

2016 December 1 Child Count Web Cast for New Special Education Directors Transcript

Slide 1:

(2016 December 1 Child Count Web Cast for New Special Education Directors)

Slide 2 (Tara)

Welcome to the 2016 December 1 Child Count Web cast for new special education directors. I am Tara McDaniel, special education data manager with the Office of Special Education Program Improvement, division of Special Education and Student Services. I would like to also introduce Diane Lucas, who is our December 1 child count special education specialist.

(Diane) Hello, everyone! I look forward to working with you for your successful December 1 child count submission.

Slide 3 (Tara)

This slide illustrates the importance of accurate data collection and reporting beginning with the United States Congress who pass legislation, regulations, and policies, that the United States Department of Education (USDOE) implements and monitors. The USDOE collects state level data and provides technical assistance to the State Education Agencies, the Virginia Department of Education, who in turn collects data at the division, school, and student level. Inaccurate collection and reporting at the division level impacts state level data which results in inaccurate federal reporting.

Slide 4 (Tara)

The Office of Education Information Management (EIM) is responsible for developing and maintaining our Department's computer applications. The EIM administers the Department's database and reports educational information collected by the Department. In addition, EIM calculates and reports state and federal accountability results. They also manage our Single Sign-on for Web Systems (SSWS) portal applications.

Slide 5 (Tara)

Most data collections and data elements are a result of specific state requirements or federal law. School divisions report data to the Department through the secure SSWS application which includes December 1 child count and student record collections.

Slide 6 (Virginia's State Performance Plan/Annual Performance Report)

Slide 7 (Diane):

For Virginia's Special Education State Performance Plan/Annual Performance Reports (SPP/APR) – Part B, federal law requires states to submit a performance plan which includes baseline data, targets and improvement activities for indicators developed by the United States Department of Education.

Slide 8 (Diane):

Data Collection and Reporting includes Virginia's State Performance Plan, the Annual Performance Report, the Local Determination Rubric, Federal Reporting, and the December 1 Child Count.

Slide 9 (Diane):

The next two slides list Virginia's indicators. Several indicators extract data that is directly collected from the December 1 child count.

(Graduation, Dropout, Statewide Assessment, Suspension/Expulsion, LRE Placement, Early Childhood Settings, Preschool Skills, Parent Involvement, Disproportionate Representation in Special Education)

Slide 10 (Diane):

(Disproportionate Representation in Specific Disability Categories, Child Find, Part C to B Transition, Secondary Transition with IEP Goals, Secondary Transition, Hearing Requests Resolved, Mediation Agreements, and the State Systemic Improvement Plan).

Slide 11 (Tara):

Now we will focus on the December 1 Child Count data collection

Slide 12 (Tara)

The December 1 Child Count collects information required to meet the federal reporting requirements under the *Individuals with Disabilities Education Act* (IDEA 2004); and information required for certain elements of the Standards of Quality (SOQ), state funding calculation.

Slide 13 (Tara):

The December 1 child count is a snapshot of all students with IEP's being implemented on December 1. The student's status is determined by the most recent IEP dated on or before December 1, NOT by the eligibility date.

Slide 14 (Tara):

Local Education Agencies are required to report full-time and part-time students served in the division with an active IEP being implemented on December 1 of the current school year, student placed in other divisions, students placed in regional centers, home-schooled students, students placed in private schools (day or residential), students placed by parents in private schools (those with services plans), preschool age students served in community based programs, and students receiving special education services in local or regional jails.

Slide 15 (Tara):

Local Education Agencies do not report state operated programs, Department of Juvenile Justice programs, Department of Corrections programs, or the State School for the Deaf and Blind (VSBD). These entities report their own data.

Slide 16 (Tara):

The December 1 child count data are used for federal reporting. The federal special education collections are as follows; child count, personnel, placement, exit, discipline, assessment, dispute resolution, and maintenance of effort and CEIS.

Slide 17 (Diane):

As a Special Education Director, you need to be aware and understand communication policies and expectations; student information processes and procedures, points of contact, roles, and responsibilities; and technology considerations within your division.

Slide 18 (Diane):

Communication among division level and school level personnel is extremely important. This includes communication among individual school administrators, teachers, and support staff, as well as communication at the division level between your technology department and your special education department.

Slide 19 (Diane):

Get to know your Technology Department. (Graphic)

Slide 20 (Diane):

You need to know your division's student information processes and procedures that are already in place related to student data entry within your division as well as who is responsible for entering student data - including registration, enrollment, demographic information, and special education eligibility and IEP information.

You also need to know your monitoring processes and the checks and balances that are in place to ensure the accuracy and integrity of your data.

