



SPECIAL EDUCATION DATA SUMMIT OCTOBER 4, 2023

SESSION 2

THE LOCAL APR RDA DETERMINATION IS COMPRISED OF HOW MANY PRIORITY AREAS?



▲ 1

◆ 2

● 4

■ 5

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▲ 1

◆ 2

● 4

■ 5

RDA Priority Areas

- Priority I: College and Career Readiness (25% of results)
- Priority II: Student Growth (50% of results)
- Priority III: Achievement (25% of results)
- Priority IV: Compliance
- Overall score: 75% Compliance and 25% Results



LEA Annual Performance Report (APR) Results Driven Accountability (RDA) Determinations

- 256 LEAs Met Requirements
- 167 Met Requirements with NO conditions
- 89 Met Requirements under substantial compliance
- 12 had a determination of Needs Assistance
- Zero had a determination of Needs Intervention or Substantial Intervention

State's Annual RDA Determination

- On June 23, 2023 OSEP released to the states their 2023 RDA Determination Letters
- Determinations are based on data from the 2021-22 school year as well as any monitoring/review activities undertaken by OSEP
- Do you know Arkansas' Determination?

What was Arkansas' Annual RDA Determination



▲ Needs Assistance

◆ Needs Intervention

● Meets Requirements

■ Needs Substantial Intervention

What was Arkansas' Annual RDA Determination

Needs Intervention

Meets Requirements

Needs Assistance

Needs Substantial Intervention

▲ Needs Assistance



◆ Needs Intervention



● Meets Requirements



■ Needs Substantial Intervention



Improvement is still needed: We lost 7 points in the scoring

- Indicator 13: Secondary transition - Lost 1 point
- NAEP
 - Participation: Lost 1 point for 4th and 1 point for 8th
 - Proficiency: received 0 points for 4th and 8th grades

How often is NAEP Given to 4th and 8th graders?



▲ Annually

◆ Every two years in odd years

● Every two years in even years

■ Every three years

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What is the required target for Indicator 13?



▲ 95%

◆ 90%

● 100%

■ 85%

What is the required target for Indicator 13?



▲ 95%



◆ 90%



● 100%



■ 85%



How is Indicator 13 Secondary Transition Data Collected?



▲ eSchool

◆ SMMS: Special Education Monitoring and Management System

● On-site Monitoring

■ SMMS and On-site Monitoring

How is Indicator 13 Secondary Transition Data Collected?



eSchool



SMMS: Special Education Monitoring and Management System



On-site Monitoring



SMMS and On-site Monitoring



Indicator 13: Secondary Transition: Improvement is still needed

- INDICATOR 13: SECONDARY TRANSITION

Number of youth aged 16 and above with IEPs that contain each of the required components for secondary transition	Number of youth with IEPs aged 16 and above	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
298	381	84.34%	100%	78.22%	Did not meet target	Slippage



Improvement is still needed

- Indicator 13: Secondary Transition
- There is no reason not to have ALL IEPs in compliance
- **We should be at 100% every year**
- Most LEAs know years in advance when they are going to be monitored
- The list is on the Monitoring webpage



What should I have done at the beginning of the school year?

SPECIAL EDUCATION EMPLOYEE MODULE

- Update special education employees module
 - Run the sped employee listing report in eSchool
 - Select registration from the menu
 - Click on sped employee listing from the 3rd column and run
 - Identify who needs to be removed
 - Identify what changes need to be made to remaining staff

The screenshot displays the eSchool system navigation menu. The left sidebar contains a 'Registration' menu with an 'Entry & Reports' sub-menu. The main content area is organized into four columns: 'Student', 'Student District Defined', 'Reports', and 'AR Special Education Reports'. A red arrow points to the 'SPED Employee Listing' report in the 'AR Special Education Reports' column.

Student	Student District Defined	Reports	AR Special Education Reports
Add Student	AR Seal of Bilingual	Activity Eligibility	AR Special Education Reports
Student Summary	Coordinated Early Intervening General Information	ADA/ADM Statistics	SPED Employee Listing
Student Demographic	Coordinated Early Intervening Service Types	Address Labels	School Age Reevaluation
Academic	DO NOT USE (Previously Pull-Out Teachers)	Building Discrepancy	School Age Student Listing
Addresses	Early Childhood Anticipated Services	Enrollment Statistics	Coordinated Early Intervening
Contacts	Early Childhood Development Needs	Headcount Statistics	Coordinated Early Intervening Services
Emergency	Early Childhood General Information		Early Childhood Active Student List
Entry/Withdrawal	Early Childhood Related Services		Early Childhood Annual Review
Personal	ELL		Early Childhood Parent Address
Programs	Learning Location		Early Childhood Medicaid Eligible
Registration	School Age Anticipated Services		Early Childhood Outcome Report
Student Notes	School Age Educational Needs Information		
Transportation	School Age Evaluations Information		AR Special Education
	School Age Related Services Information		AR Referral Tracking
	School Age Student		
	School for the Deaf Information		Eligibility Calculations
	SIS/Misc Items		Behavior Criteria Calculation
	SSN Correction		Overall Eligibility Calculation
	Student Workplace & Vehicle Info		

Which of the following statements are true?



