Special Education Data Summit: October 4, 2023 - Session 4

Indicator 7: Early Childhood Outcomes

Indicator 3: Assessment

Special Education Employees

Referral Tracking

Referral Tracking Module

- Register the student in eSchool using the referral tracking holding building 80000
- If found eligibile, it must be changed to a valid building for the grade level
- If they are not to receive services, withdraw the student as going back to private school

Reporting Early Childhood Outcomes

- The State uses the child outcomes summary form developed nationally.
  - It is a 7 point scale with 6 & 7 representing age level functioning
- The scores are part of the IEP and should be transferred with the IEP upon the family changing ECSE Programs

Exit scores are required when a child exits ECSE with one of the following codes

- NS: No longer Requires services–Not Eligible for Part B services

- KE: Kindergarten Eligible–turning 5 before August 1

- PR: Parent refused services–Parent signed a revocation of IDEA services

- MA: Reach Maximum Age (6yo)–6yo must be served under school age

When exiting an ECSE student with an exit reason of maximum age the exit date is the 6th birthday

True

False

When exiting an ECSE student with an exit reason of maximum age the exit date is the 6th birthday

True

False ✓

Calculating Indictor 7: Early Childhood Outcomes

- Exit score minus entry score
- Was there movement toward same age peers?
- Did the numbers change?
- Was there an increase or decrease in relation to same age peers
- Was there improvement?

Based on the calculation, children are placed into one of five categories: Preschool children who...

- did not improve functioning

- improved functioning but not nearer to same-aged peers

- improved functioning to a level nearer to same-aged peers

- improved functioning reaching a level to same age peers

- maintained functioning at a level of same age peers

Example: A through E for each of the outcome areas

MEASUREMENT	A Positive Social/Emotional Skills		B Acquisition and Use of Knowledge and Skills		C Use of Appropriate Behaviors to Meet Needs	
a) Percent of preschool children who did not improve functioning.	Count	0	Count	0	Count	0
	Percent	0.00%	Percent	0.00%	Percent	0.00%
b) Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers.	Count	21	Count	21	Count	22
	Percent	6.12%	Percent	6.12%	Percent	6.41%
c) Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it.	Count	205	Count	268	Count	198
	Percent	59.77%	Percent	78.13%	Percent	57.73%
d) Percent of preschool children who improved functioning to reach a level comparable to same-aged peers.	Count	105	Count	54	Count	113
	Percent	30.61%	Percent	15.74%	Percent	32.94%
e) Percent of preschool children who maintained functioning at a level comparable to same aged peers.	Count	12	Count	0	Count	10
	Percent	3.50%	Percent	0.00%	Percent	2.92%

A through E is used to calculate the two Summary Statements of the APR measurement table

True

False

A through E is used to calculate the two Summary Statements of the APR measurement table

True ✓

False

Summary Statement 1

- Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- **(c+d)/(a+b+c+d)**
- This is calculated for each outcome separately.
  - Positive Social Emotional Skills
  - Acquisition and Use of Knowledge And Skills
  - Use of Appropriate Behaviors to Meet Their Needs
- Below age expectations mean their entry score was below a 6/7 on the Child Outcome Summary (COS) form

Summary Statement 2

- The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.

- **(d+e)/(a+b+c+d+e)**

- This is calculated for each outcome separately.
  - Positive Social Emotional Skills
  - Acquisition and Use of Knowledge And Skills
  - Use of Appropriate Behaviors to Meet Their Needs

- Functioning within age expectations means their exit score on the Child Outcome Summary (COS) form reached 6 or 7.

Indictor 7: Early Childhood Outcomes

Summary Statement	Outcomes A, B, C	Numerator	Denominator	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
S1. Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. **Calculation:(c+d)/(a+b+c+d)**	A	3,181	3,532	87.32%	89.64%	90.06%	Met target	No Slippage
	B	4,031	4,470	87.98%	90.46%	90.18%	Did not meet target	No Slippage
	C	3,143	3,422	88.85%	89.73%	91.85%	Met target	No Slippage
S2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. **Calculation: (d+e)/(a+b+c+d+e)**	A	3,132	4,848	62.57%	66.80%	64.60%	Did not meet target	No Slippage
	B	2,348	4,848	47.93%	56.21%	48.43%	Did not meet target	No Slippage
	C	3,430	4,848	70.08%	94.97%	70.75%	Did not meet target	No Slippage

