

Self-Assessment Compliance Comparison Chart 2013-2014 to 2017-2018

2013-2014: 7 districts & 231 Files 2014-2015: 6 districts & 220 Files (109 parts 1&3/111 parts 2&4) 2015-2016: 7 districts & 131 Files (62 parts 1&3/69 parts 2&4) 2016-2017: 6 districts & 94 Files (47 parts 1&3/47 parts 2&4) 2017-2018: 6 districts & 145 Files (79 full, 33 parts 1&3/33 parts 2&4)		Self-Assessment Question #					Percent Compliance				
							0-25% 26-50% 51-75% 76-94% 95-100%				
Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
Record of Access	Provide the evidence of a record of parties that have obtained access to the education records collected, maintained or used under Part B of the Act.	1	1	1	1	1	91%	98%	91%	100%	100%
Procedural Safeguards	Provide the evidence that a copy of the procedural safeguards, available to the parents of a child with a disability, was given to the parent one time in the school year.	79	2	2	2	2	91%	98%	100%	91%	98%
Evaluation; Determination of Eligibility	Provide the evidence that a group of qualified professionals and the parent of the child determined whether the child, upon completion of assessments, is a child with a disability.	2	3	3	3	3	91%	87%	77%	89%	97%
Evaluation; Determination of Eligibility	For determination of eligibility, provide the evidence that the composition of the IEP team also included a teacher certified in each area of suspected disability.	3	4	4	4	NA	79%	77%	74%	77%	NA
Evaluation; Determination of Eligibility	For determination of eligibility, provide the evidence that the composition of the IEP team also included an individual knowledgeable about the child as a result of having had personal contact with the child in the school or, if the child is below school age, at another setting.	4	5	5	5	NA	96%	99%	94%	94%	NA
Evaluation; Determination of Eligibility	Provide the trained and knowledgeable personnel who administered the assessment.	NA	6	6	6	4	NA	86%	92%	89%	98%