Slide 21 (Diane):

Find out who is responsible for your student data entry in your student information system – it could be your registrar, guidance counselor, assistant principal, administrative assistant, or even a teacher. Also find out who is responsible for entering data into your IEP System - is it your special education chair person, your coordinator, your lead teacher, your school psychologist, or someone else?

Slide 22 (Diane):

Technology Considerations include your Student Information System, IEP System, Data roll over – whether it is automatic or manual and the frequency of roll over and updates, December 1 child count specifications, and the file format requirements.

Slide 23 (Tara):

Questions to ask and research. Where does the single data point begin? How is the information entered? How is the information maintained? How is the information data extracted?

Slide 24 (Tara):

Where does the data originate, what is the single data point for student entry? The December 1 child count reports data on all students with an ACTIVE IEP on December 1. The IEP data comes from special education referrals, child study, and eligibility data. Trace the process to the beginning.

Slide 25 (Tara):

Data entry begins when a student is referred for a child study or full evaluation, or transfers in with an existing IEP. What procedures are already in place with regards to special education student information? Again, who is responsible for entering the data into the IEP system? What monitoring procedures are in place for checking the accuracy of the data?

Slide 26 (Tara):

Data maintenance. What are the processes for ensuring that IEP information is current and accurate? What is the frequency of updates, weekly, monthly? How is the data reported from the school level to the division level? Identify the individuals responsible for reporting school level data to the division.

Slide 27 (Tara):

Data extraction. Who at the division level is responsible for extraction and submission? Provide resources and training to ensure December 1 file specifications and special education requirements are met. Any changes or updates are sent through a superintendent or assistant superintendent's memo. Make sure the technology department and special education department communicate frequently regarding reporting requirements for a timely and accurate data submission.

Slide 28 (Tara):

Key Points. Identify current procedures, processes, and individuals responsible for special education data. Modify and implement new procedures if necessary. Meet with staff frequently and communicate expectations, roles, and responsibilities. Create a monitoring system with timelines. Know your technology systems and December 1 requirements. Train others who have data entry responsibilities. Check and recheck your data!

Slide 29 (Tara):

The Single Sign-on for Web Systems (SSWS) portal is the application you will use to submit the December 1 child count.

Slide 30 (Tara):

Below is a screen shot of the SSWS application page. The two applications at the bottom are the ones you will use to submit your December 1 child count data. The Special Education December 1 Membership (12/1 count) is the application that you will use to submit your final child count data. The Student Record Collection Fall- (SRC Fall) is the presubmission application that you can use during October and November. A separate tutorial with step by step directions on how to submit your data file will also be posted to our Web site along with this Web cast.

Slide 31 (Diane):

The next two slides include some common warnings and errors that are generated after a division's December 1 child count submission.

Slide 32 (Diane):

Here is an example of some common warnings a division might receive after their data submission. The following columns include the specific field name, a description of the incorrect data, additional comments, and the severity of the warning. Take a look at the 4 listed.

(Description: Reading across the first field row, Summer Semester Special Ed Regional Tuition Reimbursement, the incorrect data is null, the additional comment is Alert: Student ID/State Testing ID (XXX) The Summer Semester Special Ed Regional Tuition Reimbursement dollar amount is required when the Serving Division is between 280 and 299, except Division 283, and the severity is WARNING.

The second row shows a Parentally Placed Students error, the incorrect data is Y for Yes, the additional comment is Alert: Student ID/State Testing ID (XXX) If the Parentally Placed Students field is Y, then the Regular Class Percent must equal 0, and the severity is WARNING.

The third row shows a Special Ed Primary Service Percent of Day/Special Ed Secondary Service Percent of Day error, the incorrect data is 1/3 meaning that the primary service percent equals 1 and the secondary service percent equals 3, additional comments is Alert: Student ID/State Testing ID (XXX) Special Ed Secondary Service Percent of Day is greater than Special Ed Primary Service Percent of Day, and the severity is WARNING.

The fourth row shows a Special Ed Student Regular Class Percent error, the incorrect data is 98., the additional comments is Alert: Student (XXX) If the Special Ed Placement Code is not 1 or 17, then the Regular Class Percent should equal 0, and the severity is WARNING. Although this data would result in a successful submission, all warnings need to be reviewed for accuracy; the division is responsible for any inaccurate data submissions.)

Slide 33 (Diane):

Additionally, here is a chart showing an example of the most common fatal errors when a division's data submission is not successful. Please review the list. Additional information will be included in our Web cast for all director's which will take place in September.