On the previous slide, how many targets were met and how many has slippage

- ▲ 2, 0
- ◆ 2, 4
- ● 4, 0
- ■ 4, 4

On the previous slide, how many targets were met and how many has slippage

▲ 2, 0 ✓	◆ 2, 4
● 4, 0	■ 4, 4

▲ 1

◆ 2

● 3

■ 4

1

2

3

4

Which of the following is not a measure of Indictor 3: Assessment?
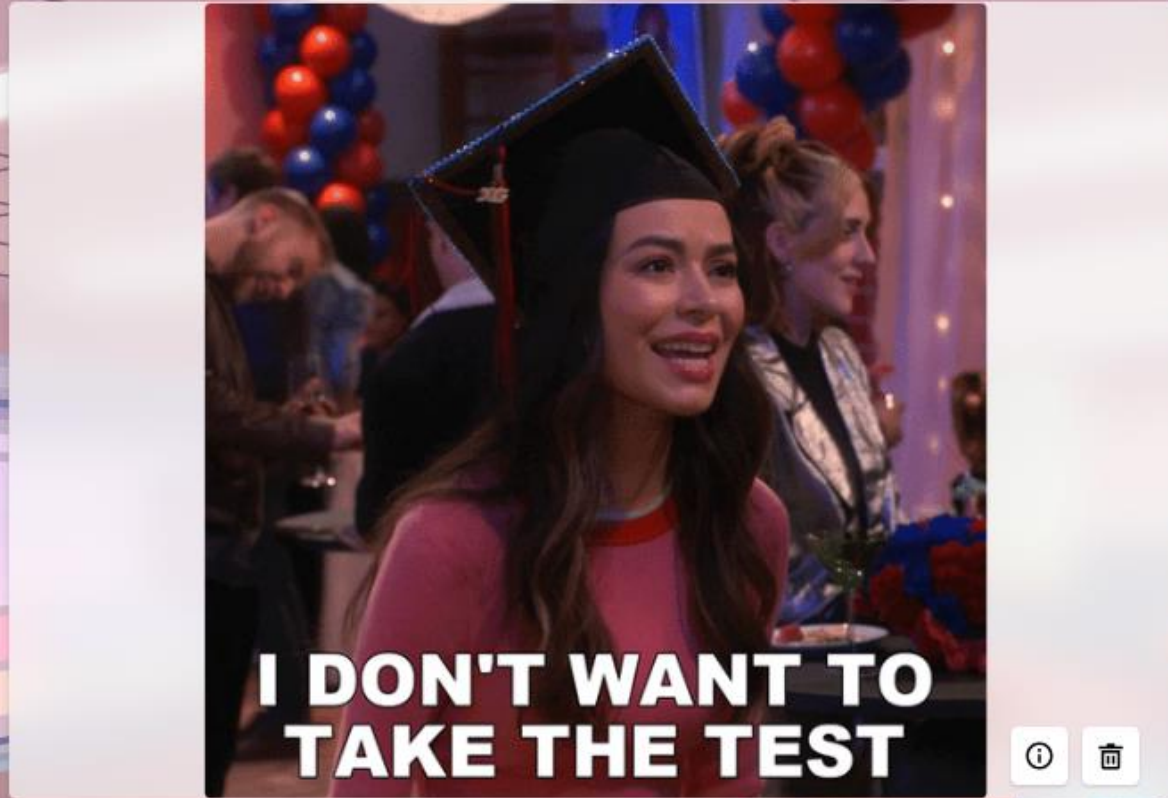

I DON'T WANT TO TAKE THE TEST
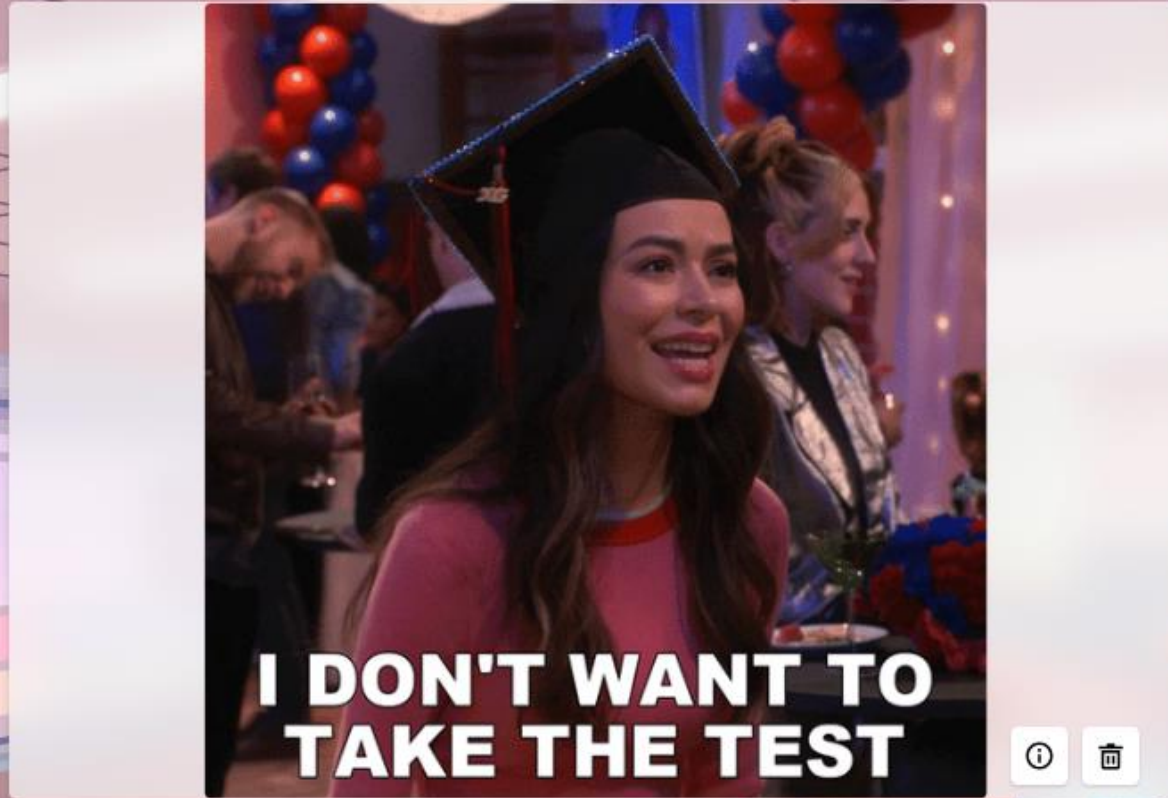
▲ Proficiency rate on the regular assessment (4, 8, HS)

◆ proficiency rate on the alternate assessment (4, 8, HS)

● Combined proficiency rate (4, 8, HS)

■ Participation rate (4, 8, HS)

Which of the following is not a measure of Indictor 3: Assessment?

