vital to meeting all federal and state reporting requirements. Please refer to the memorandums dated November 6, 2019, and January 17, 2020, regarding the data cleanup prior to PowerSchool migration. The migration schedule will impact the customary due dates for submission of all special education data reports.

As you are aware, the Special Education Tracking System (SETS) and InformationNOW (INOW) will **not** be available after **June 5, 2020**. Therefore, the data collection window for reporting special education data will occur during the period of **May 1-15, 2020**, for the 2019-2020 reporting period **ONLY** to ensure that all data are timely submitted and reported. It is essential that directions from the above memorandums referenced in the preceding paragraph are followed regarding data review and cleanup prior to submitting required reports.

The following reminders will assist local education agencies (LEAs) in ensuring that all required information is reported timely and accurately. **Late submissions will negatively impact your LEA Determination; so, it is imperative that LEAs adhere to all reporting timelines.**

• **Indicator 3 – Assessment Data.**

Although assessment data are not reported in SETS, please ensure that all students with disabilities participate in statewide assessments. For those students who do not participate in statewide assessments, LEAs may be required to provide a reason for non-participation.

Participation Rate and Proficiency Rate for Indicator 3 will be publicly reported.

• **Indicator 5 – School-Age Least Restrictive Environment (6-21 LRE).**

All least restrictive environment (LRE) data are federally reported as part of the Child Count data collection process. The LRE information must be manually entered into the Student Folder each time the LRE is determined by the child’s Individualized Education Program (IEP) Team (**this information does not automatically populate into the Student Folder**). All publicly reported LRE information will be taken from the Student Folder and not from the IEP. The school-age LRE codes should be used for children ages 6 through 21.

The LRE data for Indicator 5 will be publicly reported.

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- **Indicator 6 – Early Childhood Least Restrictive Environment (3-5 LRE).**

All LRE data are federally reported as part of the Child Count data collection process. The LRE information must be manually entered into the Student Folder each time the LRE is determined by the child's IEP Team (**this information does not automatically populate into the Student Folder**). All publicly reported LRE information will be taken from the Student Folder and not from the IEP. The early childhood LRE codes should be used for children ages 3 through 5. The LRE Codes should be re-determined when a student begins kindergarten. When a child turns 6, whether still in preschool or in kindergarten, an LRE Code for 6- through 21-year-old students must be used.

The LRE data for Indicator 6 will be publicly reported.

- **Indicator 7 – Preschool Outcomes.**

Although preschool outcomes data are not reported in SETS, the Entry Early Learning Progress Profile (ELPP) is *required* to be administered to all preschool children determined to be eligible for special education services within 60 days of the date special education services begin. Documentation to support ELPP responses must be available to view during monitoring.

The Exit ELPP data should be gathered and the Exit ELPP completed between May 1 and May 21, 2020. For detailed submission information, consult the forthcoming *News You Can Use* email communication from Ms. Crystal Richardson to be issued March 19, 2020. **Remember, each LEA is required to submit its ELPP Electronic Tracking System (EETS) spreadsheet to SES no later than June 2, 2020. Failure to submit the required reports by the due date may adversely impact the district's LEA Determination.**

The Preschool Outcomes data for Indicator 7 will be publicly reported.

- **Indicator 8 – Parent Involvement.**

Although parent involvement data are not reported in SETS, the Office of Special Education Programs (OSEP) requires states to collect and federally report the *percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities*. These data are collected via the parent survey. The Alabama Parent Survey will include all students with IEPs ages 3-21 (excluding gifted) who were active in your LEA as of October 1, 2019. **All LEAs are required to collect parent involvement data using the Alabama Parent Survey.**

The SES will provide LEAs with a link to the electronic copy and a hard copy of the parent survey through email. For greater ease of administration and data collection, the ALSDE strongly encourages LEAs to utilize the electronic survey option. All collected hard copy surveys must be returned to the SES for data entry by no later than **July 10, 2020**.

Data obtained from the Alabama Parent Survey, including the LEA response rate, are publicly reported.

- **Indicator 11 – Child Find**

According to the *Alabama Administrative Code* (AAC) each public agency has 60-calendar days from the date the public agency receives a parent’s signed consent for the initial evaluation to conduct and complete the initial evaluation. The data will be collected using the *Students Evaluated Within Timeline* report in SETS and submitted through the district-approved process. The scheduled collection period is **May 1-15, 2020**.

Please view your *Students Evaluated Within Timeline* report in SETS under State Reports. Please enter the **Start Date** of **July 1, 2019**, and the **End Date** of **June 30, 2020**. Click on **Preview Data** to view your report.

When viewing your report, ensure that all data relevant to the 60-day timeline for the initial evaluation process are entered into each Student Folder in SETS. Incomplete information in the Student Folder impacts reported data and the LEA’s total percentage in the *Students Evaluated Within Timeline* report. To complete the information in the Student Folder, select the “Basic” tab and manually enter the data under Referral/Evaluation/Eligibility/Information section for those fields that do not automatically populate.

