

IN'S AND OUT'S OF FEDERAL SPECIAL EDUCATION DATA REPORTING



OSPI/WASA Special Education Conference
Doubletree Hotel Seattle Airport
Seattle, Washington
August 10-11, 2010

Timely & accurate reporting

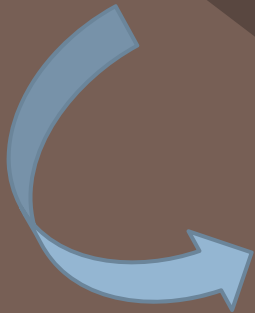


DATA!



issues of
non-compliance

program review



“Determinations”

1. (Using Extended Graduation Rate) Percent of youth with IEPs graduating from high school with a regular diploma. (*performance*)

2. (Using Annual Dropout Rate) Percent of youth with IEPs dropping out of high school. (*performance*)

3. Participation and performance of children with disabilities on statewide assessments:

- A. Did the district have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for the disability subgroup.
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (*performance*)

4A. Identified as having a significant discrepancy in the rates of suspensions and expulsions of Special Education Students for greater than 10 days in a school year. (*performance*)

4B. Added back this FY: Identified as having a significant discrepancy by race or ethnicity in the rates of suspensions and expulsions of Special Education Students for greater than 10 days in a school year. (*compliance*)

5. Percent of students with IEPs aged 6 through 21: Removed from the regular class less than 21% of the day (LRE Code 1), Removed from the regular class greater than 60% of the day (LRE Code 3), Served in public or private separate schools, residential placements or homebound/hospital placements. (LRE Codes 28, 29, 30, 31, and 8) (*performance*)

6. Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers. (*performance*)

7. Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs. (*performance*)

8. 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. (*performance*)

9. Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (*compliance*)

10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (*compliance*)

11. Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 35 school days (State established timeline) (*compliance*)

12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. (*compliance*)

13. Revised: Percent of youth aged 16 and above with an IEP that includes appropriate measurable post-secondary goals that are annually updated and based on age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the students transition services needs. (*compliance*)

14. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: competitively employed and/or enrolled in some type of postsecondary school within one year of leaving high school. (*performance*)

15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (*compliance*)

16. Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint. (*compliance*)

17. Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party. (*compliance*)

18. Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (*performance*)

19. Percent of mediations held that resulted in mediation agreements. (*performance*)

20. Reported data are submitted both timely and accurate. (*compliance*)

THINGS TO CONSIDER PRIOR TO SUBMISSION OF DATA TEMPLATES

- Submit data on or **before** the due dates. Don't wait until the last day.
- Templates must be free of 'highlighted cells'-otherwise they will be returned for correction. At this time the data is not considered submitted.
- Templates include instructions, definitions, and some include FAQs. Except for Child Count/LRE, all other reports are submitted using an Excel template and must be emailed to specialdata@k12.wa.us.
- **Do not modify the templates. Only submit one template per district.**
- Upon receipt, a confirmation will be sent back to the email address that submitted the report. Confirmation may also include a note if there are additional data reports not yet received.

HOW DO I KNOW WHAT IS DUE? AND WHEN? WHERE? HOW?

Annual Federal Special Education Data Collection Bulletin – published in the fall of each school year

<http://www.k12.wa.us/BulletinsMemos/bulletins2010.aspx>

OSPI Special Education Website:

<http://www.k12.wa.us/SpecialEd/Data/FederalForms.aspx>

Special Education Monthly Updates

<http://www.k12.wa.us/SpecialEd/updates.aspx>

Comprehensive Education Data and Research System (CEDARS)

<http://www.k12.wa.us/CEDARS/default.aspx>

SPECIAL EDUCATION DATA REPORTING SCHEDULE FOR 2010-11

Collection Name:	Date Due:	Additional Information or Resources:
<u>Special Education Personnel Employed and Needed</u>	12/17/10	
Federal Special Education Child Count and Least Restrictive Environment (LRE) must be submitted through CEDARS. To log-in the system go to: https://eds.ospi.k12.wa.us/Login.aspx	CEDARS Submission due 12/31/10	Instructions, definitions, examples, Q and A, Calculating preschool LRE codes
Special Education Students Suspended/Expelled	06/30/11	
Timeline for Initial Evaluation of Special Education and Transition from Part C to Part B by Child's 3rd Birthday	07/15/11	Recorded Webinar: https://www1.gotomeeting.com/register/124535984
Child Outcomes Summary Form - submit district-wide entry and exit data	07/15/11	www.k12.wa.us/specialed/EC.aspx Calculating Progress
Federal Special Education Data Reporting Requirements Bulletin XXX-10	Sept 10	http://www.k12.wa.us/BulletinsMemos/bulletins2010.aspx
2010 Post-School Data Survey and the Demographic Form are located on the Center's website: www.seattleu.edu/ccts	06/1/11 11/01/11	Phone Interviews begin on 6/1/11 Online data must be entered by 11/01/11

Special Education

Special Education Home

Special Education Data

2009-10 District Profiles

Federal Data Collection Forms

Child Count Placement Data

SPP/APR

Annual State Grant Application

Federal Data Collection Forms

The Office of Superintendent of Public Instruction (OSPI) collects special education data which must be submitted annually to the Office of Special Education Programs (OSEP), U.S. Department of Education. This page displays the information of all the federally required data that will be collected during the 2009-10 school year. Each collection has a separate set of instructions, data collection forms, and due dates. All school districts are required to submit the data to your computer, fill in the required information, and submit via the internet.