I DON'T WANT TO TAKE THE TEST

▲ Proficiency rate on the regular assessment (4, 8, HS)

◆ proficiency rate on the alternate assessment (4, 8, HS)

● Combined proficiency rate (4, 8, HS) ✓

■ Participation rate (4, 8, HS)

Indicator 3: Assessment has four components

- 3A: Participation rate which includes both regular assessment and alternate assessment participation
- 3B: Proficiency rate on the regular assessment
- 3C: Proficiency rate on the alternate assessment
- 3D: Proficiency gap rate

Which grade levels are reported within Indicator 3: Assessment?

▲ K-12

◆ 4, 8, HS

● 3-10

■ 3-12

Which grade levels are reported within Indicator 3: Assessment?

- ▲ K-12
- ◆ 4, 8, HS ✓
- ● 3-10
- ■ 3-12

Reported Grades in Federal Assessment Files

- All grades are reported to the US Department of Education

- OSEP chose to align the grades used in the APR to the NAEP; therefore, Indicator 3 only covers grades 4, 8, and HS

- Why is High school reported as HS and not by grade?
  - Under ACT ASPIRE and DLM the state reported grades 3-10
  - OSEP combined grades 9 and 10 to create our HS rate for the APR
  - Starting with the 2023-24 assessment, HS will be used to capture a count of students taking End Of Course (EOC) examines
  - DLM will remain 9-10 and EOC grades are 7-12 & will be displayed as HS

Indicator 3D is a gap measurement of the regular assessment proficiency rate between all students and SWD

◆ True

▲ False

Indicator 3D is a gap measurement of the regular assessment proficiency rate between all students and SWD

True ✓

False

Indicator 03D: Data Source: Same data as used for reporting to the Department under Title I of the ESEA

- Calculate separately for reading and math.
- Calculate separately for **grades 4, 8, and high school**.
- The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.

Calculation: Proficiency rate for all students on the ASPIRE *minus* Proficiency rate of SWD who took the ASPIRE

- The proficiency rate of special education students who took the regular assessment is reported in Indicator 3B.
- Proficiency rate for all students minus the rates in Indicator 3B
- There are problems with the measurement at the local level

Below is Indicator 3D. Take a look at the state target and the LEA rate is. What do you see?

STATEWIDE ASSESSMENT PROFI

Indicator	State Target	State Rate	LEA Rate	
Indicator 03-D: Assessment –Gap in proficiency rates for children with IEPs and all stud				
Grade 04	34.74%	29.01%	19.04%	
Grade 08	42.20%	41.12%	30.88%	
Grade HS	36.68%	34.85%	30.84%	
Indicator 03-D: Assessment - Gap in proficiency rates for children with IEPs and all stud				
Grade 04	33.32%	28.53%	9.45%	
Grade 08	38.77%	34.38%	22.05%	
Grade HS	27.77%	24.64%	26.47%	

Remember the calculation is % prof for all students on the regular assessment by grade minus the special education % prof on the regular assessment. Also remember that Indicator 3B is the special education prof. rate on the regular assessment.

Below is Indicator 3B: Assessment - Proficiency rate for children with IEPs against grade level standards. What do you notice about the 3B LEA Rates?

Indicator	State Target	State Rate	LEA Rate	Target Met by LEA	LEA Difference from Target	Year to Year LEA Rate Change
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Literacy						
Grade 04	6.91%	8.74%	0.00%			
Grade 08	4.73%	5.41%	0.00%			
Grade HS	3.71%	4.05%	3.33%			
Indicator 03-B: Assessment - Proficiency rate for children with IEPs against grade level academic achievement standards: Math						
Grade 04	14.57%	13.43%	7.69%			
Grade 08	3.83%	4.18%	0.00%			
Grade HS	2.71%	2.18%	0.00%			

