



SPECIAL EDUCATION DATA SUMMIT

PRESENTED BY

IDEA DATA & RESEARCH

FEBRUARY 6, 2025

HOLIDAY INN AIRPORT CONFERENCE CENTER, LITTLE ROCK, AR

AGENDA FOR THE DAY

- 8:30 Welcome and Introduction of new IDEA Data & Research Staff
- 8:45 IDEA Data & Research Updates
- 9:00 Common Data Themes
- 9:15 Kahoot SPP/APR Data Refresher
- 10:30 Break
- 10:45 Data Governance
- 11:45 Lunch
- 12:45 Where is the data?
- 2:00 Break
- 2:15 Data Visualization
- 3:30 Wrap Up

IDEA DATA & RESEARCH UPDATES

- Dr. Fields is retiring June 30, 2025
- Dr. Laura Goadrich will become the Director July 1, 2025
- The grant and Office will be moving from UALR effective July 1, 2025
- The main phone number will change
- The physical address will be with DESE-OSE

THE EFFECT OF OFFICE CHANGES ON FAMILY SURVEY SUBMISSION

- **ALL scantron forms MUST be mailed by May 1, 2025** to ensure they are received at UALR prior to the move.
- Highly recommend you use tracking on shipments.
- Those received by UALR Mail Services after the move could be misplaced or sent back.
- We will work with UALR Mail Services to notify Dr. Goadrich of any mail that is received after the move.

EFFECT OF OFFICE CHANGES ON FAMILY SURVEY SUBMISSION

- Make sure you share the information with appropriate staff
- To request scantron forms use the link on the DESE-OSE website under related links

<https://dese.ade.arkansas.gov/Offices/special-education>

Related Links

- > [2024 LEA Academy](#)
- > [ADE SEU LiveBinders](#)
- > [Arkansas Medicaid in the Schools](#)
- > [Family Survey Request Form](#) 
- > [Local EC Coordinators](#)
- > [Local SA Supervisors](#)

FAMILY SURVEY SUBMISSION

- There is **NO** change to the **online survey**. Completion date for the online survey is still July 15, 2025
- If you make photocopies of a scan form or print off the online survey, the LEA is responsible for entering the survey data into the online survey.
- Photocopies of the scantron forms or the online survey cannot be scanned.
- **DO NOT** mail photocopies of the surveys. They will be returned; we are not doing your data entry.

FAMILY SURVEY SUBMISSION

- Whether the survey is being completed online or on the scantron form, please
 - Have the parent/guardian/student or your staff enter the race/ethnicity of the child and the disability.
 - We are required to conduct an analysis of representativeness and submit it as part of the APR. The missing race/ethnicity and/or disability is creating some problems with the analysis.
 - If the data doesn't improve, we may have to drop the scantron option and require it to be done online with those fields being required.

MOST COMMON QUESTION I HAD THIS FALL

HOW TO ENROLL HOME SCHOOL/PRIVATE SCHOOL STUDENTS?

Our building register and I are arguing over how to enroll a home school student who receives special education services.

How do we enroll them?

What resident code do we use?

What other fields/screens are required?

MOST FREQUENTLY ASKED QUESTION IN THE FALL

HOW TO ENROLL HOMESCHOOL/PRIVATE SCHOOL STUDENTS?

There are questions you need answered to get this right

- Is this a home school student or a private school student?
 - Yes, they are a home school student
- Does the student live in the district?
 - Yes, we have confirmed they live in our boundaries

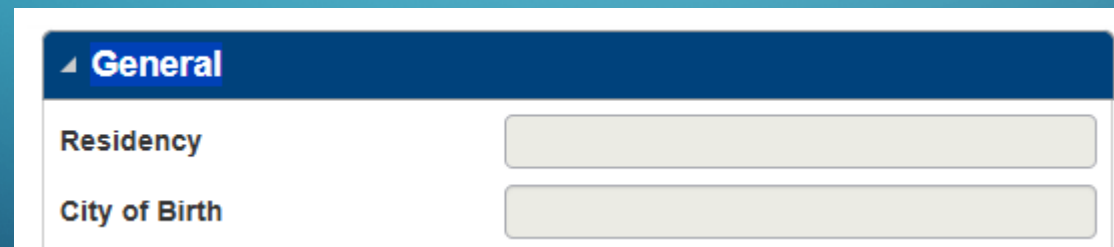
A homeschool student **MUST** live in your boundaries; if not they belong to someone else.

HOW TO ENROLL HOME SCHOOL/PRIVATE SCHOOL STUDENTS?