(Description: The first four fields in this example indicate different special education student placement code fatal errors. The first one is student must be six (6) years of age or older to use special education student placement code 1 – 8; the second field error is the tuition paid code must be 7 or 3 if the special education placement code is 3 or 5; the third field is special education student placement code 3 or 5 may only be used with serving division 600; and the fourth field is the student must be six (6) years of age or older to use special education student placement code 1 - 8. For each of these, you will need to revise your data to reflect

the correct placement codes. Remember that placement codes are determined by the setting where the student receives the majority of his/her special education services.

The fifth field in this example reads primary disability code and/or secondary disability code and/or special education third disability code and the third disability code must be different than the primary and secondary disability codes. This indicates that a third disability code is listed but it's the same code as already listed for the primary or secondary code; this cannot be correct. The tertiary disability cannot be the same as the primary or secondary disability.

The bottom row reads: special education primary service percent of day plus second service percent of day plus third service percent of day, the combined primary, secondary and third service percents may not exceed 100 percent. The total percent of special education services that any student receives cannot be more than 100 percent. The percentages will need to be corrected to reflect the actual amount of service time and match the IEP. Any fatal error will not permit a successful submission and must be corrected.)

Slide 34 (Diane):

Last year, the most common reasons that divisions requested to resubmit their data after the December 1 child count window had closed, were due to errors with parental placement and summer semester regional tuition reimbursement. Using the pre-submission application prior to the December 1 child count open window opening will help you detect potential errors ahead of time!

Slide 35 (Diane):

While it is important to pay close attention to all of your data, the following situations warrant special attention; out of district placements, parental placements, regional program placements, and transfer students.

Slide 36 (Tara):

Pay special attention to out of district placements such as *Community Services Act* (CSA)/Family Assessment and Planning Team (FAPT) Placements, private day schools and private residential schools. In addition to, private parental placements in residential facilities for non-educational reasons. It is important to track the transfer of students between facilities to ensure their information is accurate and complete.

Slide 37 (Tara):

Parental Placements are students receiving services through a services plan. For these students, the parent withdraws the student from the public school, places the student in a private school, and requests special education services from the public school. The school division then develops a services plan for these students. This also includes home-school students. The parental placement flag must be selected for these students within the data extract.

Slide 38 (Tara):

Students placed in Regional Programs have specific codes that must be used for the December 1 data collection. The following three fields must be entered if a division is seeking reimbursement for summer tuition. Summer semester special education regional tuition reimbursement field. Special education regional tuition reimbursement disability code. A tuition paid code of 4.

Slide 39 (Tara):

The following are examples of fatal errors for Summer semester special education regional tuition reimbursement.

Slide 40 (Diane)

Check and Recheck all your data. Pay extra attention to placement codes, tuition paid codes, race and ethnicity codes, and calculating percent of time in both general education and special education.

Slide 41 (Diane):

Prior to Submission, identify and create processes for entering special education student information, monitor data entry at the student and school level, communicate frequently with your data entry staff, and take advantage of the pre-submission window.

Slide 42 (Diane):

Access and use the status tracking page within the SSWS portal to correct as many warnings and errors as possible prior to window opening. Also it is very important that you work closely with the technology department for accuracy checks.

Slide 43 (Diane):

After your successful submission, check and review the certification report, collect the parental placement data for questions one and two and confirm the accuracy of question three, and submit the certification report (signed by your superintendent

or designee, and submit the parental placement data collection by the posted due dates).

Slide 44 (Tara):

This is a list of our important dates for the December 1 child count 2016-2017 school year starting with our Web cast dates. The Web cast for all special education directors is Wednesday, September 14, 2016. The submission dates for 2016-2017 is as follows: the presubmission window is open year-round, but primarily used during the months of October and November. The submission window is Thursday, December 1, 2016 - Friday, December 16, 2016. The resubmission window is open from Monday, January 9, 2017 - Thursday, January 12, 2017. The certification can be submitted between January 23 and January 31, 2017. The Certification report and parentally placed private school data collection is due Tuesday, January 31, 2017.

Slide 45 (Tara):

Our SEPI data staff includes Angela Phenicie, data coordinator, myself, data manager, Craig Roberson, data analyst, Bernie Chamberlain, data assistant, Diane Lucas, data specialist, and Karen Puckett, data assistant.

Slide 46 (Tara):

The following Web resources can found at these links.

- December 1 Child Count

http://www.doe.virginia.gov/info_management/data_collection/special_education/index.shtml

- Public Data Calendar

http://doe.virginia.gov/info_management/data_collection/special_education/data_calendar/index.shtml

- Performance Reports

http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2014-2015/index.shtml

Slide 47 (Tara):

Here is the contact information for Diane Lucas and Tara McDaniel, as well as our SPED program data e-mail. Thank you so much for participating in our Web cast for New Special Education Directors!