Based on the data shown for Indicators 3D and 3B what is the all student proficiency rate for 4th grade literacy?
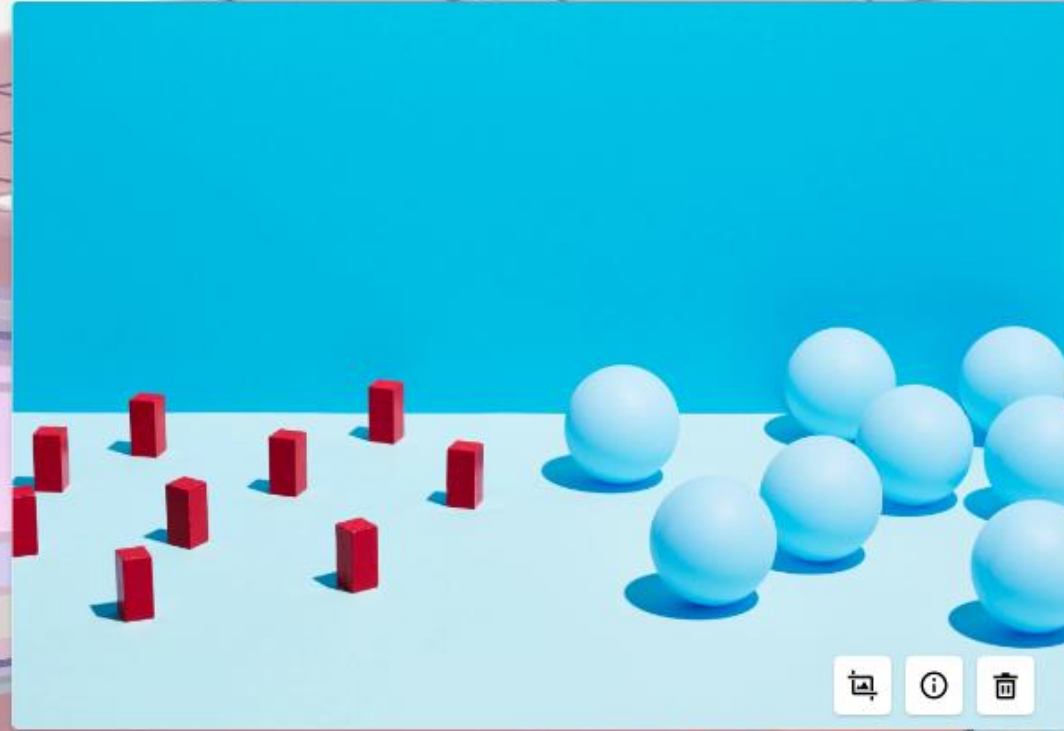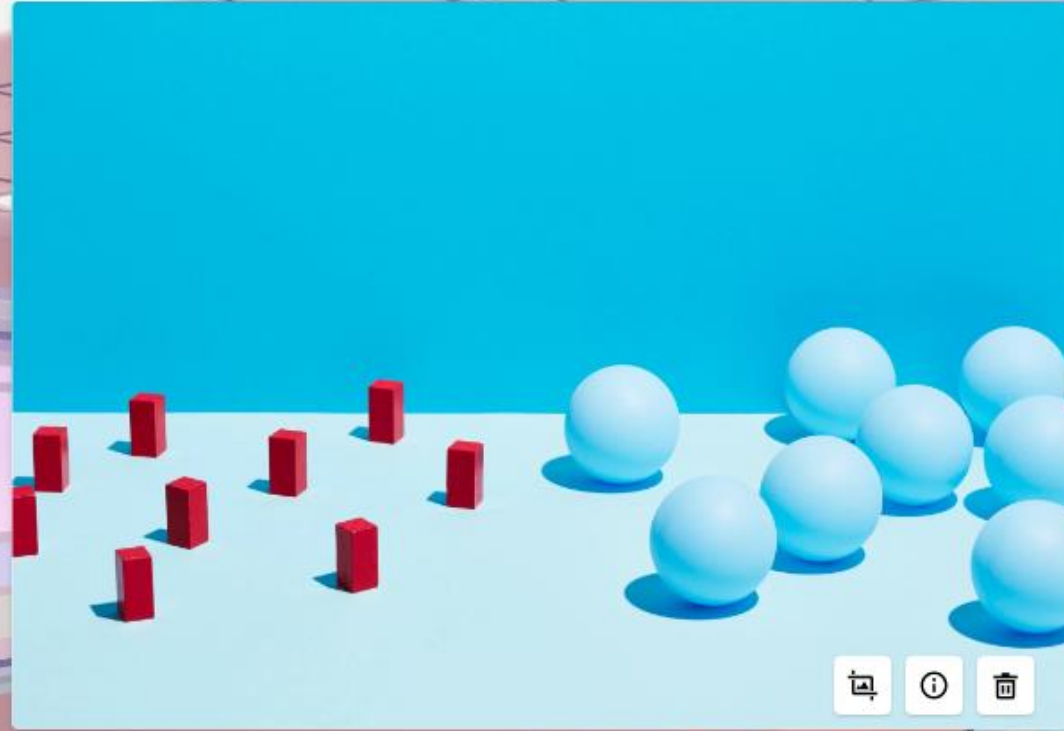

▲ 19.04%

◆ 37.74%

● 30.88%

■ 0.00%

Based on the data shown for Indicators 3D and 3B what is the all student proficiency rate for 4th grade literacy?

- ▲ 19.04% ✓
- ◆ 37.74%
- ● 30.88%
- ■ 0.00%

Reverse calculating the all proficiency rate

- All proficiency rate minus 3B rate = 3D
- 3D rate + 3B rate = ALL student prof rate or 19.04+0.00 = 19.04
- The overall proficiency rate is below the target; therefore, 3D cannot be calculated
- The GAP is not closing, both populations are performing poorly

Local Annual Performance Report Display for 3D: GAP in Performance on the Regular Assessment

- LEA Rate will not be displayed
- Will have wording indicating to small to calculate
- Target Met status will state "target not met"
- Year to Year will not display

Reporting of Special Education Personnel

What Cycle is Special Education Employee Data Collected?