- Building registrars or whomever has rights
 - Enroll the student in the LEA just like any other student by marking the
 - curriculum code;
 - Transportation code; and
 - child nutrition
 - residency code
- Part time ADM on the SIS/MISC.
 - A student receiving speech for 1 hour a week has an ADM of .03 or 3%.
 - Has to be entered as a decimal

ENROLLMENT RESIDENCY CODES

- In general, when a district enrolls a student that lives in their boundaries they have a residency code of R
- Residency field is located on the personal screen
- This is the same field where Resident X for residential and XX for JDC is marked.



A screenshot of a web form titled "General" with a dark blue header. Below the header, there are two input fields. The first field is labeled "Residency" and the second is labeled "City of Birth". Both fields are empty and have a light beige background with a thin border.

General	
Residency	<input type="text"/>
City of Birth	<input type="text"/>

HOMESCHOOL RESIDENCY CODES

- There are state laws allowing homeschool students to participate in sports and academics in their home/resident public school
- Codes 1, 2, and 4 are tied to specific state laws and should only be used for those specific purposes
 - 1= Homeschool with no ADM/ sports only
 - 2= homeschool with ADM for sports and academics
 - 4= homeschool or private (in district resident) with academics only

SCENARIO: WHAT CODE DO I USE?

- I have a SPED student that is homeschooled and receives speech services, is the Resident code "R" with ADM % on the SIS/MISC screen OR is the Resident code "4" with ADM % on the SIS screen?
- ANSWER:
 - If a student with an IEP/service plan lives in district boundaries (homeschool) and does neither athletics or academics then use "R" with a part time ADM on the SIS/MISC screen is correct

SCENARIO: WHAT CODE DO I USE?

- The building registrar has a student enrolled with resident code 1. He has just been found eligible for special education services and the parents have agreed to speech services. Should we leave the residency code as 1, change it to R, or change it to 4?
- Since the student was being tracked for homeschool athletics and they are now also going to get speech instruction change the Residency code to "2" with ADM % on the SIS screen?

SCENARIO: WHAT CODE DO I USE?

- If I have a couple SPED students that are enrolled in a local private school. Neither participate in sport or academics. One lives in the district and the other lives in a neighboring district. Which residency codes would I use?
- ANSWER:
 - “R” would be used for the private school student who lives in the district boundaries. A student who attends a private school within your boundaries, has an IEP/service plan, lives in district boundaries and does neither athletics or academics you would use R and mark the part time ADM on the SIS/MISC screen
 - “S” would be used for the private school student who lives outside your district. A student who attends a private school in your boundaries, an IEP/service plan but does not live in your boundaries, you should use S, special ed w/private tuition and mark the part time ADM on the SIS/MISC screen

NEW FIELD FOR CHILD COUNT COLLECTION

- OSEP has proposed a new data element for 2025-26 to be reported as part of child count PK-12.
- Military Connectedness
 - Fields are already in eSchool on the SIS/MISC Screen
 - Act 914 Military Dependent – check box if Y
 - Act 914 Military Branch

▲ SIS/Misc Items

ACT 514 Military Dependent

☐

ACT 514 Military Branch

ACT 514 Military Branch

⏪ ⏩ Page 1 of 1 ⏪ ⏩ 250 ▼		
Code	Description	State Code Equiv
01	Active Duty US Army	01
02	Active Duty US Air Force	02
03	Active Duty US Navy	03
04	Active Duty US Marines	04
05	Active Duty United States Coast Guard	05
06	Reserves US Army	06
07	Reserves US Air Force	07
08	Reserves US Navy	08
09	Reserves US Marines	09
10	National Guard US Army	10
11	National Guard US Air Force	11
12	Parents serve in multiple branches	12
13	Not Applicable	13
14	Reserves US Coast Guard	14
15	Space Force	15

QUESTIONS?????

OK LETS GO HAVE SOME FUN IN KAHOOT

SPP/APR DATA REFRESHER



BREAK TIME

BREAK TIME

BREAK TIME

BREAK TIME

BREAK TIME



DATA GOVERNANCE AND YOUR ROLE



- **Data governance** is the process of managing and organizing data to ensure it is accurate, secure, and used properly.
 - It involves setting rules and policies about how data is collected, stored, shared, and protected.
 - The goal of data governance is to make sure data is reliable, private, and used ethically to make good decisions.

KEY GOALS OF DATA GOVERNANCE



ROLE OF THE SPECIAL EDUCATION ADMINISTRATOR

- Overview:

- Ensures the management, use, and protection of data for students with disabilities.



