

Guiding Questions for the Analysis of Verification Codes

Goal 2 of the BEESS Annual Strategic Plan, 2014-2015 for Prekindergarten *Seamless Articulation and Maximum Access* includes the Performance Indicator 2 of the plan, which is Indicator 12 of the Annual Performance Report (APR): *Increase the percentage of children referred by Part C prior to age three, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday.*

Florida has achieved a rate of nearly 100% of children transitioning on time from Part C to Part B, with an Individual Educational Plan (IEP) implemented by their third birthday. However, in order to achieve compliance, disposition codes have been used for some children to explain the existence of a delay and these codes are verified by BEESS annually.

This document will assist districts to analyze and identify the prevalent verification codes being used, determine if there are factors that can be addressed to reduce the use of any verification codes, and develop strategies to eliminate barriers and improve practices.

In order to improve the outcome for children and families, and maintain our level of on time transitions, we need to consider which factors impact the process of transition for pre-k children with disabilities, how often specific codes are used, and prevalent trends in districts and comparison with statewide trends. Analyzing the use of the codes will identify areas that may be improved upon by communication, problem solving and planning and provide a more realistic overview of local/regional transition practices.

The following guiding questions may assist you in understanding and managing verification code data in your school district and its impact on timely transition from Part C to Part B for children and their families.

Understanding the verification data reported by Florida to OSEP:

1. Florida gathers information regarding verification codes that contains more complex categories than the OSEP defined columns. Therefore, for OSEP reporting, Florida collapses the codes into 4 categories – to comply with what OSEP identifies as required.
2. The formula used to arrive at the final number is (Total OSEP A - D) + (FL VERIFICATION TOTAL) – (the sum of FL VERIFICATION columns G + K).
3. To understand the how the formula works to arrive at the variance in numbers, follow the steps below for each county in your region:
 - a. Go to the **OSEP CODES** page and calculate the result of **OSEP CODES A - D** for a given county
 - b. Remember/record the number
 - c. Go to **"TOTAL FL CODES USED"** on the **FL VERIFICATION CODES** page and add that **OSEP A - D** total you carried over to the column **"TOTAL FL CODES USED"**. This gives you a preliminary subtotal ("Total OSEP A - D, + FL TOTAL").
 - d. Go to **FL VERIFICATION CODES columns G + K** and add them together to arrive at the total number of records excluded. Subtract the G + K total from your preliminary subtotal.
 - e. This gives you the total number of children's records excluded from OSEP reporting. (Total OSEP A - D) + (FL TOTAL) – (the sum of **FLORIDA VERIFICATION Columns G + K**).

What are you looking for in your data?	Questions to consider	Who can help? Resources/partners/TA	What are the next steps or strategies?
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<p>Step 1. Gather district transition data</p> <p>Gather district data for all children who are reviewed to potentially receive special education services. Considerations:</p> <ul style="list-style-type: none"> • Is there an internal tracking system or method that provides the total number of children transitioned? • Can you determine the total number or run a report that gives you the total number of children transitioned on time from Part C to Part B without the use of codes? • Can you determine the number, or run a report, that gives you the total number of children transitioned on time from Part C to Part B with the use of codes? 	<p>Are the comparison numbers accurate?</p> <p>If not, who is not accounted for and why?</p> <p>Have you had a conversation with Early Steps to see if Early Steps reports the same number of children transitioning to Part B from Part C as you report for Part B?</p> <p>Did you look at the total number of children who transitioned from Early Steps?</p>	<ul style="list-style-type: none"> ➤ Person(s) responsible for data management or report reports ➤ TA needed: <ul style="list-style-type: none"> ○ _____ ○ _____ ○ _____ 	
<p>Step 2. Analyzing the data</p> <p>2.1. Analyze the transition data gathered in step 1 to compare the difference in transition rates with and without the use of codes.</p> <p>a. When you look at the data for the children who transitioned without the use of codes, are there trends that become apparent?</p> <ul style="list-style-type: none"> ○ Screenings completed for vision and hearing received on time/in advance? ○ Medical or therapy reports on time/in advance? ○ Geographic region in which the children reside? ○ Other: _____ 	<p>Is there a difference in your % of children transitioning on time?</p> <p>What are your program strengths that make this happen?</p> <p>How can you use your program strengths to improve any barriers related to use of verification codes?</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>What partners play a key role?</p>	

<p>b. What are the prevalent codes used for children who transitioned on time with the use of codes? (Check out the definitions on the Florida and OSEP Code charts.)</p> <p>c. When you look at the data for the children who transitioned with the use of codes, are there trends that become apparent?</p> <ul style="list-style-type: none"> o Screenings completed for vision and hearing not received in advance/on time? o Medical or therapy reports not received on time/in advance? o Geographic region in which the children reside? o Other: _____ 		<p>What partners play a key role?</p>	
<p>2.2. Looking at the trends, what partners are needed to be part of the problem solving process based on analysis of the data?</p> <p>a. Is it an internal issue?</p> <p>b. Is it an issue shared with Early Steps?</p> <p>c. Is it an issue shared with another agency (such as DCF)?</p> <p>d. Are the procedures outlined in your interagency agreement (IA) relative to the issue, and if so, are they effective?</p>	<p>What are internal barriers that contribute?</p> <p>What are the barriers that involve other staff/partners?</p> <p>What partners do you need to invite to a discussion?</p> <p>In reviewing your IA, what language can be added to the IA to strengthen transition timelines to reduce the use of codes?</p> <p>Discussion may include:</p> <ul style="list-style-type: none"> o Communication/sharing information o Assessment scheduling o Transition conference or IEP scheduling o Transportation issues o Family choice/issues o Strengthening or formalizing language in your IA. 		

<p>Step 3. Identify the next steps needed in order to increase your district's timely transition of children from Part C to Part B with reduced use of codes.</p> <p>Looking at your trends, is there a need for further assistance in:</p> <ul style="list-style-type: none"> a. Continued analysis/discussion of the data? b. Facilitated discussion among partners? c. Assistance in resolving identified barriers? d. Coaching/support needed? e. Staff training required? 		<p>Staff/partners who can help</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>TATS/Florida's Transition Project</p> <p>_____</p> <p>_____</p>	
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