- ▲ Cycle 2
- ◆ Cycle 4
- ● Cycle 2 and 4
- ■ Cycle 1

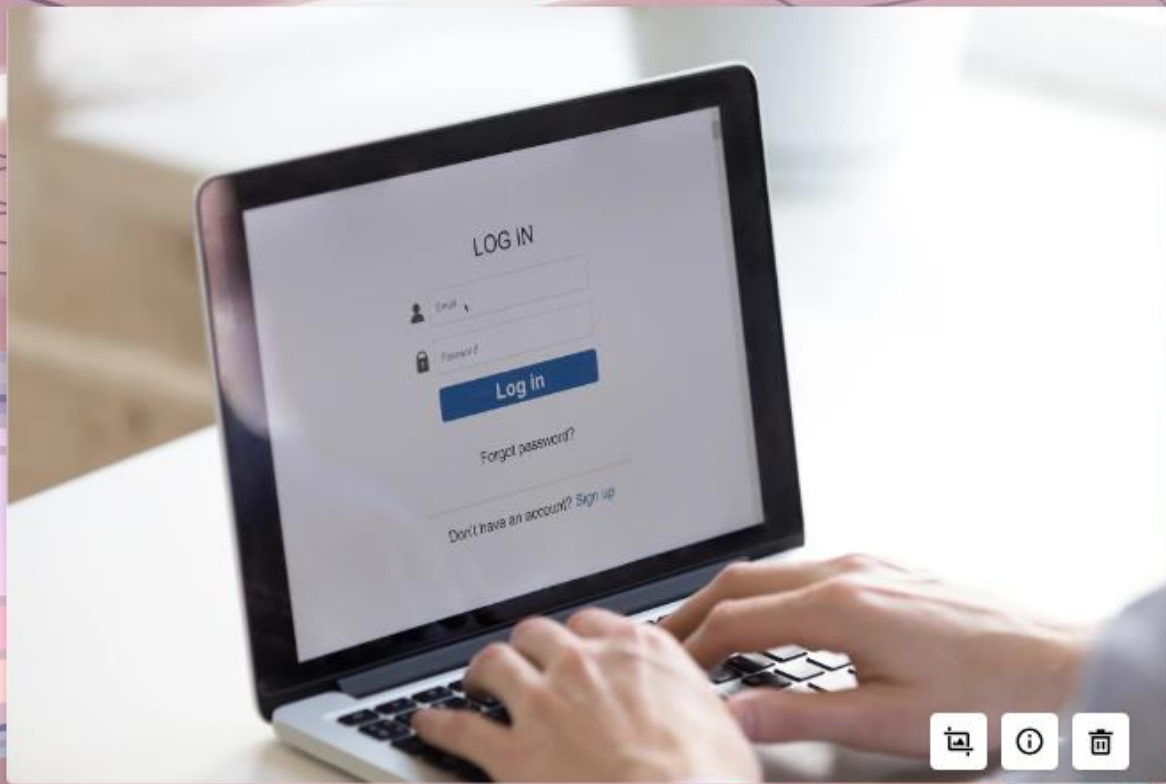# What Cycle is Special Education Employee Data Collected?

- ▲ Cycle 2 ○
- ◆ Cycle 4 ✓
- ● Cycle 2 and 4 ○
- ■ Cycle 1 ○

Special education employee data entry screen is part of staff information under
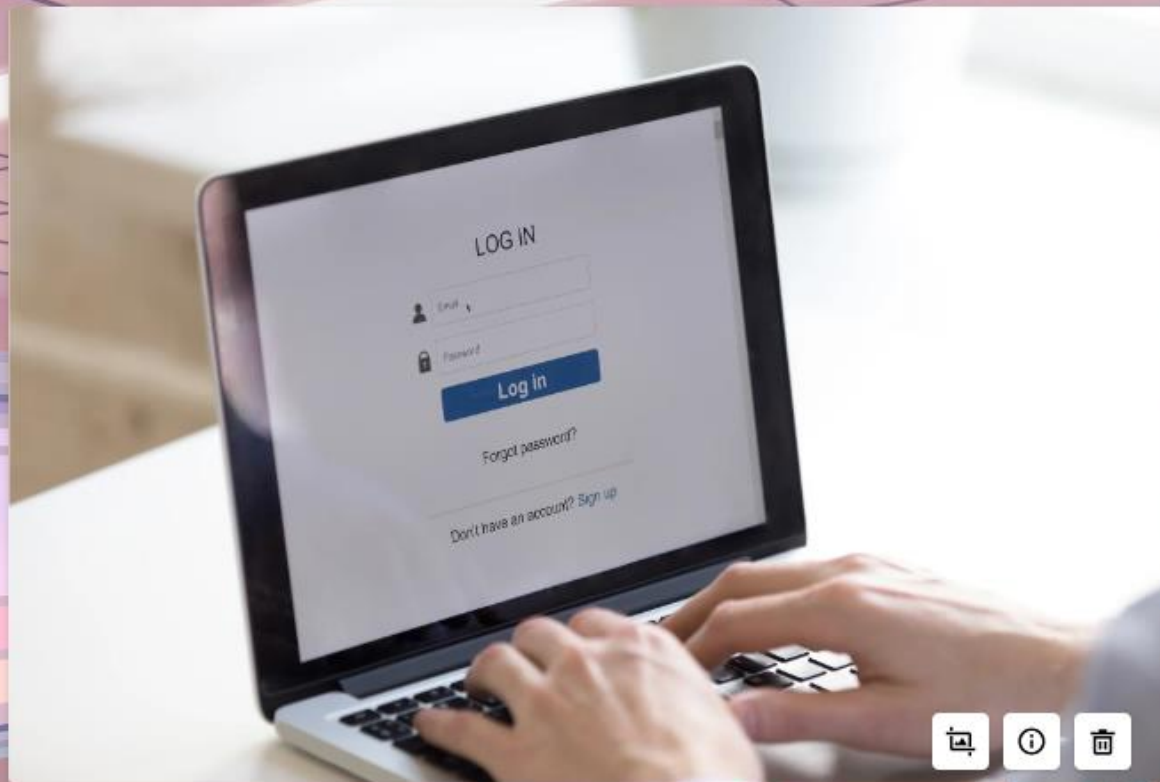

- ▲ District defined
- ◆ District information
- ● General information
- ■ Building Information

Special education employee data entry screen is part of staff information under

District defined ✓

District information ○

General information ○

Building Information ○

Which special education ditrict employee and contracted personnel are reported in Cycle 4?