- Why It's Critical:

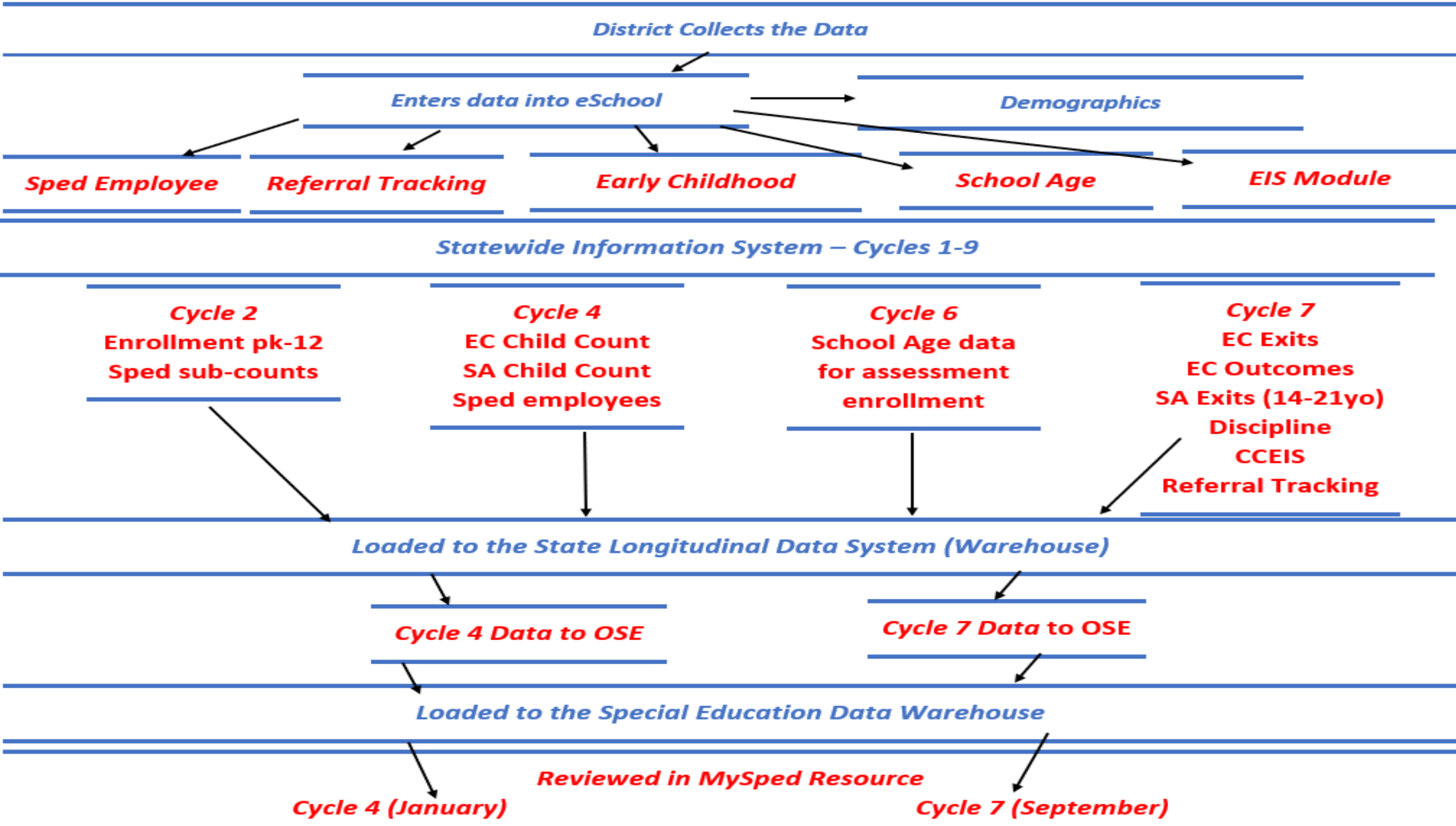
- Sensitive nature of the data.
- Legal, ethical, and educational compliance.

KEY RESPONSIBILITIES

- **Compliance with Legal Standards:**
 - **FERPA:** Student data privacy.
 - **IDEA:** Federal law and regulations, federal and state reporting requirements, and IEP compliance
 - **State laws and Regulations:** Adhere to specific laws
- **Quality control for accurate and timely data**