▲ Removing a person from sped employee makes them inactive in the district

◆ An inactive person in staff info. will also be inactive in sped employee

● Changing an FTE to 0 in sped employee makes the person inactive

■ If sped employee was part T/A reporting, >50% of LEAs would be noncompliant

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SPECIAL EDUCATION EMPLOYEE MODULE

- DELETE ALL STAFF FROM THE MODULE WHO ARE NO LONGER WITH THE DISTRICT.
 - MAKING THEM INACTIVE IN STAFF INFORMATION DOES NOT REMOVE THEM FROM SPED EMPLOYEE
- MAKE ADJUSTMENTS TO STAFF RECORDS FOR THOSE STILL WITH THE DISTRICT
- ADD ALL NEW STAFF, DISTRICT EMPLOYEES AND CONTRACTED PRIVATE PROVIDERS, TO STAFF INFORMATION
- THEN ADD THEM TO THE SPED EMPLOYEE MODULE

You cannot add an employee/contracted personnel to the sped employee module unless they are in Staff Information first.



◆ True

▲ False

You cannot add an employee/contracted personnel to the sped employee module unless they are in Staff Information first.



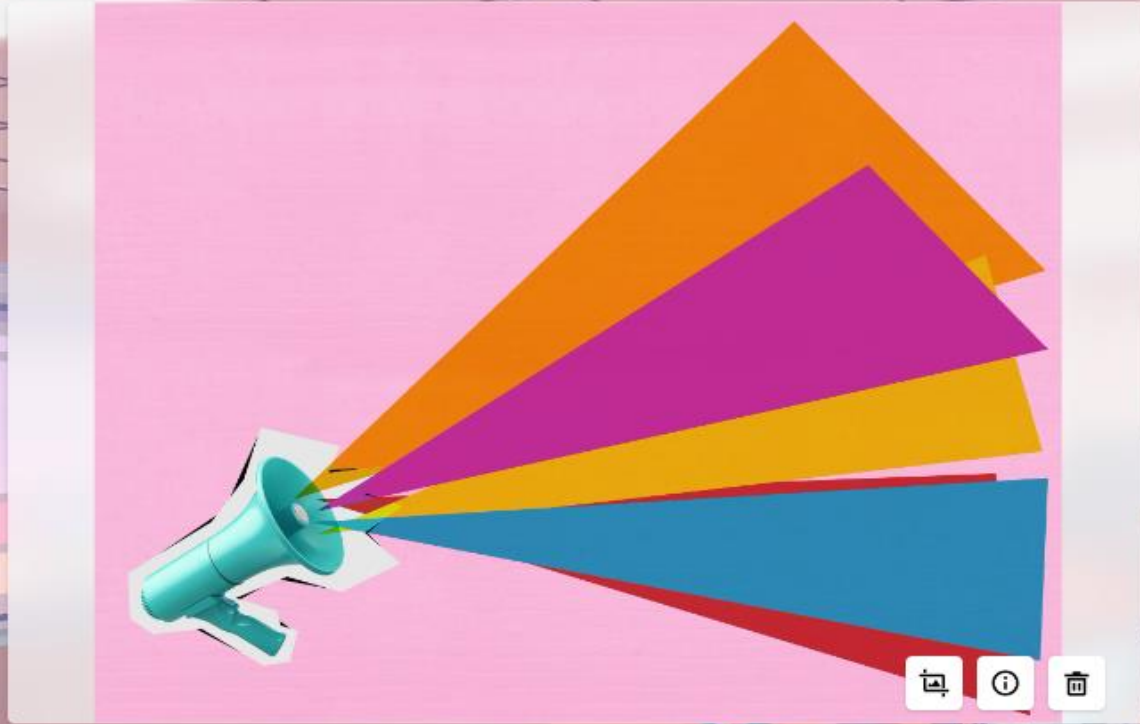
◆ True



▲ False



To be linked to a student in the EC or SA Modules, teachers and speech pathologists must be in the Sped Employee module