- ▲ Special Education Teachers
- ◆ Paraprofessionals
- ● Related Service Providers
- ■ **All the above**

Which special education ditrict employee and contracted personnel are reported in Cycle 4?

Special Education Teachers

Paraprofessionals

Related Service Providers

All the above ✓

Which of the following are part of sped employee reporting in cycle 4 but not the federal reporting?

- ▲ Special Education Teachers
- ◆ Related Service Providers
- ⬤ Special Education Administrators
- ◼ Paraprofessionals

Which of the following are part of sped employee reporting in cycle 4 but not the federal reporting?

- ▲ Special Education Teachers
- ◆ Related Service Providers
- ● Special Education Administrators ✓
- ■ Paraprofessionals

- **Title Code of Service Provider** – The qualifying job description/licensure of the special education provider (including teachers).

Teachers: The selection is to be based on teacher assignment as well as Section 17.00 and Section 30.00 of the Special Education Program Standards.	Related Service Providers
03 – Early Childhood Teacher (Early Childhood only)	04 – Occupational Therapist
50 – Self-Contained 1:6 Teacher (School Age only)	05 – Physical Therapist
51 – Self-Contained 1:10 Teacher (School Age only)	06 – PE Adaptive Teacher
52 – Self-Contained 1:15 Teacher (School Age only)	07 – Recreational Therapist
53 – Resource Room Teacher (School Age only)	08 – Psychological Examiner
54 – Itinerant Instructor (school age and/or early childhood)	09 – Educational Examiner
55 – Consulting Teacher (School Age only)	10 – Psychologist
56 – Hospital/Homebound (School Age only)	11 – Medical/Nursing Staff
57 – Co-Teaching Teacher (School Age only)	12 – Audiologist
58 – Indirect Teacher (School Age only)	14 – School Social Worker
59 – Integrated Classroom Model Teacher (School Age only)	17 – Counselor
20 – Speech Therapist (school age and/or early childhood)	18 –Orientation and Mobility Service
Paraprofessional	19 – Educational Interpreter (Deaf)
13 – Classroom Instructional Aide/Paraprofessional	24 – School Psychology Specialist
Other Providers	
01 – Special Education Supervisor (LEA Supervisor/ EC Coordinator **ONLY**)	21 – Speech Language Assistant/Aide
02 – Other Special Education Administrators (non-clerical)	22 – Occupational Therapy Assistant/ Aide
15 – Voc. Ed. Teacher – Job Coach	23 – Physical Therapy Assistant/Aide
16 - Work Study Coordinator/CCE /Secondary Transition	25 – Other: See Data Dictionary (p18)

Teachers:

- A teacher that is floating from class to class as part of your inclusion plan, should be coded as 53: Resource
  - They are the resource.
  - If you are not sure how to code a teacher in sped employee, give me a call to talk through the options
- Only use 57: Co-teaching when it is truly a co-taught classroom
- 20: Speech Therapist is considered a teacher

- Paraprofessionals
  - SA should meet Title 1 requirements and have taken the core special education modules
  - EC should have taken the core special education modules
  - Once requirements are met
    - Certification status is E: Non-teacher certified
  - If they have not had the training by December 1
    - Certification status is G: Non-teacher not certified

Title Code 01 – special Education Supervisor (LEA Supervisor/Early Childhood Coordinator)

- Certification Status is either
  - E: Non-teacher certified or
  - G: Non-teacher not certified
- Certification status will depend on an individual's licensure/endorsement codes

ADDED ENDORSEMENT

ALL supervisors working for a single or multiple LEAs MUST be reported with each LEA's data with the appropriate FTE

- If you are based out of a Co-op or district and work for 5 LEAs then you, as the LEA Supervisor, must be reported in all 5 LEAs data with the appropriate FTE.
- Failure to report can result in a loss of funds.
  - 40+ Districts failed to report their special education supervisors in Cycle 4

Reporting of Certification Status

Certification Status: Teacher/Provider – (Cycle 4)

- The certification status of the special education teacher or provider. This is personnel who have met SEA-approved or SEA-recognized certification, licensing, registration or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

- NOTE: Any teacher coded as A-C should have an ALP on file or be part of the MAT program. The LEA should be prepared to submit the documentation upon request.

    A. 1st Year Teaching Special Education, Not Fully Certified in Special Education

    B. 2nd Year Teaching Special Education, Not Fully Certified in Special Education

    C. 3rd Year Teaching Special Education, Not Fully Certified in Special Education

    D. Fully Certified/Highly Qualified Special Education Teacher/Speech Pathologist

        - Teachers must have ADE license endorsement for special education.

        - Speech Pathologists must be licensed by the Arkansas Board of Examiners - Speech-Language Pathology and Audiology or have an ADE teacher licensure endorsement code

        - Only licensed Speech Pathologist who are actual district employees should be coded as a D

            - Remember: Speech Pathologist are teachers in Arkansas

E. Non-Teacher Certified

- Title Code 13: All paraprofessionals must have completed the appropriate core modules to be considered certified

- Title Code 01 Supervisors/EC Coordinators who meet minimum qualifications

- Title Code 02 other special education administrators

F. Private Provider Certified are individuals who hold the appropriate cert/licenses and are not employeed by the LEA

True

False

F. Private Provider Certified are individuals who hold the appropriate cert/licenses and are not employeed by the LEA

True ✓

False

Reporting of Personnel: Title codes G-H-I

G. Non-Teacher Not Certified

- This includes all paraprofessionals who have NOT completed the special education core module.
- This includes LEA special education supervisors and early childhood coordinators who do not meet the minimum qualifications of a LEA Supervisor or EC Coordinator.
- This status also includes "Other Special Education Administrators (Title Code 02).