The target set by OSEP for the state is 100 percent. Therefore, the target for each LEA is 100 percent. Data for Indicator 11 will be used in LEA determinations and will be publicly reported.

- **Indicator 12 – Early Childhood Transition.**

Data will be collected using the *EI to Preschool Tracking Log* in SETS and submitted through the district-approved process. The scheduled period for submission is **May 1-15, 2020**.

Ensure that all current data for every child transitioning from EI to preschool are entered into the Student Folder in SETS on the “EI to Preschool” tab as each step of the special education process is completed. Review the *Early Intervention Notification to Local Education Agency* letters received to ensure the appropriate children are included in the data collection.

Please view your *EI to Preschool Tracking Log* in SETS under State Reports to ensure that all students are included for whom notification letters have been received **and** a referral has been started or completed. (Note: Only EI to Preschool students that are three (3) years of age during the report run dates will be included in the data on the report.) Please enter the **Start Date** of **July 1, 2019**, and the **End Date** of **June 30, 2020**. Click on **Preview Data** to view your report.

The target set by OSEP for the state is 100 percent. Therefore, the target for each LEA is 100 percent. Data for Indicator 12 will be used in LEA determinations and will be publicly reported.

- **Indicator 13 – Secondary Transition.**

Secondary transition data are collected on **ALL** students age 16 (or older) or students who will be turning 16 during the implementation year of the IEP. The data will be collected using the *Transition Verification Report* (TVR) in SETS. Data fields on the TVR are populated from the Transition Services page of the IEP. Data for this indicator are submitted through the district-approved process. The scheduled collection period is **May 1-15, 2020**.

Please view your TVR in SETS under State Reports. Please enter the **Start Date of July 1, 2019**, and the **End Date of June 30, 2020**. Click on **Preview Data** to view your report.

The target set by the OSEP for the state is 100 percent. Therefore, the target for each LEA is 100 percent. Data for Indicator 13 will be used in LEA determinations and will be publicly reported.

- **Indicator 14 – Post-School Outcomes (selected LEAs only).**
Selected LEAs have been contacted regarding participation in the Post-School Outcomes reporting process. Post-School Survey interviews must be conducted between **April 1 and May 15, 2020**. Data for this indicator are submitted through the district-approved process. The scheduled collection period is **May 1-15, 2020**.

To ensure that all student surveys have been completed, please view your *Post-School Survey* report in SETS under State Reports. Remember that you will need to change the reporting dates for this year only. Please enter the **Start Date of April 1, 2020**, and the **End Date of May 15, 2020**. Click on **Preview Data** to view your report.

Post-School Outcomes data, including response rates, will be publicly reported.

Annual Data Reports (Student Exiting, Personnel Data and Supplemental Data). Detailed directions for completing and submitting the Student Exiting, Personnel Data, and Supplemental Data Reports are outlined in the Annual Data Report Help Document 2020. This document is now available on the ALSDE website. To access it, hover over the Support Systems link and then under the General Information heading, select the Special Education Services link. On the Special Education page, select Data/Reporting from the links on the right side of the page. Next, select the Annual Data Report Help Document 2020 file under the General Information tab. All data for these reports must be entered into SETS and submitted to the ALSDE only through the Report Desktop, State Reports, District-Approved process. Additional information will be provided via email as we approach the data collection window (**May 1-15, 2020**) regarding important reminders for completing and submitting for this collection.

NOTE: Prior to previewing and submitting the Student Exiting Report, the Child Count date in SETS Utilities, System Files, must be the same date your LEA used for the 2019 Child Count submission. This date will typically show as 10/1/19.

- **Archiving Student Information in SETS.** Please remember that archiving student information in SETS can impact the data collected through the district-approved process for reporting. If the LEA has multiple Student Folders, the LEA should review the processes and forms in each Student Folder and decide which Student Folder should be kept and archive the other(s). When archiving duplicate Student Folders, it is important to check the duplicate folder check box.

Additional assistance is available through the 2020 District-Approved Process for State Reports Help Document for Indicators 11, 12, 13, and 14 and may be accessed on the ALSDE website by hovering over the Support Systems link and then under the General Information heading, selecting the Special Education Services link. On the Special Education page, select Data/Reporting from the links on the right side of the page and then select the 2020 District-Approved Process for State Reports Help Document file under the General Information tab.

It is essential that all data be reviewed on a regular basis to ensure that all information is correctly entered into the SETS database. Please ensure that all data are kept current in the SETS program to allow the LEA and/or the ALSDE to run reports at any time. If you have any questions regarding this memorandum, please contact Mrs. Susan Williamson, Mr. Eric Dickson, or Dr. Kemeche Green at (334) 694-4782.

EGM/SW/MB

cc: City and County Special Education Coordinators
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