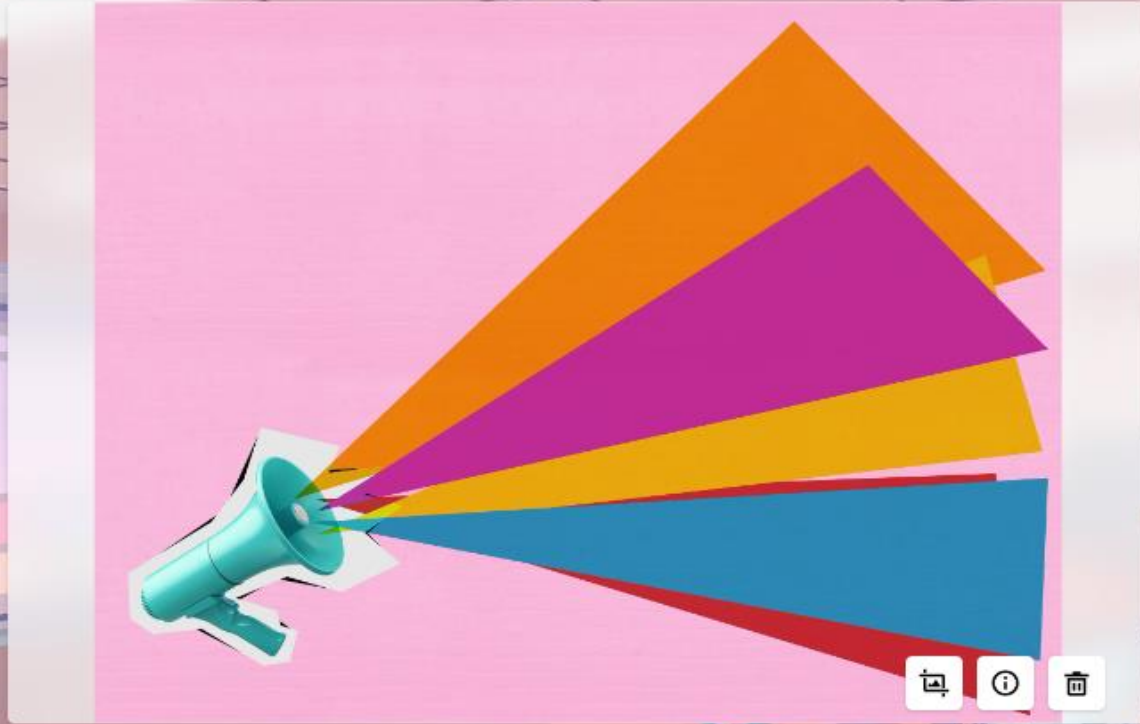


True



False

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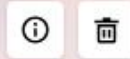
True



False



In the EC and SA Modules, a speech pathologist who is responsible for the implementation of an IEP folder is entered as



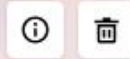
▲ Speech Therapist Only

◆ Lead Teacher Only

● Not Entered into either field

■ Entered as both the Lead Teacher and Speech Therapist

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STUDENT RECORD UPDATES

- LINK THE LEAD TEACHER AND SPEECH PATHOLOGIST TO THE STUDENT RECORD.
 - THESE INDIVIDUALS USUALLY CHANGE ANNUALLY AND YOU MUST UPDATE ANNUALLY.
- UPDATE THE EDUCATIONAL ENVIRONMENT/PLACEMENT
- UPDATE THE DISABILITY CATEGORY IF NEEDED
- UPDATE ALTERNATE ASSESSMENT CODE FOR SCHOOL AGE
- UPDATE THE ASSIGNED GRADE IN SCHOOL AGE

Assigned Grade: Which of the following are valid codes for the assigned grade field in the SA Module?



▲ EE

◆ SM

● SS

■ K-12

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▲ EE



◆ SM



● SS



■ K-12



Assigned Grade: The grade and assigned grade fields should be the same except when the grade is non-graded