H. Private Provider Not Certified

- Contract Personnel who do NOT hold a Certification/License for his/her job assignment.

I. Other Certification Status, Not Fully Certified

- This code is specifically for student interns. These students are conducting testing, providing services, and reviewing records under the direct supervision of a certified/ licensed speech pathologist or psychological examiner in preparation of receiving their license. Student interns in the area of speech pathology may have a pending certification/license number which should be provided.
- If a district believes it has another situation for which this code can be used, its State Special Education Area Supervisor should be consulted prior to its use.
- Anyone identified with this code is considered not fully certified.

It is your (the LEA Supervisors) responsibility to ensure all required special education employees are reported.

- Before Cycle 4 verify all fields in the eSchool Sped Employee Module
  - Job Titles
  - Certification status
  - FTE
    - NO ONE can have an FTE greater than 1.00. True for both district, co-op, and private providers employees
- Cycle 4 review (January) includes personnel

Employees data entry and error reports.

Personnel	Students	Exit

Special Ed. Employees	>	Entry - Employees Data
Paraprofessional	>	
Error Reports - Cycle 4	>	
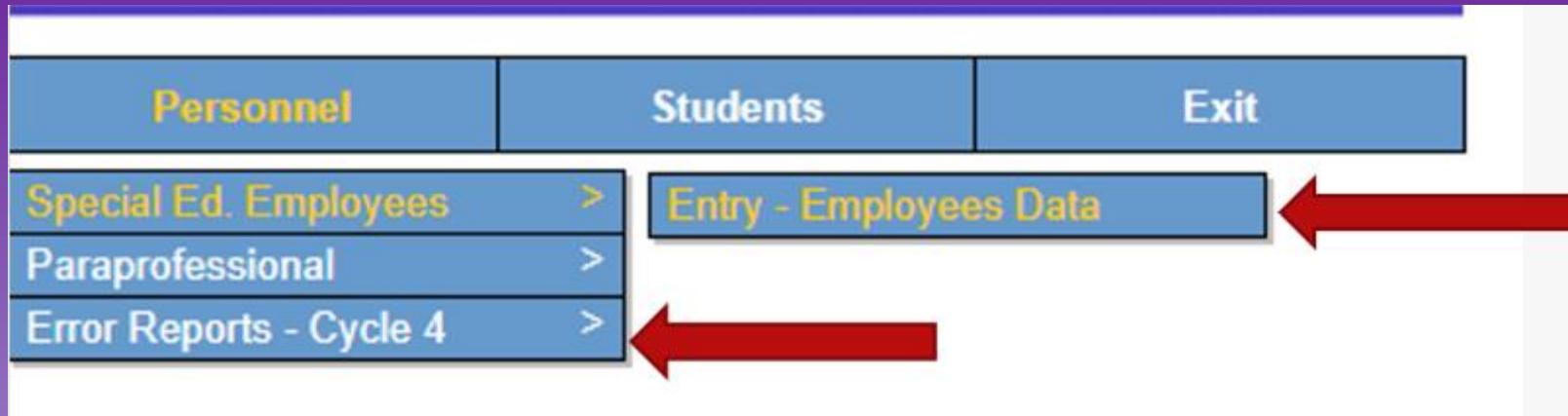
If no name is listed on the error report then no errors have been identified. There is a cross district error report that is not in MySped Resource. LEAs are notified by email from the IDEA Data & Research Office staff.

Reporting of Private School and Home School Students

Private and homeschool students referred for special education services must be entered into the referral tracking module

True

False

Private and homeschool students referred for special education services must be entered into the referral tracking module

True ✓

False

Referral Tracking Module

- Register the student in eSchool using the referral tracking holding building 80000
- If found eligibile, it must be changed to a valid building for the grade level
- If they are not to receive services, withdraw the student as going back to private school

What is the LRE code for students with a service plan?

- ▲ PP
- ◆ RG
- ● HH
- ■ RR

What is the LRE code for students with a service plan?