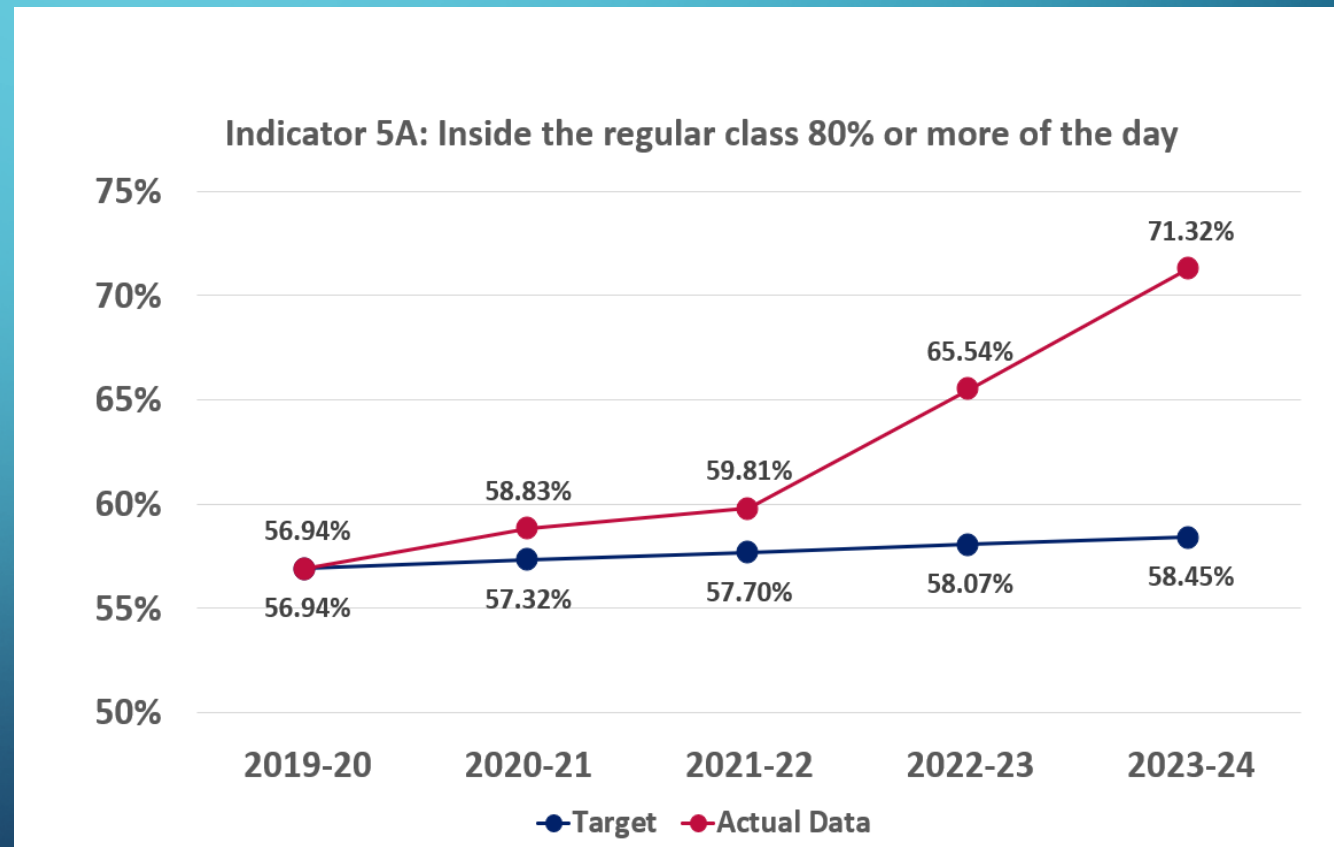
DATA COLLECTION AND MANAGEMENT

- Collecting accurate, timely data:
 - Referrals, child count, outcomes exits, ect....
 - Assessments and evaluations.
 - IEP progress monitoring.
- Secure data storage and limited access.



DATA USE IN DECISION-MAKING

- **Analyze data to:**
 - Evaluate program effectiveness.
 - Identify trends and gaps.
 - Allocate resources effectively.
- **Share insights with stakeholders while maintaining confidentiality.**



COLLABORATION AND COMMUNICATION

- Work with IT, data analysts, and other administrators to meet program needs.
- Communicate policies to staff, students, and families.



TRAINING AND OVERSIGHT



- **Staff Training:**
 - Legal requirements for data handling.
 - Tools and systems for data management.
- **Oversight:**
 - Monitor policy compliance.
 - Take corrective actions when needed.

ADVOCACY FOR ETHICAL DATA USE

- **Advocate for using data to:**
 - **Benefit students.**
 - **Protect their rights and dignity.**
- **Ensure decisions are balanced.**



CASE STUDY ANALYSIS

“DATA GOVERNANCE IN ACTION”

Scenario:

A special education teacher accidentally shared a progress monitoring report containing sensitive IEP data with a parent who was not authorized to view it. The error was discovered when the parent raised concerns about another student's progress. The district is now facing questions from both families regarding data privacy and how sensitive information is handled."

DISCUSSION AND IDENTIFY:

- Identify which key data governance principles from the presentation were compromised.
- Discuss how the special education administrator should respond to this situation.
- Identify preventive actions the administrator could take to avoid this issue in the future.

SUMMARY

- **The special education administrator and early childhood coordinator plays a pivotal role in ensuring responsible data governance.**
- **Key Takeaway**
 - **Ethical, compliant, and effective use of data can enhance educational outcomes for students with disabilities.**