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Evaluation; Determination of Eligibility	Provide the evidence that the team drew upon, carefully considered and documented information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior.	6	7	7	7	5	88%	81%	73%	79%	92%
Written Prior Notice (Determination of Eligibility)	Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency.	10	8	8	8	6	85%	80%	74%	85%	88%
Written Prior Notice (Determination of Eligibility)	Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action.	11	9	9	9	7	79%	58%	56%	72%	80%
Written Prior Notice (Determination of Eligibility)	Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action	12	10	10	10	8	79%	21%	8%	23%	55%
Written Prior Notice (Determination of Eligibility)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected.	16	11	11	11	9	70%	66%	44%	62%	86%
Written Prior Notice (Determination of Eligibility)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal.	17	12	12	12	10	44%	51%	24%	66%	83%
Written Prior Notice (Determination of Eligibility)	Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so	19	13	13	13	11	86%	89%	94%	91%	95%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
Individualized Education Program	Provide the evidence of the signature of the parent or, where appropriate, student, and a representative of the LEA indicating approval of the provisions of the IEP. Provide both the LEA representative and the parent listed on the response section of the IEP. For adult student, the LEA representative and adult student	20	14	14	14	12	97%	100%	100%	96%	100%
Individualized Education Program	Provide the evidence that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP	21	15	15	15	13	90%	89%	66%	62%	83%
Individualized Education Program	If an initial IEP, provide the evidence that there was a meeting to develop an IEP for the student conducted within 30 days of a determination that the child needs special education and related services	22	16	16	16	14	84%	94%	100%	86%	95%
Individualized Education Program	Give the dates of the previous IEP that demonstrate evidence that the IEP was reviewed at least annually	24	17	17	17	15	91%	96%	93%	93%	96%
Individualized Education Program	Provide the evidence that an IEP was in place at the beginning of the school year	23	18	18	18	16	99%	100%	100%	100%	99%
IEP Team; Participants in the Special Education Process	Provide the evidence that the IEP Team included the parent(s) of the child or adult student	25	19	19	19	17	91%	96%	87%	94%	97%
IEP Team; Participants in the Special Education Process	Provide evidence that at least one regular education teacher of the child participated in the meeting. If there was no regular education teacher please explain	26	20	20	20	18	79%	94%	95%	90%	94%
IEP Team; Participants in the Special Education Process	Provide evidence that at least one special education teacher or special education provider of the child participated in the meeting. If there was no special education teacher or provider, please explain	27	21	21	21	19	85%	98%	97%	98%	96%
IEP Team; Participants in the Special Education Process	Provide the evidence that the IEP Team included an LEA representative	28	22	22	22	20	92%	97%	95%	91%	97%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
IEP Team; Participants in the Special Education Process	Provide the evidence that an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs 34 CFR 300.321(a)(2) through 34 CFR 300.321(a)(6) participated in the meeting	NA	23	23	23	21	NA	97%	97%	96%	97%
IEP Team; Participants in the Special Education Process	22. If vocational, career or technical education components are being considered, provide the evidence that the IEP team membership included an individual knowledgeable about the vocational education programs and/or career technical education being considered	29	24	24	24	22	85%	96%	100%	85%	90%
IEP Team; Participants in the Special Education Process	Provide the evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants. If the parent(s) agrees in writing, the LEA may satisfy this requirement via transmittal by electronic mail. Such an agreement shall be effective until revoked in writing. A notice sent by first class or U.S. mail 12 days prior to the meeting shall be deemed received 10 days before an IEP meeting	30	25	25	25	23	89%	88%	87%	77%	77%
IEP Team; Participants in the Special Education Process	If less than 10 days, per Ed 1103.02(b), provide evidence of written consent of the parent(s) that the notice requirements were waived	NA	25a	25a	25a		NA				
IEP (Present Levels of Academic Achievement and Functional Performance)	Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered the strengths of the child	31	26	26	26	24	94%	95%	94%	96%	95%
IEP (Present Levels of Academic Achievement and Functional Performance)	Provide the page number in the currently agreed upon IEP demonstrating evidence that the team considered the academic, developmental, and functional needs of the child	32	27	27	27	25	80%	88%	90%	94%	95%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
IEP (Present Levels of Academic Achievement and Functional Performance)	Provide the page number in the currently agreed upon IEP documenting evidence that the concerns of the parents for enhancing the education of their child were considered	33	28	28	28	26	91%	97%	99%	89%	96%
IEP (Present Levels of Academic Achievement and Functional Performance)	Provide the page number in the currently agreed upon IEP demonstrating evidence that the results of the initial or most recent evaluation of the child were considered	34	29	29	29	27	82%	83%	88%	81%	94%
IEP (Present Levels of Academic Achievement and Functional Performance)	Provide the evidence of a statement in the IEP that describes how the student's disability affects the student's involvement and progress in the general education curriculum	35	30	30	30	28	93%	96%	92%	82%	96%
IEP (Present Levels of Academic Achievement and Functional Performance)	Provide the evidence of a statement in the IEP that describes how the student's disability affects non-academic areas	36	31	31	31	29	88%	87%	93%	91%	99%
IEP (Present Levels of Academic Achievement and Functional Performance)	For preschool children, as appropriate, provide the evidence of a statement in the IEP that describes how the disability affects the child's participation in appropriate activities	37	32	32	32	30	81%	92%	92%	100%	95%
Consideration of Special Factors	In the case of a child whose behavior impedes the child's learning or that of others, provide the evidence that the team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior	39	33	33	33	31	95%	92%	96%	94%	100%
Consideration of Special Factors	In the case of a child with limited English proficiency, provide the evidence that the team considered the language needs of the child as those needs relate to the child's IEP	40	34	34	34	32	80%	75%	100%	93%	100%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
Consideration of Special Factors	In the case of a child who is blind or visually impaired, provide the evidence that the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child	41	35	35	35	33	86%	60%	100%	89%	100%
Consideration of Special Factors	Provide the evidence that the IEP Team considered the communication needs of the child	42	36	36	36	34	97%	92%	100%	96%	100%
Consideration of Special Factors	In the case of a child who is deaf or hard of hearing, provide the evidence that the team considered the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode	43	37	37	37	35	88%	88%	100%	89%	100%
Consideration of Special Factors	Provide the evidence that the IEP Team considered whether the child needs assistive technology devices and services	44	38	38	38	36	97%	93%	100%	96%	100%
Courses of Study	For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, provide the evidence of a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses, vocational education, or career and technical education	45	39	39	39	37	64%	77%	70%	47%	68%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
Measurable Annual Goals; Short-term Objectives or Benchmarks	Provide the evidence of a statement of measurable annual goals, including academic and functional goals	46	40	40	40	38	14%	25%	7%	23%	29%
Measurable Annual Goals; Short-term Objectives or Benchmarks	Provide the evidence that the measurable annual goals meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum	47	41	41	41	39	84%	92%	81%	87%	96%
Measurable Annual Goals; Short-term Objectives or Benchmarks	Provide the evidence that the measurable annual goals meet each of the child's other educational needs that result from the child's disability	48	42	42	42	40	90%	95%	84%	85%	95%
Measurable Annual Goals; Short-term Objectives or Benchmarks	Provide the evidence of short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals	49	43	43	43	41	97%	97%	100%	94%	99%
Review and Revision of IEPs (Measuring Progress)	Provide the evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals shall be provided to the parents	52	44	44	44	42	98%	91%	97%	89%	99%
Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)	Provide the evidence that each teacher and provider has been informed of the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP	54	45	45	45	43	93%	91%	75%	57%	86%
Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)	If accommodations are included, are the accommodations changes in instruction or evaluation determined necessary by the IEP team that do not impact the rigor, validity, or both of the subject matter being taught or assessed	55	46	46	46	44	95%	95%	94%	91%	97%
Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)	If modifications are included, are the modifications changes in instruction or evaluation determined necessary by the IEP team that impact the rigor, validity, or both of the subject matter being taught or assessed	56	47	47	47	45	69%	77%	80%	75%	78%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
Definition of Individualized Education Program	Provide the evidence of a statement of special education	57a	48a	48a	48a	46	90%	96%	80%	77%	85%
Definition of Individualized Education Program	Provide the written evidence documenting implementation of the IEP with regards to all special education services provided	60	51	51	51	47	76%	74%	74%	66%	79%
Definition of Individualized Education Program	Provide the evidence of a statement of related services	57b	48b	48b	48b	48	98%	97%	100%	93%	100%
Definition of Individualized Education Program	Provide the written evidence documenting implementation of the IEP with regards to all related services provided	60	52	52	52	49	76%	77%	76%	79%	84%
Definition of Individualized Education Program	Provide the evidence of a statement of supplementary aids and services	57c	48c	48c	48c	50	92%	96%	100%	60%	100%
Definition of Individualized Education Program	Provide the written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided	61	53	53	53	51	75%	86%	78%	50%	100%
Definition of Individualized Education Program	Provide the evidence of a statement of the program modifications	57d	48d	48d	48d	NA	90%	98%	100%	67%	NA
Definition of Individualized Education Program	Provide the written evidence documenting implementation of the IEP with regards to program modifications	62	54	54	54	NA	66%	93%	100%	67%	NA
Definition of Individualized Education Program	Provide the evidence of a statement of the supports for school personnel	57d	48e	48e	48e	52	90%	99%	100%	92%	100%
Definition of Individualized Education Program	Provide the written evidence documenting implementation of the IEP with regards to supports for school personnel	63	55	55	55	53	65%	73%	52%	77%	61%
Definition of Individualized Education Program	Provide the evidence of a projected date for the beginning of the services and modifications described in the supports and services section of the IEP	58	49	49	49	54	100%	99%	100%	96%	100%
Definition of Individualized Education Program	Provide the evidence of the anticipated frequency, location, and duration of those services and modifications described in the supports and services section of the IEP	59	50	50	50	55	99%	98%	100%	91%	100%