To be included in the special education future needs study...

Contact Info

Sandy Grummie
 Amber O'Donne
specialdedata@k12.wa.us
 (360) 725-6075
 (360) 586-0247


File Download

Do you want to open or save this file?

 Name: Discipline_0910.xls
 Type: Microsoft Office Excel 97-2003 Worksheet, 382KB
 From: www.k12.wa.us

Open Save Cancel

Always ask before opening this type of file

 While files from the Internet can be useful, some files can potentially harm your computer. If you do not trust the source, do not open or save this file. [What's the risk?](#)

2009-10 District Profiles	Questions/
Special Education Data and Needs	previous
Email the specialdedata@k12.wa.us	
Download Excel Template, Save to computer BEFORE OPENING LINK, open with Excel.	

SPECIAL EDUCATION PERSONNEL

- Must be submitted using OSPI template with no modifications – do not remove what you think are extra sheets.
- Due ON OR BEFORE December 17, 2010
- Instructions are included within the form template.
- Include all staff assigned to serving special education students regardless of funding.
- No changes from previous year.
- In the 2009-10 school year, all districts submitted this data on-time. Improvement over previous year!

	A	B	C	D	E	F	G	H
1	Office of Superintendent of Public Instruction							
2	Special Education							
3	Old Capitol Building, PO BOX 47200							
4	OLYMPIA WA 98504-7200							
5	(360) 725-6075 TTY (360) 586-0126							
6	Special Education Teachers and Related Services Personnel							
7	Employed and Needed as of November 1 or first business day of November							
8								
9	Email address of person submitting this form (in case of questions):							
10								
11	District Name (insert in box below):			(1) Highly Qualified (FTE) (include contracted)	(2) Not Highly Qualified (FTE) (include contracted)	(3) Vacant (FTE)		
12								
13								
14	Section A:							
15	Special Education Paraprofessionals Serving Students Ages 3 through 5 Years							
16	Special Education Teachers Serving Students Ages 3 through 5 Years							
17	Section A Totals for 3 through 5:			0	0	0		
18								
19	Section B:							
20	Special Education Paraprofessionals Serving Students Ages 6 through 21							
21	Special Education Teachers Serving Students Ages 6 through 21 Years							
22	Section B Totals for 6 through 21:			0	0	0		
23								
24	Section C:			(1) Fully Certified (FTE) (includes contracted)	(2) Not Fully Certified (FTE) (includes contracted)	(3) Vacant (FTE)		
25	Special Education and Related Services Personnel Serving Students Ages 3 to 21 Years:							
26	(1) Adaptive PE Teachers/Therapeutic Recreation Specialists							
27	(2) Audiologists							
28	(3) Medical/Nursing Staff							
29	(4) Occupational Therapists							
30	(5) Orientation and Mobility Specialists							
31	(6) Physical Therapists							
32	(7) Rehabilitation and School							
33	(8) School Psychologists							
34	(9) School Social Workers							
35	(10) Interpreters							
36	(11) Speech-Language Pathologists							
37	Total Section C:			0.00	0.00	0.00		
38	FORM SPI1166							
39	Click here to view instructions							

SPECIAL EDUCATION DISCIPLINE

- Submit data electronically to specialeddata@k12.wa.us on or before 6/30/11.
- If no students to report, then either email us with that information or on page 1 of template use check box that says 'no special education students'. There are 7 pages to this report.
- Start on Page 1—this is the only page where you can enter your district name, contact, email, ESD/CO/DIST information.
- ELL: If you had none of the students reported in the suspended/expelled categories were considered ELL, you must report those numbers in the 'No' row of that section, don't leave it blank. The suspended student is either reported as an ELL student (yes) or not (no).
- Message regarding locked cells, need a password . . .
- No changes to forms, fixed logic checks.

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Office of Superintendent of Public Instruction; Special Education
 Old Capitol Building, PO BOX 47200
 OLYMPIA WA 38504-7200
 (360) 725-6075 TTY (360) 586-0126

SPECIAL EDUCATION STUDENTS SUSPENDED/EXPELLED DURING THE 2009-10 SCHOOL YEAR

School District: _____ Name of Person Completing Form: _____
 Contact Email (in case of questions regarding this data report): _____

If the district is reporting zero's for this entire report, instead of entering zeros, choose 'No Spec Ed Students to Report' in the drop box to the right:

[This form has 7 pages, click here to navigate to page 2.](#)