PP ✓
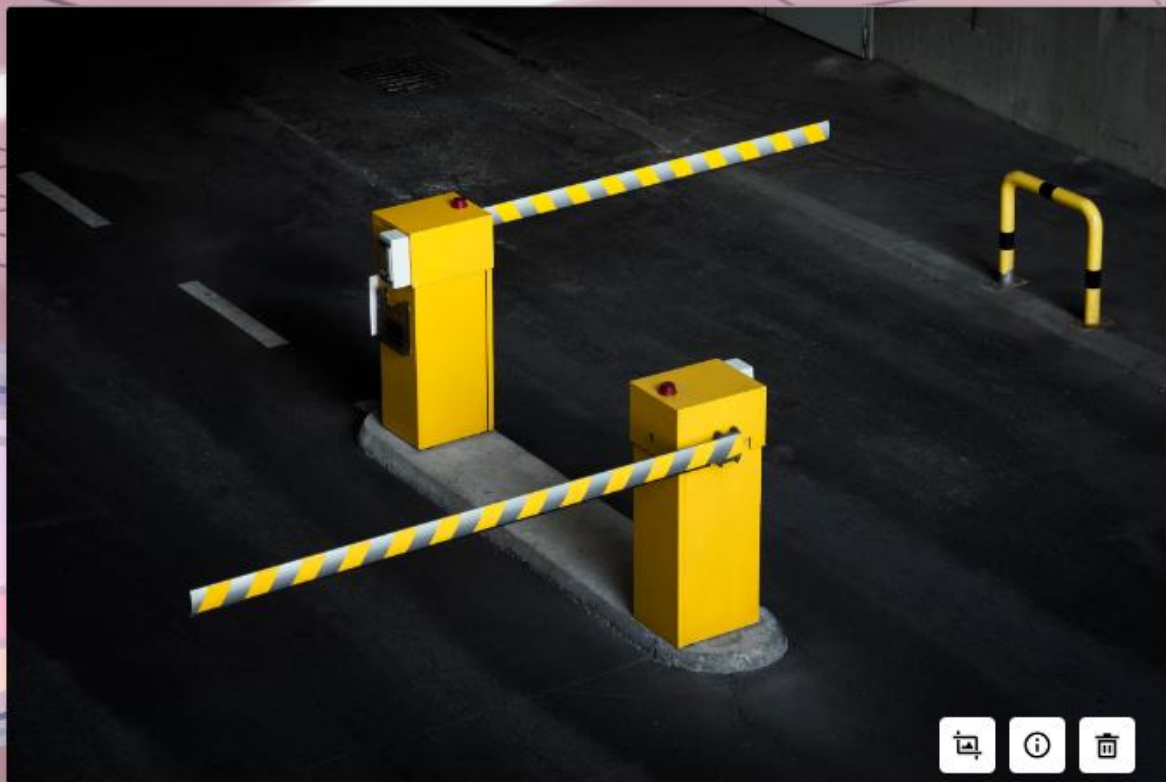
RG

HH

RR

True

False

True ✓

False ◯

A homeschool student belongs to the local district no matter where they live.
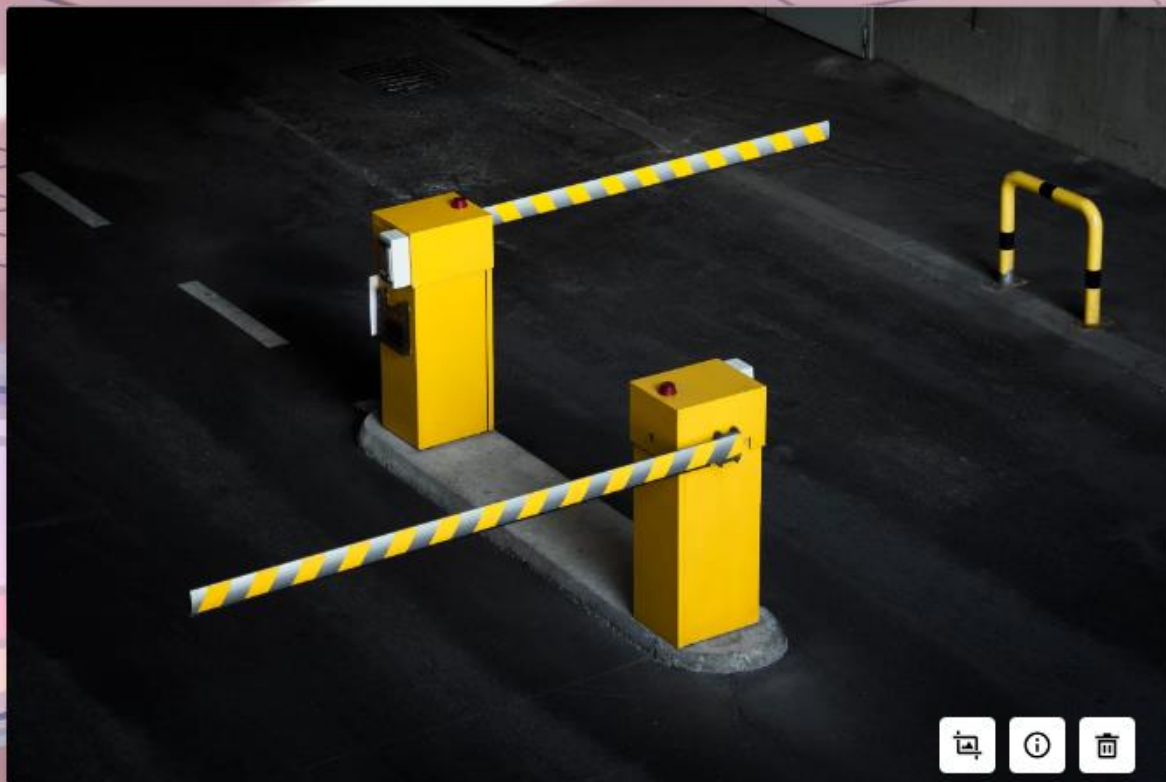

True

False

A homeschool student belongs to the local district no matter where they live.

True

False

When enrolling a PP student in eSchool the SIS/Misc captures

- ▲ Number of hours served per week
- ◆ Percent of time served in decimal format
- ● Percent of time served
- ■ Percent of ADM funding in decimal format

When enrolling a PP student in eSchool the SIS/Misc captures

▲ Number of hours served per week ◯	◆ Percent of time served in decimal format ✓
● Percent of time served ◯	■ Percent of ADM funding in decimal format ✓

WHAT WAS YOUR GREATEST TAKE AWAY?