True



False

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◆ True

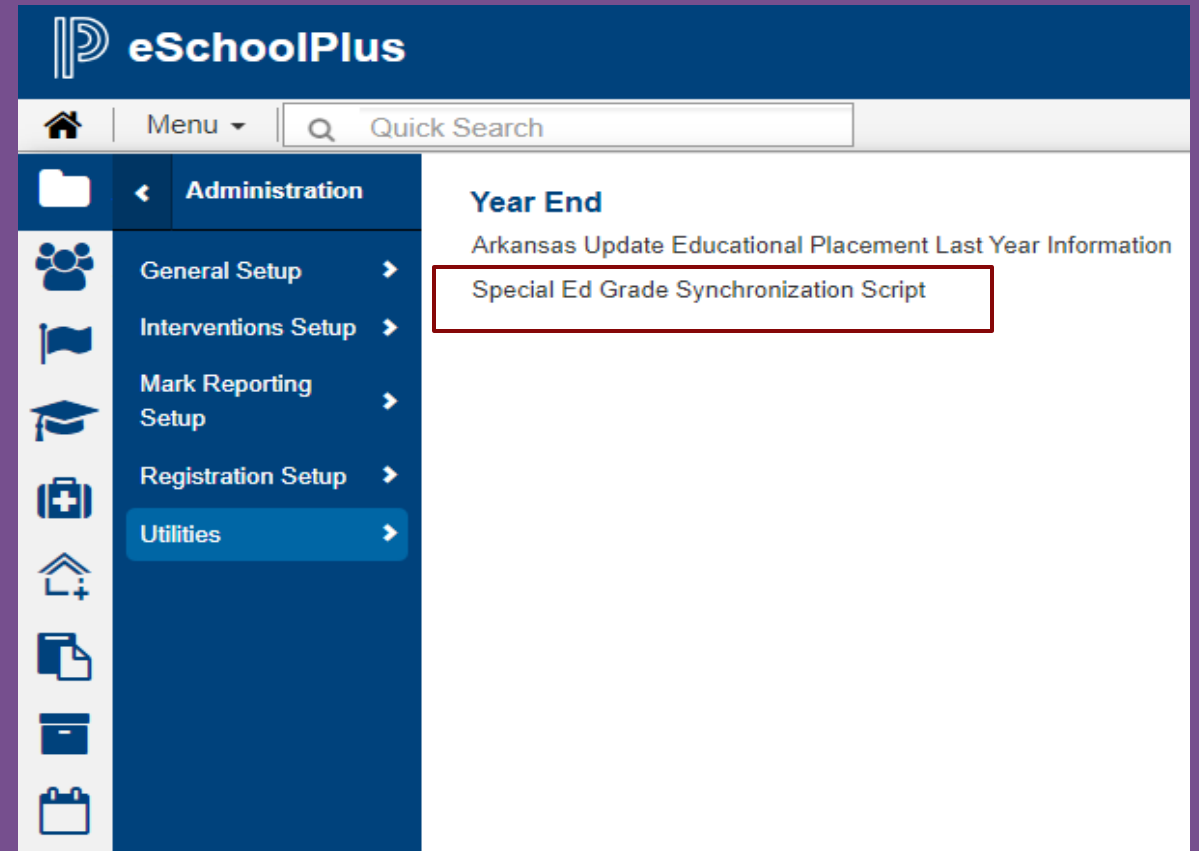


▲ False



ASSIGNED GRADE

- There is a utility in eSchool under administration>utilities
 - This should be ran **after rollover** to synchronize the grade and assigned grade field
- Assigned grade **MUST** be manually updated id the grade in demographics is EE, SM, or SS
- Incorrect data effects the assessment file loads



ASSIGNED GRADE AND TESTING PORTALS

If you use a non-graded code in the assigned grade field instead of a valid K-12 code

- It will cause students not to load into the testing portals.
- Testing portals do not recognize EE, SM, or SS as a valid grade.

Alternate Assessment Codes: ELPA stands for



▲ English participation in language arts

◆ English Language Proficiency Assessment

● Educational Leadership Policy Analysis

■ ENGLISH language proficiency accommodation

Alternate Assessment Codes: ELPA stands for



ENGLISH
LEARNERS

The image shows a blackboard with the words 'ENGLISH' and 'LEARNERS' spelled out in wooden blocks. The blackboard is set against a background of a classroom with a whiteboard, a projector screen, and a desk.

▲ English participation in language arts



◆ English Language Proficiency Assessment



● Educational Leadership Policy Analysis



■ ENGLISH language proficiency accommodation



Students who take the ELPA or Alternate ELPA must take the test every year even if they stay to age 21



True



False

Students who take the ELPA or Alternate ELPA must take the test every year even if they stay to age 21



◆ True



▲ False



ALTERNATE ASSESSMENT CODES

- ABOTH: ALT ENGLISH LANGUAGE PROFICIENCY AND ALT LITERACY, MATH & SCIENCE (GR 3-10)
- AELP: ALT ENGLISH LANGUAGE PROFICIENCY (GR K-2 OR 11-12)
- ALMS: ALT LITERACY, MATH & SCIENCE (GRADES 3-10)
- NA: NOT APPLICABLE
- PAAHS: PREVIOUS ALTERNATE ASSESSMENT IN HIGH SCHOOL. STUDENT TOOK DLM IN 9-10 AND ARE CHECKED FOR ALTERNATE PATHWAY GRADUATION, NO RETEST (GRADE/ASSIGNED GRADE IS 11-12)

When should you use the Alt Assessment Codes?