SECTION A: Special Education Students Ages 3-21 by Disability Category	1. Unilateral Removals to an Interim Alternative Educational Setting by School Personnel (not the IEP Team)				2. Number of Special Education Students Subject to Removals by an ALJ Determination Regarding Likely Injury (Unduplicated Count of Spec Ed. Students removed by an ALJ from a Due Process Hearing)	3. Out-of-school Suspensions or Expulsions		4. In-school Suspensions		If the sum of 1B+1C+1D is greater than 0, then 1A cannot be zero or blank	1A cannot be greater than the sum of 1B+1C+1D
	1A. Unduplicated Count of Special Education Students from Columns 1B, 1C and 1D (total of this column not to exceed sum of 1B+1C+1D--NOT YOUR CHILD COUNT TOTALS)	1B. Number of Unilateral Removals by School Personnel for Drugs (# of times a Spec Ed Student was removed)	1C. Number of Unilateral Removals by School Personnel for Weapons (# of times a Spec Ed Student was removed)	1D. Number of Unilateral Removals by School Personnel for inflicting bodily injury on another person while at school, on school premises or at a school function (# of times a Spec Ed Student was removed)		3A. Unduplicated Count of Spec Ed. Students with out-of-school suspensions or expulsions totaling 10 days or less.	3B. Unduplicated Count of Spec Ed. Students with out-of-school suspensions or expulsions totaling greater than 10 days.	4A. Unduplicated Count of Spec Ed. Students with in-school suspension s totaling 10 days or less.	4B. Unduplicated Count of Spec Ed. Students with in-school suspension s totaling greater than 10 days.		
1. Developmental Delays										ok	ok
2. Emotional/Behavioral Disability										ok	ok
3. Orthopedic Impairments										ok	ok
4. Health Impairments										ok	ok
5. Specific Learning Disabilities										ok	ok
6. Mental Retardation										ok	ok
7. Multiple Disabilities										ok	ok
8. Deafness										ok	ok
9. Hearing Impairments										ok	ok
10. Visual Impairments										ok	ok
11. Deaf-Blindness										ok	ok
12. Communication Disorders										ok	ok
13. Autism										ok	ok
14. Traumatic Brain Injury										ok	ok
GRAND TOTALS	0	0	0	0	0	0	0	0	0	ok	ok

FORM SPI 1484A Discipline Page 1 of 7

Email completed form to: sandy.grummick@k12.wa.us on or before June 30, 2010.

TIMELINE FOR INITIAL EVALUATION AND PART C TO PART B TRANSITION

- Combined into one template with two pages total. Submit 11 and 12 in one document, not two separate submissions.
- Checks and balances built in to template – must use OSPI provided templates. Do not modify the templates. Do not submit if there are cells highlighted. They will be returned and considered not submitted.
- Submit data electronically to specialeddata@k12.wa.us on or before 7/15/11
- If no students eligible for either one or both reports: either email that information or submit a template with zero's.
- Modified reporting format for both 11 and 12. Revised exceptions for 11.

TIMELINE FOR INITIAL EVALUATION AND PART C TO PART B TRANSITION

- Very important to specify any reasons for students reported in “other” categories on either template
- Not restricted to students ages 3 and older, count 2-year olds who have yet to turn 3 if their evaluation and IEP have been completed in this cycle.
- Students reported on C to B, will likely need to be included on the Timeline since this is going to be the initial Part B evaluation for those children.
- Webinar located at: <https://www1.gotomeeting.com/register/124535984>
- Templates located at: <http://www.k12.wa.us/SpecialEd/Data/FederalForms.aspx>

CHILD OUTCOMES SUMMARY FORM (COSF)

- Entire section of website dedicated to this area: www.k12.wa.us/specialed/EC.aspx and choose Early Childhood Outcomes
- Can continue using the same sheet or transfer data to updated form. Report only new entries or exit data along with corresponding entry data that may have been previously submitted or is new.
- Submit data electronically to specialeddata@k12.wa.us
- One template per district. Due 7/15/11
- May modify a template for your use but submit on the OSPI version.
- Copy and paste using “Paste Special → Values” but not beyond Outcome 3 Progress column, otherwise you will lose your auto-calculations.

CHILD OUTCOMES SUMMARY FORM (COSF)

- What is considered progress? 3 page pdf document located on the forms website.
- Sorting and Filtering the data within the columns
- ID Format – no spaces or dashes if using SSID
- Freeze pans, scrolling
- Exit Date cell (transfer, withdrawn, <6 months)

POST SCHOOL OUTCOMES

- 2010 Leavers – Students leaving during the 2009-10 school year. The Center for Change provides technical assistance for this survey.
- **All school-leavers, not just graduates.**
- All districts must participate—unless you are a non-high district.
- (206) 296-6494 ccts@seattleu.edu
- Begin conducting phone surveys June 1, 2011
- Data entered into Online Survey completed by November 1, 2011.

FOR MORE INFORMATION...

Sandy Grummick, Special Education Data

Sandy.Grummick@k12.wa.us

Amber O'Donnell, Fiscal Analyst

Amber.Odonnell@k12.wa.us

Primary Contact:

<http://www.k12.wa.us/SpecialEd/Data/default.aspx>

specialedata@k12.wa.us

360-725-6075