Area of Compliance	Specific Citation/Self-Assessment Question	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014 Data	2014 2015 Data	2015 2016 Data	2016 2017 Data	2017 2018 Data
Justification for Non-Participation	Provide the evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP	64	56	56	56	56	66%	65%	65%	94%	95%
State and District Wide Assessments	Provide the evidence of a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments	65	57	57	57	57	97%	96%	96%	94%	100%
State and District Wide Assessments	If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, provide the evidence of a statement of why the child cannot participate in the regular assessment	66	58	58	58	58	95%	94%	86%	60%	100%
State and District Wide Assessments	If the child is taking an alternate assessment, provide the evidence describing why the particular alternate assessment selected is appropriate for the child	67	59	59	59	59	95%	94%	86%	60%	100%
Written Prior Notice (IEP)	Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency	69	60	60	60	60	82%	58%	47%	79%	86%
Written Prior Notice (IEP)	Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action	70	61	61	61	61	73%	61%	39%	64%	79%
Written Prior Notice (IEP)	Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action	71	62	62	62	62	79%	15%	31%	36%	53%

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Written Prior Notice (IEP)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected	75	63	63	63	63	73%	57%	56%	83%	88%
Written Prior Notice (IEP)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal	76	64	64	64	64	42%	49%	48%	87%	84%
Written Prior Notice (IEP)	Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so	78	65	65	65	65	88%	86%	94%	96%	93%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of the action proposed or refused by the agency	81	66	66	66	66	54%	53%	56%	83%	81%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included an explanation of why the agency proposed or refused to take the action	82	67	67	67	67	48%	47%	32%	62%	59%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action	83	68	68	68	68	58%	13%	19%	21%	38%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other options that the IEP team considered and the reasons why those options were rejected	87	69	69	69	69	58%	49%	45%	81%	61%
Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability included a description of other factors that were relevant to the LEA's proposal or refusal	88	70	70	70	70	35%	40%	42%	77%	62%

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Written Prior Notice (Placement)	Provide the evidence that the notice given to the parents of a child with a disability was provided in the native language of the parent or other mode of communication used by the parent, unless it was clearly not feasible to do so	90	71	71	71	71	70%	78%	84%	87%	86%