- **NA** is used when a K-12 student does not participate in an alternate assessment in a given year (Grades k-2; 11-12 not under PAAHS)
- **ALMS: Alt_Literacy, Math & Science** is used for Grades 3-10 taking DLM only
- **ABoth: ALT ELPA and DLM (grades 3-10)**
- **AELP: Alternate English Language Proficiency (k-1 or 11-12)** ·Students in grades K-2 or 11-12 required to take the Alt ELPA. including those staying to age 21
- **PAAHS: Previous alt assesment in high school; No Retest under EOC (GR 11-12)**



19 yo student, with a grade of SS & A-grade of 12 has previously taken the DLM and Alt ELPA. Which code is valid?



STILL
VALID

PAAHS: DLM in 9-10, Alternate Pathway, No Retest under EOC (GR 11-12)

AELP: Alt English Language Proficiency (k-2/11-12)

NA: Not Applicable

ABOTH: Alt English Language Proficiency AND DLM (GR 3-10)

19 yo student, with a grade of SS & A-grade of 12 has previously taken the DLM and Alt ELPA. Which code is valid?

STILL
VALID

▲ PAAHS: DLM in 9-10, Alternate Pathway, No Retest under EOC (GR 11-12)

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● NA: Not Applicable

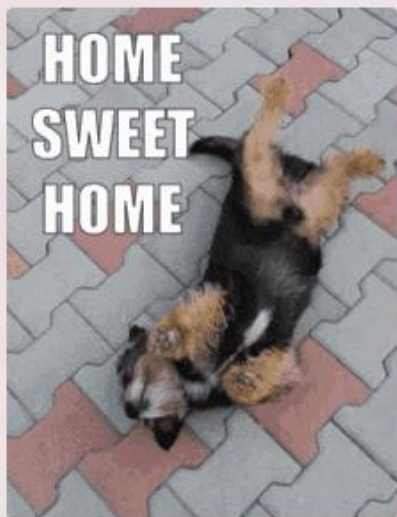
■ ABOTH: Alt English Language Proficiency AND DLM (GR 3-10)

Early Childhood School year Updates

- Update the disability code if needed
- Update Educational Environment code if needed. Did the child change preschool/daycare? Did the classroom structure change?
- Confirm and Update child physical address
- Confirm and update the Resident LEA



The Resident LEA field in the early childhood module is used to determine



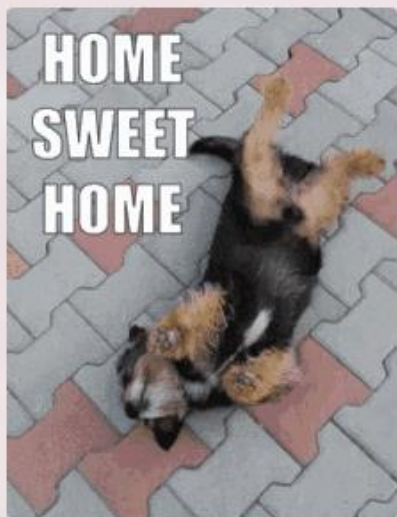
▲ Early Childhood Federal Special Education Allocations

◆ Significant Disproportionality

● Early Childhood State Special Education Allocations

■ All the above

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▲ Early Childhood Federal Special Education Allocations



◆ Significant Disproportionality



● Early Childhood State Special Education Allocations



■ All the above



EC special education students belong to the district where they live no matter who is providing the services.



◆ True

▲ False

EC special education students belong to the district where they live no matter who is providing the services.



◆ True



▲ False



The Ed. Cooperatives are contracted by districts to be their service provider;
hence, both are responsible for FAPE

TEAM WORK!



True



False

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hence, both are responsible for FAPE

TEAM WORK!



True



False



Early Childhood Reporting of Resident LEA and Physical Address

- Resident LEA is tied to the physical address of where a child lives
- In January cycle 4 review, districts must verify the physical address is in their district boundaries
- Corrections have to be coordinated between district and co-op or within district
- Charter Schools cannot be a resident LEA

It is critical that Early Childhood reporting of Resident LEA and Physical Address is accurate for it has multiple applications

- Funding: Federal and state allocations to the resident LEA
- Significant disproportionality
- SmartData dashboard nightly updates